



CALIFORNIA STATE UNIVERSITY
FULLERTON



Division of STUDENT AFFAIRS
ANNUAL REPORT 2013 | 14

Titan Dreamers Resource Center Grand Opening

A message from the
VICE PRESIDENT FOR STUDENT AFFAIRS

Student Affairs Transforms Lives is the start of a bold way forward. It is also the start of the new mission statement for the division that compliments a new set of core values and a new talent development statement that supports our new strategic plan. The mission is bold, visionary and sets our course for the future. Our 2013-18 Divisional Strategic Plan was revealed in October 2013 and aligns with the University's Strategic Plan with a focus on five goals: Advising, Retention, Talent Development, Assessment, and the Titan Experience. You will see the new mission and the new strategic plan infused in this annual report and is evident in the work we do with our students every day.

We are thrilled to share our division's achievements for the 2013-14 academic year in this annual report. The countless hours and immense effort dedicated to students individually and collectively are apparent in the outstanding accomplishments of our team.

We know that as the landscape of higher education and the needs of our students evolve, we as scholar-practitioners need to adapt to those changes. In doing so, our entire team has come together to enhance and expand resources and services for all students. For example, Cal State Fullerton made history in April 2014 by becoming the first CSU of 23 campuses to open a resource center for undocumented students, the Titan Dreamers Resource Center. This is the start of our work to achieve all of the goals of our plan.

I am confident that as a division we will continue to move forward to enhance student success as we stay true to our core values: Student-centeredness, Integrity, Diversity, Collaboration and Excellence.

I encourage you to read the report to learn more about the achievements of your colleagues across campus. The accomplishments contained in the report demonstrate that Student Affairs does indeed transform lives.

Be well,
Berenecia Johnson Eanes, Ph.D.
Vice President for Student Affairs



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OUR MISSION

Student Affairs transforms lives.

We provide exceptional student-centered programs, services and opportunities that empower students to achieve the greatest potential in their academic, personal and professional lives. This Titan experience prepares students to be engaged, responsible citizens and leaders in our global society.

CORE VALUES

- Student-centeredness
- Integrity
- Diversity
- Collaboration
- Excellence

GOAL 1 / Advising

Utilizing a “One University” approach, develop “best-in-class” practices for academic, career and personal advising that support students’ pathways to graduation, responsiveness to workforce needs and the lifelong empowerment and success of our graduates.

GOAL 2 / Retention

Invest in strategies and High-Impact Practice programs and services that foster exceptional persistence, superior achievement and timely graduation for all students, with a particular focus on narrowing the gap between underrepresented students and the overall student body.

GOAL 3 / Talent Development

Develop and maintain a nationally recognized Talent Development Program that invests in professional and leadership growth of staff.

Student Affairs strives to operate in a transparent, collaborative and developmental environment that demonstrates the value of the staff and administrators who make up the Division. Ours is a people business. We are committed to our people and their professional/personal development. We seek to make opportunities available for professional development, which may qualify our team members for career advancement. We expect our supervisors to provide effective leadership, support, encouragement and accountability to their teams.

Through intentional coaching and mentorship, we strive to develop employees to reach their goals within the Division and in their careers. We provide honest and open feedback on an ongoing basis. We are committed to individual and group excellence. We are personally responsible and hold each other accountable for achieving excellent results in support of our students. We strive to be a place where people want to work and where contributions are valued and rewarded. We are leaders in providing excellent experiences for our employees and our students.

GOAL 4 / Assessment

The Division of Student Affairs and each department will execute state-of-the-art assessment efforts aligned with the University and Division Strategic Plan that include multiple measures to assess learning outcomes, satisfaction, opportunities for program improvement and contribution to achieving the University and Division Strategic Plan.

GOAL 5 / Titan Experience

Develop the “Titan Experience” brand to build pride and connection to the University and market the unique and employable qualities of Cal State Fullerton graduates.



Artist rendering of Titan Student Union expansion and modernization project

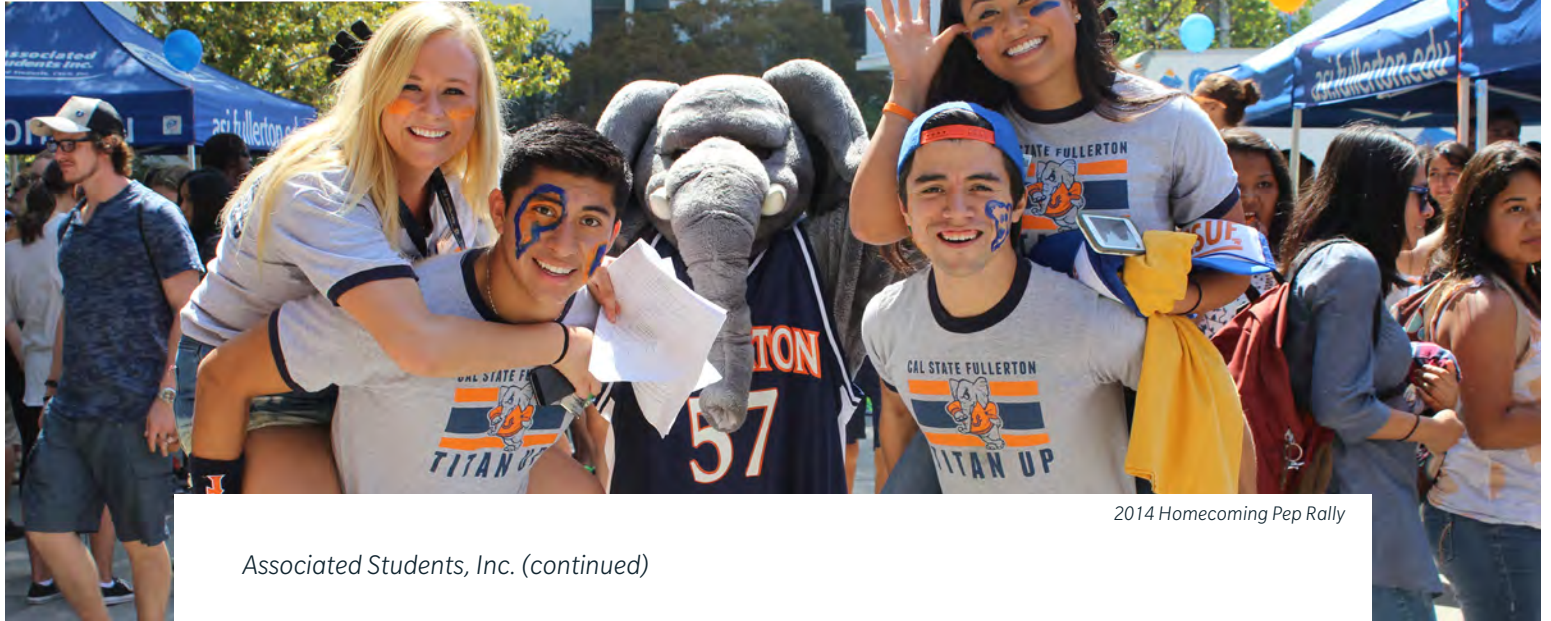
ASSOCIATED STUDENTS, INC.

Throughout the academic year, ASI offers meaningful student development opportunities through campus leadership positions, student employment, local community engagement, and multicultural and diversity initiatives. Students are encouraged to make a difference – both on campus and in local, state and national forums. ASI departments, programs, and services facilitate social, cultural and recreational programming throughout the academic year designed to enhance the Titan Experience, be responsive to student needs and support the campus community.

2013-14 highlights include:

- Created and approved an ASI Five-Year Strategic Plan.
- Obtained approval by the CSU Board of Trustees for a \$20-million Titan Student Union expansion and modernization project.
- Implemented an online Student Recreation Center membership system.
- Provided online, automated Inter-related Activities (IRA) training through the ASI website.
- Implemented online applications for ASI services and leadership opportunities.
- Provided employment opportunities for 374 students – more than one percent of the student population.
- Increased funding to ASI Research Grants to a \$2,500 maximum each.
- Funded organizations and inter-club councils: More than 26,500 participants attended events in 2013-14 across 15 different ASI funded organizations and inter-club councils.
- Supported inclusion and diversity at the University through 288 special events, workshops, guest speakers and discussion groups attended by nearly 16,000 participants.



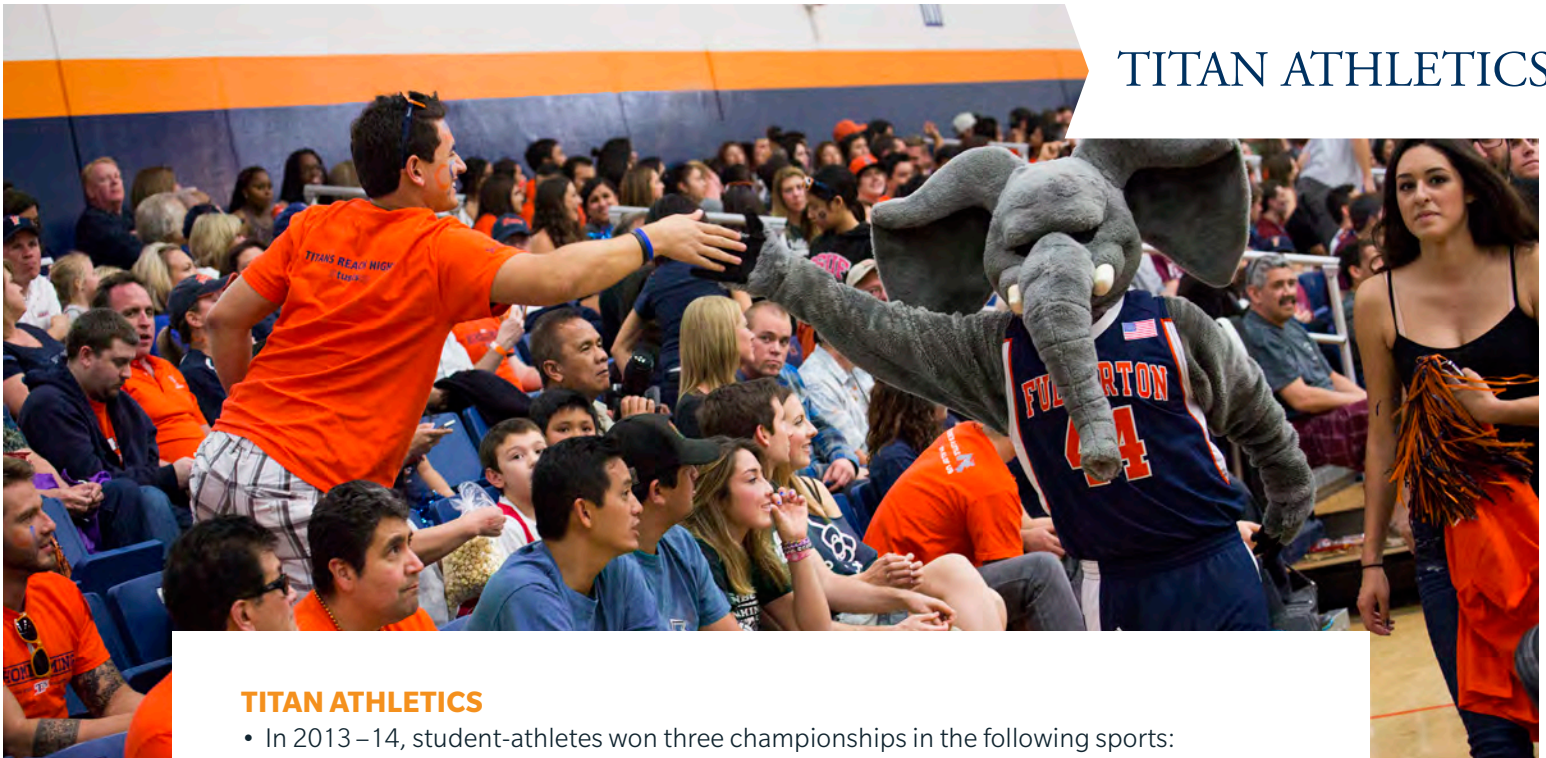


2014 Homecoming Pep Rally

Associated Students, Inc. (continued)

- Published three newsletters about campus activities that were distributed to more than 25 local businesses in Fullerton through the newly established Community Engagement Coalition (ASI Committees & Programs).
- 8,363 participants took advantage of opportunities and events such as All Night Study, the Titan Fitness Challenge and Spring Concert series.
- Experienced another successful year in the Titan Recreation Intramurals program. For the second year in a row, Intramurals hosted more than 1,000 fall participants and 900 spring participants.
- Titan Rewards athletic events drew 5,000 students and 1,000 students participated in Titan Pride Center promotions. More than 2,000 students attended Titan Tusk Force pep rallies and tailgates held throughout the year.
- ASI Student Governance & Programming Leaders held five institutes with more than 235 ASI student leaders from main and Irvine campuses in attendance.
- Grew the LGBTQ Resource Center and relocated it to a larger space to accommodate the addition of the Queer People of Color (QPOC) organization and redesign of the Safe Space Program.



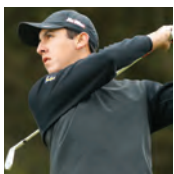


TITAN ATHLETICS

- In 2013–14, student-athletes won three championships in the following sports:
 - Women’s Soccer: 2013 Big West Champions.
 - Men’s Golf: 2014 Big West Champions.
 - Women’s Golf: Martina Edberg, 2014 Big West Individual Title.
- In November 2013, the Titans new weight room was unveiled.
- Fundraising efforts resulted in more than 500 donors contributing \$691,545 during the fiscal year, marking an improvement from last year’s total of \$493,664.
- Student-athletes completed 1,470 hours of community service.
- Major League Baseball teams drafted seven Titans.

HONOR ROLL

Strike up the band as numerous Cal State Fullerton student-athletes and coaches were honored among the best in their sport in 2013-14.



36 ALL-BIG WEST HONORS



6 ALL-WEST REGION STUDENT-ATHLETES



19 BIG WEST PLAYERS OF THE WEEK



3 BIG WEST CHAMPIONS



4 ALL-AMERICAN STUDENT-ATHLETES



1 BIG WEST CONFERENCE COACH OF THE YEAR

STUDENT ENGAGEMENT



IRVINE CAMPUS

Cal State Fullerton's branch campus in Irvine was established in fall 2002 to meet the higher education needs of Central and South Orange County. Currently located near the Irvine Spectrum, the Irvine campus offers the resources, services and facilities to provide an outstanding educational and co-curricular experience. A full range of services is provided at the branch campus through the Student Affairs office. 2013-14 highlights include:

- 700 students attending classes at Irvine campus received Dean's List Honors.
- The Student Leadership Scholarship fund awarded \$8,100 to students.
- Students were engaged in more than 75 workshops on a variety of topics.
- The Career Center organized 18 workshops, an annual job fair and served 168 students through individual appointments.
- Disability Support Services served 63 students and proctored 233 exams to support students and faculty.



Irvine Campus bookstore

STUDENT ENGAGEMENT



ASSISTANT DEANS

Assistant deans serve a vital role representing the Division of Student Affairs within each of the academic colleges. For the 2013-14 academic year, the assistant deans focused on three divisional strategic planning areas: Advising, Retention, and the Titan Experience. Their leadership effort were concentrated on the following: First-Year Experiences, Success Centers, Intrusive Advising, College-Based Theme Housing and Leadership Development, Scholarships and Recognition Ceremony, and College Weeks.



Themed-floor residence communities serving students from the Colleges

of the Arts and Health and Human Development supported student engagement, enhanced the first-year experience and increased academic success. Residential living and learning communities help strengthen students' personal growth, build a strong academic foundation, increase connection to the campus and create a sense of community through purposeful interactions with students, staff, faculty and administrators. In partnership with Housing and Residence Life, assistant deans also provided resources and services during the critical first-year transition to the University.



Bill Nye, "The Science Guy" was brought to campus as the keynote speaker for the 11th Annual

Natural Sciences and Mathematics Inter-Club Council Symposium, which drew more than 1,000 attendees. Hundreds more viewed a live stream of the sold-out event, which was made possible through collaboration with the Division of Information Technology and Titan Communications.

Through college scholarship processes coordinated by assistant deans, more than \$216,000 was awarded to 285 outstanding students.

Success Centers served 26,038 students.



During the 2013-14 academic year, 100 percent of the students placed on academic probation

received email notification informing them of the resources provided by their assistant dean. In addition, early intervention advising was held for students who were going to be placed on academic probation in fall 2013.

671 students received ASI Inter-Club Council funding to attend professional conferences.

STUDENT ENGAGEMENT



DEAN OF STUDENTS

- Student Affairs welcomed Tonantzin Oseguera as the new dean of students in summer 2013.
- During the academic year, two departments were merged: Leadership and Multicultural Development Programs and Student Life Programs and Services.
- The Students of Concern Committee reviewed and assisted 52 students of concern related to issues ranging from medical to psychological issues. Students were referred by faculty and staff.
- The department's front office area was redesigned to better accommodate students with disabilities and provide a more welcoming environment for all students.

Student Conduct

Provided 39 workshops to students and student groups on academic integrity, ethical decision-making and other requested topics.

A new position for coordinator of student conduct was established, and a new relationship was developed with Housing and Residence Life.

For non-academic allegations 234 students were referred to Student Conduct, which is comparable to referrals in 2012-13 (237), and significantly less than 465 cases referred in 2007-08.

Student Conduct staff members updated Housing and Residence Life policies and protocol to more closely match those of Student Conduct. Documents were developed for use by Complex Coordinators that included initial charging letters, opening/closing statements, sanctions document, referral form to Student Conduct, as well as a tracking log for Housing and Residence Life cases referred to Student Conduct. Student Conduct staff also updated the Student Conduct Process in Residence Life protocol, incorporating information assessed from implementing the process during the fall semester. This process will continue to be updated in 2014-15 as needed through consultation with Housing and Residence Life.

STUDENT ENGAGEMENT



Discoverfest

STUDENT LIFE AND LEADERSHIP

Clubs and Organizations

- Provided walk-in advisement to more than 350 student organizations on topics such as developing new organizations, special event planning, retreat planning, teambuilding, fundraising, use of University Tax ID, leadership, and career and personal counseling.
- Registered a record number of 351 student organizations, which reflects a seven percent increase from 2013.

Club Sports

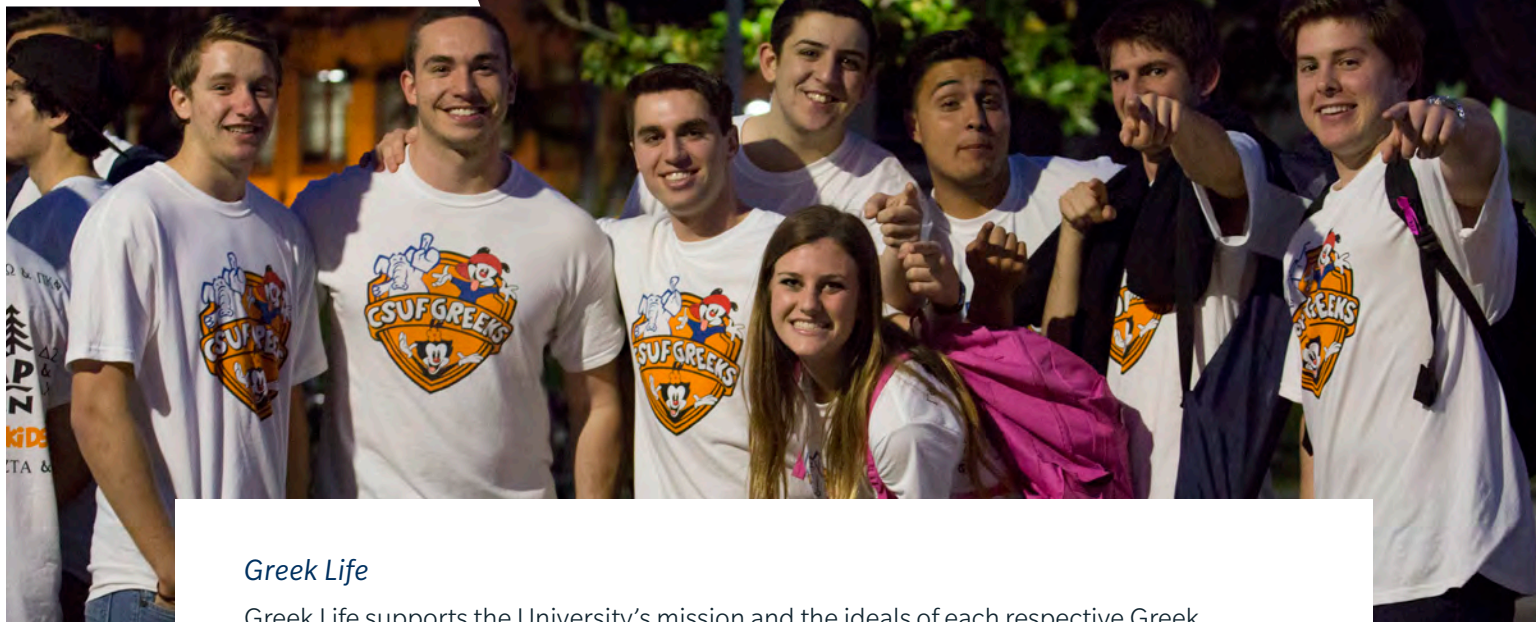
The mission of the Club Sports program is to provide high-quality, structured, competitive and fun activities that offer participants the opportunity to experience physical, social and emotional growth in a safe and enjoyable learning environment.

- In 2013-14, Club Sports recognized a record number of 338 student related-activities comprised of competitions and fundraisers.



Club Sports Men's Lacrosse

STUDENT ENGAGEMENT



Greek Life

Greek Life supports the University's mission and the ideals of each respective Greek organization as an integral part of the campus community. The creeds and rituals that guide the individual organizations are based on values and ethics that foster the highest ideals and behavior.

The Dean of Students staff supports these values by facilitating positive learning environments and opportunities for Greek students to grow personally and collectively in the areas of moral and social development, academic interest, civic engagement and leadership. The department also serves as a resource to Greek organizations by offering advisement and training on event planning, group development and organizational management.

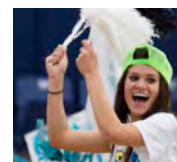


Greeks provided more than 50,000 hours of community service and donated more than \$80,000 to philanthropic programs.



Greek Life at Cal State Fullerton includes the Panhellenic Council (sororities), Interfraternity Council (fraternities), Multicultural Greek Council (fraternities and sororities), and the National Pan-Hellenic Council (fraternities and sororities), which are affiliated Greek letter organizations. The Greek community comprises 30 chapters with a total membership of more than 1,200 students.

The Order of Omega honors and recognizes the top three percent of the Cal State Fullerton Greek-system members based on leadership, scholarship and service. Order of Omega Epsilon Beta chapter welcomed 42 new members – 20 in fall 2013 and 22 in spring 2014. In addition, Order of Omega sought to add new programming efforts to their monthly meetings, which included a career panel and "15 Facebook Faux Pas," a presentation by a communications faculty member. Based on the popularity of the latter event, the new board will continue to engage in collaborative efforts, which include academic partners, to enhance the membership experience of the Order of Omega.



STUDENT ENGAGEMENT

Student Leadership Institute

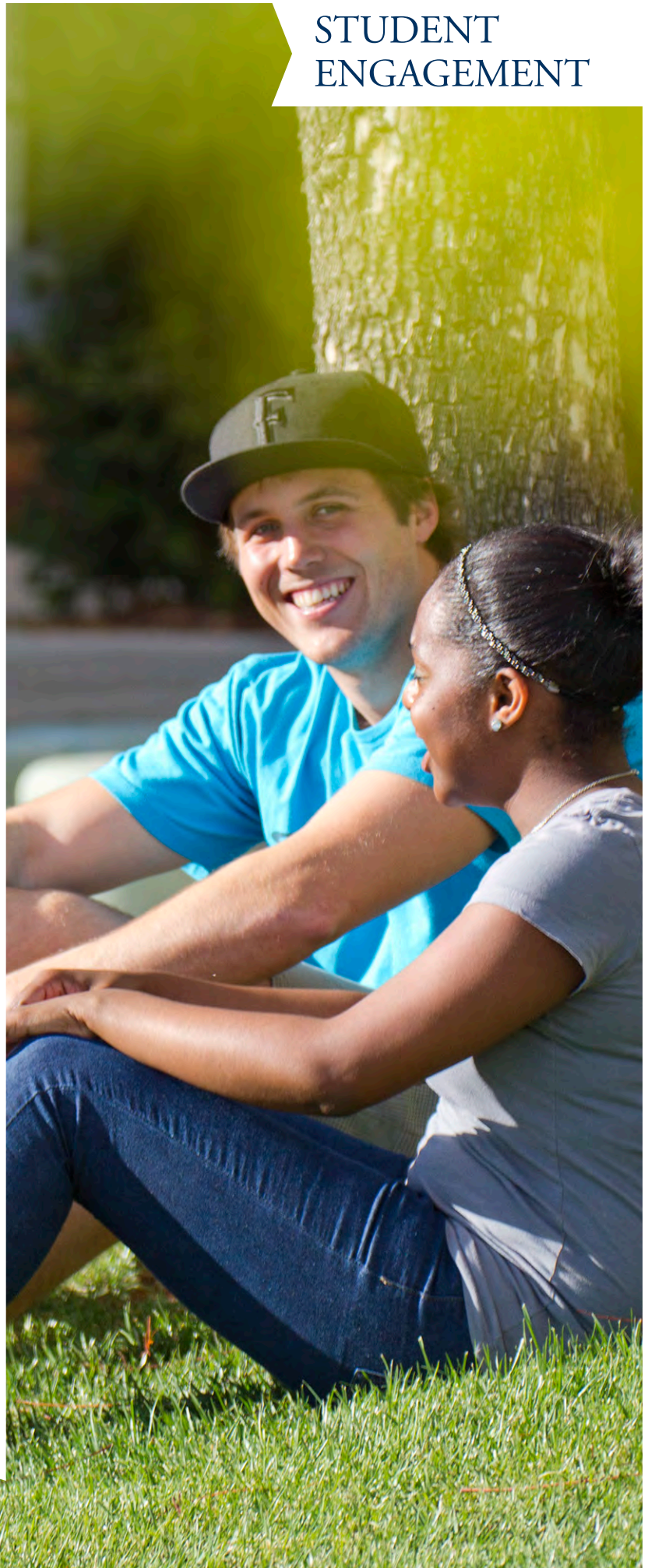
- Student Leadership Institute (SLI) offered 129 workshops as part of the SLI workshop schedule and 60 workshops that were presented in partnership with University 100 classes, student organizations, classrooms or student leader trainings.
- During 2013-14 the SLI awarded 282 certificates, distributed as follows:
 - Cal State Fullerton - 101
 - Santa Ana College - 58
 - Santiago Canyon College - 22
 - Rio Hondo College - 101
- Cal State Fullerton SLI students received training on topics that included:
 - Career Leadership
 - Emerging Leadership
 - Educating Myself for Better Racial Awareness and Cultural Enrichment (EMBRACE)
 - Global Leadership
 - Organizational Leadership
 - Public Service and Non-Profit Leadership

Titan Student Involvement Center

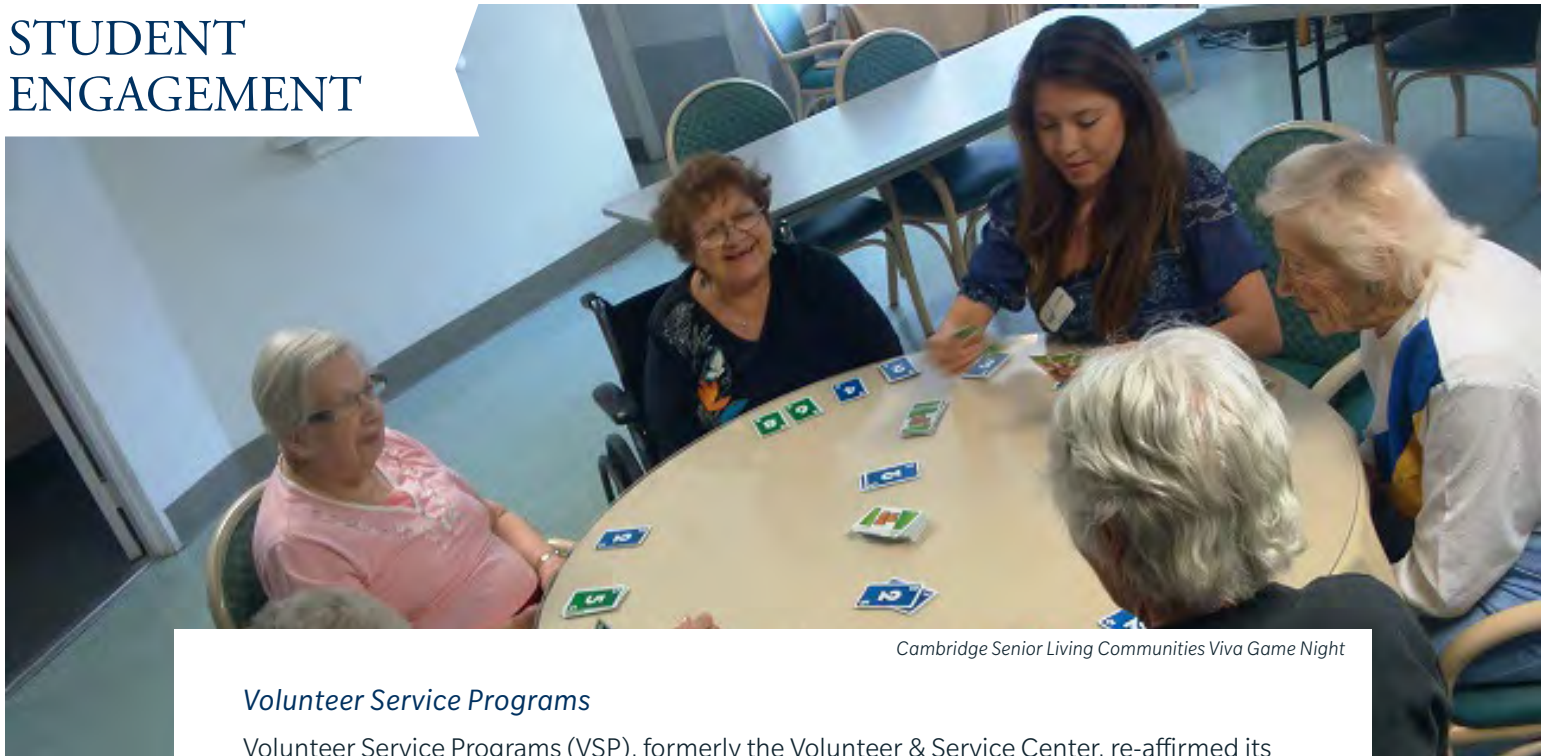
An online hub for student involvement and activities, the center is available through the student portal. The goal of the center is to create a community of engagement and increase student involvement at the University. Moreover, the center also provides a co-curricular transcript for students to track their involvement for use on resumes or applications.



GET INVOLVED
GET CONNECTED
GET TITAN PRIDE



STUDENT ENGAGEMENT



Cambridge Senior Living Communities Viva Game Night

Volunteer Service Programs

Volunteer Service Programs (VSP), formerly the Volunteer & Service Center, re-affirmed its commitment to leadership development of students through service and civic responsibility in the fall of 2013.

- As a program area in the newly created Student Life and Leadership department, a new coordinator was hired to restore program stability and consistency. Under the leadership of a new coordinator, Volunteer Service Programs focused on nurturing long-term on- and off-campus relationships, while also seeking and developing new partnerships.
- Volunteer Service Programs worked with 809 student leaders and volunteers who provided 7,234 hours of service to the greater community. Six project-based service opportunities were led by 22 project directors representing every academic college.
- Volunteers also benefited from the development of two new community partnerships, Viva Communities Cambridge Court Assisted Living and HOPE Mentors, both of which were managed by the VSP graduate assistant.
- Titan volunteers answered the call of serving others in numerous ways. They recruited donors that resulted in 435 units of blood through collaboration with the American Red Cross, committed 2,912 hours to increase youth literacy with Project Read and 70 volunteers donated 369 hours at a one-day Social Justice Summit to raise awareness of social justice issues.





Alumna Carole Wakeman (center) at the WakeMan Seminar Room dedication

WOMEN'S AND ADULT REENTRY CENTER

The WoMen's and Adult Reentry Center is dedicated to issues of gender equity on campus and in the surrounding community. The center's mission is to disseminate information on the status of women and men in society today, to foster an environment to enhance gender knowledge and awareness, and to focus on the elimination of stereotypes, including racial, gender, sexual orientation, age and socioeconomic status. Intellectual and emotional development, growth and support of the student body at Cal State Fullerton are implicit in all of the center's goals.

The WoMen's and Adult Reentry Center's mission is realized through the following services: Noontime workshops, support and advocacy services, identity-based discussion groups, campus wide events and outreach, REEL World movie series, gender alliance and sexual assault prevention workshops, and internship and volunteer opportunities. Highlights of the past year included:

Served as the on-campus resource for student victims/survivors of sexual and intimate partner violence and served as trainers for Title IX mandated workshops/activities.

Appointed a permanent director following a national, competitive search.

Collaborated with departments across divisions to provide noontime workshops on a variety of topics relevant to Cal State Fullerton students.

Received a \$300,000 gift from alumna Carole Wakeman (pictured above), including a \$200,000 endowment to fund student scholarships, as well as funds to remodel and upgrade the conference room. The WakeMan Seminar Room officially opened on June 30, 2014, and during the opening ceremony, two new scholarships were awarded to adult reentry students.



WakeMan Seminar Room dedication

WoMen's and Adult Reentry Center (continued):

Continued a focus on expanding programming and support for nontraditional students and those who are parents. In spring 2014, the University received the charter for Alpha Sigma Lambda Honor Society for Nontraditional Students. An inaugural induction ceremony is planned for early fall 2014.

Formed a new student organization, Consent is Key, to help raise awareness of consent issues and risks for sexual violence, as well as bystander interventions.

Held the First Annual International Women's Tea in March during National Women's History Month that was attended by 68 students, faculty and staff members. The event provided a safe place for women from diverse cultures to network and connect with fellow students.

Hosted a total of 312 workshops/ events with a total of 3,332 students participating.

STUDENT RETENTION



Students visit the PHUN Hut

STUDENT HEALTH CENTER

- Narayana Darst, coordinator of health education and promotion was selected as the 2014 Alcohol, Tobacco, and Other Drug Champion at the CSU ATOD Education Conference in April.
- Nearly one-third of the campus community (13,425) participated in health promotion activities.
- 206 health and safety workshops were facilitated.
- Forty-nine percent (18,724) of Cal State Fullerton students used the health center for a total of 40,000 visits.

Through the Peer Health University Network (PHUN), members gain access to three high-impact practices, which increases student retention and persistence to graduation. Students participate in 50-100 hours of service learning each year through the PHUN Hut and large outreach events such as health fairs and alcohol safety events. Working collaboratively in small groups of three to 15, students plan and execute events. In fact, many students complete academic internships through their work with the organization. Peer educators receive specialized training in crisis-intervention and risk reduction and are more likely to make healthy choices as a result of their participation in peer-driven programming. In 2013-14, more than 80 Cal State Fullerton students participated in the program.



- PHUN members volunteered 5,671 hours.
- 9,222 students were reached through the PHUN Hut over 131 days.
- Of the students engaged in service learning through the network:
 - 91 percent can identify three risk-reduction strategies for alcohol use.
 - 97 percent can identify three changes students can make to improve their nutrition.
 - 98.4 percent felt more confident in effectively presenting ideas to others.

STUDENT RETENTION



COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological Services strives to help students achieve their academic, professional and personal goals. Counselors help students improve their coping skills, strengthen personal relationships and better navigate the college transition process. Highlights of the year include the following:

- Continued to work with Guardian Scholars and Athletics to increase mental health services utilization by Guardian Scholars and student-athletes. Through these collaborations, students learned skills to achieve personal and academic success.
- 8,668 counseling and 1,725 psychiatric appointments were utilized by 2,218 students.
- Hosted a total of 234 events with 8,247 student attendees.
- Recruited and trained more than 40 faculty members from the eight colleges in Mental Health First Aid, QPR and/or Applied Suicide Intervention Skills Training (ASIST).
- Provided 17 crisis briefings to students, staff and faculty members affected by student deaths, grief and loss.



Wall of Heroes installation on Titan Walk

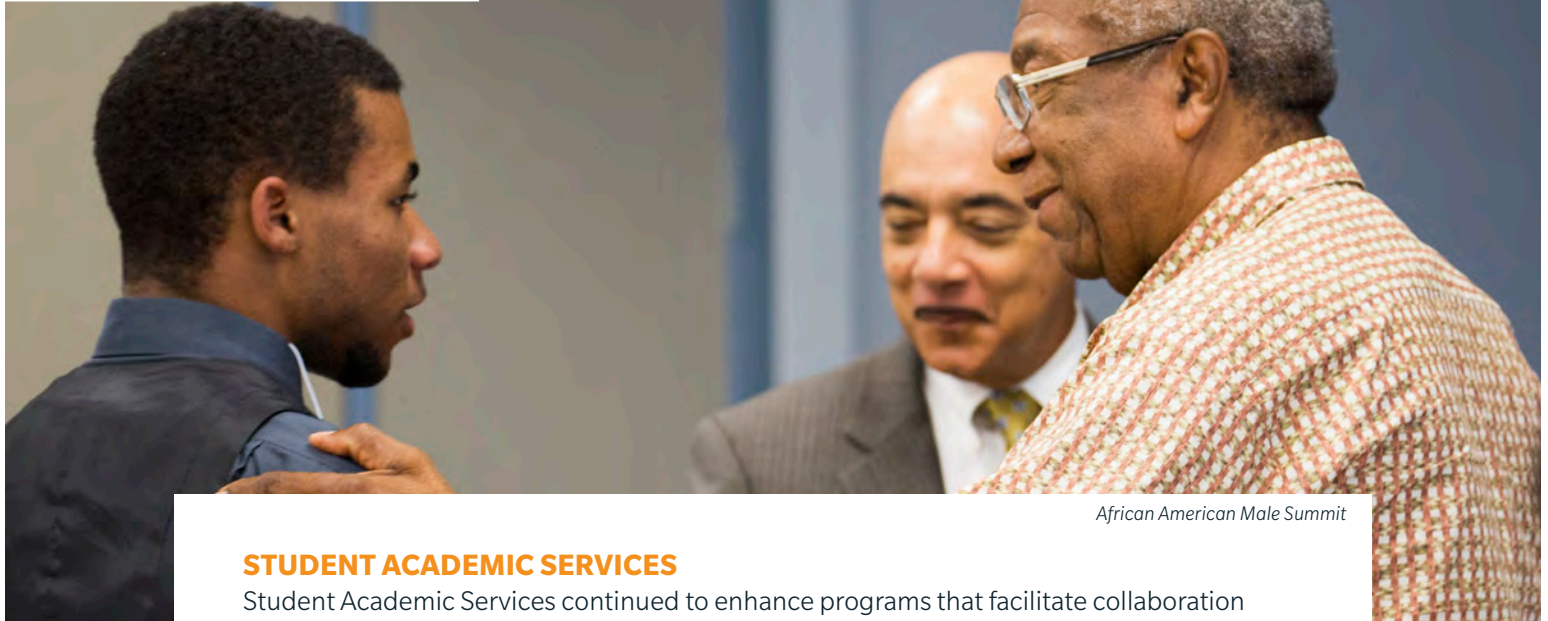
VETERANS STUDENT SERVICES

Veterans Student Services (VSS) assists active and reserve military members, veterans and dependents in successfully navigating the academic environment through programs, guidance, support services, and campus and community resources. VSS also provides certification of veterans' and dependents' educational benefits. VSS is committed to offering comprehensive and personalized services within a unique learning community, which facilitates students' social and academic integration from admission through achievement of their academic and professional goals. Highlights include:

- In May 2014, Lui Amador was appointed as director of Veterans Student Services to oversee the continued expansion of the Veterans Resource Center.
- Cal State Fullerton student veterans achieved a graduation rate of 68 percent, compared to the national average of 51.7 percent (Student Veterans of America, 2014).
- Veterans Student Services operated in its fourth year of the Fund for the Improvement of Post-Secondary Education (FIPSE), Center of Excellence for Veterans Student Success (CEVSS) Grant. One of 15 recipients and the only CSU campus awarded this grant, VSS will continue to be considered a Center of Excellence for Veterans Student Success even after the grant funding ends.
- In November 2013, Veterans Student Services hosted the public installation of the Wall of Heroes on the Titan Walk.
- In March 2014, Cal State Fullerton sponsored the second annual conference "Women Veterans in Higher Education: Transition from Service to Education Through Camaraderie and Empowerment."
- The Seventh Annual Veterans Appreciation Night was held in May 2014.



STUDENT RETENTION



African American Male Summit

STUDENT ACADEMIC SERVICES

Student Academic Services continued to enhance programs that facilitate collaboration across campus and support the University and Student Affairs Strategic Plans. During 2013-14 this included the following:

- The Male Success Initiative was piloted in fall 2013 with plans to expand the cohort for 2014-15. In 2013-14, services provided to students included guest speakers, one-on-one meetings between students and their faculty/staff mentors, leadership development professional development and the opportunity for students to attend an African American Male Summit in Los Angeles.
- The Supplemental Instruction Program, supported by baseline funding from the Chancellor's Office, was institutionalized.
- The number of course sections supported by Supplemental Instruction increased from 140 in the 2012-13 academic year to 224 in 2013-14.



EOP Summer Bridge Program

The Summer Bridge Program is a comprehensive six-week academic and residential program in which students enroll in mathematics and English courses prior to beginning their fall semester.

The program provides students with the opportunity to strengthen their academic skills and help develop personal management strategies, as well as social skills. In addition, students have the opportunity to establish a personal support system by meeting new friends, learning from continuing students, and networking with faculty, staff, and other members of the campus community, all of whom will assist students throughout their experience at Cal State Fullerton.





CENTER FOR INTERNSHIPS AND COMMUNITY ENGAGEMENT

As a student retention unit within the Division of Student Affairs, the Center for Internships and Community Engagement (CICE) programs and services build strong links between academic programs, student services and community partnerships to provide students with practical experiences and opportunities to engage with the community.

In 2013-14, CICE secured \$750,770 in external funding through the following grants and contracts:

- \$450,069 - After School Education and Safety (ASES) provides service-learning, academic internships and/or employment opportunities for Cal State Fullerton students. This program operates at six elementary and junior high schools in the Buena Park School District.
- \$194,198 - Federal Work Study.
- \$78,103 - Jumpstart, an AmeriCorps program, provides preschoolers with strong foundations in language, literacy and social development skills that will help them achieve steady academic progress. Cal State Fullerton's program leads the state in children's learning outcomes because it is embedded in the Child and Adolescent Studies Department's curriculum.

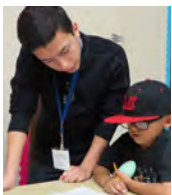
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- \$26,400 - Project Access provides health, education and employment services to families, children and seniors living in low-income housing communities throughout California.

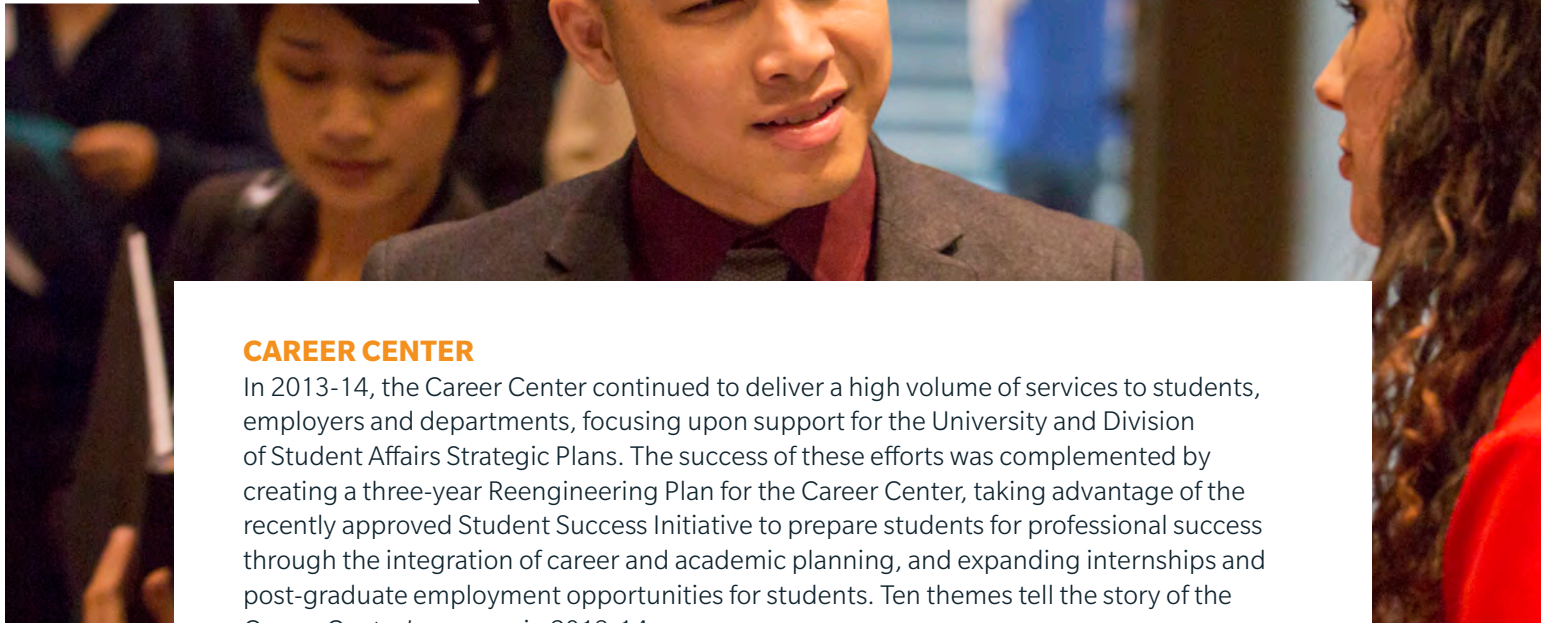
- \$2,000 - Target.

CICE accomplishments include the following highlights:

- Successfully submitted the 2014 Carnegie reclassification application on behalf of the entire campus.
- The University was named to the 2012 President's Higher Education Community Service Honor Roll with distinction as a result of the application created by CICE.
- Completed successful submission to the 2013 President's Higher Education Community Service Honor Roll.
- Published the 2013 Community Engagement Report.



STUDENT RETENTION



CAREER CENTER

In 2013-14, the Career Center continued to deliver a high volume of services to students, employers and departments, focusing upon support for the University and Division of Student Affairs Strategic Plans. The success of these efforts was complemented by creating a three-year Reengineering Plan for the Career Center, taking advantage of the recently approved Student Success Initiative to prepare students for professional success through the integration of career and academic planning, and expanding internships and post-graduate employment opportunities for students. Ten themes tell the story of the Career Center's success in 2013-14:

Job and Internship Listing

12,738 job and internship positions were listed on the Titan Connection job and internship database including 8,827 full-time opportunities, 3,615 internships, 6,472 academic internships and 5,006 part-time jobs.

Career Advising and Counseling

Engaging and Serving Employers

Developed new Employer Guide focusing on the theme "Recruiting Leaders for a Diverse Workplace" to support an aggressive employer development campaign in 2014-15.

Fundraising

Raised \$174,841 after expenses, from events, employer sponsorships, campus partnerships and donations to support operating expenses.

Preparing Students for the Graduate and Professional School Admissions Process

138 organizations participated in the fall 2013 Graduate School EXPO.

Building Off-Campus Partnerships

Partnered with Spectrum Knowledge and the Career Center at UC Riverside with two national events to disseminate best practices in using Employee Resource Groups (ERGs) to create competitive advantages for organizations through leveraging diversity.

Career Workshops and Programs

Presented 369 career education and job search preparation programs, workshops, panel discussions and class presentations across campus involving 10,436 students.

Assessing Program Impact and Post-graduate Success

- Reported results of telephone survey of the postgraduate employment and graduate school experience of 1,596 undergraduates who completed their degrees between fall 2011 and fall 2012.

- 59 percent reported using Career Center services while enrolled or within a year of graduation.

- 79 percent of those who used Career Center services agreed that the services they used "helped them achieve their career goals."

Partnering with Faculty, Departments and Colleges

Supporting the University and Student Affairs Strategic Plans

- Created a baseline of academic and career plan integration for students using career counseling services.
- 89 percent reported their academic and career plans were linked.
- 85 percent reported the services they used helped them to further link their career and academic plans.
- The graduate outcomes survey documented that a higher percentage of historically under-represented students used Career Center services and found them useful in pursuit of their career goals.
- 60 percent of Latino/Hispanic students used the services.
- 85 percent found them useful in achieving their career goals.



ATHLETICS ACADEMIC SERVICES

Academic support counseling is designed to provide proactive academic monitoring and guidance for student-athletes confronting a variety of academic challenges. Regular individual meetings, occurring at least weekly, with Athletics academic counselors are designed to facilitate the development of study skills, such as note-taking, effective reading strategies, test preparation and time management. In addition, student-athletes are encouraged to follow-up directly with faculty members and are provided with referrals to additional campus academic support resources (i.e. tutoring, CAPS, DSS), as needed.

Academic support counseling is required for all incoming student-athletes (freshmen and transfers) with indicators suggestive of academic under-preparedness and continuing student-athletes failing to maintain at least a 2.5 cumulative GPA. In addition, academic support counseling is available for any student-athlete who feels they would benefit from participating in the program.

Athletics Academic Services works closely with coaches, the Office of Athletics Compliance and student-athletes to proactively identify student-athletes with indicators suggestive of academic under-preparedness and/or academic under-performance during the recruiting process and continuing throughout their careers at Cal State Fullerton.

Athletics Academic Services works closely with the Office of Athletics Compliance, Admissions and Records, and a faculty athletics representative to ensure student-athletes are retained and meeting Cal State Fullerton and NCAA continuing eligibility and retention benchmarks every semester. In order to participate in intercollegiate athletics, all student-athletes must be enrolled in at least 12 units. Each year, all student-athletes must earn at least 18 units that count toward degree progress during the fall and spring semesters combined. In addition, all student-athletes must successfully complete at least six semester hours that count toward degree progress in their previous regular academic term of full-time enrollment to be eligible to participate in the next regular academic term. Also, student-athletes entering their second year (third semester) of enrollment must have successfully completed 24 credit hours that count toward degree progress.

STUDENT RETENTION



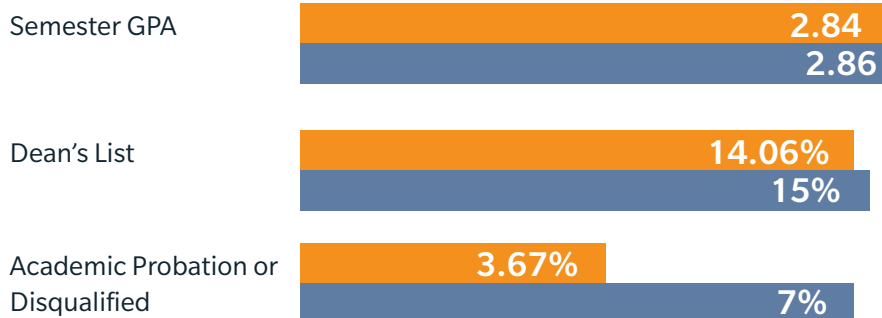
Athletics Academic Services (continued):

Student-Athletes vs. Overall Campus Body Academic Measures

FALL 2013



SPRING 2014



STUDENT-ATHLETES
 OVERALL CAMPUS BODY

DISABILITY SUPPORT SERVICES

Total number of students registered with Disability Support Services (DSS) exceeds 1,000.

The 29th Annual Cal State Fullerton Special Games brought more than 7,000 special athletes, school staff, high school student volunteers, campus and community volunteers, and support partners to campus. This event has received a Governor's Challenge Silver Award, and in September 2013, it received a \$5,000 Disney VoluntEARS Community Award.

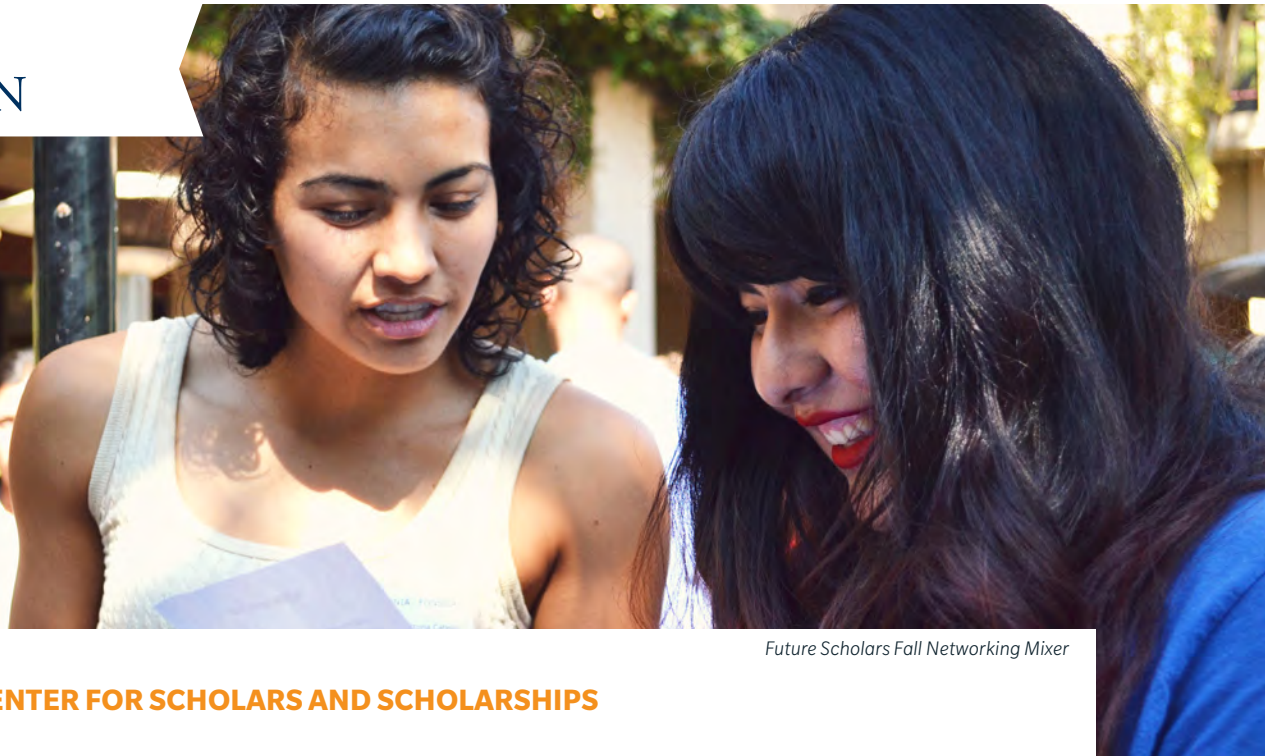
Approximately 4,000 accommodated exams took place during 2013-14.

139 DSS students celebrated the completion of both undergraduate and graduate degrees – the largest cohort in the program's history.



29th Annual Cal State Fullerton Special Games





Future Scholars Fall Networking Mixer

CENTER FOR SCHOLARS AND SCHOLARSHIPS

President's Scholars and Future Scholars

- Focused on Goal 1: Advising, Goal 2: Retention, and Goal 5: The Titan Experience.
- Partnered with the Academic Advisement Center.
- Partnered with the WoMen's and Adult Reentry Center for a new academic coaching initiative for students who have been placed on academic and scholarship probation.
- Partnered with the Boys and Girls Club of Fullerton to host workshops and serve meals, and provide more than 2,500 hours of tutoring to the club and Commonwealth Elementary School.
- In fall 2013, the President's Scholars Alumni Club held an alumni mentoring panel event. This group will continue to meet once a semester.
- President's Scholars average GPA is 3.897 (65 students).
- Future Scholars and Scholarship Programs Scholars average GPA is 2.954 (86 students).
- 70 percent of Future Scholars are involved in a high-impact practice.
- 98 percent of President's Scholars are engaged in a high-impact practice.



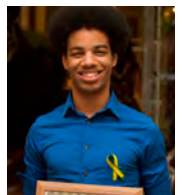


Guardian Scholars

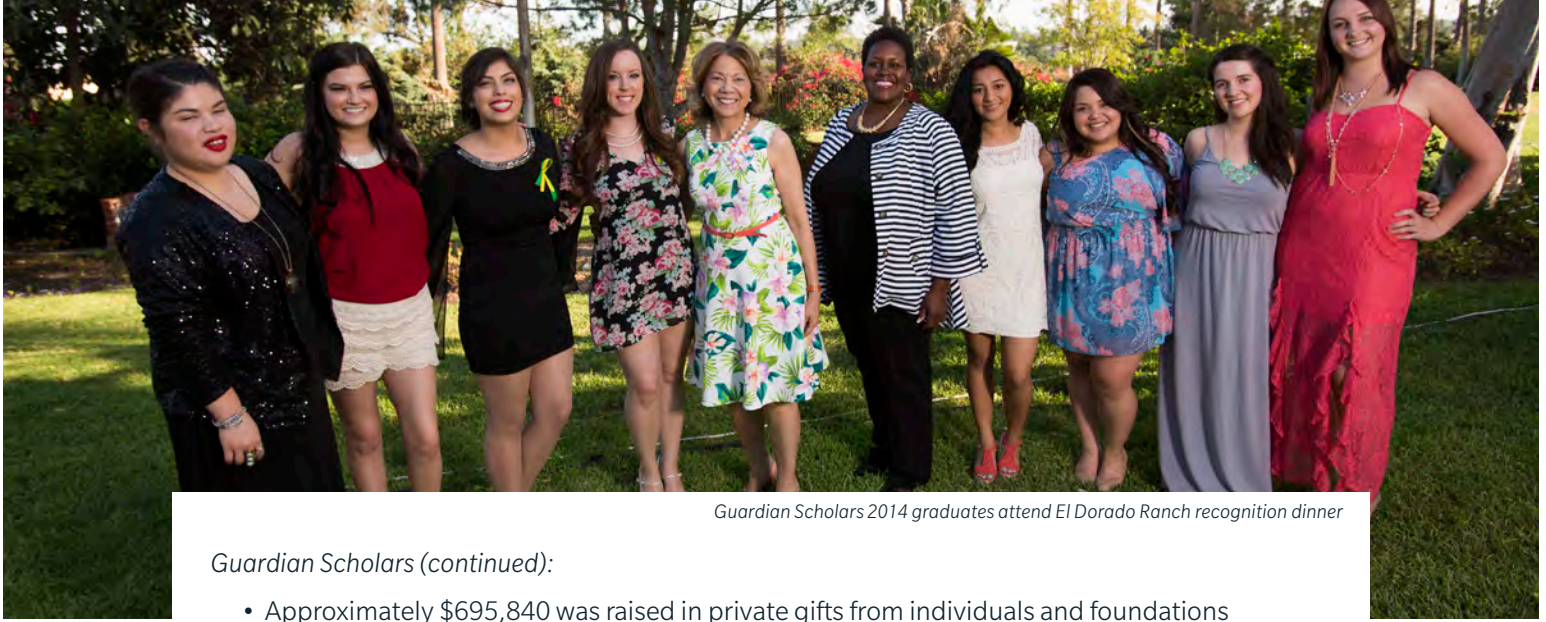
- In alignment with the University and Student Affairs strategic plans, the Guardian Scholars program implemented new student engagement experiences intended to enhance the scholars' Titan experience and aid in increasing the number of scholars who participate in service learning, community engagement and other innovative "out of the classroom" experiences. The focus is on students' college transition, personal development and career preparation.
- In the spring of 2014, Guardian Scholars celebrated and recognized eight amazing young women who, with the support of many program champions, successfully reached the goal of attaining their bachelor's degree. Since the program's inception, Guardian Scholars has graduated more than 95 scholars.

• Student Highlights:

- Dean's List: fall 2013 semester (four students), spring 2014 semester (nine students).
- Three scholars were selected to participate in the D.C. Scholars Summer Internship Program.
- Two scholars were selected to participate in summer Study Abroad experiences in Ireland and Costa Rica through the College of Humanities and Social Sciences.
- One scholar was accepted to complete a summer internship with the U.S. Navy in its Marine Mammal Program.
- Two graduating seniors were selected to complete a summer internship with a long-time program supporter, Donahue Schriber Realty Group.
- 100 percent of the 2013-14 incoming scholars went on to continue their studies at the University for the 2014-15 academic year.
- Collectively, Guardian Scholars completed approximately 800 hours of community service through various collaborations with local organizations.



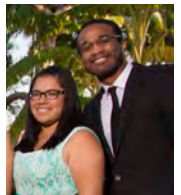
STUDENT RETENTION



Guardian Scholars 2014 graduates attend El Dorado Ranch recognition dinner

Guardian Scholars (continued):

- Approximately \$695,840 was raised in private gifts from individuals and foundations to support student scholarships, programming and operational expenses. Funding highlights include:
 - A private gift to provide all incoming scholars with a new laptop for the upcoming year. This initiative was designed to help equip incoming scholars with the necessary technological tools to begin their college careers.
 - Grant funding to hire two graduate assistants to support the program in outreach and programming efforts for the upcoming academic year.
 - Grant funding to embark on a multi-campus network in partnership with Orange Coast and Golden West Colleges to increase each campuses ability to successfully support foster youth, develop strong bidirectional transfer pathways, and align local efforts to support foster youth scholars.
- Provided admission and program information to approximately 554 foster youth in the surrounding communities of Orange, Los Angeles, San Bernardino, Riverside, Ventura and San Diego counties.
- Developed a partnership between Counseling and Psychological Services (CAPS) that has successfully increased the utilization of CAPS services by Guardian Scholars. Building the student and staff connection was critical in getting students to feel comfortable enough to seek the much needed mental health services in times of crisis.



STUDENT TRANSITION



EDUCATIONAL PARTNERSHIPS

Educational Partnerships provides students with opportunities aimed at fostering academic, personal and professional skills with the goal of progressing onto higher education. This includes a commitment to fostering collaborative relationships with schools, school districts, colleges, universities, parents and community organizations to provide meaningful educational experiences that impact the lives of students. Educational Partnerships houses five federal grants and three P-20 Partnerships.

GEAR UP

Continued executing a six-year grant, funded in 2011, to serve students from the 7th grade through high school graduation. This cohort is entering the 10th grade at Magnolia, Savanna and Western High Schools. An additional grant, funded in 2008, serves students from the 7th grade through high school graduation at Anaheim, Loara and Katella High Schools. Both grants work in partnership with Anaheim Union High School District (AUHSD).

94.5 percent of GEAR UP students indicate that they will enroll in college.

MCNAIR SCHOLARS

Since 1999, through the McNair Scholars program, Cal State Fullerton undergraduate students have engaged in research, mentoring and academic preparation to progress onto graduate school and complete their doctoral degrees.

100 percent of McNair participants have completed research and scholarly activities.

90 percent of the scholars are successful in gaining admission into an accredited graduate program.



STUDENT TRANSITION



Upward Bound summer program students

UPWARD BOUND

Since 1992, Upward Bound has served nearly 90 students from Century, Saddleback, Santa Ana and Valley High Schools in the Santa Ana Unified School District who have progressed on to college.

This past year, \$320,000 in scholarships and aid was awarded to the 17 graduating Upward Bound students.

100 percent of seniors enrolled in college immediately following high school graduation.



Fall field trip to Cal State Dominguez Hills

TALENT SEARCH

Director Angel Hernandez was awarded the ACPA (American College Personnel Association) Latin@ Network John Hernandez Leadership Award. This award is given to an outstanding practitioner in the field of student affairs who has demonstrated leadership, citizenship and mentorship within the Latin@ Network and/or ACPA.

Since 1991, Talent Search has served nearly 600 students from Anaheim, Magnolia, Katella and Savanna High Schools in the AUHSD who have progressed on to college.

90.8 percent of 12th graders enrolled at a post-secondary institution for the fall semester immediately following their high school graduation date.

P-20 PARTNERSHIPS

Santa Ana Partnership

This collaboration between Santa Ana Unified School District, Santa Ana College, Cal State Fullerton and UC Irvine is aimed at enhancing educational opportunities for students to progress onto higher education.

Anaheim Collaboration for Higher Education

This partnership with schools, school districts, the City of Anaheim, local colleges and universities, and community-based partners engages students, parents, teachers, faculty, administrators and community members to foster 21st century learning opportunities and create a college-going culture for all students.

Experience Cal State Fullerton

These educational partnerships offer college exposure programs for students. Community programs focused on helping students attain admittance to Cal State Fullerton are also hosted.

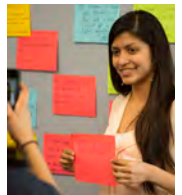


FINANCIAL AID

The Office of Financial Aid assists students in navigating the financial aid process to ensure they have access to funding programs to help with meeting the cost of attendance.

Highlights from 2013-14 include:

- Full Implementation of AB 131 – The California Dream Act: This was the first full academic year in which AB 540 dream students were eligible for Cal Grant funds in addition to the State University Grant Program. This past year, the following was achieved:
 - Assisted 576 California Dream Act students with some form of state grant assistance.
 - Based on the enrolled AB 540 population of approximately 770 students, 74 percent currently receive financial assistance through state aid resources.
 - The total amount of State University Grant and Cal Grant assistance provided to Dreamers was \$2,623,783. This is a significant increase compared to 2012-13 when 126 California Dream students were awarded a total of \$294,243 in state funds.
- Launch of Online Scholarship Application: The first year of the implementation of the online scholarship application process for University Scholarships and Awards was launched in spring 2014 to provide students and departments with a web-based scholarship management system that facilitates the application process for students and a consolidated framework for review of applicants by scholarship committees.
- Expand Federal Work-Study Program (FWP): Efforts resulted in streamlining the federal work study process for students and employers, promoting the program to on-campus departments, as well as expanding off-campus partners to provide more service learning job opportunities for students.
 - 57 Cal State Fullerton students were employed through the Federal Work-Study Program with organizations such as Jumpstart, America Reads and Counts, THINK Together and the Boys & Girls Clubs of Brea and Placentia.
 - Off-campus partner relationships were established with community organizations such as Rosie's Garage, the AVID Program through Corona-Norco Unified School District and the City of Fullerton.
- Financial aid has helped 25,772 Cal State Fullerton students – 67 percent of all enrolled students receiving financial assistance.
- The total amount of financial aid provided from all sources was \$274,446,098.



STUDENT TRANSITION



HOUSING AND RESIDENCE LIFE

- 1,840 of 1,862 beds available were filled.
- Collaborated with on-campus partners to provide seven theme communities:
 - College of the Arts (Arts District)
 - College of Communications (RTVF Floor)
 - College of Health and Human Development (HHD Floor)
 - Diversity Initiatives and Resource Centers (Multicultural Perspectives Floor)
 - Faculty in Residence (Sophomore Year Experience Floor)
 - Freshman Programs (First Year Connection in Pine Hall)
 - Honors and Scholars (Honors Floor)
- In August 2013, collaborated with the University Police Department to open the Housing Community Resource Center (HCRC), located on the first floor of Cypress Hall. Services include:
 - Bicycle registration
 - Crime prevention presentations
 - Campus safety
 - DUI and drug information
 - Information on law enforcement careers
- The Academic Resource Center logged more than 15,000 visits.
- Key findings from the 2013-14 Student Satisfaction Survey (572 respondents, 30 percent response rate):
 - 94 percent agree or strongly agree the grounds are well maintained.
 - 92 percent feel safe within the housing community.
 - 80 percent were satisfied or very satisfied with the services provided by the custodial staff in the housing community.
 - 47 percent of students feel that there is a sense of community within housing.

STUDENT TRANSITION



UNIV 100 section peer mentors

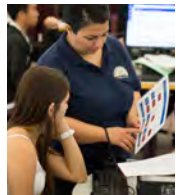
FRESHMAN PROGRAMS

Freshman Programs promotes college success by providing learning communities designed to ensure first-year students' effective transition from high school to higher education. Our curriculum and services create a foundation for academic achievement, campus involvement and community engagement. Freshman Programs challenges students to develop as individuals, scholars and citizens and to become life-long learners prepared for leadership roles in a diverse, global society.

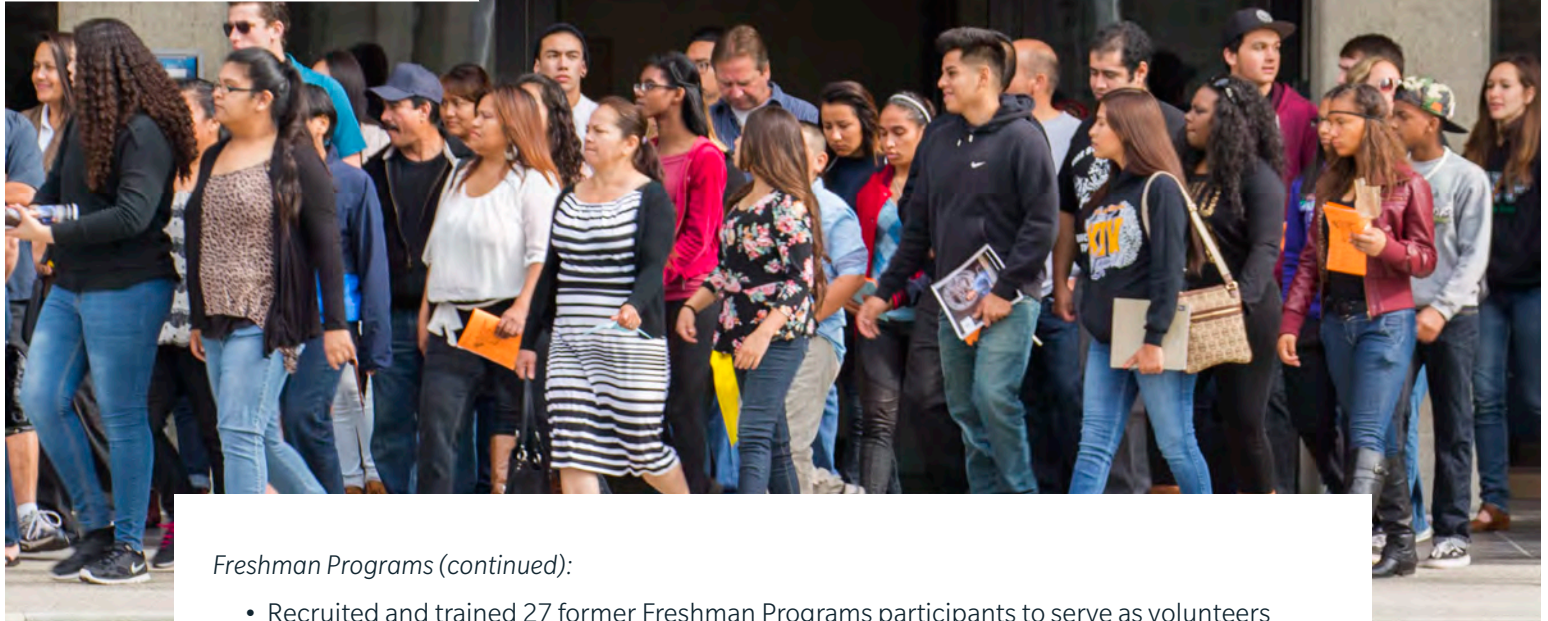
We support first-year students through the UNIV 100 college success seminar, peer mentoring, a study and computing lounge, co-curricular field trips, integrated advising, leadership opportunities and the First Year Connection themed living-learning experience. Upper-division students can develop their leadership and service potential as UNIV 100 peer mentors, and graduate students apply theory to practice through fieldwork and internships in Freshman Programs.

The following are highlights from 2013-14:

- Completed an entry assessment of Freshman Programs' students' ideas about college life that will be used in retreat trainings and planning for 2014-15 co-curricular activities and support services.
- Conducted exit assessment focus groups in which participants credited Freshman Programs with "caring about them as people, not just as students," and providing connections to a community as well as to campus resources and opportunities.
- 25 student leaders served as peer mentors in UNIV 100 sections. Through their hours of training and mentoring, each peer mentor earned recognition as an Advanced Mentor from the College Reading and Learning Association's International Peer Mentor Certification program.
- Received Instructionally Related Activities Grants to support co-curricular field trips to the Getty Center and the Museum of Tolerance. Through these co-curricular experiences students develop connections with other learners, and between course content and the live museum experience.

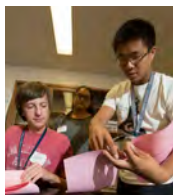


STUDENT TRANSITION



Freshman Programs (continued):

- Recruited and trained 27 former Freshman Programs participants to serve as volunteers on the Peer Ambassador Committee (PAC). During March members participated in Welcome Rallies at 13 local high schools, where they represented the “face” of CSUF to over 1000 admitted students, as well as to high school guidance counselors, teachers and administrators. PAC members also volunteered at Welcome to CSUF Day and New Student Orientation.
- Supported graduate students in fulfilling fieldwork requirements for their degree. Six students served in UNIV 100 where they collaborated with a faculty member and peer mentor to support first-year students’ transition to college academics and campus life. Three fieldwork students learned about learning communities and residence life through overseeing the Pine Resource Center and collaborating with RAs and campus partners to develop co-curricular programming for residents. One master’s degree student conducted an assessment project designed to learn more about new students’ expectations for college life.
- Freshman Programs Director Dr. Nancy Fernandez attended the annual AAC&U meeting where she participated on a panel addressing systematic approaches to meet the potential of high-impact practices. Dr. Fernandez’ presentation discussed assessment results that show the positive effect of Freshman Programs learning communities and supplemental instruction on student persistence, grade point average (GPA) and graduation rates.





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