July 2011

Dear Colleague:

I am pleased to present the Student Affairs Assessment Briefing Book for 2009-2010. As part of our ongoing assessment and evaluation efforts, the departments in Student Affairs participated in a two year process of developing a framework for measuring student learning in the co-curriculum at Cal State Fullerton. On the following pages, you will find additional detail on the process as well as the resulting learning domains model. The model guides our assessment efforts, which began in 2009-2010.

This Briefing Book gives you a sense of the kind of important work that our units engaged in throughout the year. The following pages not only provide a snapshot of each unit’s activities during the past year, they also include outcome data that will guide areas for program improvement and augmentation.

I would like to recognize Dr. Lea M. Jarnagin, Dean of Students, who provides the leadership and vision for our assessment efforts. I am proud of the tireless effort which Student Affairs staff put forth each day to support our students and their academic careers at Cal State Fullerton. Our staff, across the 25 units that make up our Division, are passionate about what we do and are dedicated to our students’ success both in and out of the classroom.

Sincerely,

Silas H. Abrego, Ed.D.
Vice President for Student Affairs (Acting)
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 insights 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.
Table of Contents

1 Letter from the Vice President for Student Affairs
2 Student Affairs Mission Statement
3 Table of Contents
4 History & Philosophy of Co-Curricular Assessment at California State University, Fullerton
6 Student Learning Domains and Characteristics
8 WoMen’s Center/Adult Reentry/Veterans Student Services
10 Judicial Affairs
12 Leadership & Multicultural Development Programs
16 Housing & Residence Life
18 Career Center
20 Housing & Residence Life
22 Career Center
24 New Student Programs
26 Career Center
28 Student Affairs Assessment Committee & Acknowledgements

This briefing book was prepared by the Office of the Vice President for Student Affairs California State University, Fullerton P.O. Box 6830, Langsdorf Hall 805, Fullerton, CA 92834-6830. For more information contact Student Affairs: 657-278-3221 | studentaffairs@fullerton.edu | http://www.fullerton.edu/sa/

History & Philosophy of Co-Curricular Assessment at California State University, Fullerton

Assessment of student learning in the co-curriculum is a priority in the Division of Student Affairs at California State University, Fullerton (CSUF). Co-curricular programs and services focus on personal development, leadership, career exploration and marketability. The purpose of assessing these programs and services is to identify opportunities for improvement. A recent publication from the AAC&U (2008) highlighted that, “Employers seek assessments that demonstrate graduates’ ability to apply their learning to real-world challenges.” (p. 13). With student learning as a guiding focus, co-curricular assessment demonstrates the attainment of knowledge and skills important for lifelong success.

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.

In 2005-06, the leadership of Student Affairs at CSUF established a division-wide goal to identify and assess student learning. To begin the work, a division-wide assessment committee was formed 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.

To begin the domain development process, the committee engaged in a comprehensive review of foundational documents of the institution (CSUF mission statement, goals and strategies; GE Learning Goals) as well as the division (Student Affairs mission statement, Student Affairs services to the campus and the community). In addition, reviews of learning outcomes models developed by professional associations were reviewed and analyzed for alignment with themes identified in the foundational institutional documents. Finally, additional models of learning outcomes and best practices from institutions of higher education across the nation were analyzed for alignment with identified themes. The committee developed a student learning outcomes model during 2007-2009 that includes five (5) division-level learning domains. The domains encompass the breadth of learning opportunities available to students and are further articulated by the corresponding characteristic statements. The Student Affairs Learning Domains and Characteristics were finalized and approved in spring 2009 (see page 6).
Departments were asked to plan a minimum of two learning assessment projects for 2009-2011. Development of department-level learning outcomes, mapped to one or more of the divisional learning domains, were established in the summer and fall of 2009. Reports from departments who completed learning-focused assessment projects in 2009-10 were featured in the Student Affairs Annual Report. In this briefing book, nine (9) of these projects are featured. Over 25 projects are in currently in progress and scheduled to be completed by summer 2011. Outcomes of these projects will be highlighted in this year's Student Affairs Annual Report. Departments will be asked to plan a minimum of two learning assessment projects for 2011-2013 that are different from their current ones.

About StudentVoice

California State University, Fullerton partners with StudentVoice to provide Student Affairs departments with the technical expertise to design assessment projects and collect and analyze assessment and evaluation data. The Dean of Students Office serves as the coordinator for all Student Affairs’ StudentVoice projects. See our website at http://www.fullerton.edu/sa/ for a full list of projects.
Student Learning Domains & Characteristics

The Division of Student Affairs Student Learning Domains represent the breadth of learning opportunities available to students through the co-curriculum at CSUF. The corresponding characteristic statements are intended to serve as identifiers to further illuminate the span of each domain. The model was developed by the Student Affairs Assessment Committee in coordination with divisional leadership during 2007-2009. The model guides division-wide learning assessment efforts.

Domain: Diversity & Global Consciousness
Students will be able to:
- Understand and be respectful of the beliefs and values of others.
- Understand and critically analyze global issues.
- Understand and critically analyze issues of equity and fairness.
- Seek involvement with people from diverse cultures.
- Develop an awareness and understanding of their identity and culture.
- Appreciate diversity and the dynamics within and among cultures.

Domain: Social & Civic Responsibility
Students will be able to:
- Understand and demonstrate a commitment to integrity and civility.
- Understand the complexity and dynamics of various communities, including the university.
- Develop civic awareness and identify their personal level of engagement.
- Adapt to and challenge appropriately community expectations to advance the overall community goals.
- Engage in meaningful service to the community.
- Create effective change to improve the quality of life for others.

Domain: Leadership
Students will be able 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.
- Enhance and use knowledge of similarities and differences between people to provide leadership in diverse groups.
- Exhibit the ability to visualize group purpose and achieve desired outcomes.
- Demonstrate the ability to facilitate effective group development and collaboration with others.
- Demonstrate fiscal responsibility and effective, appropriate use of resources.
- Promote and support leadership development in others.
**Domain: Self-Management**

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

**Domain: Professionalism**

**Students will be able to:**
- Appropriately determine when to work independently or consult with others.
- Engage in experiences that lead to professional growth and career preparation.
- Demonstrate strong communication skills through thoughtful, coherent, and effective writing and speaking.
- Demonstrate a commitment to ethics, integrity and social responsibility in and through their chosen profession.
- Work effectively and respectfully with others, incorporating diverse points of view.
- Articulate knowledge, skills and accomplishments integrating academic, co-curricular education and life experiences.
- Model behavior consistent with the organization’s mission, goals and culture.
WoMen’s Center/Adult Re-Entry/ 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. Intellectual and emotional development, growth and support of the study body at CSUF are implicit in all of the center's goals.

Contact Information
Telephone: (657) 278-3928
Email: womenctr@fullerton.edu

Domain: Diversity and Global Consciousness

Program/Service: Annual WoMen’s Center Conference: Global Perspectives on Violence Against Women. The conference offered students, faculty, staff and the community an opportunity to increase their understanding of women’s struggle for survival, safety and equality across the globe.

Sample Size: 300 students

Response Rate: 28% (n=85)

Data Collection Timeframe: March 6, 2010

Data Collection Method: The Global Perspectives on Violence Against Women Conference was assessed using a self-report, paper and pencil tool. The survey gathered information with reference to attendees’ comprehension, knowledge, ability to identify and preparation to converse about the subject of global violence against women. A Likert Scale with a range of “strongly agree” to “strongly disagree” provided quantitative data and a “comments” section contributed qualitative data.
Key Findings:

a. Attendees reported an increased awareness of the extent of abuse against women, and the untenable conditions in which women live in many locations around the globe. The following direct quotes highlight this outcome:
   i. “27 million in slavery now!”
   ii. “This conference helped to get new global perspectives about domestic violence and provided information on how we can help other people around the world!”
   iii. “I just know that girls and women are suffering so much, especially in Uganda”
   iv. “The abuse of young children is everywhere”

b. Assessment data indicated 80% of attendees strongly agreed they had a greater awareness of opportunities to create change. Qualitative data included these comments:
   i. “I learned some issues occurring in Africa and Nepal and I learned that I can help!”
   ii. “I learned a lot about the issues that get ignored in America, and also how I can contribute to the change here.”
   iii. “I’ve learned that as a human I can create change, not only within myself but also in my community.”

c. 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”

d. The item, “I feel prepared to converse with others about 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”

How will you improve or change the program/service as a result of what students learned? Many attendees reported never having attended a WoMen’s Center event prior to the conference. Assessment indicated that campus and community constituents have little awareness of the WoMen’s Center and/or its programming. Additional branding, marketing and outreach are required to increase visibility. A second finding is that attendees reported a reluctance to speak to others about conference topics. Offering more interactive workshops and panels might inspire audience members’ confidence in newly acquired knowledge, and thus increase the likelihood of educating others.
Mission Statement:
The mission of Judicial Affairs is to articulate to students the standards of behavior expected within the University community. Education of students within the context of these standards (which include honesty and personal integrity, respect for others as both individuals and groups, assumption of appropriate responsibility for the conduct of others within the community as well as for one’s own behavior) occurs both preventatively (publications, presentations, interaction) and reflectively (through the judicial process).

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

Contact Information
Telephone: (657) 278-4436

Domain: Social and Civic Responsibility

Program/Service: Academic Integrity Workshops

Sample Size: 235 freshmen in University 100 Classes

Response Rate: 100%

Data Collection Timeframe: Fall 2009

Data Collection Method: Pre-test survey consisting of nine questions related to academic integrity was administered prior to a 75 minute workshop presented to 235 freshmen enrolled in twelve sections of University 100. After the Academic Integrity Workshop was completed, the same participants were administered the post-test.

Key Findings:
a. There was a significant difference between individual pre and post test scores as a result of attending the Academic Integrity Workshop.
b. 76.8% correct answers on the pre-test compared to 96.1% correct answers on the post test
c. The average individual increased his/her knowledge by almost two questions (1.7 pre to post)
d. Four of the questions showed the greatest increase in knowledge:
   i. Question 1: When writing a paper, sources not quoted directly need only to be listed on the reference list at the end of the paper. False Pre-test: 53.6% correct; Post-test 90.21% correct
   ii. Question 4: It is not academic dishonesty to make up information to fill in the gaps to complete an assignment if most of the information used in the assignment is true. False Pre-test 74.9% correct; Post-test 94.44% correct
   iii. Question 8: It is academic dishonesty if you write a paper for one class and then later use the same paper for a different class. True Pre-test: 76.6% correct; Post-test 100% correct
   iv. Question 9: Information that is paraphrased from any source (book, internet, journal, etc.) should be indicated by quotation marks. False Pre-test 23.83% correct; Post-test 89.79% correct

e. Through the workshop students learned more about citation techniques/expectations, paraphrasing and specific policies concerning academic integrity.

How will you improve or change the program/service as a result of what students learned?
Participants scored relatively high on the pre-test which may suggest that the questions reflected a greater general understanding of academic integrity issues than believed. Therefore, the content of the workshop has been redesigned this year to focus more time on areas of on-going confusion about expectations in this area. In addition the survey has been changed to reflect the new focus.
Leadership & 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 center to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

Contact Information
Telephone: (657) 278-3211

Domain: Leadership and Self-Management

Program/Service: Student Leadership Institute Alumni Survey. The survey project came as a result of a 2009-2010 University Mission and Goals Initiative (UGMI) grant in which a major component was to conduct research on the affect of the Student Leadership Institute (SLI) on learning. The Center for Research on Educational Access and Leadership (C-REAL) at Cal State Fullerton coordinated the analysis of data and produced a summative report for the project. C-REAL also provided consultation in the development and methodology of the survey study.


Response Rate: 11%

Data Collection Method: The survey was mixed methods – quantitative and qualitative. The survey questions focused on 1) the extent to which the SLI contributed to participants’ ability to do 23 leadership skills, 2) the extent to which participants practice the same 23 leadership skills in their work, home, and communities; and 3) how the SLI contributed to overall leadership development. The survey also included questions on leader efficacy – individuals’ beliefs in their abilities to lead. Five open ended questions were included for which respondents were asked to specifically describe how the SLI contributed to their learning and how they employ specific leadership skills to personal professional, and community settings. Questions were coded using the following scale: 1=Not at all, 2=Not very much, 3=Moderately, 4=Considerably, and 5=A great deal. Qualitative data was coded to identify emerging themes and determine patterns in responses. Data was analyzed by gender, race, ethnicity, age, and positional level.

Key Findings:

a. 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.
   i. Mixed results were received for Learning Outcome 3: Facilitate cooperative and healthy relationships in a group setting. Evidence suggests that SLI alumni know how to work in groups; however, their “ability to facilitate” was not consistent.
   ii. There was little evidence to support Learning Outcome 4: Develop strategies to pursue personal, professional, and community goals.

b. SLI is effective at teaching leadership concepts and skills that are current and relevant to today’s work, family, and community environments
   i. Alumni indicated that the SLI contributed to their ability to do 23 select leadership skills above a “moderate” level.
   ii. Alumni indicated they practice 20 of the 23 leadership concepts/skills in their work, home, community “considerably” or a “great deal”.

c. 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.
   i. The data suggests that SLI is most effective in developing students in areas of diversity and multicultural development, communication, learning how to be a professional, group work, and public speaking.

(continued on next page...
ii. SLI played a large role in building self-confidence, providing opportunities to practice leadership (especially among SLICC and EMBRACE facilitators), and providing an opportunity for students to connect to a co-curricular program and feel a sense of community on campus.

d. 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.

e. 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.

f. 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.

How will you improve or change the program/service as a result of what students learned? 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.
Summary of Leader Efficacy Scores

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q63. I consistently lead by example and ensure that my actions reflect those I would expect from my fellow group members</td>
<td>4.49</td>
<td>0.66</td>
</tr>
<tr>
<td>Q66. Others would agree that my leadership style and ability is effective.</td>
<td>4.03</td>
<td>0.84</td>
</tr>
<tr>
<td>Q62. I think I am a stronger leader than my peers.</td>
<td>4.00</td>
<td>0.85</td>
</tr>
<tr>
<td>Q65. I struggle to motivate others to reach the group’s goals.</td>
<td>2.21*</td>
<td>1.09</td>
</tr>
<tr>
<td>Q64. I find it difficult to allow group members to contribute to the task when I am leading a group.</td>
<td>1.98*</td>
<td>1.07</td>
</tr>
</tbody>
</table>

Note. Lower scores on Q64 and Q65 indicate higher level of leader efficacy.

Figure 1. Contribution to Overall Leadership Development

![Bar Chart](image-url)
Housing & 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.

Contact Information:
Telephone: (657) 278-2168

Domain: Self-Management

Program/Service: Resident Advisor Training

Project Sample: 21 Resident Advisors

Response Rate: 71%

Data Collection Timeframe: December 2009

Data Collection Method: Survey

Key Findings:
The staff was well prepared to meet the demands of their position due to RA Training. One hundred percent of the RAs responded that training prepared them to be a successful RA and they were satisfied overall. They especially appreciated learning about the resources available on campus within the other offices and departments.

How will you improve or change the program/service as a result of what students learned?
The respondents reported wanting to learn more creative ways to program, balance their lives, build better relationships with other RAs, and effective strategies to confront policy violations. Respondents were asked to select up to 3 statements (from a list of 26) for which RA Training most successfully prepared them. There were 5 statements which were not chosen by any of the respondents. The areas of potential training gaps and the actions taken to address them are listed in the table to the right.
<table>
<thead>
<tr>
<th>Potential Training Gap Area</th>
<th>Action Taken for the 2010-2011 academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a better idea of how one's upbringing can affect one's actions</td>
<td>Residential Life invited in guest speakers from the Multicultural Center to present during RA training on self education and how upbringing and perceptions can affect interactions with residents.</td>
</tr>
<tr>
<td>Speak to at least one resident per day</td>
<td>RA supervisors encourage RAs to have meaningful interactions with their residents at least once a day and RAs submit a weekly report describing these interactions and what they have learned from them. These weekly reports are discussed with their supervisors during bi-weekly one-on-one meetings.</td>
</tr>
<tr>
<td>Be confident in the abilities of my fellow RAs</td>
<td>Enhanced emphasis has been given to RA committees in the hopes of encouraging more joint programming between the RAs. Also, seven RAs from the 2009-2010 staff were asked to return, a larger number than usual, in the hopes of increasing mentorship and self-reliance amongst the staff.</td>
</tr>
<tr>
<td>Overcome obstacles and complete the task, even when changes occur</td>
<td>RA training strongly encouraged RAs to be adaptable to any circumstances and supervisors strongly encourage RAs to rely on themselves and their fellow staff members to aid them as difficult situations arise.</td>
</tr>
<tr>
<td>Identify and address a student concern before the student brought it to me</td>
<td>Topics of concern and behaviors to look for are addressed in weekly staff meetings and bi-weekly one on one meetings as a method of educating the RAs and providing a forum for the RAs to voice their concerns about particular students. RAs are also required to attend workshops on various topics; including drug abuse, suicide prevention and mental health to better prepare them to identify students of concern.</td>
</tr>
</tbody>
</table>
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.

Contact Information:
Telephone: (657) 278-3121
Website: http://www.fullerton.edu/career

Domain: Professionalism; Self-Management

Program/Service: Comprehensive Career Center Student Learning Outcomes Survey

Sample Size: 1,962 students and alums with usable email addresses

Response Rate: 486 students (25%)

Data Collection Time Frame: April 2010-May 2010

Data Collection Method: Survey designed using StudentVoice, structured around five primary reasons for utilizing Career Center services. Students were asked to indicate to what degree these services had impacted 27 learning outcomes related to the five primary reasons; they were also asked to respond to four overall measures of learning.

Key Findings:
Survey provides strong evidence documenting student learning in both the Professionalism and Self-Management domains as a result of utilizing walk-in and scheduled counseling assistance. Key findings include:

• The strongest learning outcomes were reported related to students preparing a resume and cover letter for their job search and internship search; learning how to conduct an internship and/or job search; and exploration of how major and careers are related.

• Substantial learning outcomes were reported in all five of the broad reasons for utilizing Career Center services: Job Search, Internship Search, Major Exploration, Career Exploration, and Graduate School.

• While still positive, the learning outcomes associated with speaking to employers about jobs and internships, and interviewing with graduate school representatives, were the lowest outcomes reported by students.

• There appears to be no significant difference with the learning outcomes reported by students who reported only a single walk-in or counseling session, compared to those who made greater use of the services.

• Students whose expectations were not met wanted: more individual assistance and additional personal support, more employers seeking to hire students like themselves, and more specialized knowledge about particular career fields from staff.
Additionally, survey respondents substantially agreed that the services they used had considerable value, including:

- 89% who strongly or moderately agreed that “Utilizing these services has been a valuable learning experience”
- 86% who strongly or moderately agreed that “I will be able to apply what I have learned about careers in the future”

**How will you improve or change the program/service as a result of what students learned?**

- In addition to documenting these substantial learning outcomes, the survey also establishes an objective baseline for measuring future interventions to improve the impact and value of career services for students.
- It is clear that an additional investment of staff resources to focus attention on employer development, reinforcing industry expertise, and expanding the availability of individual career and job search counseling would respond to student needs and expectations for more institutional assistance in putting their education to work.
- The effort also helped to identify some confusion about the scope and purpose of our walk-in services from a student perspective. This has led to rebranding our walk-in counseling as Drive-Thru services to reinforce for students the time limits associated with such unscheduled individual assistance. In addition, staff are carefully reviewing our communication with students to assure that the Career Center is clearly and effectively informing them of our purpose, available services, and how to take advantage of our various resources.
Housing & 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.

Contact Information:
 Telephone: (657) 278-2168

Domain: Self-Management

Program/Service: Housing & Residence Life Program

Project Sample: 800 Residential Students

Response Rate: 28%

Data Collection Timeframe: June 2010

Data Collection Method: A survey was emailed to all 800 residents after the completion of check out in June 2010. Residents were asked to complete the survey and given no incentive to persuade them to participate.

Key Findings:
 a. Over 80% of respondents mentioned that as a result of living on-campus, the following areas were improved for them: Independence, Social Responsibility, Personal Awareness and Communication Skills.
 b. Over 70% mentioned Interpersonal Skills and Appreciation of Diversity.

How will you improve or change the program/service as a result of what students learned?

<table>
<thead>
<tr>
<th>Potential Gap Area</th>
<th>Action Taken for Current Staff</th>
<th>Action Taken for Potential Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two areas ranking lowest in the survey were: Leadership Skills and Self-Esteem (See Graphs 1 &amp; 2 to the right)</td>
<td>RAs were encouraged to seek out a variety of guest speakers including faculty and staff as well as various campus partners. RA in-service committee increased the number of educational activities that are hosted for the RAs. The RAs then disseminated this information to their residents.</td>
<td>Housing will introduce an RA Leadership Series (RALS) in 2010-2011 designed to enhance the leadership skills of residents through a series of seminars offered by various campus partners. RALS classes will be offered in a variety of locations on campus to expose residents to various campus partners as well as open classes to non-resident students. RALS topics within Self Management Domain: Sexual responsibility, Over the Counter Drug Abuse, Alcohol Awareness, Suicide Prevention, Ethical Decision Making, Intro to Leadership, Leading and managing a diverse group, Dealing with Difficult people, Event planning, Public Speaking, Resume' writing, Interview Skills, Marketing your Leadership, Teamwork and Collaboration, Time Management, Vision and Goal Setting, Self Esteem, and Mentorship.</td>
</tr>
</tbody>
</table>
Graphs 1 and 2 display the results for the two areas that respondents ranked as having been affected the least by living on campus, Self Esteem (1) and Leadership Skills (2).

**Graph 1**

**Self Esteem**

To what extent do you feel you have developed/improved the following as a result of living in your residence hall? – Self Esteem

**Graph 2**

**Leadership Skills**

To what extent do you feel you have developed/improved the following as a result of living in your residence hall? – Leadership Skills
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.

Contact Information:
Telephone: (657) 278-3121
Website: http://www.fullerton.edu/career

Domain: Professionalism; Self-Management

Program/Service: Career Jump Start Conference “To assist students to develop an understanding of the dynamics of the job and internship search process in a challenging economy and create a distinctive competitive advantage for themselves as they organize and execute their search during the upcoming semester.”

Sample Size: 37 of 115 participants with usable email addresses responded to online survey

Response Rate: 32%

Data Collection Time Frame: February 18-27, 2010

Data Collection Method: StudentVoice post-event survey to students

Key Findings:
- 86% of the students responding to the survey strongly or moderately agreed that “Attending this event was a valuable learning experience.”
- 84% responding to the survey strongly or moderately agreed that “I identified at least 3 areas to increase the effectiveness of my search for a job and/or an internship.”
- 91% of the students responding to the survey strongly or moderately agreed that “I understand how I can improve my resume and/or the presentation of my skills in a search for a job and/or an internship.”

Please indicate your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I developed a better understanding of the job market, qualifications, and expectations of potential employers.</td>
<td>3.62</td>
</tr>
<tr>
<td>I developed confidence in interacting with potential employers.</td>
<td>3.86</td>
</tr>
<tr>
<td>Attending this event was worthwhile.</td>
<td>3.78</td>
</tr>
<tr>
<td>I gained valuable experience by attending this event.</td>
<td>3.74</td>
</tr>
</tbody>
</table>

5 = Strongly Agree
1 = Strongly Disagree
How will you improve or change the program/service as a result of what students learned?

Extensive efforts are made to prepare students to take full advantage of these large-scale recruiting events, including written guides and group preparation programs. While these results are very positive, they also create a baseline to measure the impact of additional efforts to help enhance student learning in the future.
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.

Contact Information:
Telephone: (657) 278-2501
Website: http://www.fullerton.edu/deanofstudents/nsp

Domain: Professionalism

Department: New Student Programs

Program/Service: Orientation Leaders Public Speaking Skills

Sample Size: Approximately 20 students each year over the past three summers

Response Rate: 56 leaders over the past three summers

Data Collection Timeframe: Summers 2008 – 2010

Data Collection Method(s): The public speaking skills of the Orientation Leaders are assessed using a rubric. The leaders are assessed three times throughout their experience to help identify growth during their time in the program. Their first presentation is given to NSP staff in late May. The second rubric assessment is completed by a fellow Orientation Leader halfway through the summer (mid June). After the second assessment, the Orientation Leaders conduct peer feedback meetings, benefiting both the evaluator and the presenter. The final assessment is completed by a faculty or staff member at the end of the leader’s experience (late July).
• In addition to rubric scores ranging from novice to expert, the evaluators are also asked to give written feedback in each area of the rubric. At the end of the students’ experience, the Senior Coordinator for NSP meets with each student individually to discuss their growth as it related to public speaking. The qualitative and quantitative data are discussed, and the leaders also discuss what they’ve learned, assess their comfort level with public speaking, and highlight how this learning will influence other areas of their life and impact their future.

Key Findings (What did students learn?):
• Of the 56 orientation leaders, all but two received increased numbers of expert ratings from their first to third assessment. This data affirms the work that NSP is doing with their Orientation Leaders. The data provides the staff with added confidence that they are actually providing students with effective training and program opportunities to help increase their skill and confidence related to public speaking.

• Each leader is assessed in 10 different areas on the rubric and the scale ranges from “novice” to “expert.” On the first round of assessments, there were a total of 58 “expert” rankings given out, and on the third assessment, there were a total of 240 “expert” rankings assigned. On average, the leaders increased their expert rankings by 5.5 on the third round of assessments.

How will you improve or change the program/service as a result of what students learned?
NSP will identify deficient areas within the public speaking skills of the staff and address those areas through training. Also, in an attempt to increase inter-rater reliability, more in-depth assessment training will be provided for the evaluators.
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.

Contact Information:
Telephone: (657) 278-3121
Website: http://www.fullerton.edu/career

Domains: Professionalism; Self-Management

Program/Service: During Spring 2010 semester students who participated in three large scale recruiting events were surveyed using a common set of questions to measure learning outcomes. The events included the Engineering and Computer Science Fair (2/25/10), the Internship and Job Fair (3/9/2010), and the Communications Internship Fair (4/28/2010)

Sample Size: 194 of 840 participants with usable email addresses responded to online survey

Response Rate: 23%

Data Collection Time Frame: February 25, 2010-May 12, 2010

Data Collection Method(s): StudentVoice post-event survey to students

Key Findings (What did the students learn?):
The following table summarizes the responses of the students to four of the common learning outcomes across the three events:

<table>
<thead>
<tr>
<th>Please indicate your level of agreement with the following statements:</th>
<th>5 = Strongly Agree 1 = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I developed a better understanding of the job market, qualifications, and expectations of potential employers.</td>
<td>3.62</td>
</tr>
<tr>
<td>I developed confidence in interacting with potential employers.</td>
<td>3.86</td>
</tr>
<tr>
<td>Attending this event was worthwhile.</td>
<td>3.78</td>
</tr>
<tr>
<td>I gained valuable experience by attending this event.</td>
<td>3.74</td>
</tr>
</tbody>
</table>
How will you improve or change the program/service as a result of what students learned?
Extensive efforts are made to prepare students to take full advantage of these large-scale recruiting events, including written guides and group preparation programs. While these results are very positive, they also create a baseline to measure the impact of additional efforts to help enhance student learning in the future.
Student Affairs Assessment Committee

Dr. Ryan Alcantara
Associate Vice President for Student Affairs, Finance, Human Resources, & Technology

Elahe Amani
Director, Technology Services for Student Affairs

Mary Becerra
Director, Health Education

Peggy Bockman
Assistant Dean, College of Communications

Jim Case
Director, Career Center

Serena Cline
Senior Coordinator, New Student Programs

Carmen Curiel
Director, Multicultural Leadership Center

Janette Hyder
Counselor, Student Retention Services

Dr. Lea M. Jarnagin, Chair
Dean of Students

Grace Johnson
Director, Guardian Scholars Program

Dr. Mark Kamimura-Jimenez
Director, Educational Partnerships

Susan Leavy
Acting Director, WoMen’s Center/Adult Reentry

Dr. Ya-Shu Liang
Staff Psychologist, Counseling & Psychological Services

David McKenzie
Assistant Dean, College of Humanities & Social Sciences

Mike Miles
Interim Director, Athletic Academic Services

Dr. Kandy Mink Salas
Associate Vice President for Student Affairs

Aimee Nelson
Assistant Dean, College of Education

Trista O’Connell
Learning Coordinator, University Learning Center

Dr. Gail Pakalns-Naruo
Director, Counseling & Psychological Services

Anthony Ragazzo
Director, ASI Leader & Program Development

Juanita Razo
Associate Dean of Students, Leadership & Multicultural Development Programs

Sandra Rhoten
Associate Dean of Students, Judicial Affairs

Lay Tuan Tan
Director, International Education & Exchange

Dr. Esiquio Uballe
Associate Dean of Students, Student Life

Sharnette Underdue
Associate Director, Housing & Residence Life

Acknowledgements

Special thanks to the Student Affairs Assessment Committee for their contributions to this briefing book.

Questions regarding this publication can be addressed to:

Dr. Lea M. Jarnagin
Student Affairs Assessment Committee Chair, Dean of Students and Briefing Book Editor
ljarnagin@fullerton.edu

Jaime E. Hamilton
Publications Assistant and Designer
jehamilton@fullerton.edu

Carlos Lopez Garcia
Student Affairs Assessment Graduate Assistant
SAassessment@fullerton.edu