Assistant Deans

2013-2014

The Assistant Deans for Student Affairs support students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the Division of Student Affairs within the academic colleges. In the 2013-2014 academic year, the Assistant Dean programs focused on three key strategic planning areas: ADVISING, RETENTION and the TITAN EXPERIENCE. The programs in this report represent a few of the diverse activities by which the Assistant Deans interact with students and impact their success at Cal State Fullerton. The Assistant Dean’s leadership in First-Year Experiences, Success Centers, Intrusive Advising, College Based Theme Housing, Leadership Development, Scholarship & Recognition Ceremonies and College Weeks are highlighted on the following pages.

SCHOLARSHIPS

Assistant Deans coordinated college scholarship processes which ultimately awarded more than $216,000 to 285 outstanding students.

These students were recognized at College award and recognition ceremonies.

26,038 students served through Success Centers in 5 colleges. These centers provide a place for students to study, receive free tutoring, use computers, printers and photocopy machines, and spend time with their peers as a community.

68 students benefited from targeted First Year Experiences, organized by Assistant Deans in the College of Engineering & Computer Science and the Mihaylo College of Business & Economics. Students were able to participate in events and activities, such as Discoverfest, “Meet the Dean”, resource scavenger hunt, student and guest speaker panels, and corporate tours. Dedicated tutoring and mentoring, priority registration and intrusive advising were introduced to these students as well.
The Natural Sciences and Mathematics Inter-Club Council spearheaded a collaborative effort with Associated Students, Inc., the Business ICC, Sports ICC, Community Service ICC, and the College of Natural Sciences and Mathematics to bring Bill Nye, "The Science Guy," to campus as the keynote speaker for the 11th Annual NSM-ICC Symposium. Over 1,000 attendees watched his performance live, while hundreds of others viewed the Livestream made possible by a collaboration with the Division of IT/Titan Communications. The keynote was the culmination of a 2-day symposium organized by the NSM-ICC student leaders that highlighted the College’s outstanding research with 4 faculty and 1 industry professional lecture, 17 student oral presentations, and 38 student poster presenters. Both the keynote and Symposium received press coverage from multiple media outlets.

The Humanities and Social Sciences Week consisted of 30 events in four days. Program offerings were very diverse, ranging from learning to write about yourself, how to publish a student journal, gender and the prison industrial complex, and student research. These events are organized by the H&SS ICC and supported by ASI.

Arts Week is a university-wide educational program that showcases all disciplines of the College of the Arts with 22 events serving over 1500 students. It provides a spotlight for artists to shine while collaborating with faculty and professionals in the field of arts. Arts Week is funded by Associated Students, Inc.

Assistant Deans coordinated EARLY INTERVENTION ADVISING opportunities for students who would be placed on probation in mid-fall 2013 due to spring 2013 grades. This enabled students who participated to meet with an advisor before they registered for the fall 2013 semester and be connected with resources early. Integrated advising was done in partnership with the Academic Advisement Center, which often included one-on-one or group advising.
THE NUMBER OF STUDENTS WHO RECEIVED ASI/ICC FUNDING TO ATTEND A PROFESSIONAL CONFERENCE

671

ANNUAL TRAVEL BUDGET MANAGED BY ICC STUDENT LEADERS

$139,636

2013-14 ICC BUDGET MANAGED BY STUDENT LEADERS IN ALL 9 COLLEGES

$355,390

ICC FUNDING DISTRIBUTED TO 5,005 MEMBERS IN 98 CLUBS/ORG

$55,659

ASI/ICC FUNDING FOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES & EVENTS for Students

$10,778

HOURS AD’S SPENT COACHING & ADVISING ICC STUDENT LEADERS

1160

LEADERSHIP FOCUS

COLLEGE INTERCLUB COUNCILS

STUDENT SUCCESS

LEADERSHIP COMPETENCIES

8 INTERCLUB COUNCILS

LEADERSHIP

Student Engagement

Student Learning

impact

success

focus

COLLEGE INTERCLUB COUNCILS

STUDENT LEADER DEVELOPMENT
College Based THEME HOUSING


“I love that we have themed programs specifically for our majors.”

The College of the Arts and the College of Health & Human Development theme floor communities support student engagement, enhance the first year experience and increase academic success. A living and learning community helps strengthen students’ personal growth and builds a strong academic foundation. Living as a member of a themed community provides residents with an additional level of connection to the campus and helps students create a sense of community through purposeful interactions with students, staff, faculty, and administrators. In partnership with Housing & Residence Life, we also provide resources and services during the critical 1st-year transition to the university.

“The theme floor has helped me meet people in my major and who are serious about academics” - HHD Resident

“Being part of the theme floor has given me guidance on what I want to do with my life and the steps I need to take in order to fulfill that goal” - HHD Resident

100% of Arts District residents attended an art exhibit, play, dance, music, theater or other performance during their theme floor experience

74% of Art District residents felt more connected to the college as a result of their theme community experience

79% of Art & HHD theme community residents joined a college based club/organization

98% of HHD theme community residents indicated they would recommend HHD housing to incoming freshman

95% of HHD theme community residents interacted with faculty outside of the classroom during their theme floor experience

58% of Art District residents indicated that their theme community experience contributed to their academic success

Art District residents indicated they had worked with other Art residents on projects/assignment outside of class during their experience in the theme community, 25% reported very often and 53% reported often.

Art District residents reported that their theme community experience contributed to the development of meaningful interactions with other Art District residents, 46% strongly agreed and 53% agreed; and with faculty 25% strongly agreed and 58% agreed.