“Wait Until Next Year” is a refrain heard most often at Wrigley Field in Chicago. Or, for many years, at Ebbets Field in Brooklyn. Baseball fans lamenting the fatal plunge in the standings of their favorite team, but optimistically looking toward a new start the following Spring.

For 20 of the 25 members of the 2004 national champion Cal State Fullerton baseball team, the words carry a different message. Those 20 will be back in action in a few short weeks wearing targets on their Titan uniforms – everyone will want to dethrone the reigning kings of college baseball.

Expectations will be high even with the loss of All-Americans Kurt Suzuki and Jason Windsor to professional contracts and the graduation of starting pitcher Mike Martinez and first baseman/catcher P.J. Pilittere. The pressure to repeat will be a constant companion.

None of the three previous Cal State Fullerton national championship teams made a return to Omaha, much less captured another championship trophy. The 1980 team minus Tim Wallach went 49-18-1 but got knocked out in the NCAA Regional at Tucson. The 1985 team was one of the rare Titan units NOT to win a conference championship despite the presence of seven future major leaguers. The 1996 team with Olympians Mark Kotsay and Brian Loyd was 38-4 in late April but finished 7-12 and was eliminated in a regional at Wichita State.
Message from the Vice President for Student Affairs

This issue reflects on some of our key accomplishments over the last few months. Our Titan Baseball Team triumphed in the College World Series, earning the title of NCAA National Champions. For their tremendous effort, the team was celebrated at a gala homecoming parade in downtown Fullerton and recognized by the CSU Board of Trustees. What an outstanding achievement!

Cal State Fullerton baseball team’s success may have been the most visible achievement, but there were many others within Student Affairs that did not necessarily get the media attention, but are notable nonetheless. Recognizing the importance of continual self-assessment, the Division completed a comprehensive Self Study of its programs and services utilizing the Council for the Advancement of Standards (CAS) in Higher Education documents to measure our progress. The overall findings of the Self Study showed that all departments rated either “well met” or “full met” on a five point scale, and evidenced significant improvement in a number of areas mentioned in the 1998 Student Affairs Self Study. This is not surprising news, as I am fully aware of the excellent services we provide.

The Division of Student Affairs continued to improve its efforts to best serve our student population and advance our mission. First year students’ transition to the University was enhanced by the implementation of a mandatory New Student Orientation Program. We also collaborated with UCLA to co-sponsor an international symposium on “Multicultural Counseling” and “Religiosity and Dialogue” for international students, bringing members of the Philippine International Friendship Organization and Asian Pacific Student Services Association to campus.

These are only a few highlights - there are far too many to cover in this issue of our newsletter. I thank the Student Affairs staff for their continued hard work. These accomplishments, and the others that were covered in more detail in our recently published Annual Report, could not have been achieved without them! We are well on our way to another successful year in 2004-2005.

Sincerely,

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

Student Rodney Anderson Honored By Cal State Fullerton

The former Titan basketball player, who was the victim of a random street shooting in 2000 that left him paralyzed from the waist down with limited arm movement, is one of the latest beneficiaries of ABC Television’s hit show, Extreme Makeover: Home Edition. In a whirlwind seven days, a new home was constructed for him and his family in Los Angeles, they enjoyed a week’s vacation in the Bahamas and the University conducted a ceremony in Titan Gym to retire his No. 4 jersey. The scheduled broadcast date is Feb. 13 or Jan. 30 for the Top Ten-rated show, which draws an average of 20 million viewers.

The ceremony was equal parts enthusiasm, nostalgia and emotion. President Milton A. Gordon told Rodney’s story while a large projection screen showed a montage of Rodney’s childhood, from infancy through action shots of him in his Titan uniform during his 1999-2000 freshman season. With former teammates Ike Harmon, Brandon Campbell and Kenroy Jarrett among the crowd of nearly 1,500, Rodney was hailed for his perseverance, ever-present smile and determination to graduate.

The Rev. Carl Washington, a former California assemblyman, thanked Extreme Makeover: Home Edition, the University and the crowd on behalf of the Anderson family. He also accepted Cal State Fullerton banners and blankets for the new home from Associated Students’ president Philip Vasquez.

Junior forward Jamaal Brown stepped forward and removed his sweatsuit top and then his No. 4 jersey and presented it to Washington to hand to Rodney upon his return on the following Saturday. The climax of the evening came when a permanent replica of Anderson’s No. 4 jersey was unveiled near the rafters adjacent to those of former Titan greats Leon Wood, Bruce Bowen, Cedric Caballos and Greg Bunch as well as women’s stars Nancy Dunkle and Eugenia Miller-Byeraw.

The successful event was the result of tremendous cooperation on only a few days’ notice by many campus departments. Student Affairs helped rally a crowd. The CSUF Foundation provided free hot dogs and drinks. Athletics staged the event including preliminary entertainment in the form of photographer Matt Brown’s photo essay from the 2004 College World Series and a performance by the five-time defending national champion Titan dance team. Physical plant mounted the replica jersey. Public safety assisted with parking and security for the production company. Public Affairs coordinated publicity. Kinesiology and Health Science and Rec Sports adjusted pre-finals class and activity schedules. Help also came from off-campus, most prominently Bruce Webster of Large Screen Displays in Santa Ana, which provided the projector and video screen.
Enhancing First Year Students’ Transition:

New Student Orientation Becomes Mandatory

Lee M. Jarnagin
Associate Dean, New Student Programs
Dean of Students Office

Each year institutions of higher education across the country devote extensive resources to prepare new students for a successful collegiate experience. This intensive programming effort has come to be known as New Student Orientation (NSO). Orientation can be defined as “any effort to help freshmen make the transition from their previous environment to the collegiate environment and enhance their success” (Perigo & Upcraft, p. 92).

Existing in a variety of forms, orientation programs have at their core the goal of welcoming, orienting, advising and registering first-year students as they begin their academic journey. While adjustment and personal development are the primary intended outcomes of orientation, additional goals include retaining students, promoting involvement and providing academic and social integration (Davis-Berman & Berman, 1996; Fox, Zakely, Morris, & Jundt, 1993).

In addition to maximizing student adjustment, increased emphasis on New Student Orientation has resulted from campus wide enrollment management needs. With NSO participation numbers steadily increasing from 2001-2003 (see chart), discussions throughout the campus began focusing on the use of NSO as the primary tool for identifying the incoming freshman class as early as possible. This resulted in the move to mandatory NSO for first-time freshmen in the summer of 2004.

The move to mandatory NSO enabled the campus to identify the approximate size and shape of the incoming class by mid-May of this year. With a lower melt rate than previously experienced, the positive outcomes of this new enrollment management tool can be credited to efforts from a campus wide coalition consisting of many departments including, but not limited to: the Dean of Students Office; New Student Programs; Information Technology; Admissions & Records, the Academic Advisement Center, Student Financial Services and Academic Programs. In addition, key support from the Assistant Deans for Students Affairs and faculty advisors within the academic colleges related to major advisement must be recognized as integral to this success.

While mandatory orientation for first-time freshmen is not wide spread in the CSU, Cal State Fullerton will continue to utilize this campus wide program to both assist students in a successful transition into the university community as well as meet the enrollment management needs of the institution. A special Thank You to all who made this shift in campus policy a resounding success.

Jeff Senge

Part of the philosophy of the Office of Disabled Student Services at Cal State Fullerton is to convince its students that when they graduate, they need to be competitive.

"Prospective employers are not going to discount qualifications because of your functional limitation; they are primarily interested in whether you can do the job better than anyone else," says Jeff Senge, the office’s coordinator of information and computer access programs.

As for himself, the visually impaired Senge took that thought process a large step further and basically created his own field — advocacy for advancements in adaptive technology, primarily for college students.

"I have a passion for this and there’s not a lot of us," he said. "It’s gotten into my blood."

"He’s a ‘home-grown’ professional who is a source of pride for our campus," said Paul Miller, director of disabled student services. "Without a doubt, he’s one of the most valuable resources on our campus and we’re thrilled he’s a part of our staff.

"He’s a beautiful example of someone who has been able to capitalize and make a positive out of a negative experience of losing his vision. He has really sensed a mission in his own life and make a positive out of a negative experience of losing his vision. He has really sensed a mission in his own life."

Senge’s mission is to allow all students an equal chance in the classroom and equal access to the information revolution. His inspiration came from his own challenges with the simple task of keeping up with his textbooks and the whole new world he found when he sampled an Apple computer 20 years ago.

"Our primary project right now is digitizing course material," he said. "This semester we had 325 requests from students for everything from 5-page papers to 1,500-page books.

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"The two things that motivated me were mastering the technology, at least to a level where I felt confident I could apply it towards my success in graduate school, and realizing that someone needed to go out there and let the world know about this tool and how it could be implemented to change lives."

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With the encouragement of his wife, Janna, — "she said, ‘you’re the guy’" — Jeff was on his way.

His first major project — the Braille Transcription Center Project — evolved from his thesis. He later focused on making the emerging worldwide web accessible to the disabled via a path of improvement for everyone.

"A well-crafted website enables a variety of web-enabled devices to access them," he explains. "It benefits more people than those with disabilities.

"It’s like doors. Rarely in Southern California or any metropolitan area will you find a major commercial establishment — a supermarket or a building’s supply — without doors that open automatically. They are not a special deal for the disabled, they provide an unobstructed entry for everyone."

"Sometimes the process is so arduous that it’s easier to create our own files. Or we try to be proactive and use optical scanners to create images which can then be turned back into words. We have 15 contract editors.

"Actually, there was a law that went into effect in 2000, California AB 422, that specifies any publisher who sells books in California to community colleges, the CSU or the UC system is responsible for providing entities with the digital files. But there is no enforcement or penalties, so it’s a good idea that is not working out."

It was the difficulty with reading books as an undergraduate student at Cal Western (later known as United States International University) in San Diego that has shaped Senge’s adult life.

"It was a real challenge in college. I had to work summer jobs so I could afford readers to read my textbooks to me. Once I graduated, I decided I didn’t want to read books anymore, at least large volumes on a consistent basis."

The chance encounter with an Apple II-E computer two decades ago started Senge on his current career.

"I knew about computers, but because I could not see the screen, I could not use the thing. So, I didn’t jump right in. But I met a blind individual who was using a computer and I ended up purchasing it from him. It was just like night and day to me. It wasn’t more than 30 minutes after I started playing around with it in my home that I realized that this was a very powerful tool that had the potential to really change my life, and the life of others who were in similar situations."

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"Our primary project right now is digitizing course material," he said. "This semester we had 325 requests from students for everything from 5-page papers to 1,500-page books."

"We try to use adaptive technology to address the different levels of functional limitations and mobility challenges our students experience. If they can access a computer, we can address reading or learning disabilities and we can use audio materials so they can listen and keep up."

As usual, the obstacles are money and time.

"It’s not a simple process. In a perfect world, we should be able to get the original digital file from the publishers. But that business is not as streamlined as you would think — not everyone keeps files and some books don’t even start from digital files."
$100 MILLION HANDED OUT TO STUDENTS BY FINANCIAL AID OFFICE

A major milestone was reached when $100 million was distributed to more than 13,000 students on campus during the 2003-04 academic year by the Cal State Fullerton financial aid office. In addition, another $23.3 million was brought to the campus in the form of registration fees from financial aid funds.

Deborah McCracken, director of the office of financial aid, treated her staff to a well-deserved celebration in August for its hard work in achieving those large numbers.

"I wanted them to know how good they are," she said. "Probably no other campus staff has ever been praised by an audit team. State auditors praised their administrative capabilities and were so pleased that the auditors left in half of the time planned!"

"They haven't had one compliance "finding" in 10 years! And they have "saved" almost a half million dollars over three years with such projects as FANmail, which allowed savings in printing and postage costs. And our self-study reported that 79 percent of our students praised our efforts and services."

"No one can imagine the pleasure, appreciation and pride I feel regarding each of them."

Student Affairs Conducts Self Study

Identifies Strengths and Weaknesses in the Division

From September 2003 through February 2004, the Division of Student Affairs conducted a Self Study designed to identify strengths and weaknesses in the division and its units. The outline used to perform the self-study is contained in the Book of Professional Standards 2003, published by the Council for the Advancement of Standards in Higher Education (CAS).

The Division of Student Affairs put together a work team, the Self Study Committee, which consisted of the Principal Investigators from each department. Each unit responsible for investigating a set of standards performed the following actions:

• Reviewed the standards and reviewed the criterion measure statements provided by CAS for each standard. These criterion statements were used to measure the success of the programs, services and functions addressed in the standards.
• Developed an assessment plan to assess these criterion measures.
• Conducted a series of assessments including written surveys, interviews, focus groups, "subject matter expert" inquiries, document review, etc.
• After reviewing all data collected, created a grid which lists each criterion measure, evaluates criteria on a four point scale (not met, minimally met, well met, and fully met), and explains data used to determine the evaluation.
• Each principal investigator met with professional colleagues to review the findings and get peer review feedback.
• Each principal investigator reported the final findings to the group as a whole.

In general, the Division of Student Affairs was found to have met or exceeded all standards set by CAS for units in student affairs. Specific recommendations that emerged from the Self Study include:

• Focus more intentionally on learning outcomes assessment in departments across the division. Consider a day long Summit or Institute with training on learning outcomes assessment.
• Continue to examine the use of physical space in the division, gather information about current needs for space, and make decisions about effective and efficient use of this space.
• Continue to examine the amount and level of professional staff in the division and make decisions about necessary changes, either in staffing levels or in the delivery of programs and services.
• Design and implement a more coordinated orientation, training and evaluation system for student employees across the Division of Student Affairs and, perhaps, across the entire campus.
• Continue to improve outreach, publicity and promotion of all Student Affairs programs and services to ensure that all campus community members are fully aware of all available resources.
• Examine in a systematic way additional funding sources for all departments. Explore all available options including grants, fund raising and new revenue generation ideas.
• Ask department Directors to examine policies and procedures from a departmental, divisional and university-wide perspective. Review, adjust and/or create policies and procedures as necessary.

Ongoing assessment efforts are continuing in each of the Student Affairs units. The results of the 2004 Self Study will continue to be utilized as departments set goals and evaluate programs and services. The Division of Student Affairs annual report process includes a data collection and analysis component and involves an annual review of accomplishments and goals. It is recommended that a Student Affairs division-wide self study be conducted each 3-5 years, with staff involved in each cycle reviewing the work from the prior cycle. For more information or a copy of the complete report, please contact Kandy S. Mink, Dean of Students, kmink@fullerton.edu, 714-278-3211.

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Emerging Student Services in China

By Howard Wang

The emergence of student services on Chinese university campuses does not seem to represent the result of systemic or strategic planning at the highest level. A review of available documents from the Ministry of Education (MOE) of China and other publications show that China began its higher education reform more than two decades ago and it is difficult to determine if or when organized student affairs programs were initiated. The latest round of educational reform efforts occurred in the late 1990s and they focused mostly on consolidating and merging specialized institutions, curriculum development, teaching reform and strengthening scientific research.

Chinese higher education begins to change as China moves toward a free enterprise economy. The latest success is represented by its success in joining the World Trade Organization. Therefore, change in Chinese higher education is primarily driven by the demands of the labor market that transformed China from a central economy to a market/global economy.

Among the first student services and programs emerging on the campuses of Chinese universities are student housing ("dormitories"), cafeterias, career centers and financial aid programs on some campuses. Career centers offer assistance in resume writing and job fairs where representatives from different companies visit campuses to interview graduates. Testing of skills using standardized inventories, as well as job "counseling," seemed to be non-existent.

As the role of student affairs evolves in China, similarities and differences between the approaches to the field in the United States and China are becoming more evident.

- In China, undergraduate students are generally grouped by major disciplines and class levels. Each group has a "class mentor," typically a faculty member who provides advising and helps students in their daily campus lives. Class mentors play a much greater role than student affairs staff. In this respect, their role is similar to that of "resident faculty" members in American colleges and universities in the 18th and 19th century, when moral education, citizenship, and vocational training of students were part of the educational process overseen by faculty members. As Chinese higher education reform continues, faculty members are expected to not only assume traditional teaching roles, but they are also under pressure to do research, create new classes, and broaden the curriculum - all of which will undoubtedly lessen their roles as student caretakers.

- Since the reform, students at many Chinese universities have created their own organizations and clubs and increased their involvement in sports and cultural and artistic activities. In China, student unions are not physical buildings, but operate more like student governments on American campuses. However, the Chinese "student unions" have no formal link to student affairs offices or staff and are directed by "university administration" and party leaders.

- Campus life, by and large, is still centered around academic departments. Another outlet for campus life continues to be the Thought Education (or Moral Education) Department, through which students are recruited to join the Communist Youth League. These leagues are administratively organized as part of the same division as student services and provide services such as personal/thought counseling, thought/moral education, and activities that promote the devotion of ideals to the Communist Party.

- Chinese students are just as, or more, concerned about their careers than American students. Prior to the reform, university students were assigned majors. After graduation, the government assigned jobs to graduates with no regard for majors, skills, or competencies. Greater freedoms now apply to choosing an academic discipline and competing for desirable jobs. Career placement services continue to expand, assisting students in resume writing, matching students with desired positions, and inviting employers for campus interviews. Inventory testing and career counseling are not currently available on Chinese campuses.

- Reform provides greater access to higher education for students from a variety of social and economic backgrounds. Financial aid services are growing and now include scholarship, government loan, and on-campus, work-study opportunities.

- The admission function is centrally controlled in China by the MOE, which has given it the flexibility to redirect students to other educational opportunities and to control unwanted growth in "traditional" four-year institutions. As individual institutions gradually gain control of the admission process, financial aid is likely to be used more often as an incentive to recruit students.

- China’s entry to the world market propels and accelerates its efforts to reform higher education in order to better meet market-driven labor needs. In doing so, little attention is being paid to either the theoretical or practical aspects of facilitating student development through student affairs programs and services.

- China’s reform efforts present a great opportunity for student affairs professionals in China to assess, evaluate, and plan for the future growth of Chinese student development and its application to student affairs. Student affairs professionals in the United States stand to gain a great deal by expanding their professional involvement beyond its borders such as conducting research, assisting in curricular development and/or sharing expertise in China. They can also implement a student affairs staff exchange program with China or host a student affairs colleague from China. Or, they could join and engage themselves in professional associations such as the Asian Pacific Student Services Association and the Australia and New Zealand Student Services Association in the Pacific Rim region.

Howard Wang is the associate vice president for student affairs and acting executive director for the Student Health and Counseling Center. He previously served as chief executive officer to the assistant vice chancellor for student development and health at UCLA for more than a decade. He is a member of the Asia Pacific Student Services Association and has presented papers, served as a panelist and provided advanced training on student development theories, student affairs administration and governance, and other selected student services topics to student affairs administrators from the greater Beijing area and Guangdong Province in China.
President Gordon hosted a luncheon for the University’s international students on Aug. 19 at the El Dorado Ranch Residence.