DEPARTMENT MISSION STATEMENT:
The Assistant Deans for Student Affairs assist students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the division of Student Affairs within the academic colleges. 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.

PROGRAM/SERVICE OVERVIEW:
College of Engineering and Computer Science Scholars Walmart Semillas Grant Fall 2010 Cohort Academic Success
The Engineering and Computer Science (ECS) Scholars program is a learning community based model that integrates interventions from four different entities at California State University, Fullerton: ECS Dean's office, the University Learning Center (ULC), the Center for Academic Support in Engineering and Computer Science (CASECS) and Freshman Programs. Service allocation and delivery is coordinated by the Assistant Dean of ECS. The ECS Scholars program focused on the academic success of Latino first-time freshmen (FTF) in engineering and computer science.

Students participated in this program during the fall semester of their first year. The ECS Scholars program integrated curricular and co-curricular educational interventions designed to support Latino student's academic, social and personal transition to college life and increase their achievement, retention and matriculation rates at the university. Program staff and services provided were tailored to be culturally relevant to ECS Latino students.

TYPE OF ASSESSMENT:
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

DATA COLLECTION TIMEFRAME:
August 2010 – December 2010

DATA COLLECTION METHODS:
GPA, probation and retention rate comparison to Fall 2010 non-cohort first-time freshmen

LIMITATIONS:
There were 2 limitations to this project.
1) Students participation in activities was voluntary and thus not all students participated in all interventions.
2) Due to funding constraints, the services were only offered through one semester rather than a whole year.
SUMMARY OF RESULTS:
Overall, the results were very positive, and the program was highly successful. The 28 students who participated in the ECS Scholars learning community performed very well as compared to their first-time-freshman counterparts. Some of the most significant findings are as follows. The average GPA of program participants was 2.88 compared to 2.67 for non-program participants. Their probation rate was 11% compared to 34% for non-program participants, and the one year retention rate for the cohort was 93.85% compared to 79.72%.

KEY FINDINGS:
- Students who participated in all cohort activities had a 3.12 GPA average.
- Students who only attended mandatory activities and did not seek tutoring were placed on probation.
- The average GPA dropped to 2.39 at the end of the first year. This shows the importance of offering the learning community throughout the first year.

APPLICATIONS OF FINDINGS:
When all components of this model are implemented, students perform and are retained at significantly higher levels. Funding for ECS scholars must be sufficient to offer services through the first year. Students must be required to attend all activities, and if possible, a second year option should be considered.