



STUDENT AFFAIRS

2010-2011 Annual Report

Vice President for Student Affairs
Associated Students, Inc.
Athletics Academic Services
Career Center
Dean of Students
Disabled Student Services
Educational Partnerships
Financial Aid
Guardian Scholars Program
Housing and Residence Life
Intercollegiate Athletics
International Education and Exchange
Judicial Affairs
Leadership and Multicultural Development Programs
New Student Programs
Student Academic Services
Student Health and Counseling Center
Student Life
Technology Services
University Learning Center
Women's Center/Adult Reentry
Assistant Deans for Student Affairs



CALIFORNIA STATE UNIVERSITY
FULLERTON



CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Vice President for Student Affairs

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December 2011

Dear Reader:

The Division has had another year of significant accomplishments and achievements. We have maintained a continued sense of purpose and direction in advancing our mission even in these difficult budget times. As a partner in the educational enterprise, Student Affairs cultivates a meaningful experience that enhances learning and supports the total development of the CSUF student. Efforts made by the directors and staff in each department provide a diverse set of programs and services which have made a positive contribution to the nature and quality of student life both inside and outside the classroom.

As part of our ongoing evaluation efforts, each department in Student Affairs has compiled information on its accomplishments, continuing challenges, assessment activities, and student learning outcomes of the past year as well as goals for 2011-2012. In this 2010-2011 Annual Report, you will read about the many activities that have been undertaken over the past year by the departments in Student Affairs and by the organization as a whole. This Student Affairs Annual Report includes only the executive summary of each department's annual report; for more detailed information contact the Vice President for Student Affairs Office, Langsdorf Hall 805, 657-278-3221.

I believe Student Affairs at California State University, Fullerton advances holistic student learning that provides knowledge and skills required for success in the University and in their future endeavors. Please take time to read about our accomplishments of the past year and about our goals for 2011-2012.

Sincerely,

Silas H. Abrego, Ed.D.
Vice President for Student Affairs, Acting

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This report prepared by the Office of the Vice President for Student Affairs, California State University, Fullerton
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Cover Design: Jaime E. Hamilton & Yvette T. Espinosa. 2011.

Cover Pictures Provided by (in alphabetical order):

Dean of Students (Greek Life), Educational Partnerships (GEAR UP), Housing and Residence Life, Karen Tapia, Mashonda Salsberry, and Matt Brown.

CALIFORNIA STATE UNIVERSITY, FULLERTON

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 insight 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.

STUDENT AFFAIRS SERVICES TO STUDENTS AND THE GREATER CAMPUS COMMUNITY

- Assist students in the successful transition to college.
- Encourage development of positive interaction among students and a sense of community within the institution.
- Design opportunities for leadership development.
- Provide opportunities for recreation and leisure time activities.
- Help students clarify career objectives, explore options for further study and secure employment.
- Create opportunities for students to expand their aesthetic and cultural appreciation.
- Provide services that support the educational, career, social and recreational objectives of students with disabilities.
- Provide health services for all registered students.
- Provide personal and educational counseling services to students.
- Ensure the orderly and efficient administration of residence life and provide a living environment for students that is safe, clean and well maintained.
- Provide a variety of academic support services to students (e.g., tutoring, mentoring, developmental courses).
- Provide student testing services.
- Facilitate the opportunity for participation in student clubs and organizations.
- Provide special services to meet the needs of international students.
- Conduct research, provide and interpret information about students during the development and modification of institutional policies, services and practices.
- Assume leadership for the institution's response to student crisis.
- Serve as a resource to other members of the University community in their work with individual students and student groups.
- Encourage faculty-student interaction in programs and activities.
- Advocate and help create ethnically diverse and culturally rich environments for students.
- Support and advance institutional values by developing and enforcing behavioral standards for students.
- Advocate student participation in institutional governance.
- Plan, conduct and evaluate outreach and recruitment activities to help ensure that institutional enrollment objectives are accomplished.
- Provide leadership in university-wide enrollment management activities.
- Provide effective and judicious management of Student Affairs resources.
- Encourage students to study abroad through promotion and advisement efforts.
- Provide financial assistance to those students that without such assistance would not be able to meet their degree objectives.
- Provide a comprehensive intercollegiate athletics program, focused on the positive development of the student athlete and on providing campus community athletic events.

STUDENT AFFAIRS STAFF INFORMATION

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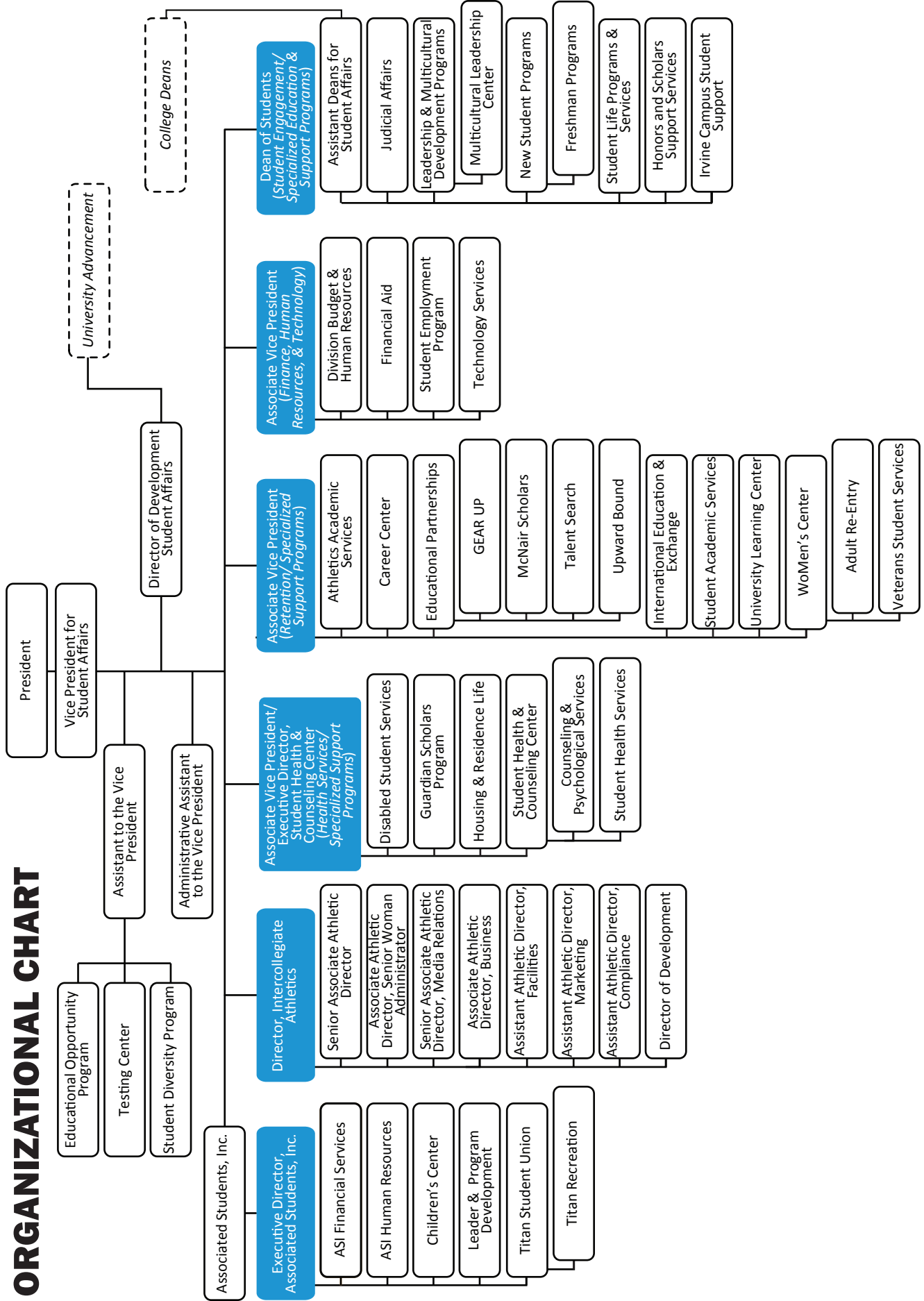
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STUDENT AFFAIRS ORGANIZATIONAL CHART



2010-2011 PUBLICATIONS

- Student Affairs and Services in Higher Education: Global Foundation, Issues and Best Practices. United Nations Educational, Scientific and Cultural Organization. 2009. Associate Vice President for Student Affairs.
- *Aligning Co-Curricular Initiatives with Learning Outcomes: Key Challenges Facing Student Affairs Leaders.* 2011. Associated Students, Inc.
- “Purposeful Partnerships for Student Career Success: Student Affairs and Academic Affairs Collaboration.” Center for Research on Employment and the Workforce. January 2011. Career Center.
- “Where Our Guides Come From: Part 1 – The GDB Breeding Program.” *Guide Dogs for the Blind Alumni News*, Summer 2010. Disabled Student Services.
- “Let’s Talk: Getting Out of the Counseling Center to Serve Hard-to-Reach Students.” *Journal of Multicultural Counseling and Development.* October 2011. Student Health and Counseling Center.
- “Redefining Asian American Identity and Masculinity.” In *Culturally Responsive Counseling with Asian American Men.* February 2010. Student Health and Counseling Center.
- “Incorporating levels of acculturation in counseling practice.” *Handbook of Multicultural Counseling.* August 2009. Student Health and Counseling Center.
- *Dimensions: The Journal of Undergraduate Research in Natural Sciences and Mathematics – Volume XIII.* Assistant Dean for Student Affairs, College of Natural Science and Mathematics.

2010-2011 PRESENTATIONS

- “Short and Long Term Effectiveness of a Campus-Based Fitness.” Western Psychological Association Conference. April 2011. Los Angeles, CA.
- “Transforming Our Impact Through Social Media.” Career Services Institute. August 2010. Claremont, CA.
- “Metrics, Accountability, and Assessment: Measuring the Relationships Between Employers and Colleges.” December 2010 and June 2011. Costa Mesa, CA and Dallas, TX.
- “Restructuring Recruiting and Career Services: Sustainable Partnerships for Future Success.” Mountain Pacific Association of Colleges and Employers. December 2010. Newport Beach, CA.
- “‘Comprehensive Strategy’ for the California Governor’s Committee on Employment of People with Disabilities.” California Workforce Investment Board. May 2011. Sacramento, CA.
- “Out of Bounds: Defining Shifts in Identity, Expectation, Culture and Mentorship for Latino Doctoral Students.” American Association of Hispanics in Higher Education. March 2011. San Antonio, TX.
- “Redefining the Journey: Navigating Mentorship, Identity, Expectation and Culture for Doctoral Students in Higher Education.” Hispanic Association of Colleges and Universities. September 2010. San Diego, CA.
- “Latino Student Forum, Connecting with Latino Networks at CSUF.” Fullerton College. September 2010. Fullerton, CA.
- “A-G Requirements, High School Graduation Requirement, Careers, and Financial Resources for College.” Anaheim, Katella, and Loara High School. February-April 2011. Anaheim, CA.
- “High School Academic Four Year Plans.” Anaheim, Katella, and Loara High School. November 2010 -May 2011. Anaheim, CA.
- “Career Exploration.” Anaheim, Katella, and Loara High School. January 2011. Anaheim, CA.

- “Time Management.” Anaheim, Katella, and Loara High School. March 2011. Anaheim, CA.
- “The McNair Scholar in 21st Century Academia.” Cal Poly Pomona. August 2010. Pomona, CA.
- “The Importance of Mentors for McNair Scholars in Graduate School.” COE Annual Conference. September 2011. Washington, D.C.
- “Persisting in Graduate School: Developing the Skills to Graduate.” WESTOP McNair/SSS Conference. February 2011. Santa Ana, CA.
- “Preparing for College: Utilizing High School Resources.” Santa Ana College. October 2010. Santa Ana, CA.
- “Overcoming Missteps in Life: Developing Relationships for Success.” Santa Ana Continuation High School. March 2011. Santa Ana, CA.
- “Parent Orientation.” Anaheim, Katella, Magnolia and Savanna High Schools. October 2010. Anaheim, CA.
- “AUHSD College Fair.” Anaheim Union High School District. Anaheim Convention Center. October 2010. Anaheim, CA.
- “Got College?” Anaheim, Katella, Magnolia and Savanna High Schools. October and November 2010. Anaheim, CA.
- “CSU & UC Application Workshop Series.” Anaheim, Katella, Magnolia and Savanna High Schools. September, October and November 2010. Anaheim, CA.
- “What to Expect Your Senior Year.” Anaheim, Katella, Magnolia and Savanna High Schools. October, and November 2010. Anaheim, CA.
- “Linking Your Interest.” Anaheim, Katella, and Savanna High Schools. November and December 2010. Anaheim, CA.
- “STEM Conference.” English/Spanish Parent and Student Workshops. Anaheim Union High School District. Fullerton College. December 2010. Fullerton, CA.
- “Parent Meeting: Financing a College Education.” English/Spanish Parent and Student Workshops. Anaheim, Katella, Magnolia and Savanna High Schools. Tiger Woods Learning Center. December 2010. Anaheim, CA.
- “Financial Aid Workshop: Getting ready to apply for FAFSA.” English/Spanish Parent Workshops. Anaheim, Katella, Magnolia and Savanna High Schools. January 2011. Anaheim, CA.
- “Cash for College Campaign.” English/Spanish Parent and Student Workshops. Sponsored through Cash for College campaign by the Office of House Representative, Lorretta Sanchez, and State Senator, Lou Correa. Anaheim Union High School District. January 2011. Anaheim, CA.
- “Preparing for the Job Hunt.” Anaheim, Katella, Magnolia and Savanna High Schools. February, and March 2011. Anaheim, CA.
- “How to Pay for College.” Anaheim, Katella, Magnolia and Savanna High Schools. April, 2011. Anaheim, CA.
- “Parent Meeting: Financial Literacy and College Awareness Day.” English/Spanish Parent and Student Workshops. Anaheim, Katella, Magnolia and Savanna High Schools. Tiger Woods Learning Center. April 2011. Anaheim, CA.
- “What to expect first year of college & Exit Interview.” Anaheim, Katella, Magnolia and Savanna High Schools. April and May 2011. Anaheim, CA.
- “Networking and College Experience.” Anaheim, Katella, Magnolia and Savanna High Schools. April and May 2011. Anaheim, CA.
- “Summer Program Parent Orientation.” Anaheim, Katella, Magnolia, and Savanna High Schools. June 2011. Anaheim, CA.
- “CSP’s Project Path on Prescription Drug Abuse.” Alcohol & Other Drugs Awareness Conference. California State University, Dominguez Hills. April 2011. Carson, CA.

- “Millennials in the Workplace.” University Business Institute. December 2010. Fullerton, CA.
- “What it takes: Due Process / Investigative Skills / Hearing Overview.” CSU Judicial Affairs Officer Conference. California State University, Fullerton. July 2010. Fullerton, CA.
- “Integrity in Troubled Times: Leading by Example - Student Learning through the Conduct Process.” Center for Academic Integrity International Conference. October 2010. Long Beach, CA.
- “Students of Concern: Identifying a Response for Your Campus.” NASPA Western Regional Conference. November 2010. Portland, OR.
- “Student Learning through the Conduct Process: What We Think We Know.” Association of Student Conduct Administration National Conference. February 2011. St. Pete’s Beach, FL.
- “Global Leadership Certificate: Developing Leaders for a Global World.” Hispanic Association for Colleges and Universities International Conference. 2011 San Juan, Puerto Rico.
- “EMBRACE Program.” University of California, Riverside. Riverside, CA.
- “Teamwork and Collaboration.” Santiago Canyon College Student Leadership Institute Conference. 2011. Santiago Canyon, CA.
- “Keynote Address: The College Experience.” Youth Leadership America College Night Fair. 2010. Fullerton, CA.
- “Partnering to Build Tomorrows Leaders: The Cal State Fullerton Student Leadership Institute.” Hispanic Association for Colleges and Universities Annual Convention. 2010. San Diego, CA.
- “Reflections on Graduate School Panel Presentation.” University of San Diego. Western Regional Careers in Student Affairs Day. 2010. San Diego, CA.
- “How To Engage Your Graduated Members.” CSU San Bernardino Club Conference. September 2010. San Bernardino, CA.
- “Pathway to Strategic Co-Curricular Learning Assessment.” NASPA, Western Regional Conference. November 2010. Portland, OR.
- “Navigating NASPA: An “Insider’s Guide” to the Association.” 2011 NASPA Annual Conference. March 2011. Philadelphia, PA.
- “Behind the Blueprint: Building a Culture of Co-Curricular Learning Assessment.” NASPA Assessment & Persistence Conference. June 2011. Las Vegas, NV.
- “Building a Culture of Assessment: Utilizing technology to Build Capacity.” StudentVoice Webinar. August 2011.
- “Outcomes Based Assessment for Career Centers.” Academic Impressions Conference. July 2011. Denver, CO.
- “Putting the ‘Student Life’ in your Orientation Program.” National Orientation Directors Association Region II Conference. March 2011. Berkeley, CA.
- “Clinical Medicine I & II.” Southern California College of Optometry. August, September, October 2010 and April 2011. Fullerton, CA
- “Physical, nutritional, and psychological benefits of a campus-based fitness competition for clinically obese college students.” American Psychological Association Annual Conference. August 2011. Washington, DC.
- “Analyzing the impact of racism, racial identity, anti-Asian prejudice, and coping among Asians and Latinos.” Annual Hawaii International Conference on Social Sciences. June 2011. Honolulu, HI.
- “Working with LGBT clients and managing the multiple layers of diversity and identity.” Multicultural Research and Training Lab. Pepperdine University, Graduate School of Education and Psychology. February 2011. Los Angeles, CA.

- “Short- and long-term effectiveness of a campus-based fitness competition.” Western Psychological Association Annual Conference. April 2011. Los Angeles, CA.
- “The journey continues: exploring issues of race and social justice in counseling practice. American Psychological Association Annual Conference. August 2011. Washington, D.C.
- “CBT basics.” University of California Los Angeles. August 2010. Los Angeles, CA.
- “The Value and What Works in P-16 Partnerships.” American Association of Hispanics in Higher Education. March 2010. Costa Mesa, CA.
- “The Counseling Psychology profession: a personal narrative.” California State University, Los Angeles. May 2011. Los Angeles, CA.
- “Reflections and recommendations for cross-cultural counseling practice and education.” Western Psychological Association Annual Conference. April 2011. Los Angeles, CA.
- “Wandering Toward Retirement: Emotional Issues, Myths About Aging and Action Planning.” Association of University and College Counseling Center Directors. October 2010. Portland, Oregon,
- “CBT for couples and CBT and mindfulness.” University of California, Los Angeles. September 2010. Los Angeles, CA.
- “A college weight-loss ‘reality show’: A psychologist’s role.” 118th annual conference of the American Psychological Association. August 2010. San Diego, CA.
- “Irvine Valley College-Veterans Workshop” Irvine Valley College. February 2011. Irvine, CA.
- “All Time Favorite Tips, Tools and Techniques” 6th On Course National Conference. March 2011. Long Beach, CA.
- “Round Table Discussion of TEST: UP” STEM Conference. California State Polytechnic University, Pomona. March 2011. Pomona, CA. September 2010

STUDENT PARTICIPATION IN RESEARCH AND SCHOLARLY/CREATIVE ACTIVITIES

Support for student research is a campus value that is expressed in our Mission and Goals statements and widely shared in practice. Student engagement in programs and services delivered by Student Affairs is a hallmark of student engagement and leadership development on campus. Each year, countless numbers of students contribute to the planning and delivery of quality co-curricular learning opportunities for students through presentation and workshops delivered on and off campus. Specific markers of student excellence in this regard are included below.

ASI TSU

- Titan Student Center's Board Chair and Vice Chair presented a workshop on how to modify charter and by-law documents with a student union governing board in order to incorporate student recreation center operations. Association of College Unions International (ACUI) Regional Conference. November 2010.
- ASI Marketing & Public Relations Manager presented a workshop on coordinating temporary external art exhibits in a university environment. Association of College Unions International (ACUI) Regional Conference. November 2010.

DEAN OF STUDENTS

- "Assessment in Student Affairs: The Why, What and How of Assessing the Co-Curriculum" Assessment Institute. October 2010. Indianapolis, IN.
- "Pathway to Strategic Learning Assessment." NASPA Western Regional Conference. November 2010 Portland, OR.
- "Behind the Blueprint: Building a Culture of Co-Curricular Learning Assessment" NASPA Assessment & Persistence Conference. June 2011. Las Vegas, NV.

EDUCATIONAL PARTNERSHIPS GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAM (GEAR UP)

- "High School Academic Four Year Plans." Anaheim, Katella, and Loara High School. November 2010 -May 2011. Anaheim, CA.

EDUCATIONAL PARTNERSHIPS RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

- Students conducted presentations at the following summer research opportunities: MIT Summer Research Institute, Washington State University Summer Research Program, University of Massachusetts- Amherst Summer Research Program, Boston College Summer Research Program, UC Irvine Summer Research Program, and San Jose State University McNair Scholar's Boot Camp.

EDUCATIONAL PARTNERSHIPS TALENT SEARCH

- "Senior Day at CSUF." (CSU Mentor Application assistance and resource introduction). English/ Spanish Workshops for students and parents. Anaheim Union High School District. October 2010.
- "Financial Aid Assistance Workshops: FAFSA Online." English/Spanish Student and Parent Workshops. Anaheim, Katella, Magnolia and Savanna High Schools. January and February 2011.
- "Talent Search Program Graduation Ceremony." Anaheim, Katella, Magnolia, and Savanna High Schools. June 2011.

GUARDIAN SCHOLARS PROGRAM

- Southern California Foster Youth Consortium. San Diego State University. July 2010. San Diego, CA.
- Ventura County Independent Living Program students. August 2010. Fullerton, CA.
- Kidworks. August 2010. Santa Ana, CA

- Orange County Juvenile Girls Court. August 2010. Fullerton, CA. Orangewood Children's Foundation youth. September 2010. Fullerton, CA.
- Los Angeles County Outreach, Foster Youth College Fair. September 2010. Fullerton, CA.
- The California Wellness Foundation Transition Age Youth Conference. October 2010. Los Angeles, CA.
- Orange County Outreach, Foster Youth College Fair. October 2010. Costa Mesa, CA.
- Riverside County Outreach, College Fair, Department of Education. Department of Education County Office. April 2011. Riverside, CA
- University Blues: Mental Health Needs for Youth in Higher Education. California Endowment Center. April 2011. Los Angeles CA
- The Orangewood Children's Foundation 44 Women Donor Luncheon. June 2011. Irvine, CA

LEADERSHIP AND MULTICULTURAL DEVELOPMENT PROGRAMS

- EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment): 18 workshops presented by peer facilitators to 37 students.
- Two student leaders co-facilitated a presentation about the "EMBRACE Program" at University of California, Riverside. Riverside, CA.
- Graduate Assistants and student leaders presented "Get Involved" workshops to incoming freshman focused on the Multicultural Leadership Center, Greek Life, and the Student Leadership Institute (SLI).

- SLI Coordinating Committee (SLICC) members facilitated presentations about the program at Student Life Orientation, in classrooms, special population orientations (MBA, Summer Bridge, etc.,) and for student organizations.
- SLICC members also facilitated more than 20 SLI Orientations for new and returning participants, and conducted training for volunteer workshop assistants (SITMS) and SLI Phonathon volunteers. In addition, the SLICC team presented the SLI information workshops at Santiago Canyon College and Santa Ana College.

NEW STUDENT PROGRAMS

- "Meyers-Briggs: Embracing your 'type' to empower your team." National Orientation Directors Association. 2011 Region II Conference. March 2011. Berkeley, CA.

STUDENT LIFE

- Club Sports participants helped with facilitating the Student Life orientation workshop in the summer 2011 to help with the dissemination of material on Student Life Programs and Services. Students were actively engaged in the presentation of information on club sports.

UNIVERSITY LEARNING CENTER

- Jennifer Tarnowski presented paper titled "How Barriers Enable Multi-Fault Ruptures in a Branched Fault System" at Southern California Earthquake Center (SCEC) conference in September 2010.
- Francisco Gonzales presented paper at the 2010 CATESOL conference.
- Julie Krimm presented paper at 2011 CSUF Linguistics Symposium.
- David Donley presented "Cultural Differences and Political Disagreement," at Cal State Fullerton's 41st Annual Philosophy Symposium in April 2011 and "Thoreau and McCandless: The Allure of Nature for Aesthetic Voyagers" at the California America Studies Association Annual Conference in May 2011.

SPECIAL PROJECTS

¡ADELANTE!

Santa Ana ¡Adelante! is an extension of the 30 year old Santa Ana Collaborative and offers qualifying Santa Ana Unified School District students an opportunity to be first in line on the path to college. The program participants are offered admission to California State University, Fullerton (CSUF) upon completion of all academic and application requirements and receive significant assistance and expert guidance along the way.

The new program guarantees participating students priority registration at Santa Ana College (SAC) and assistance with transfers to CSUF, where they will complete their bachelor's degree. The first group of SAUSD students to benefit from Santa Ana ¡Adelante! was the graduating seniors from the class of 2011.

The program provides a variety of unique services to participating SAUSD graduates including early college and career planning, continuous pre-college activities for both parents and students, and priority registration to SAC for the fall semester prior to graduating from high school.

PROJECT MISS

In the summer of 1990 California State University, Fullerton (CSUF) developed the Mathematics Intensive Summer Session (MISS) to address the need to increase the number of women pursuing majors and careers in science, technology, engineering and mathematics (STEM) fields.

Project MISS enhances the academic experience of high school junior females by developing their mathematical problem solving knowledge and the skill to succeed at college level preparatory math in high school at the Algebra II level and above. With specific emphasis on at-risk females, this unique program provides students from diverse backgrounds a strong foundation in mathematics to increase engagement in scientific education, access to college and professional success in STEM fields.

FUTURE SCHOLARS

The Future Scholars Program was established by the California State University (CSU) System in an effort to increase college participation of disadvantaged students due to their economic, environmental, or educational background in the first year of studies at California State University, Fullerton (CSUF). This award is open to all first-time freshmen/first-time transfer students who meet regular CSUF admission requirements as a new CSU freshman or transfer student with a minimum GPA of 2.50 or higher. The Future Scholars Program awards up to fifty \$1,500 scholarships to students who demonstrate strong academic skills and achievements, service to school and home communities, and strength of character. Students who are selected for the Future Scholars scholarship are assigned a faculty/staff mentor and a Links Peer Mentor. In addition, scholars receive academic advising, attend leadership, and study skill workshops and networking events in order to meet other scholars, faculty and staff on campus opportunities with other scholars.

HISPANIC EDUCATION ENDOWMENT FUND

The Hispanic Education Endowment Fund (HEEF) was developed to serve as a local clearinghouse for scholarships to Orange County high school and college students. HEEF creates access for students to college by investing in students through offering scholarships, some of which are annually renewable, based on major, college of choice or other specific criteria depending on the donor. The Friends of Cal State Fullerton/Richard Bermudez Scholarship Sub-Fund awards up to five to twenty \$1,000 scholarship annually. The Friends of Cal State Fullerton/Richard Bermudez Scholarship Sub-Fund is open to incoming first-time freshmen/first-time transfer students who are low income, demonstrate extracurricular or community leadership and have a 2.50 GPA or higher. Students who are selected for the HEEF scholarship are assigned a Links Peer Mentor, receive academic advising, attend leadership and study skill workshops, and networking events in order to meet other scholars, faculty and staff on campus.

THE COLLABORATIVE FOR HIGHER EDUCATION IN ANAHEIM

In the Spring of 2008, The Anaheim Union High School District (AUHSD) and California State University, Fullerton (CSUF) developed a comprehensive partnership called “The Collaborative for Higher Education” to assist students in their pursuit, transition, and completion of a postsecondary education. The partnership:

- Encourages innovative outreach to students within the AUHSD;
- Ensures that students of diverse academic experiences, ethnicities, cultures, and economic circumstances are provided with a college-going culture;
- Promotes high academic achievement and provides immediate access to quality educational development programs.

The Collaborative for Higher Education has built a partnership between the district and university, which promotes college as a viable option for all students.

THE EAST LOS ANGELES COMMUNITY UNION (TELACU)

The TELACU Scholarship is funded by the TELACU Education Foundation, the Office of the California State University, Fullerton (CSUF) President and the Office of the CSUF Vice President for Student Affairs. The TELACU scholarship is awarded annually to fifteen low income, first generation college students who will be enrolled full-time for the academic year at CSUF. This scholarship is open to students who reside in East Los Angeles, Bell Gardens, Commerce, Huntington Park, City of Los Angeles, Montebello, Monterey Park, Pico Rivera, Pomona and the Inland Empire, Santa Ana, South Gate, or other communities selected by the TELACU Education Foundation. For inclusion in the Scholarship Program, applicant may be either incoming first-time freshman or a continuing student.

Students who are selected for the TELACU Scholarship are assigned a Links Peer Mentor, receive academic advising, attend leadership and study skill workshops, as well as networking events in order to meet other scholars, faculty and staff on campus.

VETERANS COMMEMORATION EVENT

California State University, Fullerton, in collaboration with the Latino Advocates for Education Inc., hosted the annual Veteran's Day Commemoration on Saturday, Nov. 6, 2010. Each year, this campus-wide event pays tribute to local military veterans who have served with valor and distinction for the United States of America. In the past, a special emphasis was placed on military veterans of Latino heritage. This year the event specifically paid tribute to all fallen heroes, regardless of ethnicity. Orange County Superior Court Judge Frederick P. Aguirre, president of Latino Advocates for Education Inc., read each name, rank, mission, hometown, and date of death during this 14th annual event.

The all-day event welcomed over five hundred guests including veterans, family members and local government representatives. This year's event highlighted the keynote speaker retired Marine Colonel John Telles, a Vietnam veteran and the Marine One helicopter pilot for President Nixon and President Ford.

WALMART HACU MSI STUDENT SUCCESS COLLABORATION

The Walmart Foundation AIHEC HACU and NAFEO Student Success Collaborative is a two-year grant program designed to increase the retention and graduation of underrepresented students. Walmart Foundation has provided a grant to three higher education organizations including the Hispanic Association of Colleges and Universities (HACU). Under HACU's leaderships, the program pairs "mentor" and "mentee" institutions to maintain a collaborative relationship to increase retention and graduation rates of Latino students. California State University, Fullerton (CSUF) is the only four-year public Hispanic Serving Institution to be selected as a mentor. CSUF will be collaborating with New Mexico Highlands University in Las Vegas, New Mexico. The following are the goals of the collaboration:

- Identify successful intervention strategies for supporting student success
- Disseminate and support implementation of these strategies.
- Build a community of practice among participating Minority Serving Institutions.

EXTERNAL FUNDING ACCOMPLISHMENTS

GRANT AWARDS

FEDERAL GRANT AWARDS		STATE GRANT AWARDS	
GEAR UP	\$ 1,315,735	Workability IV Cooperative Contract	\$ 107,536
Ronald E. McNair Program	\$ 225,000	California State Dept. of Education State Grant	\$ 598,570
Student Support Services	\$ 313,555	Child Care Access Means Parents in School (C-CAMPIS) Grant	\$ 148,786
Upward Bound	\$ 345,000	Child Nutrition Grant	\$ 43,353
Talent Search Program	\$ 226,600	CSU State Grant	\$ 54,780
Fund for the Improvement of Postsecondary Education - Grant for Veteran's Services	\$ 106,000	California Safer Universities Study	\$ 9,600
Walmart AIHEC HACU NAFEO Student Success Collaborative	\$ 50,000		
Total Federal Grants	\$2,581,890	Total State Grants	\$ 962,625
		Total Grants	\$3,544,515

PRIVATE FUNDRAISING

DIVISION OF STUDENT AFFAIRS		OVERALL CSUF FUNDRAISING	
Athletics	\$ 829,041	Current Operation	\$ 5,828,356
Guardian Scholars	\$ 418,138	Endowment	\$ 2,913,461
Student Affairs - Other	\$ 435,704	Capital	\$ 877,259
		Planned Gifts	\$ 25,000
Total Student Affairs Fundraising	\$1,682,883	Total University Fundraising	\$9,644,076

Student Affairs accounted for 17.45% of total CSUF fundraised dollars and 26% of current operating dollars raised at CSUF in 2010-11.

MARKETING, SPONSORSHIPS, AND PARTNERSHIPS

Associated Students, Inc.	\$ 45,715	Housing	\$ 20,284
Career Center	\$ 96,000	Athletics	
TELACU	\$ 7,500	Revenue	\$ 939,296
HEEF	\$ 3,193	Marketing/Sponsorships	\$ 1,001,794
ASI Children's Center	\$ 6,520	Total Marketing, Sponsorships, and Partnerships	\$ 2,120,302

STUDENT AFFAIRS LEADERSHIP DONORS

A vital ingredient of Cal State Fullerton's quality education is the continued private support of our valued programs. Each year, we rely on alumni, parents, friends and corporations to benefit our students, enabling them to grow into the leaders of tomorrow.

The following have supported the Student Affairs Division with a gift of \$5,000 or more for the 2010-2011 fiscal year (July 1, 2010 – June 30, 2011).

<p>A Tribute to Issei Pioneers Fund Alex Meruelo Alpha Delta Pi American Gymnastics Academy American Honda Motor Co., Inc. Anonymous* Automobile Club of Southern California Bank of America Barbara and Dan J. Heneghan Barbara Robinson Beth and Steven Bangert Bette and Wylie Aitken Chevron Corporation Christian Colon Commercial Bank of California Corbiz, LLC Courtney and Harald Herrmann Cris and Adriana Abrego Diverse Staffing Solutions Donahue Schriber Doris Libbea Foundation Dowd and Guild Inc. Dr. Rollin T. Sandberg DSS Staffing Inc. Edward G. & Dorothy D. Stotsenberg Foundation Emulex Engineering Information Foundation Enterprise Rent-A-Car Force Protector Gear LLC Frances and Stephen Knott Gamma Phi Beta Gary A. Brown Gibson, Dunn & Crutcher Foundation Gilbert Gluck and Catherine Bradley Granite Investment Group HCOE Education Foundation</p>	<p>Heather and Tom Schriber Heidi Ray Robinson Hoag Hospital / Toshiba Classic Organization In-N-Out Burger Foundation J A Salazar Construction & Supply Corp. Jack Norberg Jill and Dan Hicks Julie and Michael Weiser Karkutla P. Balkrishna Kathi Renman Kerry and John Phelps KPMG LLP Lorin and Jeff Robinson Louise and James Shamblen Lucy and Ron Davis Margie and Jerry Schubert Marilyn and Beau Johnson Michael-Ann Herring and James Phelps Michelle and Robert Kargenian Microsemi Corporation Mildred and Ray Young Modern Alloys Mr. and Mrs. James D. Woods Murray Joslin New West Properties Development Company, Inc. Newport Diversified Inc. Noah Franklin Modisett Northrop Grumman Systems Corporation Orange County Community Foundation Orangewood Children's Foundation Pageantry Props and Décor, Inc. Paul Blasdel Paul F. Folino Paul Goldenberg</p>	<p>Paula and Patrick Donahue Pauline and Henry Stotsenberg Jr. Penelope and Charles Wentworth Phi Kappa Tau Pierre J. Nicolas Trust Praetorian Advisors, LLP Richard Porras Robinson Foundation Roger and Yvette Kotch RR Donnelley Schriber Family Fund Schwab Charitable Fund Sigma Phi Epsilon Southern California Edison St. Jude Medical Center Susan and Allen Boerner Susan D. Hopkins Susan James and Ron Trujillo TELACU Education Foundation The Boras Corporation The Dhont Family Foundation The Jerry & Margie Schubert Family Foundation Titan Wrestling Club, LLC Tracey and Paul Irving U.S. Bank United Way of Orange County Verizon Communications Inc. Vicki and Dennis Anderson Vizio, Inc. Wayne and Carol Knyal Wendy Sellars-Robinson and Christopher Robinson Wentworth Rental Account William Lyon Homes Wilson Phelps Foundation</p>
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* Multiple Donors

VICE PRESIDENT FOR STUDENT AFFAIRS OFFICE

MISSION STATEMENT

The Vice President for Student Affairs Office facilitates, implements, and assesses Student Affairs planning strategies; allocates resources, and administers and coordinates comprehensive student programs and services related to student growth and development to create a learning environment where all students have the opportunity to succeed.

ACCOMPLISHMENTS

Completed new \$143,000,000 Phase III residence halls, with the move in of the first freshman class for fall 2011. The new facility more than doubles the number of students living on campus, adding 1,064 beds to the existing 880. The complex also includes coordinator and faculty-in-residence apartments, administrative offices, conference and multipurpose rooms and dining facilities for over 800 students and staff.

The new Associated Students, Inc. (ASI) Children's Center celebrated its grand opening spring 2011. The \$8.6 million dollar construction project was paid for completely with existing ASI cash reserves with no bond-financed borrowing required on behalf of the ASI. The new state-of-the-art facilities can accommodate up to 122 children ages six months to five years old.

Veteran Student Services received a highly competitive Fund for the Improvement of Postsecondary Education (FIPSE) grant this year, which has allowed them to expand their services to veteran students, particularly in service to women veterans. Veteran Student Services also worked diligently with University Outreach to improve certification services to veteran students and had a very successful visit with a veteran student services review team that visited from the California State University (CSU) Chancellor's Office.

The inaugural Titan Parents Advisory Board was selected and convened this year. Eleven members comprise the board; members are parents of first and second year students. The board met for a full day

retreat in January to plan the year's goals and activities. In addition to providing programs and resources for parents, the board is committed to establishing and achieving annual fundraising goals. This year the Titan Parent Fund Phonathon was very successful, raising over \$14,000.

Men's Basketball team achieved the highest grades in school history. Team averaged 3.19 in spring semester, with three players earning Dean's List honors. Nine more players made the honor roll with GPA's above 3.00.

Baseball won the Big West Conference and hosted the National Collegiate Athletic Association (NCAA) regional championships. Nine players were drafted by professional baseball, led by 4th rounds pick Noe Ramirez, Nick Ramirez, and Tyler Pill.

Women's Volleyball team won the Big West Conference championship for the first time in school history. Played in NCAA tournament at Stanford University.

The Washington, D.C., based Education Trust completed the first-ever analysis of federal net-price data (drawn from the integrated Postsecondary Education Data System) and discovered that California State University, Fullerton (CSUF) is a national leader in price, quality and accessibility and one of only five of the nation's nearly 1,200 four-year colleges and universities doing a good job of serving low-income students. The report indicated that Fullerton has demonstrated success in three key areas: enrolling a proportion of low-income students at least as high as the national average; asking students to pay a portion of the family income no greater than what the average middle-income student pays for a bachelor's degree; and offering students at least a 50% chance at graduation.

An amicable resolution to a four-day student sit-in at Langsdorf Hall protesting CSU budget cuts ended with the president signing the jointly crafted "Declaration to Defend Public Education." The document stated, "We, the students... of California's public schools, colleges and universities, call upon the people of the state to recommit and reinvest in public education as the principle foundation of a democratic society."

CHALLENGES

Two University Mission and Goals Initiative (UMGI) projects will be ongoing so funding will be required in

future years. These are utilizing technology to assess co-curricular learning and co-curricular record and documentation project

Continue to monitor the financing of Athletics and work at stabilizing their budget while maintaining our competitiveness and mitigating our risks. Athletics is an important means of developing Titan Pride and engendering alumni and community support for the campus. The variability of costs from year-to-year creates a difficult environment for budget forecasting.

Ensure appropriate staffing in and coordination with Financial Aid as the campus pursues and expands scholarship and grant opportunities for students.

GOALS

Continue to build support for Veterans Student Services program in collaboration with other appropriate units on campus. Enhance the programs and services for our over 400 veteran students. Funding for a program director and additional support to establish an independent department is required.

Supporting students studying abroad aligns Student Affairs' goal with campus internationalization strategy, therefore collaborative efforts are underway to promote and encourage interest in studying abroad. Securing funding for study abroad scholarships will be a division priority. In addition to the promotion of existing scholarships (e.g. State Department's Gilman Scholarships), other CSU campus' strategies to create funding e.g. EO 1055 CSULB Excellence fees as a potential model for funding for study abroad scholarships will be pursued.

Continue to provide leadership for special projects (Title V Grants, CSU/Edison Scholarship Program, Project MISS, TRIO Programs, GEAR Up, CSUF Special Games, HEEF, TELACU, and services to AB540 students) that enhance retention and graduation of students of diverse backgrounds.

Continue to partner with the Division of Academic Affairs in the planning and implementation of strategies to shape the enrollment management plan of the university, to ensure the maintenance of the rich diversity of our student body. Support initiatives that improve the campus six-year graduation rate as well as preparing and submitting internal and

external academic support grants designed to support retention and graduation.

Provide leadership for a campus-wide dialog on the values of a Hispanic-Serving Institution (HSI), what meaning the HSI designation has for our institution, and how we can leverage the HSI designation to better serve our community and take advantage of funding opportunities.

Secure funding for improvements to the recreational fields north of Titan Gym. The play fields are currently highly used by academic affairs (largely KHS courses, recognized student organizations (club sports, Greek-letter organizations, etc.); ASI programs (intramural sports and summer youth camps); campus-wide programs (commencement); as well as community use (City of Fullerton youth programs, local schools, others). Interest in use of the fields by CSUF users is expected to increase with the opening of the expanded residences halls and the continued growth of campus recreational programs.

Explore opportunities the campus might pursue to refurbish the Titan Stadium, which is in varying degrees of disrepair. Investigate possible external development entities with the intent of determining the best use of the facility by performing market studies and/or contacting potential long-term tenants. New revenue could be expected from the facility while also diverting some of the income to assist in sustaining our athletic program.

With support from ASI student leaders and CSUF campus administrators, conduct a comprehensive feasibility study to set the direction, scope, and cost of a student union expansion. A modest 20,000 to 30,000 sq ft. expansion project may be built using available student union cash reserve with no new student fees being assessed.

Stabilize the budget and planning for Athletics. Restore scholarship funding to ensure the competitiveness of our priority sports and NCAA compliance. Establish a contingency fund to support facilities needs and support athletics-related deferred maintenance projects.

In spite of fiscal challenges, continue to seek efficient ways to maintain high quality programs and services to all students in areas of learning support and student development.

ASSOCIATED STUDENTS, INC.

MISSION STATEMENT

The Associated Students, California State University, Fullerton, Incorporated (ASI) is the recognized student government at California State University, Fullerton, advocating student interests on-campus and in local, state and national forums. The ASI strives to develop relevant and quality-minded services, facilities, and experiences, which are responsive to members of the campus and surrounding communities.

The ASI fosters meaningful student development opportunities through leadership, volunteer, and employment experiences. In addition to out-of-classroom learning opportunities, the ASI provides campus community members with important social, cultural, and recreational opportunities as well as a wide range of programs and services. In recognition of its responsibility to enhance student life, the ASI encourages and supports the activities of all California State University, Fullerton recognized student organizations whose activities stimulate individual and group participation within the university community.

ACCOMPLISHMENTS

Increased the University Instructionally Related Activities (IRA) Programming fee by conducting and passing by student vote the IRA referendum.

The Associated Students, CSUF, Inc. (ASI) Children's Center program occupied the new facility, which was completed on January 26, 2011, and held an Open House for the campus on March 24. The facility expands the potential capacity by 36%; the full new capacity will be reached sometime in 2012.

The Children's Center worked with other professionals in the field of early childhood education to improve children's lives by providing extended opportunities to spend time outdoors, rather than being inside a classroom or at home or in front of an electronic screen of some sort. The benefits to children are many, including reduced stress, greater physical activity, and appreciation of the natural world.

The Children's Center continued its' partnership with the Fullerton Arboretum. The Arboretum provided support for the initial planting of the children's gardens at the new facility. They also invited the children to participate in harvesting their organic garden and will occasionally allow the children to pick fruit growing on their trees. The Arboretum offers the Children's Center a unique and rich natural environment, and supports the curriculum initiative mentioned above.

Initiated automated recruiting process by utilizing online program for applicants and applicant flow. Created forms in current online training software thus automating orientation process. Savings realized in paper supplies, reproduction costs, work hours for filing and orientation. Savings paid for software program and extra users.

Titan Pride Center completed its second full academic year. Over 1,500 students participated in the program and nearly 400 students claimed their prize for attending *Titan Reward Games*, designated Athletics events.

Special training sessions were offered to facilitate leadership and personal development of ASI student leaders, which supplement the day-to-day interactions provided by ASI Leader and Program Development.

Provided support for policy and advocacy decisions by the ASI Leadership, policy memoranda were prepared at their requests and/or as needed. These policy memoranda covered ranges of issues from federal legislative issues to internal policy matters. In 2010-2011, ASI issued 13 policy memoranda. In addition, 14 communications to elected officials and University administrators that outlined ASI's policy positions were drafted on behalf of student leaders.

Provided logistical and strategic support for 17 lobby visits made by ASI student leaders this year. Other advocacy campaigns this past academic year included Voter Registration Campaign, which collected over 1,300 signed voter registration forms and the Phone Banking Campaign in support of California Dream Act.

CHALLENGES

Continuing the collaboration with the Philanthropic Foundation in establishing and implementing the ASI Children's Center donor recognition wall in 2011-12.

Ensuring students comply with turning in assessments and evaluations on time as provided by ASI Leadership and Program Development.

Informing students about the Titan Pride Center's programs and utilize all available services.

Motivating student leaders to take both immediate and long-term advocacy/mobilization actions remains challenging.

GOALS

Ensure that the ASI Children's Center new facility's operating systems function at maximum efficiency. A program of preventive maintenance will be developed and implemented to ensure that the building is maintained at a high level of quality.

Employ 75% of the student assistants as teacher aides by the ASI Children's Center from the Child and Adolescent Studies Department, a 6% increase from 2010-11.

Establish one new classroom for younger preschool age children. Begin at half-capacity in preparation for growing to full capacity by 2012-13, if not sooner.

The infant and toddler teaching staff will participate in an intensive 18-month Program for Infant Toddler Caregivers training program presented by WestEd.

Four or more of the Master Teachers will complete the Outdoor Classroom Specialist Training and thoroughly integrate the outdoor and indoor areas as learning environments. The Children's Center will explore the possibility of becoming the first Outdoor Classroom Demonstration Site in Orange County.

Provide better assessment of the effectiveness of the ASI Student Involvement Outcomes program with all student employees. Provide feedback of the student assistant assessment to each department within ASI.

Create and implement a training program to assist supervisors in evaluating student assistants.

Develop training for ASI Programming Directors on how to conduct a summer and winter retreat for their staff. Develop comprehensive summer training institute and create opportunities for student leaders across Governance and Programming to interact.

Assist student leaders in developing and facilitating programming focused on Advocacy and Community Engagement, including: opportunities for inter-group/committee coordination and collaboration, workshops/trainings for student leaders and general student population.

ASSOCIATED STUDENTS, INC. TITAN STUDENT UNION

MISSION STATEMENT

The Titan Student Union and Student Recreation Center, collectively a unit of the Associated Students, CSUF, Inc., together serve as the primary gathering place and recreational facility at California State University, Fullerton. The Titan Student Union and Student Recreation Center strive to develop relevant and quality-minded services, facilities and experiences, which are responsive to members of the campus and surrounding communities.

The Titan Student Union and Student Recreation Center serve as a unifying force between students, faculty, and staff; provides a campus center for social, cultural, and intellectual activities and services; provides opportunities to broaden and strengthen interpersonal relationships and self-improvement within a large urban university; and provides experience in self-government and civic responsibility.

(Adapted from ASI Mission Statement and TSC Board Charter and By-laws)

ACCOMPLISHMENTS

Various upgrades were completed in the meeting and conference facilities in the Titan Student Union (TSU). Efforts included: refurbishing Pavilion air wall systems; upgrading stage lighting in the Pub; and replacing all facility entry mats with custom-made commercial products.

Implemented the new student centers board and committee structure (developed and approved during the prior academic year), clarifying the board's role in providing oversight and direction to both the student union and student recreation center.

Re-negotiated the food service lease between the Associated Students, Inc. (ASI) and Auxiliary Services Corporation. The new terms requires service innovations within the food court, including at least two new branded food concepts within the first three years of the agreement. Panda Express was the first of these required concept switch-outs.

The TSU continued to meet the high volume meeting room needs of the campus. A total of 4,728 meetings were held in the facility. Additionally, 424 Pavilion events were held in the building. An additional 440 facility reservations were supported for campus departments, clubs and others through the Student Recreation Center.

Increased campus sponsored special events hosted by campus clubs, organizations, and departments in the Titan Bowl and Billiards area by 17%. 249 campus sponsored games area events were hosted, up from 212 the prior year.

As the branch campus relocated from the former El Toro Marine Base to the Irvine Spectrum facilities, the Titan Student Centers program funded public furnishings, audio and visual (A/V) equipment and fitness equipment and student employee staffing to support: a 1,200 square foot student union lounge; a 1,000 square foot fitness room; as well as funding the construction of a 2,500 square foot outdoor patio space. These spaces collectively serve as the primary out-of-classroom social gathering areas for the branch campus.

Successful "All Night Study" activities took place in the fall and spring terms, assisting students prepare for finals.

Assisted with the collection of Camp Titan Holiday Toy Drive donations, collecting 589 toys for underprivileged Orange County children.

Summer youth camp and swim instruction programs had continued successes. The swim classes had a

combined enrollment of 1,352 children, up 18% from the prior year.

Conducted a professional art appraisal of select pieces in the Titan Student Center's art collection, helping evidence the value of the works in the event of an insurance claim.

CHALLENGES

Effectively meeting the needs of the campus student population, providing adequate facilities appropriately sized to meet current demands.

GOALS

Continue to plan for either an outdoor activity park or organization's participation as part of campus playfield improvements, depending on the ultimate direction of the campus administration and ASI student leaders. Efforts will include finalizing the intended program scope, contracting with a landscape architect, developing the project budget and timeline, and implementing a comprehensive marketing campaign.

Conduct a comprehensive feasibility study and set direction, scope, and cost modeling for a TSU expansion.

ATHLETICS ACADEMIC SERVICES

MISSION STATEMENT

The mission of Athletics Academic Services is to provide effective academic and life skills resources to assist student-athletes in reaching their academic goals.

ACCOMPLISHMENTS

Continued an internship-based Athletic Academic Services (AAS) training program for undergraduate students interested in the academic counseling process for student-athletes.

Attained a percentage of student-athletes on the dean's list that was above or comparable to the university at-large for fall 2010 (15%) and spring 2011 (13%).

The Student-Athlete Advisory Committee continued their fundraising campaign and increased community service involvement.

Created and implemented a pilot student learning outcomes assessment tool in the areas of professionalism and self-management.

All teams had National Collegiate Athletic Association (NCAA) multi-year Academic Progress Rates (APR) above 925.

CHALLENGES

Continue to provide academic support for student-athletes through proactive academic advisement, monitoring, and counseling, as they strive to achieve their educational, athletic, personal, and social goals.

Continue to facilitate communication and collaboration with coaches, sports supervisors and the Faculty Athletic Representative in addressing the academic and retention challenges of teams with low APR.

Continue to provide the highest level of academic support services for student-athletes while taking into account budget constraints and loss of staff.

GOALS

Continue to utilize the internship based AAS training program for undergraduate students interested in the academic counseling as a supplement to staff support.

Continue to implement a student learning outcomes assessment in the areas of professionalism and self-management.

Continue to utilize the AAS portion of the Athletics Blackboard page to increase communication with student-athletes surrounding AAS services, important deadlines, and relevant campus resources and programming.

Continue to attain a percentage of student-athletes on the honor role that is above or comparable to the university at-large.

Continue to provide high levels of support and services with the decrease in staffing and continued budgetary constraints.

Support the Student-Athlete Advisory Committee and student affairs in efforts to increase Titan Spirit on campus.

Support teams in attaining NCAA APR consistent with increased benchmarks.

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.

ACCOMPLISHMENTS

Offered eight large-scale events on campus including: targeted activity focused on the Colleges of Business and Economics, Education, Engineering and Computer Science, Communications; the Accounting Department; graduate and professional school; and two campus-wide Internship and Job Fairs.

Created new Accounting EXPO, engaged both major accounting firms and Department of Accounting to respond to employer concerns about student preparation. Restructured Teacher Job Fair to become an Education Networking EXPO to support students seeking an enhanced networking activity in response to an extremely challenging job market for credential candidates.

Refined learning outcomes assessment process for large-scale events; created benchmarking process to document student learning and satisfaction as well as year-to-year improvement.

Restructured walk-in and scheduled counseling appointment system based upon feedback from spring 2010 Comprehensive Learning Outcomes study of counseling services, including conducting comparative study in 2011 to evaluate these improvements. Provided 5,669 counseling sessions to 3,585 students, a 13% increase in sessions from the prior year, including an 85% increase in scheduled appointments.

Continued to offer Take 5 Job Search Basic Workshops and a series of Take 5 advanced workshops, which is a University wide effort to encourage students to engage in an early, sustained, and effective job search process. Offered 236 programs, workshops and class presentations involving 8,634 students attending.

The Center for Research on Employment and the Workforce (CREW) was selected one of three finalists for the Chevron award of the National Association of Colleges and Employers.

CREW documented student learning in internships as reported by a survey of 1,275 employers listing internships in Career Center online system in 2009-2010. Additionally, CREW led the Career Center in a collaborative system-wide California State University (CSU) effort to provide case studies of collaborations between Student and Academic Affairs as it relates to career development.

Developed pilot initiative on LinkedIn; created new Career Center group to engage students, alumni, and employers, attracted over 1,300 participants, included new "Ask-an-Expert" program to engage recruiters and students in career related online dialogues.

CHALLENGES

Historically challenging job market for our graduates given the global economic crisis of the past three years.

Increased walk-in and scheduled counseling sessions result in the need of additional staff.

GOALS

Explore opportunities to engage academic colleges, departments, faculty or other campus offices to enhance career programming for underclass, underserved, and/or high-risk students, including funding opportunities to expand these services.

Engage Industry Specialists in ongoing campaign to expand paid internship opportunities for students.

Expand use of social media tools to support student success in career and job search networking, with focus on further expansion of LinkedIn pilot initiative.

Review graduate and professional school services to increase support of students seeking postgraduate education.

Re-examine recruiting event formats to reinforce networking opportunities, further academic partnerships, and expanded employer participation.

Work with external partners such as CSU Career Directors and Spectrum Knowledge to develop potential research initiatives to build upon existing CREW success.

Organize office-wide effort to generate an additional \$20,000 in revenue over previous year, after expenses, from employer sponsorships, contributions, and event registrations.

DEAN OF STUDENTS

MISSION

The Dean of Students Office creates learning environments in which students may explore their intellectual, emotional, social, ethical, and identity development with the support of professional staff resources. Students are empowered to embrace all learning opportunities at the university, as they become responsible community members through program planning, leadership opportunities, and development and enforcement of community standards. Students are challenged and also supported as they participate and learn. Programs and support services are provided to student organizations, student leaders, new students, and other members of the campus. In turn, students then provide programs and services to the student body, the broader CSUF community, and the local area through community service and service learning activities. We want students to graduate having developed character, civility towards others, sensitivity to community needs, and an improved ability to contribute to society as a result of their participation.

ACCOMPLISHMENTS

Continued to manage fiscal challenges while maintaining high quality programs and services, and expanding the level of services in critical areas.

Provided support, information and training of faculty, staff and students in addressing students of concern.

Completed successful third year of Students of Concern Committee work.

Reviewed and updated new President's Directive 17: Student Privacy and Education Records. Ensured all web and printed materials were updated and campus was notified of new Family Educational Rights and Privacy Act (FERPA) categories.

Provided leadership on the Student Engagement Tracking Project, which was a follow-up on the recommendations of the Leadership Development Program assignment on defining and tracking co-curricular involvement on campus. Monitored the work of a cross-divisional team that identified broad-based involvement opportunities, identified technology needs to support a tracking system, and ensured compatibility with the ADVANCE database.

Increased fundraising activities through parent programs and Student Leadership Institute development activities.

Completed second successful year of coordinating the Student Affairs Graduate Assistant Program, finding successful placements for 27 graduate students.

Provided leadership for the continued development of programs and services for Titan Parents, including the Titan Parents Association, an e-newsletter and website, as well as several campus events for the parents and families of California State University, Fullerton (CSUF) students.

The Dean of Students continued to serve in an active role in the Western Association of Schools and Colleges (WASC) Re-Accreditation process by co-chairing the task force on Student Learning and Assessment. Presented DRAFT University-Wide Student Learning Outcomes to campus leadership groups.

Continued to provide leadership for division-wide student learning assessment efforts. Chaired the Student Affairs Assessment Committee; selected, hired, and trained the first Assessment Graduate Assistant and supported departments in developing, implementing and reporting on learning assessment projects. Designed and developed comprehensive Student Affairs Assessment website. Served as division liaison to StudentVoice; represented CSUF at StudentVoice member meetings. Presented Student Affairs assessment accomplishments at

conferences on and off campus including selected presentation at national assessment institute. Served as a consultant to colleagues across the country looking to develop and implement a division-wide model.

Convened the Suicide Prevention Task Force; began data collection and initial recommendation formation for future campus efforts.

Collaborated with the Dean of the Irvine Campus to clarify role of Coordinator of Student Affairs and re-align supervision model (co-supervision).

Successfully transitioned new Dean of Students into the role mid-year. Ensured consistency of leadership on campus-wide committees and timely response to campus issues.

GOALS

Continue to manage fiscal challenges while maintaining high quality programs and services, and expanding the level of services in critical areas.

Continue to provide leadership for division-wide assessment activities. Implement comprehensive assessment website. Provide support and guidance for department assessment efforts. Select, hire, train and supervise assessment graduate assistant. Serve as campus liaison to StudentVoice.

Continue to provide support, information and training of faculty, staff and students on mandates, federal requirements and issues involving students of concern.

Continue to lead the Suicide Prevention Task Force. Present recommendations to campus leadership. Implement the online student involvement center to promote, track and assess student engagement (curricular and co-curricular involvement) on campus. Conduct comprehensive marketing campaign; pilot the tracking system in target departments.

Review and improve policies, procedures, and training related to FERPA and student records privacy. Increase fundraising activities including targeted fundraising efforts, exploration of fee-for-service model, University Planning Initiative (UPI) proposals, etc.

Continue development of programs and services for Titan Parents, including the Titan Parents Association, an e-newsletter and website, as well several campus events for the parents and families of CSUF students.

Develop partnership with Housing and Residence Life. Explore impact of increased on-campus residents; develop initiatives such as themed housing, diversity floor, etc.

DISABLED STUDENT SERVICES

MISSION STATEMENT

The mission of the Office of Disabled Student Services at California State University, Fullerton is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment and opportunity in all aspects of campus life. The program acts as a catalyst and agent for compliance with Federal, State, and CSU laws, regulations, and policies mandating equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically-related services which empower students with disabilities to achieve academic and personal self-determination.

ACCOMPLISHMENTS

The California State University, Fullerton (CSUF) Information and Computer Access Program (ICAP) continued to provide access to instructional materials and technology for students, staff, and faculty with disabilities throughout the 2010-11 academic year. This was made possible by consistent leadership and administrative support as well as a well-seasoned team of highly talented and committed professionals. The CSUF ICAP remains a nationally recognized model for excellence.

A method of remotely administering the eight accessible computer workstations on the Irvine campus from the Fullerton campus was developed and implemented.

During the 2010-11 academic year, the Alternate Format Production Team was exceptionally busy keeping up with alternate format requests due to a steep increase in the number of students receiving

instructional materials in alternate formats from the prior academic year. In the fall 2010 semester, the number of students in the program increased by more than 50% over the previous fall semester. A similar increase was felt in the 2011 spring semester with students participating in the program jumping by nearly 40% from the same period a year earlier.

Continued to consult with and assist the California State University (CSU) Chancellor's Office with the development and implementation of the Accessible Technology Initiative (ATI). Continued to actively participate in the development and implementation of the ATI at CSUF by serving on the ATI Steering Committee as well as the Web Accessibility, Instructional Materials Accessibility, and Procurement ATI Subcommittees.

The deaf and hard of hearing program saw a small decrease in the use of agency services for the 2010-2011 fiscal year. Also, a decrease in contract interpreters and Realtime Captionist (RTC) services. Most of the services for the deaf and hard of hearing population were provided by hourly/intermittent staff. Three deaf and hard of hearing students graduated in May. Two deaf students continue in the masters program for counseling with one of the students needing interpreters off campus at their intern site. During the spring 2011, there were two additional students utilizing RTC services for the first time. During this fiscal year there was one new RTC service provider and one new sign language interpreter added to the pool of service providers.

The 26th Annual CSUF SPECIAL GAMES – Kathleen E. Faley Memorial, held on Friday, May 7, was a record-setting event with nearly 7,500 athletes and volunteers. The Business Resource Advisory Group (BRAG) Board, chaired by alum Wylie Aitken, Esq., continues to provide significant leadership and fund raising while also assisting with strategies to manage increasing costs given the increasing numbers of participants. Our event management partner, DeSantis Management Group, continues to do an excellent job in coordinating the many details required for this event to continue enhancing its outstanding reputation.

CHALLENGES

Assisting with the system-wide and campus-wide planning and implementation of the CSU ATI.

Developing and implementing a process for improving the creation of accessible instructional materials by the university faculty.

Training and supporting the university faculty in their efforts to author accessible instructional materials.

Researching, proposing, planning, implementing, and supporting a process/procedure to include text transcription and captioning in locally authored multi-media prior to publishing and distribution.

Supporting an ever more complex network of adaptive technologies and accessible computer workstations distributed across CSUF.

Maintaining university-wide information technology security standards throughout the university-wide adaptive technology and accessible computer workstation network.

Continue to produce the highest quality alternate format instructional materials for students at CSUF while constantly refining the efficiency of our nationally recognized production process.

Continue to seek increased space for the Alternate Format Production Center to enable proposed Braille, tactile graphics, audio production, and captioning plans to develop.

GOALS

Migrate the 50 CSUF accessible computer workstations from Windows XP to Windows 7.

Upgrade all standard, adaptive, and security software to current CSUF standards.

Upgrade the 60 CSUF Kurzweil 3,000 licenses from version 11 to version 12.

Install a network mass storage device and back-up system to archive CSUF's growing alternate format materials collection.

Develop and implement an online alternate format delivery system to reduce the need to provide alternate format materials on CD's and DVD's to students.

Continue to investigate deployment of a Disabled Student Services Office database management system.

EDUCATIONAL PARTNERSHIPS

MISSION STATEMENT

Educational Partnerships actively seeks to positively impact the social tapestry of our community through established comprehensive educational programs that advance the talent of underserved students. We assist in the development of our students' academic, social and personal aspirations to effectively navigate the educational pipeline. Our professional efforts provide comprehensive leadership, resources and networks through collaborative educational relationships between Cal State Fullerton and school districts, universities, and community organizations.

ACCOMPLISHMENTS

Transitioned GEAR UP into Katella, Anaheim, and Loara High Schools increasing the cohort to more than 2,400 students, while meeting program goals.

Planned and hosted the Achieving College Network Counselor Conference for all high school and middle school counselors within the Santa Ana Unified School District.

Collaborated with the College Access Migrant Program to bring more than 200 students and their families to California State University, Fullerton for their first college visit.

Partnered with five schools in Anaheim, Fullerton, and Santa Ana to provide over 500 parents with the Parent Institute for Quality Education Program.

Successfully implemented the initiatives of the Collaboration for Higher Education in Anaheim Union High School District.

Hosted Senior Day for Anaheim Union High School District in collaboration with University Outreach to prepare over 350 students for admission.

All TRiO programs including Upward Bound, Talent Search and McNair have met and exceeded project objectives.

CHALLENGES

Meeting the increasing need for educational development programming in both South and North Orange County.

Resource development to support new partnerships and grow current programs.

GOALS

Re-defining and developing partnerships that are productive and effective.

Increase our visibility in the community.

Strategic use and sharing of data.

Developing leadership and capacity of current staff.

EDUCATIONAL PARTNERSHIPS CHICANA/O RESOURCE CENTER

MISSION STATEMENT

To provide a learning environment for students, faculty, staff, and the broader community that is inclusive and fosters the history, education, and culture of Chicanas/os and Latinos. Serve and expand the research needs of the university community through the Chicano research collection. Support the collaboration and creation of scholarly works between faculty and students. Support the advancement, recruitment, and retention of Chicana/o, and Latino students through collaborative efforts with other campus programs and departments. Support and facilitate dialogue on the Chicana & Chicano experience among students and across the university community.

ACCOMPLISHMENTS

Successfully developed and expanded the following areas: Chicana/o Resource Center (CRC) Mission Statement; increased Foundation Account funds; established roles and committees; facilitated the Women of Color Leadership Conference panel; co-sponsored Los Amigos Education Conversations

Conference; and collaborated on projects with the Women's Center, College of Humanities and Social Sciences, College of Education, and the Office of Student Affairs.

Continued increasing the visibility of the CRC and its support services; Student Learning Outcomes for CRC users and student assistants; the expansion of the CRC Research Collection through a partnership with faculty and staff; CRC tours and special presentations to classes; and yearly cultural and academic presentations to students, faculty and staff.

The CRC assessed three events this year – Latinas in Graduate School, whose purpose was to allow and give voice to actual graduate panelists, and to provide legitimacy and support for those questioning the world of graduate school; The Latino Male Graduate Symposium with a similar purpose as well as expanded on the application process, cultivating systems of support, and obstacles which can present themselves in higher education; The Papel Picado Workshop, to provide students with a cultural art form which not only teaches them about different world art forms but also serves as a mechanism to de-stress from their academic expectations at California State University, Fullerton.

CHALLENGES

Identifying appropriate sources of external funding to maintain programs and events, and grow to meet the academic and cultural needs of the university and surrounding communities.

GOALS

Integrate activities with the Chicana/o Studies Department.

Create an academic community space for faculty and students.

Publish reports and studies relevant to the Chicano/Latino Community.

Collaborate with university-wide Latino focused initiatives.

EDUCATIONAL PARTNERSHIPS

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAM (GEAR UP)

MISSION STATEMENT

GEAR UP-Anaheim is an educational partnership between Cal State Fullerton and the Anaheim Union High School District.

The mission of the program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP Anaheim project serves a cohort of students that began in the 7th grade at Sycamore and South Junior High Schools and are currently supported at Anaheim, Katella and Loara High School, until their expected graduation in June 2014. Through GEAR UP students are provided with comprehensive services and activities to ensure their educational success, including tutoring, academic counseling, workshops, summer programs, educational and cultural enrichment activities, college tours, career exploration, parent outreach, and professional development for target school math and English teachers.

ACCOMPLISHMENTS

Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) and its services successfully transitioned with its cohort from Sycamore and South Junior High to Anaheim, Katella, and Loara High Schools.

GEAR UP Cohort's California Standards Tests (CSTs) results for both Sycamore and South Junior High demonstrated a significant positive growth and was considered to be at the level of proficient and above.

Over 200 students participated in Summer Enrichment Institutes.

90% of all Math and English teachers had professional development opportunities, which

included curriculum training, coaching, workshops and conferences.

Professional development in the Mathematics department focused on developing Professional Learning Communities (PLCs) at each high school. Currently, Mathematics department teams are focused on Algebra I and Geometry, the two courses in which the GEAR UP cohort is enrolled.

Professional development in Science, English, Social Studies, and Mathematics strategies focused on Academic Language, which trained and provided teachers with tools and motivational strategies that facilitate the understanding of academic vocabulary of the subject matter with special attention to English Learners.

Over 500 parents participated and completed family postsecondary workshops and seminars that educate them on postsecondary options available, both private and public.

CHALLENGES

Student participation in the after school programs has become more challenging as the students have transitioned to high school. Therefore, developing alternative options for students to remain engaged continues to be a priority.

Increasing parental involvement in GEAR UP activities and events.

Developing a college going culture at school sites, in order to increase the education and expectations of students.

GOALS

90% of GEAR UP students will demonstrate improved academic performance in mathematics and English and will demonstrate readiness for postsecondary education.

65% of GEAR UP students will enroll and succeed in "a-g" courses.

Increase participation of mathematics, science and English teachers in professional development to 90%.

The program will graduate 85% of GEAR UP students and retain 90% of GEAR UP students annually.

GEAR UP students who enroll in college will increase to 65 %.

75% of juniors/seniors will take college entrance exams for four-year college admission.

90% of students and their families will be informed about postsecondary education options.

90% of students and their families will have knowledge of necessary academic preparation of postsecondary education.

90% of students and parents will be knowledgeable about financial aid options.

EDUCATIONAL PARTNERSHIPS

RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

MISSION STATEMENT

The Ronald E. McNair program has as its mission the preparation of economically disadvantaged and traditionally underrepresented students for doctoral studies. The objectives of the program include providing opportunities for students to define goals, engage in research and develop the skills and student/faculty mentor relationships critical to success at the doctoral level.

ACCOMPLISHMENTS

Developed programmatic partnerships with key faculty in selected academic colleges.

Collaborated with other research scholar's academic programs on campus.

Scholars attended summer research opportunities at six different institutions.

Eight Scholars visited University of Michigan, Michigan State University, Ohio State University,

Notre Dame University and Bowling Green State University during a one-week academic field trip to graduate institutions.

Collaborated with four other McNair Programs to provide a one-day workshop, by a nationally known presenter, on preparing for graduate school.

Along with faculty mentors, Scholars traveled to academic conferences. The conferences furthered students' research and knowledge of their field of study: a national McNair Scholars Conference at the University of California, Berkeley and University of California, Los Angeles, EDGE graduate school conference.

CHALLENGES

Developing methods of collaboration and partnerships with other campus programs that provide similar services in order not to duplicate efforts.

Ensuring that participants have the appropriate financial aid assistance to support their education/goals.

Assisting parents, spouses and significant others in understanding their role in supporting their student going to graduate school.

Attaining higher campus visibility so more students and faculty are aware of the McNair Scholars Program.

GOALS

Identify and select 25 students annually. At least two-thirds will be both low income and first generation, and at least one-third will be students from groups underrepresented in doctoral education.

Provide academic support services to ensure that at least 80% of the scholars will attain a minimum cumulative grade point average (GPA) of 3.5 by the time they receive their baccalaureate degree.

100% of Scholars who attain a bachelor's degree will have completed a research internship.

Retain at least 90% of the Scholars in the project from year to year.

70% of the participants will graduate with or be successfully pursuing, their baccalaureate degree within five years of their acceptance into McNair.

Ensure that 100% of the graduating Scholars apply for graduate school and at least 60% enroll in a graduate program, two years after their graduation. At least 20% of additional Scholars of the graduating cohort will enroll within three years after their graduation.

Ensure that 65% of the Scholars who enroll in a doctoral program attain their Doctorate Degree within seven years of their enrollment, or are making satisfactory progress toward their degree.

EDUCATIONAL PARTNERSHIPS TALENT SEARCH

MISSION STATEMENT

The Educational Talent Search program is federally funded and designed to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The Educational Talent Search program provides students with year-round services such as: academic advising, career counseling, financial aid awareness and postsecondary planning and selection. The program's central goal is to ensure that participants graduate from high school and continue on to a postsecondary institution of their choice. California State University, Fullerton's Educational Talent Search Program participants are selected from four high schools in the Anaheim Unified High School District: Anaheim, Katella, Magnolia and Savanna.

ACCOMPLISHMENTS

The Educational Talent Search program successfully serviced over 600 high school students and their families.

The Educational Talent Search program coordinated and hosted the Third Annual TRIO Shadow Day. Approximately 80 Educational Talent Search and Upward Bound students had the opportunity to shadow college students for a day. All college student volunteers were recruited through campus student organizations.

For the fourth consecutive year, the Educational Talent Search program partnered with the Tiger Woods Learning Center to provide parent meetings. The objective of the meetings was to familiarize parents with their role in establishing a "college going culture," postsecondary institution options and financial aid. Each meeting averaged 100 parent attendees.

Educational Talent Search students from all four high schools attended the "Student Social Event" held at the downtown Anaheim Community Center on October 29, 2010. The purpose of the "Student Social" was to provide Educational Talent Search students with an opportunity to socialize and network with their peers.

CHALLENGES

Increasing parental involvement in program activities and events.

Further establishing a college going culture at school sites, in order to increase the education expectations of students.

Increasing sense of community amongst student program participants.

GOALS (PER US DEPT. OF ED. GRANT):

85% of the non-senior secondary school participants served will be promoted to the next grade level at the end of the academic school year.

85% of high school seniors will graduate from secondary school.

90% of college ready project participants will apply for financial aid during each budget period.

90% of college ready project participants will apply for postsecondary school admission.

70% of college ready participants will enroll in a program of postsecondary education.

EDUCATIONAL PARTNERSHIPS UPWARD BOUND PROGRAM

MISSION STATEMENT

The Upward Bound Program is a federally funded, comprehensive educational program designed to assist low-income and first-generation students to acquire the skills, motivation, and preparation to enter and succeed in a program of post-secondary education. Students are selected from Century, Saddleback, Santa Ana and Valley high schools, all in the Santa Ana Unified School District. Participants receive program services starting in their freshman year and extending through to the end of their senior year in high school. All students participate in academic preparation and enrichment activities throughout the year.

ACCOMPLISHMENTS

100% of Upward Bound (UB) program participants graduated from target high schools.

100% of UB program graduates enrolled in a post-secondary institution.

Three of our juniors were admitted to the competitive John Hopkins University Engineering Innovation Summer Program.

CHALLENGES

UB participants' low academic performance in academic courses.

The attendance and consistency of UB participants to Saturday Academy.

Increase parent involvement in UB Program components.

GOALS

Increase participation of UB participants by creating an advisory committee to increase student participation in Upward Bound activities.

Increase parent leadership in UB Program components through the development of a Parent College Awareness curriculum.

Enhance services provided to students by developing a comprehensive set of learning outcomes and services tailored by grade level.

FINANCIAL AID

MISSION STATEMENT

The mission of the Office of Financial Aid is serving students. Each member of the staff in the Office of Financial Aid at California State University, Fullerton is committed to providing the student with the services and funds that are needed to achieve their educational goals. Our Mission is to remove the financial barriers to a student's education so that the student may enroll and complete his/her degree objectives. As financial aid professionals, we provide opportunities to learn, we ensure access to higher education, we promote the student's economic stability, and through our compliance with regulations, which govern the administration of financial aid programs, we ensure continuity in the delivery of state, federal, and institutional student aid funds to the University.

ACCOMPLISHMENTS

Processed \$207,842,574 in awards for 23,419 financial aid applicants. This represents an 11% increase in funds and a 14% increase in applicants over 2009-10.

The recruitment to fill the Director's position on a permanent basis was successful with the hiring of Cecilia Schouwe who joined the California State University, Fullerton (CSUF) community on January 10, 2011.

Created a phone-bank to reduce phone wait time. Utilizing student employment resources provided by the Vice President of Student Affairs office, student workers were hired and trained to staff phone services in the office. Student employees responded to the high volume of phone calls received during the peak processing periods beginning in March 2010 through the beginning of fall. With additional assistance from full-time staff, the student employees have contributed greatly to providing timely phone services to students.

Their continued service in this role is essential to providing quality services to students. Prepared for the migration to PeopleSoft 9.0. Continued to assess the new functionality delivered with the 9.0 upgrade. Continued to assess current business practices and policies in conjunction with the 9.0 upgrade. Developed preparations to convert from the Common Management System (CMS)-delivered Satisfactory Academic Progress module to the Oracle-delivered Satisfactory Academic progress functionality in preparation for the 9.0 upgrade.

Completed a risk assessment. Continued work related to the final recommendations and conclusions of the California State University (CSU) Chancellor's office audit completed in April 2010. Findings were cleared including a formal risk assessment, which was noted by the CSU Chancellor's Office as being "one of the best in the CSU system".

Continued to update policies and procedures to reflect CMS business processes.

Completed a timely and successful transition from the Federal Family Educational Loan program (FFELP) to the Federal Direct Loan programs.

CHALLENGES

Implementation of multiple State fee increases during the aid year requiring the modification to cost of attendance, need eligibility and repackaging of aid recipients.

Designing strategies and formulating plans for assessing, monitoring and addressing risk.

Auditing of scholarships to develop a streamline approach to disbursing scholarships funds.

Creating guidelines to provide read-only access and training to campus constituents.

Ensuring adequate staffing levels required to provide quality services, including the filling of open positions.

GOALS

Hire a Business Analyst and two additional full-time staff.

Continue to update policies and procedures to reflect CMS business processes.

Successfully complete the CMS 9.0 upgrade in a timely manner.

Evaluate and assess business practices, policies, and procedures to develop streamlined processes utilizing technology while ensuring regulatory compliance and improving the timeline from the application stage to the awarding stage. The focus of these efforts is to provide clear and improved services to students.

Evaluate and assess business practices related to the scholarship awarding process, including the utilization of technology in the scholarship application and review process.

Begin the development of the department's new website.

Begin the development of a series of data reports to document the volume of activities of the office in a standardized, routine reporting for sharing with the campus community. As financial aid services are becoming increasingly important, it is necessary to measure and evaluate service demands and document outcomes and results.

GUARDIAN SCHOLARS PROGRAM

MISSION STATEMENT

Cal State Fullerton's Guardian Scholars program is committed to supporting ambitious college-bound students exiting the foster care system. We provide a comprehensive program that contributes to the quality and depth of the student's university experience. We serve as a resource for young adults by assisting them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

ACCOMPLISHMENTS

Program achievements include 37 Guardian Scholars receiving financial, academic and social support, of which seven received bachelor's degree in May 2011.

In addition, three Guardian Scholars received California State University, Fullerton (CSUF) masters degrees, two of which were Robert Palmer Fellowship recipients. All graduates were recognized at this year's Guardian Scholars banquet hosted at El Dorado Ranch. At the banquet 12 new students were introduced and honored as new scholarship recipients for 2011-12.

Enrolled 22 students in summer session at CSUF with the assistance of the Guardian Scholar summer stipend. Three students spent half of their summer session in a study abroad opportunity in Costa Rica. Two business major students were awarded paid summer internships with a Guardian Scholar donor. Four incoming freshmen attended the Educational Opportunity Program (EOP) Summer Bridge Program.

Campus collaboration included working with Disabled Student Services in co-hosting the Orange County Juvenile Girls Court CSUF day. Our office has continued working with the department of Social Work faculty, in grant proposal development supporting research for emancipated foster youth in higher education.

In addition, Guardian Scholars with the department of Social Work co-sponsored a viewing of a documentary and a community forum on campus in May 2011. Participants included foster youth, guardian scholar alumni, professionals, and community partners discussing the improvement of America's foster care system. In a television segment that examined the state's foster care system, the Guardian Scholars Program was featured by OC Insight, a subdivision of KCET and CSUF Strategic Communications.

Created preliminary phase of external new partnership to work with graduating seniors in preparing for life after graduation and marketing oneself to obtain employment and transition from college student to career professional. This included specialized support in addition to utilizing resources offered by the Career Center and Student Leadership Institute.

Student involvement accomplishments include the Student Advisory Committee (SAC) meeting this academic year with two students serving as advisory board representatives. SAC was instrumental in completing the second annual phone-a-thon raising \$1,000.

Continued the Guardian Scholar mentor/mentee program with incoming freshmen and upper classmen. This included mentor training and several group activities.

A Guardian Scholar Facebook page was created to notify students about current Guardian Scholar hosted events and critical campus deadlines.

CHALLENGES

Continue to work closely with the Office of Financial Aid to streamline the packaging and awarding of guardian scholars in a timely manner. Review of required documentation, appeals and actual disbursements takes a considerable amount of time with students receiving funding weeks after semester starts. This unique population especially freshmen, do not have the means to borrow funding to purchase books until the award is disbursed.

Continue to assist seniors with the planning stages leading up to graduation. A new approach has been developed to include specialized support in addition to utilizing resources offered by the Career Center and Student Leadership Institute.

Continue to manage time in building cohesive collaborative relationships with internal and external agencies/organizations and in developing new funding sources.

GOALS

Create partnership in the community assisting foster youth with dental care. Goal is to replicate Lestannac Clinic services currently providing guardian scholars with medical care free of charge in Santa Ana.

Create partnership with community member regarding long-term counseling services for foster youth in need of psychological counseling services to supplement what is offered by Counseling & Psychological Services unit on campus.

Write grant to obtain funding from new grant recipient to pay for psychological services with an outside community partner / contractor.

Write grant to obtain funding to assist with 25% of staff coordinator position and approximately \$10,000 to pay for graduate student primarily to continue peer mentor/mentee guardian scholars program and outreach activities.

Host Southern California Higher Education Foster Youth Consortium during the fall semester. Continue development of enhanced approach to assist seniors with transition to career professional that will include specialized support beginning with creating a Guardian Scholar Career Search Senior Retreat and specialized recruiting services.

Raise additional funds for scholarships and program development through external resources to maintain the number of students accepted into the Guardian Scholars program each year.

HOUSING AND 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 their academic programs. It is our hope that the halls will also serve as a stimulant for cultural and social education, community living and experiences and leadership training.

ACCOMPLISHMENTS

Completion of Housing and Residence Life expansion project. Over four million dollars in bedroom, public space furniture, and office furniture was purchased. 1,062 new bed spaces have been added.

Aramark was selected as food service provider.

Established Resident Advisor (RA) rooms on each floor as a change order to project.

Modified office configuration to include all personnel in one office location.

Lead Platinum certification for construction project, as the only one in California for a university and the only one of this magnitude in the country.

Successfully hired 12 out of 18 new staff needed to fully staff Housing. These few positions include: One Associate Director of Dining and Conference Services, One Administrative Support Coordinator, One Custodial Supervisor, 8 Custodians, and One Grounds keeper.

Developed a \$19 million operational budget.

Expanded the Housing and Residence Life program including: doubling the number of RA's from 21 to 44, marketing, recruiting and hiring two Faculty- in-Residence, establishment of theme housing and academic floor sponsorship, and expanding programmatic staff from three to six staff members.

Increased housing occupancy to 1,862, as well as launched our summer conference program, one year earlier than planned.

CHALLENGES

Providing consistent and accurate information to our clients. Currently exploring software programs that will help assist in management and payments received by Student Financial Services.

Staff requires additional training in order to ensure accuracy of information in the areas of finances, account management, student rosters, and others. A key area of focus will be cross training and emergency response systems.

Adequate staffing and space must be addressed to meet the demands of this expanding operation.

Written policies and procedures are being created to describe current and new operations.

GOALS

Achieve an 87% or greater student satisfaction rate in the 2011-12 academic year in each operational area and an overall satisfaction rate of 92% as evidenced by the results of two satisfaction surveys administered during the fall and spring semesters.

Build a comprehensive three to five year operational budget and manage fiscal operations to provide transparent reporting of student fees, falling within 1% of initial budget allocation.

Perform a comprehensive analysis of all information technology systems (to include, but not limited to hardware, software, infrastructure, etc.) by February 2012 with identified prioritization and timelines for implementation by May 2012.

Create a positive and engaging student centered environment, where staff feel recognized for their contribution and are empowered to maximize opportunities for personal and professional growth, while accomplishing the overall mission of Housing and Residence Life as evidenced by 85% score on the staff satisfaction survey.

Provide a clean, safe, sustainable and academically supportive environment, where students' needs are met in a timely and efficient manner. In addition, we will develop a three to five year capital improvement plan to address facility inequities.

Provide clear, timely communication to all students, other customers, and colleagues based on business needs through the utilization various communication strategies as evidenced by a reduction in inquiries from fall to spring semester.

INTERCOLLEGIATE ATHLETICS

MISSION STATEMENT

The Mission of the Department of Intercollegiate Athletics is to provide an intercollegiate athletics program that is an integral part of the total educational experience at CSUF and fits within the overall mission of the university; to ensure a quality academic experience for all student-athletes; to enhance the image of CSUF, both locally and nationally; to develop greater pride and involvement among the university's students, faculty, staff, alumni and community members; and to manage a fiscally responsible program.

ACCOMPLISHMENTS

More than 75 student-athletes graduated including three more from the men's basketball team for a total of 17 in the past four years.

Titan women's volleyball had its most successful season ever with the most victories, first time in the national Top 25, first Big West Conference championship, and first National Collegiate Athletic Association (NCAA) Tournament berth. The Los Angeles Sports Council selected volleyball's successful season as the greatest sports moment of 2010 for Division I schools other than University of California, Los Angeles (UCLA) and University of Southern California (USC).

The baseball team ran its streak of consecutive NCAA Tournament appearances to 20 (third longest in the nation) by winning the Big West Conference championship by two games.

The men's basketball team defeated regular season champion, California State University, Long Beach (CSULB), and post-season tournament champion University of California, Santa Barbara (UCSB) in consecutive home games in January 2011.

Men's soccer reached the championship match of the Big West Conference men's soccer tournament.

12 student-athletes were selected or earned first-team All-Big West Conference or All-Western Athletic Conference honors with seven earning second-team status and 13 earning honorable mentions.

A total of 38 Titans earned all-conference academic recognition from the Big West, the Pac-10, and the Western Athletic Conferences.

Titans' dance team won a Universal Dance Association (UDA) national championship, its tenth in the last 12 years.

A new video display board was debuted at Goodwin Field in March, augmenting last year's replacement of the original 1992 scoreboard.

A three-time National Basketball Association (NBA) champion, a 15-year major league baseball veteran, the architect of the women's gymnastics dynasty, one of college softball's most powerful hitters and two of the most generous donors to the Cal State Fullerton athletics department comprise the 2011 list of inductees into the Titan Athletics Hall of Fame.

The men's basketball team enjoyed a banner "season" in the classroom in the spring semester, compiling an aggregate 3.19 grade point average, the highest in the program's history.

CHALLENGES

Continue to find creative solutions to the dilemma of developing and maintaining a successful Division I athletics program.

Maintain a quality experience for our student-athletes.

Find new sources of unrestricted income to offset increased costs of scholarships, operations and travel.

Continue to increase campus and community participation at home athletics events.

Maintain a positive environment in the athletics department and a positive attitude on the campus toward the California State University, Fullerton athletics program.

GOALS

Continue to admit more academically proficient student-athletes.

Improve Academic Progress Rate (APR) scores for sports below the cut point. Maintain scores for other teams and improve as appropriate.

Continue to provide focused academic advisement, counseling and monitoring to facilitate progress toward degrees as defined by APR and NCAA regulations, to support graduation for all student-athletes.

Priority sports should finish in the top half of the Big West Conference.

Establish baseline funding for athletics department that includes full scholarship allotment for priority sports, half scholarship allotments for Olympic sports and adequate staffing levels and per diem rates.

Continue to develop the athletics website as a marketing and fund-raising tool as well as an information source.

Balance the athletics budget through increased unrestricted revenue and other sources.

Increase alumni participation with the athletic department.

Increase student attendance at home events by focusing on new on-campus housing.

Improve athletic facilities by adding golf practice facility, move and upgrade weight room to kinesiology building, create additional practice gym in kinesiology building, re-paint main gymnasium, install new lighting in main gymnasium, create new locker rooms for four women's sports, and install and/or improve scoreboards at all venues.

INTERNATIONAL EDUCATION AND EXCHANGE

MISSION STATEMENT

The Office of International Education & Exchange supports the Mission of the University and Student Affairs by advocating for and building a global perspective. As a collaborative and creative resource center for the campus and community, we strive to provide a welcoming environment for students, faculty and visitors transitioning between countries and cultures; to uphold the highest professional standards in an environment of mutual understanding and respect; and to empower students to reach their full educational and professional potential through participation in international and intercultural experiences.

ACCOMPLISHMENTS

The “integrated programming” concept guides the way we structure and organize programs for the three international groups served by International Education and Exchange (IEE): international students, study abroad students and visiting faculty/research scholars. These included essential orientation programs for international students and pre-departure orientation and re-entry workshops for study abroad students, programs that integrate all international groups like weekly International Coffee Break, bi-weekly Cross-Cultural Conversations, annual International Education Week in November 2010, and International Women’s Day celebration focusing on “Celebrating Women in the Arts” in March 2011. Weekly study abroad information sessions, employment and career-related workshops for international students were offered on a regular basis. Two new programs added in spring 2011 were Study Abroad brown bag discussions and spring study abroad fair. This integrated programming concept is the result of last year’s goal to cultivate a culture of learning outcomes assessment among professional staff in designing, implementing, and assessing programs for students.

IEE logged in 7,127 incidences of activities for international and study abroad students. For study abroad students, there was a 21% increase in overall activity compared with 2009-10.

A total of 282 students studied abroad, a 91% increase from 2009-10, which indicated a growing interest in study abroad. Study abroad students received a total of \$54,000 in scholarships and awards from various sources including, Gilman scholarships from Department of State, California State University Chancellor’s Office Wang Family scholarship, and the IEE Ambassador Awards, representing a 40% increase from last year’s scholarships and awards received in 2009-10.

A total of 1,173 were admitted and 510 of these enrolled, which was an admission increase of 46%.

With campus efforts and support, there was an increase in international students’ enrollment. Processed immigration documents for a total of 747 admitted international students. The total yield rate also increased by 29%.

CHALLENGES

Promotion of study abroad may be daunting, but manageable with changes in strategies. Promotion of study abroad will target specific groups and there should be closer collaboration between IEE and colleges, which offer faculty-initiated study abroad programs. Identify and promote scholarship and award resources.

Planning for increased numbers of F-1 visa international students is a continued challenge and an on-going departmental goal from 2010-11. Recruitment of international students must consider every aspect of an international student’s potential admission and enrollment, including marketing, enrollment management, housing, retention and final graduation. IEE will continue to work in collaboration with stakeholders with vested interest in international student enrollment and academic success.

Due to regular changes, the IEE has to be aware and responsive to Department of Homeland Security (DHS) immigration policies and procedures. This includes the recertification of Student and Exchange Visitor Information System (SEVIS)-authorized colleges and universities. Re-certification is required every two years and occurred during this year affecting the workload of staff, which meant additional time spent on ensuring data accuracy, security and integrity. DHS is preparing to launch SEVIS II by 2013, the goal of SEVIS II is to move toward a “one-record one-student” paperless system with more responsibility given to international students to self-report via SEVIS.

GOALS

Promote study abroad to 35,000 students and assisting with the campus goals of increasing admission and enrollment of international students.

Integrate student activities, leading to student learning opportunities for global awareness and multicultural understanding.

Set a target of 10% increase in study abroad numbers by reaching out to target groups like President’s Scholars, Honors Program, McNair Scholars, Fullerton First Year program, Veterans’ Programs, graduate students, and department programs.

Continue Academic Affairs collaboration to monitor admission and enrollment numbers of international students in accordance with campus budget priorities.

Initiate an assessment of international student retention efforts. IEE will spearhead a draft strategic plan to monitor and track a cohort of international students and examine intervention efforts that lead to graduation rates of international students.

Draft a student fee proposal to be presented to the Student Fee Advisory Committee for all international students who attend the semester International Student Orientation Seminar.

JUDICIAL AFFAIRS

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, assumption of appropriate responsibility 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.

ACCOMPLISHMENTS

Facilitated over 57 presentations/workshops for students, faculty, and staff.

Received funding from Parking and Transportation Services to hire a Graduate Assistant.

Assisted in university policy development through various committees including Academic Senate, Student Academic Life Committee, Student Affairs

Policy Committee, Family Educational Rights and Privacy Act (FERPA) Review Committee.

Consulted regularly with faculty and staff (over 350) concerning the interpretation and application of University standards for student behavior.

Maintained efficient office procedures to ensure fair, consistent and timely response to allegations of violations of University standards.

Hosted the California State University (CSU) Judicial Affairs Officer (JAO) Association summer meeting and served as mentor/consultant to judicial affairs colleagues throughout the year.

Adjudicated 192 students referred for non-academic allegations. There were 69 referrals for use of lost/stolen or forged parking permits or misuse of disabled parking placards (down from a record high of 241 in 2008-09 and 125 referrals last year) which comprised 36% of the total non-academic referrals to Judicial Affairs.

Received 28 referrals from Residence Life (compared to 53 last year). There was a change in leadership in Housing and Residence Life, which resulted in a modification in disciplinary procedures. A majority of cases, 18, in the Residence Halls were use/possession of illegal drugs. There were four referrals for misuse of alcohol, two for theft, two for physical assault, one for verbal harassment, and one sexual assault. A total of ten students were removed from housing for disciplinary violations down from 18 removed last year.

Adjudicated 209 incidents of academic dishonesty which were fewer than the 2008-09 record breaking number of 297 cases and lower than last year's 251 cases.

Plagiarism continues to constitute the single largest number of violations reported (145 students).

Sanctions assessed included probation, grade sanctions, suspension from CSU, and removal from California State University, Fullerton (CSUF). Eight students were suspended from the University for academic dishonesty violations and thirteen students were suspended from the University for non-academic violations. Sixteen students lost the privilege to be re-admitted to CSUF.

Suspended or expelled 185 students from CSUF since 1999 (92 academic, 93 non-academic). Judicial Affairs has adjudicated over 4,781 cases during the 12 years since the office was established.

Provided input to the CSU General Counsel on changes to Executive Order (EO) No. 1043: *Student Conduct Procedures* and also provided updates to the report for EO-1006: *Student Activities*.

Received 1,087 requests for disciplinary checks (down from a record-breaking 1,105 in 2006-07) from various sources both on and off campus.

CHALLENGES

Funding for a Graduate Assistant (GA) is not on going. Parking and Transportation has paid for a GA to assist in adjudicating parking referrals for the last three years, but since their revenue is down Judicial Affairs has not yet secured funding for 2011-12. It is also not clear at this point how the Judicial Affairs caseload will be impacted by the increase of residential students.

The current operating budget for Judicial Affairs has remained the same over the past 12 years while the volume of cases and commitments of the office have grown each year. While the office has benefited in the past from successful submission of University Planning Initiatives and Retention grants, the challenge will be for the Associate Dean to carve out time to explore other outside funding opportunities.

The office would benefit from a computer based tracking system in order to manage the volume of cases and the complexity of reports.

GOALS

Develop/present educational outreach for students and update website.

Consult with appropriate students, faculty, and staff on campus to address student conduct issues.

Explore off campus funding opportunities to support educational outreach initiatives.

Collaborate with the Faculty Development Center and other appropriate offices to provide relevant workshops for faculty (new faculty, current faculty) including distribution of DVD's on disruptive behavior.

Request participation in various training, orientation programs such as Residential Advisor (RA) training, orientation leaders, and teaching assistants.

Adjudicate cases in such a manner to hold students accountable for their actions and interact with students in a manner, which fosters self-reflection, a greater awareness of their responsibilities within the academic community, and a greater sense of the personal responsibilities they have for their choices, the consequences of those choices and the direction of their lives.

Secure funding for a GA and develop Memorandum of Understanding with the funding source.

Hire, train and support a GA to assist in adjudicating parking referrals.

Update assessment plan and projects.

Appoint and provide orientation, training, and on-going support for Hearing Officers.

Present workshops at CSU JAO summer meeting: new judicial officer training, and disciplinary hearing tips.

Submit conference program proposal for national conferences of professional organizations.

Develop effective working relationship with new administrators including Director, Counseling and Psychological Services, Chief of Police, etc.

Assist in updating Sexual Assault Policy/Protocol in response to the Dear Colleague letter from the Office of Civil Rights. Maintain currency in state and federal law pertaining to higher education and identify national and CSU-wide trends and assess relevance to CSUF.

Provide feedback to CSU General Counsel for changes to EO-1043: *Student Conduct Procedures* in response to the Dear Colleague letter from the Office for Civil Rights.

LEADERSHIP AND 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 to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

ACCOMPLISHMENTS

Formed and chaired a cross-divisional committee for the student engagement-tracking project to achieve project goals and make recommendations. The project resulted in the creation of involvement tracking database and an online student involvement center that assisted the University in promoting, organizing, centralizing, and increasing student involvement. The project is scheduled to launch in a pilot phase for fall 2011.

Co-led efforts with the Department of Counseling, WoMen's Center, Housing and Residence Life, International Education & Exchange, and Associated Students to coordinate "An Unfinished Conversation" on October 1, 2011. The program comprised of a keynote address, dialogue sessions, a film showing, and discussion, which attended by over 900 students, faculty, staff, and community members.

Partnered with OneOC, formerly the Volunteer Center of Orange County, to develop a strategic plan for the Student Leadership Institute (SLI). The plan addresses SLI's need for growth, future sustainability, and quality. The strategic planning group conducted a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, participated in a vision planning

exercise, and recommended potential initiatives for the program.

Department staff and campus partners facilitated 199 workshop sessions serving more than 2,383 students, faculty and staff in the 2010-11 academic year. Training topics included leadership development, diversity education, risk management, anti-hazing, sexual assault prevention, academic success, and alcohol education.

Department staff served as consultants to university campuses regarding leadership development programs, SafeSpace programming, diversity training programs, and Greek Life.

CHALLENGES

More web support is needed given the on-going nature of programming and the subsequent need to change and/or provide information on-line on a continuous basis.

Physical space for the department is very limited posing challenges for the storage of programming equipment, and/or space for paraprofessional staff to work.

The appropriation of staff time to secure external/internal funding to support programs.

Limited funding has resulted in the department putting programs such as the University Leadership Conference and the Multicultural Mentoring Program on hold. In addition, the Multicultural Leadership Center (MLC) is no longer able to provide financial support to cultural programming as it has in the past.

GOALS

Lead campus-wide and divisional efforts to promote, increase, track and educate the University community on student engagement and involvement opportunities by launching a new online *Titan Student Involvement Center* via the campus portal system, piloting the *Student Engagement Tracking* database, and coordinating a new *Get Involved! Get Connected! Get Titan Pride!* campaign.

Develop a comprehensive diversity-themed residential floor in partnership with Housing and Residence Life, and the University's cultural centers and departments for implementation fall 2012.

Establish a Bias Incident Response team with campus partners to advise, investigate, and educate the campus community on responding to and reporting bias incidents in an effort to ensure California State University, Fullerton remains a welcoming and safe environment, where all viewpoints and backgrounds are respected, and where all students can thrive and succeed.

Establish the department as the “go to” place for diversity, leadership, organizational development training, and clearinghouse for resources.

Collaborate with campus partners to coordinate a campus-wide Dry Challenge campaign to support the University’s alcohol education and responsible behavior initiatives led by the Student Health Center and the Dean of Students Office.

Implement goals of the SLI Strategic plan which include: the formation of a governing body for SLI to accomplish and oversee strategic planning implementation; establishing a clear purpose, mission statement, and core values for the program; identifying budget and financial needs for future growth and sustainability; creation and implementation of a fundraising plan; development of a marketing plan which includes new “branding” for SLI; and establishment of an assessment plan that includes a longitudinal study of SLI graduates.

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 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.

New Student Programs provides information and resources to parents so that they can serve as active partners in their students’ success; foster a sense of pride and community among parents and families of CSUF students; and cultivate fundraising opportunities among the growing Titan Parents network.

NSP programs and services include: New Student Orientation (NSO), Transfer Orientation, Parent Programs, Campus Tours, Titan WOW, Student and Visitor Information Services, Ask the Titans, as well as Freshman Programs.

ACCOMPLISHMENTS

Collaborated with campus partners to restructure the New Student Orientation (NSO) agenda in order to improve student engagement and information retention as well as to respond to recommendations from the Graduation Rates Task Force.

Facilitated orientation planning process in the fall semester in order to accommodate increased programming responsibilities in the spring semester.

Implemented a revised Orientation Leader recruitment and training timeline that resulted in a larger and more diverse applicant pool.

Established the Titan Parents Advisory Board.

Implemented a fieldwork placement option for graduate students to serve as Student Services professionals within the First-Year Success Team (FYST) structure in University 100.

CHALLENGES

Manage staff transitions while continuing to offer high quality programs and services throughout 2010-11. The staff distributed the additional duties and responsibilities presented due to increased programming and staff vacancies.

Adapt to the challenges presented by the current budget constraints, and their impact on orientation, campus tours, visitor and information services, first-year, and transition programming.

GOALS

Overhaul the New Student Programs (NSP) website, including providing more comprehensive resources for parents, campus tours, as well as information and visitor services.

Build collaborations with departments that provide transfer student services, including convening a meeting of departments that provide targeted transfer services.

Develop a research agenda to ensure that necessary data is being collected to assess the impact of the various NSP programs and services.

Continue collaboration with Strategic Communications to complete and launch the online virtual tour, and support efforts to develop additional technology driven tour options.

Seek opportunities to fill the NSP Coordinator position.

Continue the Student Learning Outcomes Assessment for Orientation Leaders and Titan Ambassadors focused on communication/public speaking skills as well as self-management and create a Student Learning Outcomes Assessment for Information Specialists/Freshman Programs student assistants focused on professionalism.

Develop program-based NSP budget management systems in order to enable coordinators to have more control over the budget for their program areas.

Implement a schedule for updates, security, and back up of NSP technology, documents, and resources.

Improve the coordination of academic advisement for Freshman Programs students at NSO.

STUDENT ACADEMIC SERVICES

MISSION STATEMENT

The Mission of Student Academic Services (SAS) is the integration and coordination of activities that enhance the goals of the University in the areas of student persistence, retention, and graduation. The Office of Student Academic Services coordinates the

operation and performance of seven separate and distinct Student Affairs units: Educational Opportunity Program (EOP), Student Retention Services, Intensive Learning Experience (ILE), Center for Academic Support in Engineering and Computer Science (CASECS), Student Support Services (SSS), University Testing Services, the Student Diversity Program and Summer Bridge.

ACCOMPLISHMENTS

Analysis of the Summer Bridge students' academic progress showed that of the 63 students who required remedial classes, 33 completed all remediation during the summer program, an increase from 50.8% last year to 52.4% for this year.

Successfully created an automated Educational Opportunity Program (EOP) Academic Status Report with Admissions and Records.

The University Testing Center (UTC) offered 25 scheduled test administrations during 2010-11, serving 14,129 students. Tests offered include the English Placement Test (EPT) and/or Entry Level Mathematics (ELM), Examination in Writing Proficiency (EWP), Scholastic Aptitude Test (SAT), Mathematics Qualifying Exam (MQE), Chemistry Placement Exam (CPE), and the Collegiate Learning Assessment (CLA). In addition, 163 students were tested with special accommodations during 2010-11.

In order to assist the University regarding the EPT and ELM component of Executive Order (EO)-665, and to assure that students have the opportunity to complete the EPT and ELM in a timely manner, six demand EPT and ELM test administrations were offered in addition to the three mandated system-wide test dates. Attendance was down from last year with 2,528 students taking the EPT and 2,624 students sitting for the ELM. These numbers reflect the reduction of student enrollment in the California State University (CSU) and an increase in freshmen being exempt from the EPT and/or ELM due to SAT, ACT, or Early Assessment Program (EAP) test scores.

In response to the Graduation Writing Assessment Requirement (GWAR) as outlined in EO-665, a total of 8,408 EWP tests were administered and scored during 2010-11.

Working with the Director of Assessment & Educational Effectiveness, the UTC conducted four administrations of the CLA, a CSU Chancellor's Office mandated program, administering 172 computer-based tests. The information derived from the CLA will provide a measure of California State University, Fullerton (CSUF) students' critical thinking skills. These findings will comprise the student learning outcomes segment of CSUF's College Portrait as part of a national initiative called the Voluntary System of Accountability (VSA). The VSA College Portrait was designed to provide a "picture" of the CSU system for public scrutiny.

CHALLENGES

Facilitate the community college registration process in light of class shortages and lack of availability.

Find creative ways of providing full counselor support for all Intensive Learning Experience (ILE) students.

Providing full staff support for all EOP students.

Increasing the number of Summer Bridge participants with funding challenges.

Maintaining the administration of the EOP Learning Community.

Continue to center on the inadequate office space.

GOALS

Ensure that CSUF students are enrolled in the correct English and/or Mathematics course(s), in order to meet EO-665 compliance requirements.

Provide compliance information and policies to all enrolled First Time Freshmen (FTF) entering CSUF for the fall 2011 semester. Ensure that all FTF meet compliance guidelines.

Provide an immediate means of correspondence to students via email notifications or an early alert system.

Bring the EOP cohort data base to file maker pro for easier semester updating and to better synchronize CMS data fields with spread sheet reports and file maker reports.

Increase the number of Summer Bridge participants in summer 2012.

The UTC will continue to work closely with the Offices of Admissions and Records, Outreach, and New Student Orientation in order to assure the completion of the EPT/ELM requirement in a timely manner. To meet this goal, a number of EPT/ELM test administrations will be offered, in addition to the three mandated system wide test dates.

Assist with the smooth transition of new staff into the UTC.

STUDENT ACADEMIC SERVICES

STUDENT SUPPORT SERVICES PROGRAM

MISSION STATEMENT

The Student Support Services (SSS) Program is one of four TRIO programs at CSUF funded by the U.S. Department of Education to assist disadvantaged students in reaching their educational goals. SSS targets low income and first generation and disabled college students, and provides them with educational services to ensure that they graduate, and then continue their education at the post-secondary level. The objective of the program is to increase the retention and graduation rates of all participants and to foster an institutional climate that is supportive of underrepresented students.

ACCOMPLISHMENTS

The Student Support Services (SSS) staff successfully maintained and served 160 program participants.

Ensured 90% of participants achieved good academic standing at the end of the school year.

Met graduation objective by ensuring 48% of each cohort group graduated within six years.

Successfully added tutoring for lower division mathematic courses as an SSS service.

Awarded \$27,840 in SSS Grant Aid to program participants to reduce their financial burden and increase academic achievement.

Balanced the SSS program budget by less than +.05% at the end of the project year.

CHALLENGES

Find outside funding sources to increase the number of services provided to program participants.

Continue to add the use of updated technology into all program operations.

GOALS

Improve program services that increase SSS participants' enrollment in graduate school.

Increase and improve upon SSS tutoring services.

STUDENT HEALTH AND COUNSELING CENTER

MISSION STATEMENT

The mission of Student Health and Counseling Center is to improve and support the overall health and wellness of all CSUF students.

ACCOMPLISHMENTS

Customer service was a focus of Student Health and Counseling Center (SHCC) staff training and leadership development. Results from our yearly California State University (CSU) Patient Satisfaction Survey showed a huge increase in customer satisfaction for most departments. The survey is conducted every year to benchmark with other CSU campuses in spring semesters.

Upgraded electronic health records with access to digital X-ray machine and software, implemented the Disease Management and Immunization Compliance modules, and continued improvement of on-line services for students.

Redesigned the website, additional innovations are in need.

Established a committee and new position to address security issues and concerns to monitor and audit the use of all electronic software. This position is also responsible for keeping current with new HIPAA (Health Insurance Portability and Accountability Act) regulations, making staff aware of the changes, and ensuring annual staff HIPAA trainings are completed.

Counseling and Psychological Services (CAPS) saw 20% more unique clients in 2010-11 than any of the prior four years.

Student Health Services saw more seniors (49.6%) than any other class. Appointments for the entire clinic totaled 36,840, which were down from last year because of staffing issues. Primary Care appointments totaled 15,420. Females used the services more than males with a percentage of 66% to 34%.

CHALLENGES

Counselor turnover, the time and resources utilized for recruiting, hiring, training, and supervising new faculty counselors was substantial, additionally service delivery was reduced during this time-consuming process.

Limited psychiatric hours (0.5 FTE): a large proportion of the students seen by the Consulting Psychiatrist do not have insurance or the financial means to easily pursue off-campus psychiatric treatment.

Increased staffing to meet the needs of the campus.

Supporting the professional staff's continued professional development with limited resources.

Balancing budget and continuing to provide needed services available to students continues to be a challenge as the Health Fee (the primary funding source of SHCC) diminishes with decreased enrollment.

GOALS

Successful increase of SHCC Mandatory Health Fee targeted specifically for funding mental health services.

Successful completion Accreditation Association for Ambulatory Health Care (AAAHC) Accreditation Survey

With the implementation of an increased fee, provide competitive salaries to attract and retain quality staffing.

Continuity of the Art 4 Health program.

Continued focus on medical records security, guidelines and procedures, in conjunction with University Information Technology (IT), as it pertains to Family Educational Rights and Privacy Act (FERPA) and HIPAA regulations.

Provide updated website with social media and further develop design and information to enhance use experience and access to services.

STUDENT LIFE

MISSION STATEMENT

The Student Life Programs department within the Dean of Students Office is dedicated to generating greater involvement in co-curricular activities, promoting student leadership and personal development through clubs and organizations and facilitating student participation in community service and civic engagement.

ACCOMPLISHMENTS

Initiated Student Organization recognition process for a record number of 327 recognized student organizations.

Advised and assisted the development of 91 new organizations.

Provided resource information or direct services for Student Organization Resource Center (SORC) and Associated Students, Inc. (ASI) and Titan Student Union (TSU) related inquiries to 9,763 contacts.

Continued to collaborate with the University Conference Center to provide assistance to recognized student organizations and campus departments processing 9,949 SORC Virtual Event Management Systems (EMS) bookings including organizational meetings and special events.

Facilitated organization training to provide 51 training workshops.

Coordinated and co-sponsored annual student organization fair Discoverfest, in the fall and spring semesters in collaboration with New Student Programs.

Advised the ASI Elections process and Elections Commissioner, ASI. Elections Program for fall 2010 and spring 2011. Election results were recorded for each election.

Hosted the 13th Annual Student Life Achievement Awards for Advisors and Student Organizations with over 200 students, faculty, staff, and administrators in attendance. Hosted the 1st Annual Club Sports Recognition Ceremony.

Coordinated activities to serve 1,950 volunteers and provide 11,200 hours of service to the community through a diversity of projects and special events focusing on at-risk youth, special needs young adults, low-income and homeless individuals and families, the environment, blood donation, and social justice programming.

Hunger Coalition packed over 2,720 boxes of food, collected 2,200 hygiene items, 700 items of clothing, and nearly 3,000 food items for those in need, as well as providing food, arts and crafts, and recreational activities for children and adults in local soup kitchens and shelters.

Club Sports Administrators designed and implemented coaches, officer, and player orientations to introduce the new staff and educate each target population with club sports updates that include new and existing policies and procedures.

A Sports Club Inter Club Council (SC-ICC) leadership retreat was designed and put into practice for club officers to develop leadership skills as well as get educated on how to effectively manage their sports club.

Designed an extensive formative and summative program evaluation to be implemented in 2011-12.

Advised the SC-ICC in the planning of the annual student sponsored SC-ICC Fest, which drew over 500 students. These events allowed students to inform the California State University, Fullerton (CSUF) community of the many opportunities that sport clubs provide and how to get involved with each club.

CHALLENGES

Ensuring that sport club policies, procedures, and risk management policies are adequately upheld by all members.

Continue to provide services to an increasing number of student organizations with limited resources.

Improve process for approval of student organization food related events.

Monitoring off campus organization activities and enforcement of time, place, and manner directives.

GOALS

Successfully hire and train a new Graduate Assistant to assist Club Sports.

Assist with establishment of the new ASI Community Service Interclub Council, which will provide an opportunity for service-focused clubs and organizations and provide funding opportunities for those groups.

Continue efforts to meet sports clubs requirements mandated by the California State University Chancellor's office.

Continue to work collaboratively with key campus stakeholders to ensure student access to campus facilities.

Continue the assessment of Club Sports and the Volunteer Service Center. Complete our annual assessment in 2011-12 to measure specific student learning outcomes as a result of participation on the SC-ICC.

Host First Annual Student Organization Leadership Conference.

TECHNOLOGY SERVICES

MISSION STATEMENT

The mission of Student Affairs Technology Services is to utilize technology to facilitate accomplishing the goals set by the Division in the dual paradigms of student service and student development. Student

Affairs Technology Services will have an active role in the campus IT community by advancing Student Affairs needs and concerns as part of the campus IT planning.

ACCOMPLISHMENTS

Actively participated in the implementation of all Information Technology (IT) projects in Student Affairs. Provided resources, training, and support in applied use of emerging technologies.

Reviewed and approved 668 portal messages and 176 Bulletin Board messages. Coordinated 19 divisional mass email notifications to all students with IT Division.

Coordinated 1,107 website updates inclusive of updating content, building new websites, and redesigning existing websites. This represents 20.85% increase compared to 2009-10.

Provided leadership and managed the development of new websites for the following programs: Student Affairs Technology Services, Student Affairs Assessment, Guardian Scholars and Student Employment Program.

Continued to provide best practices guideline for establishing Twitter and Facebook accounts for various programs, as well as continued active use of "SATechnology".

Evaluated and tested various project management systems. Selected Service-now and initiated the project working closely with campus IT for planning the implementation.

Managed and coordinated setting up a new computer lab for Student Academic Services. This project was inclusive of coordinating efforts and negotiating with campus IT in obtaining the necessary hardware and software.

Continued to provide support to LearnerWeb, a web-based Learning Management System. Provided four training sessions to bring new programs onboard. Currently, there are 35 course catalogs (five newly added), 133 courses and workshops in the system. This reflects 31.68% increase compared to previous year. Also, completed the redesign of the Landing Page for LearnerWeb.

Leading divisional Technology Committee and keeping members of this committee abreast of the new and upcoming projects, shared information and solicited the feedback of the committee on a whole host of technology projects within the Division and also projects and initiatives of Information Technology Division.

Managed Financial Literacy projects for Student Affairs, which included: leading the Financial Literacy Advisory Board Committee; applying for grants; utilizing the grant funds; planning and organizing the campus outreach during the Financial Literacy Awareness Month; developing marketing materials; providing online educational resources for financial literacy; and updating the Financial Literacy website and social media resources.

Represented the Division of Student Affairs in Information Security Steering Committee, Infrastructure Steering Committee, Rollout Steering Committee, Academic Senate Technology Committee, and Accessible Technology Committee. Attended and presented at University wide consortium on e-learning.

Reviewed and resolved the Americans with Disabilities Act (ADA) compliance problems for the Division. Close monitoring has resulted in a significant improvement in compliance for the Division of Student Affairs. Provided resources and trained the users for reviewing the new reports in "HiSoftware."

Completed the Needs Assessment for Technology Services student assistants by developing a questionnaire, compiling the data, conducting a focus group and establishing a plan for training the newly hired Technology Services students based on the outcome of the Needs Assessment.

CHALLENGES

Inadequate reliable technical support/resources for completing all the system projects. This issue is particularly a matter of concern in managing databases, applications and servers and in LearnerWeb when a staff technician is required.

Implementation of Service-now project management system will be a great step forward for managing the day-to-day operations. However, new and additional resources are needed for Omni Update

implementation and back end support for LearnerWeb.

GOALS

Full implementation of Service-now, project management system for website support provided by Technology Services.

Provide and develop on-line training materials for student assistants working in Technology Services.

Implementation of the new build, June 2011, of LearnerWeb (current version is Dec 2009), which includes: organizing security profiles; facilitating and providing training to campus users; and exploring the possibility and feasibility of creating an interface between TITANium and LearnerWeb.

Work with campus partners to provide students with learning resources for TITANium (campus version of Moodle, course management software).

Launch and refine the Technology Services website.

UNIVERSITY LEARNING CENTER

MISSION STATEMENT

The goal of the University Learning Center (ULC) is to provide all Cal State Fullerton students with academic support that is consistent with their learning styles in an inviting and contemporary environment. We believe that all learners need support that extends beyond the classroom to reinforce and amplify daily lessons; we create learning opportunities outside of the classroom that involve collaborative activities for students, faculty, and staff; we strive to support the academic enterprise and ensure that every student has the opportunity to succeed.

ACCOMPLISHMENTS

Increased student attendance at academic workshops and study groups by 44% during 2010-11. Overall, University Learning Center (ULC) Staff provided services for nearly 13,000 California State University, Fullerton (CSUF) students in the forms of one-to-one tutoring, skills-building workshops, Supplemental Instruction (SI) groups, online tutoring, study groups,

and small group tutoring in over 60 subject areas including writing across the disciplines, math, General Education (GE) courses, and major courses.

Increased offerings from 16 course sections in 2009-10 to 31 course sections in 2010-11.

Collaborated with the Department of Graduate Studies/EPOCHS (Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students) to add two new part-time faculty positions. These two Graduate Learning Specialists, housed in the ULC, and have dual reporting to the Directors of the ULC and Graduate Studies, and they are responsible for offering one-to-one tutoring and skills-building workshops for CSUF graduate students.

Successfully submitted two grant proposals to outside funders and won one award of \$15,150 from the Engineering Information Foundation. The grant funded the design and presentation of the Communication Strategies for Successful Engineers workshop series for students in the College of Engineering and Computer Science.

Completed 80% of the ULC website overhaul to make the website more user-friendly and interactive. Added a section on SI that explains the benefits and introduces both faculty and students to the ULC's SI program.

CHALLENGES

Providing adequate space continues to be a challenge. All ULC space is currently utilized by staff, which affects the ability to provide effective space for tutoring and services.

Increasing the numbers of students who come to the ULC for tutoring or to attend study groups/SI

GOALS

Design and implement the LASSI (Learning and Study Strategies Inventory) ULC Learning Strategies for Success Project.

Complete the website overhaul.

Grow campus awareness and knowledge of all the services provided by the ULC.

Maintain the highest possible level of service with the resources we have available.

WOMEN'S CENTER/ADULT REENTRY/VETERANS STUDENT SERVICES

MISSION STATEMENT

The Women's Center's mission 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/emotional development, growth and support of the student body at CSUF are implicit in all of the center's goals.

The Adult Reentry Center (ARC) at California State University, Fullerton is dedicated to issues of the Adult Learner and the successful completion of his/her educational goals. The center's mission provides support services to prospective students and current students 25 years of age or older who are returning to the college environment. The center serves as a resource to the CSUF community in providing an educational environment for adult learners' success and retention.

Veterans Student Services (VSS) assists veterans at CSUF in successfully transitioning and navigating the academic environment through guidance, support services and resources. Transitioning from military life to university life presents challenges and stressors not experienced by the general university population. VSS is committed to providing personalized services to veterans from orientation to graduation.

ACCOMPLISHMENTS

WoMen's Center, Veterans Student Services (VSS) won a three-year Fund for the Improvement of Postsecondary Education (FIPSE) grant award of \$318,000.

A proposal was submitted to the Office of Civil Rights to fund a sexual assault prevention program; grant awards will be announced in September 2011.

ASSISTANT DEANS FOR STUDENT AFFAIRS

MISSION STATEMENT

The Assistant Deans for Student Affairs assist students during 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 each College and at the Irvine Campus. 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.

ACCOMPLISHMENTS

Coordinated the Western Regional Careers in Student Affairs Day annual conference in collaboration with the College of Education and Department of Educational Leadership.

Provided leadership to the campus on issues related to University and college-based scholarships and collaborated with the Director of Financial Aid to coordinate the management of campus-wide scholarship award selection.

Implemented assessment efforts to measure leadership development of the Interclub Council executive board members.

Updated the Assistant Dean website to include information regarding the benefits of co-curricular student involvement.

Organized college-based data to be included in the Student Engagement tracking project.

CHALLENGES

Continue to provide leadership to the campus on issues related to University and college based scholarships.

Continue to find new ways to inform the campus community about the mission and services provided by the Assistant Dean Program.

Produced three conferences in collaboration with Verizon Foundation and AIDS Services Foundation of Orange County: Women of Color Leadership Conference, Telling Amy's Story, The Impact of HIV/AIDS of Women, and Girls in Orange County. WoMen's Center's conference planning, promotion, and hosting were used as a template for local and national conferences.

Added additional programs and new topics to the Adult Reentry Student Success Workshops in the fall and spring semesters. The increase, in collaboration with Career Center, drew a greater number of adult reentry students to academic success workshops.

Provided sexual assault prevention program for entire student athlete population. Revised Sexual Assault Campus Protocol in collaboration with all University stakeholders.

Collaborated with Student Veteran Association to host the 4th Annual Veteran's Appreciation Night with 320 attendees.

CHALLENGES

Decreased staffing impacts the number of student-centered programs offered.

Loss of Sexual Assault Prevention Coordinator affects timely delivery of mandatory employee development programs and counseling for students who are sexual assault survivors.

Lack of space inhibits department and program growth.

GOALS

Research and apply for grants and donations to assist in the funding of projects and programs.

Revitalize Men's Resource Center, provide workshops, and collaborate with faculty to create a Men's Studies Program.

Continue to support the efforts of VSS and Adult Reentry through campus outreach, education and marketing.

Boost marketing efforts to increase campus awareness of the lactation room available in the WoMen's Center.

GOALS

Expand the College Interclub Council Leadership Development assessment project to all colleges.

Explore partnerships to increase student engagement at the Irvine Campus.

Expand use of technology, such as podcasts and student video testimonials, to enhance the Assistant Dean connection to the students, faculty, and staff.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE ARTS

ACCOMPLISHMENTS

Successfully secured partnership with Housing to obtain an Arts District themed floor, developed marketing materials and application for students, hired and trained graduate student to assist with the strategic planning of events for the upcoming academic year and secured computer equipment to provide support to our residents.

Served as advisory board member to the Multicultural Arts Council, a group of concerned theatre students resulting in the successful production of a diversity event for the campus community.

Assisted with crisis management to Grand Central Arts Center (GCAC) student residents, which has resulted in the strategic restructuring of the residential housing component.

Assisted with the facilitation of College of the Arts (COTA) student auditions by providing enrollment management assistance for Theatre, providing a point of contact, communication for the selection process, and parent workshops for music to help educate students and family members about the admissions and enrollment processes and deadlines.

CHALLENGES

Ability to develop an Ambassador program for the COTA due to lack of student availability and interest in this concept.

Faculty attendance and involvement with planning ARTS WEEK events.

Lack of communication with student organization advisors and officers to provide campus policy and procedure training.

GOALS

Increase Assistant Dean web presence on the COTA website.

Provide training and increased communication to COTA club advisors.

Create a COTA student organization brochure to increase recruitment efforts.

Develop a planning committee that incorporates faculty and staff for Arts Week 2011.

Establish formal advising meetings with Associated Students, Inc. Board of Directors to identify and communicate the needs of COTA students.

Enhance and update COTA Assistant Dean website page information.

Design and implement Arts District residential community events and activities for the upcoming academic year.

Develop strategic plan for the restructuring of GCAC Residential community component.

Provide training and mentorship to a student affairs graduate assistant to increase skill and experience with advising students and event planning.

Explore feasibility of providing Assistant Dean resource information during departmental graduate student orientations and welcome meetings for each department.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF COMMUNICATIONS

ACCOMPLISHMENTS

Completed a thorough review of all college and department scholarship accounts and developed a solid framework for annual scholarship management. This included a timeline for scholarship promotion, selection and award distribution.

Enhanced the Advisement Center (AC) including upgrades to the physical space (computers in workstation; bulletin boards, and resource materials, wall displays), and along with the expanded hours of operation. Orchestrated the hiring and training of two students Peer Advisors for the Department of Communications. Comprehensive training guide developed including a resource and reference binder. The student staff provided 30 hours of coverage per week for the growing number of majors seeking assistance from the AC.

AC augmented the online Grad Check processing 935 students and the largest caseload (4 cohorts; freshman - seniors; over 150 advised each semester) of *Finish in Four* participants on campus.

Assistant Dean (AD) involvement in the Instructionally Related Activity (IRA) funded Project Vietnam course in the spring proved to be an opportunity to support both the faculty and students in advanced journalism. Attended class meetings in preparation and coordinated student volunteer activities for the medical mission. Collaborated in the evaluation of student performance and team assignments. Planned a special culmination event to showcase student projects.

Continued to serve as the web content administrator and work with the college webmaster. Led efforts to align the college with the University OmniUpdate web content management system. Identified the structure of the college team that would be trained as end-users once the system is implemented. Completed aesthetic improvements and ensured web presence for student, staff, and faculty activities, which included links to club and organization social media profiles and e-newsletters. Over 20 student leaders are featured online in the new *Student Spotlight* section -- a great way to display student success and the value of co-curricular learning.

Communications Week continued coordination of a six-day conference attended by the community, alumni, faculty, staff, and students, which offered an array of programs and speakers. Continued to serve as one of the advisors and provided leadership and guidance for special events (12 in 2010-11) including three industry mixers AdCon Day, forensics film screening, a Poetry Slam, and a successful fundraiser for Speech Clinic/Center for Children Who Stutter.

Worked in partnership with the Career Center on the second annual *Communications Internship Fair* that attracted 202 communications students and 21 companies offering summer internship opportunities.

CHALLENGES

Continue to identify additional resources to provide staffing support for the college advisement center.

GOALS

Strengthen Peer Advisor program and further utilize department staff in the online Grad Check process.

Continue to develop online tools and resources to complement our current advising system in the college.

Work to implement Western Association of Schools and Colleges (WASC) Committee recommendations regarding advising.

ASSISTANT DEANS FOR STUDENT AFFAIRS

COLLEGE OF EDUCATION

ACCOMPLISHMENTS

Completed the Leadership Development Program and collaborated on a group project regarding “One Stop Student Services” for California State University, Fullerton (CSUF) students.

Co-Chaired the Western Regional Careers in Student Affairs Day conference.

Served on the Western Association of Schools and Colleges (WASC) Student Engagement Task Force and the Advising Request Systems committees.

Coordinated enrollment management efforts, especially related to marketing, for the College.

Created networking opportunities between current students, alumni, faculty, and community leaders that promoted professional development.

CHALLENGES

Increase student access to university and community resources by developing alternative ways to make campus resources more accessible to students.

Continue to develop co-curricular collaborations with faculty and student clubs and organizations.

Continue website upgrades and expand use of technology and social media to enhance recruitment efforts.

GOALS

Develop and implement student learning outcomes assessment plan related to the Professionalism learning domain with the officers of each student organization in the College.

Partner with the Office of Graduate Studies to create graduate student centered programming on campus.

Create professional development workshop for the University Business Institute.

ASSISTANT DEANS FOR STUDENT AFFAIRS

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

ACCOMPLISHMENTS

Served as Advisor to the Engineering and Computer Science (ECS) Inter Club Council (ICC), providing ongoing leadership guidance, development of a budget, conflict negotiation and resolution, and election of new officers.

Provided a variety of student services, such as, retention and co-curricular programs, participation in ICC activities, leadership development, Dean’s List reception, and academic probation workshops.

ECS assisted coordination of College and University events and recruitment efforts. Campus-wide relationships with faculty and staff were also developed for the benefit of the College of ECS through participation in the Leadership Development Program.

Provided direction and support to the ECS ICC to ensure the ECS Awards Ceremony was a success. Approximately 100 students, family members, faculty, and staff were present at the event.

Recruited 20 students for the Engineering Innovation summer program offered as part of a partnership between California State University, Fullerton (CSUF) and Johns Hopkins University. The program exposed participants to the different engineering disciplines and challenged students to apply what they have learned to real world problems. The Assistant Dean successfully negotiated a new three year Memorandum of Understanding (MOU) for this program.

Hosted the third annual Pumpkin Launch in conjunction with Future Scientists and Engineers of America (FSEA) and the Discovery Science Center. The event attracted more than 1,200 spectators and had 12 trebuchets competing in the pumpkin launch event. Industry professional, K-12 members and college students participated in this annual event.

Promoted employer information sessions, career fairs, and announcements of internships and full-time employment opportunities.

Organized students, staff, and faculty to represent the ECS at the University wide Welcome to Cal State Fullerton Day.

Coordinated a reception held to honor students who earned a place on the Dean's List for the fall 2010 semester.

Developed a recruitment strategy for first-time freshman (FTF) and community college transfer students (UDT), which resulted in ECS application with an increase of 9.5%.

CHALLENGES

Development of strategies to reach more students and involve them in co-curricular activities.

Developing the leadership abilities of ECS ICC officers and members.

GOALS

Continue to provide leadership and direction to the 2011-12 ECS ICC officers to involve the ECS ICC in the planning and implementation of ECS activities.

Provide leadership training for the ECS ICC Executive Board, ASI Board representatives, and student club presidents. To accomplish and conduct two training retreats, one at the beginning of the school year and one during intersession. In addition, regular meetings will be scheduled for Executive Board members. Effectiveness of the interventions will be measured using student voice.

Develop and implement activities that will connect FTF student with ECS and encourage participation in student clubs and organizations, which begin during the Student Life Orientation in August 2011.

Continue to implement a recruitment strategy for FTF and UDT, to increase the ECS applications by 10% for FTF and 5% for UDT.

Work in collaboration with the ECS Department Chairs to develop a strategy, which will increase the yield of admitted undergraduate students by 5%.

Continue to provide academic success strategies to ECS students on probation, which will positively affect the college retention rate.

Develop and implement activities that engage graduate and international students.

Continue to coordinate the Johns Hopkins Engineering Innovation Summer program at CSUF.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

ACCOMPLISHMENTS

Increased the 'Connections to the College' and the use of the Student Success Center (SSC).

Continued an intervention for the undeclared pre-nursing students on probation and conducted a survey using Student Voice, and tracked their status at the end of the semester.

Designed an intervention for the First Time Transfer students on probation in January 2011. The percentage of College of Health and Human Development (CHHD) Juniors on Probation or Disqualified after spring 2010 was 6% (Source: IRAS); of the 41 students who attended the workshop, 14 continued on probation and 8 were disqualified.

Individually advised approximately 70 junior and senior status undeclared pre-nursing students with a cumulative Grade Point Average (GPA) of 3.0 or less. Provided information on majors and printed out 'what if' Titan Degree Audits.

Intervened with 58 freshman through senior undeclared pre-nursing students, who had not taken or not passed KNES 191 A and had a cumulative GPA of less than 3.0. Surveyed the group using Student Voice to gather feedback on their ability to set new goals.

Coordinated our Academic Advisors and presented the College portion of New and Transfer Student

Orientation on 12 days and attended the Parent Resource Fair each College day.

Served on the Planning committee and presented at the On Course 6th National Conference.

Organized the Dean's List notification to recognize outstanding student scholastic achievement.

Coordinated College presence at Welcome to Cal State Fullerton Day and the Graduate School Expo.

Coordinated the college-based scholarship committees. Marketed the scholarship opportunities by putting up banners in EC and KHS, and pushing portal messages to students. Developed a fill-in and emailed scholarship application for the College scholarships, resulting in an increase in the number of applications.

Assisted the Health and Human Development (HHD) InterClub Council (ICC) in planning and executing a Fall Research Symposium and Graduate Program overview day.

In addition to advising the ICC, continued to advise the Chi Sigma Iota International Honorary Society – Kappa Omega chapter. Was one of five advisors nominated for the staff advisor of the year award through the Student Organization and Resource Center.

CHALLENGES

Providing coverage for the SSC.

GOALS

Continue to develop resources and partnerships to provide Graduate Assistant/Student Assistant staffing for the SSC with the goal of increasing evening service.

Work with the Chairs and Deans to develop an Alumni Survey.

Continue to serve undeclared pre-nursing students and as faculty advisor for Chi Sigma Iota-Kappa Omega.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

ACCOMPLISHMENTS

Assisted in the effort to open the Asian American Pacific Islander Cultural Resource Center.

Successfully recruited, trained, and managed the coordination of 2011 Commencement volunteers and activities.

Increased the student usage of the Student Access Center (SAC) through extended hours and assessment.

Assisted with the development and expansion of Humanities and Social Sciences Week.

Served as NASPA's (Student Affairs Administrators in Higher Education) region VI Coordinator of the Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community.

Served on the President's Scholars Selection Committee.

Mentored two Future Scholars students and one NASPA Undergraduate Fellows Program (NUFP) Fellow.

CHALLENGES

Providing quality services with limited resources

Improving SAC attendance for regular services and program events.

Increased faculty advisor participation in Humanities and Social Sciences (H&SS) Inter Club Council organizations.

GOALS

Increase usage of the SAC by unique users, and with the faculty, staff, and students who attend the programmed events at the SAC.

Explore the feasibility of making the SAC accessible via web-based video calls or conferencing.

Assist in reducing the number of students who are on academic probation.

Work with Politics, Administration and Justice faculty to offer campus events related to the American Democracy Project and Constitution Day.

Increase club participation with H&SS Week.

Increase the visibility of the SAC.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

ACCOMPLISHMENTS

Coordinated site visits to four California State University (CSU) campuses involved in the Edison Scholar Program.

Planned successful bi-annual luncheon for Edison Scholars Program.

Simultaneously planned and successfully implemented the 2011 Honors Convocation and Natural Sciences and Mathematics (NSM) Awards Reception.

Contributed to a successful three-year review for the National Science Foundation (NSF) Talent Expansion in Science and Technology: an Urban Partnership (TEST: UP) Grant.

Facilitated meaningful learning outcomes for the NSM Graduate Assistant and the NSM-InterClub Council Executive Committee.

GOALS

Develop and submit the proposal for the second cycle of funding from Edison International.

Develop marketing campaign for Opportunity Center for Science & Mathematics Students (OCSAMS).

Develop a student evaluation component for probation advising.

ASSISTANT DEANS FOR STUDENT AFFAIRS MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

ACCOMPLISHMENTS

Presented public speaking workshop at the *Knowledge is Power* Conference, University Business Institute, and Student Leadership Institute.

Served on University-wide task force on Student Engagement project that was assigned during previous year as participant of the Leadership Development Program (LDP).

Two different videos were filmed in the summer 2010 for use in the fall semester "Keep Mihaylo Hall Clean" campaign.

Collaborated with College Development staff to pioneer first Class Gift campaign committee.

Supported four new clubs/organizations to get started and connected them with other groups to collaborate on joint events.

Hosted the Summer Business Institute (non-profit organization) with the cooperation of various University entities.

Coordinated and planned two Dean's Honor List Receptions with 12% increased participation.

Chaired college-based scholarship committee and facilitated smooth process in selecting a wider group of award recipients and recommended additional awards to be given.

Served on the President's Scholars and Business Honors Screening Committees, and the Titan Excellence Award Committee.

Recruited Beta Gamma Sigma [Association to Advance Collegiate Schools of Business (AACSB)-related honor society] leaders to establish a student chapter to assist with peer mentoring of our Business Honors students.

CHALLENGES

Maintaining open communication with Dean's Office and departmental staff.

Provide adequate student service support with limited resources.

GOALS

Implement University Planning Initiative (UPI) grant objective of incorporating online resources for the required course ISDS 361A to improve retention.

Increase awareness of the Tutoring Center by improving marketing material and working with faculty on getting the word out.

Collaborate with the College to incorporate a Beta Gamma Sigma (AACSB-related honor society) web site.

ASSISTANT DEANS FOR STUDENT AFFAIRS IRVINE CAMPUS

MISSION STATEMENT

This office will provide intentional co-curricular learning experiences through academic advisement, counseling, mentoring, workshops and programs that directly contribute to the attainment of personal and academic goals of CSUF Irvine Campus students. In addition, staff will contribute to the design of an overall campus community that results in a caring and diverse community, where meaningful involvement in campus life and positive interaction is promoted. CSUF Irvine Campus Student Affairs professionals will endeavor at all times to support CSUF IRVC students to achieve degree objectives within a timeframe shorter than or equal to graduation rates for transfer, credential, or

graduate students experienced at the CSU Fullerton Campus.

ACCOMPLISHMENTS

Student Affairs at California State University, Fullerton (CSUF) Irvine Campus (IRVC) contributed to the recruitment, enrollment, retention, and graduation of students through providing essential services that support involvement in active learning and academic success. Encouraged comprehensive student learning and development by creating and facilitating experiences, programs, and other opportunities that extended instruction beyond the classroom.

Provided student services to approximately 2,300-3,600 enrolled IRVC students. IRVC facilities are an extension of the CSUF campus and may be accessed by more than 11,000 currently enrolled CSUF students residing in the IRVC zip coded target area.

Fully staffed service areas including reception services, Academic Advisement and Student Activities (ASI), College of Business Advisement, and Financial Aid.

Provided academic assistance to over 2,500 students engaged in over 165 courses in the fall 2010. Developed, planned, and hosted activities designed to meet the unique personal and academic needs and time constraints of IRVC students.

Utilized current retention research to develop new concept of "Academic Coaching" to assist students toward degree completion, this process will be fully implemented and assessed in 2011-12.

Streamlined process developed for Pre Enrollment Seminars that introduced students to resources contained in online Student Portals accessed through the CSUF website.

Developed electronic student files for advisement operations and Pre Enrollment Seminars.

Developed and employed Student Services Response Questionnaire submitted anonymously which increased student feedback.

Participated in regional education consortium hosted through Mission Hospital Community Outreach and Education, designed to increase the number of underrepresented students from this area who attend college within three years after high school graduation.

Provided advisement for new transfer students during a small group Academic Advisement Seminar (AAS). Each student received access to advisement services that assist in understanding of the Titan Degree Audit (GE, major electives), graduation requirements, schedule planning, campus tour, and online registration.

Successfully completed move to the new IRVC facilities. Received positive feedback from students in spring 2010 Student Services Survey regarding facilities, location, and amenities.

GOALS

Serve as the focal point for support services necessary to achieve campus goal of increased student access, retention and success.

Complete installation and software coding to enable Irvine Campus students to utilize Titan Card swipe system to check in for all campus appointments.

Monitor student traffic at various student service offices and make recommendations to the Dean regarding changes necessary to alleviate barriers or problems observed within this data.

Work with Enrollment Management and Institutional Research and Analysis to construct a model to compare IRVC Only students with CSUF students to determine if there are significant differences in student achievement or program completion as a result of choices made to attend classes only at this location.

Monitor use of campus services by CSUF students who do not complete courses at the Irvine Campus.

Complete upgrade of advising documentation to mirror same forms/processes students experience while seeking advisement at the CSUF main campus for questions related to General Education or completion of major requirements.

Increase direct student input regarding services provided by this unit by increasing student feedback on website survey by a minimum of 10% during 2011-12.

Develop after-services survey for use by all members within the Student Affairs unit; develop procedures to solicit feedback from every student who seeks services from Student Affairs representatives.

Actualize a 30% increase of students receiving academic advisement as documented by TitanCard readers.

Demonstrated satisfaction level of 30% or higher with academic advisement.

Decrease of graduation deferrals (10%) of students participating in advisement process at IRVC.

Decrease of students repeating courses taken at IRVC (10%).

Identify students who receive Dean's list designation each semester.

STUDENT LEARNING OUTCOMES

Assessment of student learning in the co-curriculum is a priority in the Division of Student Affairs at California State University, Fullerton (CSUF). The purpose of assessing student learning is to identify opportunities for improvement in programs and services. With student success as the guiding principle, Student Affairs advances holistic student learning by creating meaningful connections through educationally purposeful activities.

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.

Conversations regarding the assessment of student learning in Student Affairs began in earnest in 2005-06. The division established a division-wide assessment committee 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. The Student Affairs Learning Domains and Characteristics were finalized and approved in spring 2009 (see right).

Development of department-level learning outcomes, mapped to one or more of the divisional learning domains, were established in the 2009-10 academic year. In this annual report you will find reports from departments who completed learning-focused assessment projects in the past year. The reports detail the nature of the assessment project, key findings, and how each department will utilize outcomes data to make improvements to their programs or services to further promote student success.

Student Affairs published its second assessment book in early 2012, which highlights leading examples of assessment efforts in the division. This Briefing Book, which features 27 projects from 13 different departments completed in 2010-11, was distributed widely to campus partners and community members.

Finally, transparency to students, their families, and the campus community is an important aspect of divisional outreach efforts. A comprehensive assessment website in Student Affairs has been completed. The site highlights continuous improvement of divisional programs and services through reporting data pertaining to student experiences and perceptions, utilization statistics, program evaluations, student satisfaction and student learning outcomes from co-curricular engagement. Such data contribute to the improvement of programs and services and provide critical information to support student success.

For additional information, please see the subsequent department reports in this publication.

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: 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: 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.
- Model behavior consistent with organization's mission, goals and culture.

Domain: Self-Management

Students will be able to:

- Explore and engage in new learning experiences and opportunities.
- Develop self-knowledge and awareness in 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 conflict in constructive ways.
- Apply critical thinking skills in making decisions regarding healthy and responsible behavior.

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.

Background/Overview

In 2006, the ASI initiated a student learning outcome assessment program based upon work done by the University of Minnesota-Twin Cities which outlined seven outcomes of a student's engagement in the programs and services of the student affairs division. The ASI has adopted these seven outcomes as Student Involvement Outcomes (SIO), stating that students involved in the programs and services of the ASI develop and demonstrate achievement in: responsibility and accountability, independence and interdependence, goal orientation, self-confidence/humility, resilience, appreciation of differences and tolerance of ambiguity. The target for the SIO program is both student employees and student leaders.

Student Involvement Outcomes

A student involved in the activities, programs and services of the Associated Students, CSUF, Inc. develops and demonstrates achievement in the following:

Responsibility and Accountability

- Makes appropriate decisions regarding his/her own behavior
- Recognizes and accepts consequences of actions
- Meets agreed upon expectations
- Follows through on commitments
- Accepts responsibility for personal errors
- Takes responsibility for his/her own learning

Independence and Interdependence

- Determines appropriately when to act alone and when to work or consult with others
- Demonstrates ability to initiate action and effectively engage others to enhance outcomes
- Works with minimum supervision whether it be alone or within a group
- Adapts behavior as appropriate in response to team or organization needs

Goal Orientation

- Manages energy and behavior to accomplish specific outcomes
- Possesses and maintains sufficient motivation to achieve goals
- Understands how to use his/her talents and skills to contribute to the betterment of society
- Demonstrates effective planning and purposeful behavior
- Does not allow distractions to prevent timely completion of tasks
- Pushes self, when needed, to accomplish goals

Self-Confidence/Humility

- Maintains and projects optimistic perspective
- Expects the best from self and others
- Assesses and articulates accurately (when appropriate) personal strengths and weaknesses
- Shows interest in learning about others and their accomplishments
- Demonstrates ability to help others adapt to new situations

Resilience

- Recovers from disappointment or bad experience and continues to work successfully
- Learns from a bad experience and recovers
- Works through disappointments (i.e., what caused them, what can be done to avoid them next time, and what can be done to repair them now)

Appreciation of Differences

- Works effectively with others, despite differences; can respectfully discuss differences with others
- Recognizes advantages of moving outside existing "comfort zone"
- Seeks out others with different backgrounds and/or perspectives to improve decision making
- Appreciates the importance of diversity and conveys this value to others
- Understands and respects the values and beliefs of others

Tolerance of Ambiguity

- Demonstrates intellectual and emotional ability to perform in complicated environments and the absence of standard operating procedures
- Can work under conditions of uncertainty

*adopted from *Student Success Outcomes*, University of Minnesota, Office of Student Affairs and *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*, NASPA and ACPA

Data Collection Methods:

ASI Student Employees

- Throughout the year, all departments within the ASI participated in measuring student learning outcomes for student employees within their specific areas, as part of an organization wide effort. The methodology used included start-of-position assessments (both self-assessments and assessments performed by the student employee's supervisor) in seven outcome categories. These categories covered specific skill sets, such as: responsibility & accountability; independence & interdependence; resilience; goal orientation; self-confidence and humility; tolerance of ambiguity; and appreciation of differences. These specific assessment skill sets were incorporated into student employee position descriptions and performance evaluation tools, in an effort to reinforce the desired learning objectives.

ASI Student Leaders

- Student leaders are introduced to the ASI Student Involvement Outcomes during the orientation to their new positions and during their training retreats. At the start of each month, they focus a portion of their council, board or program meeting on that month's ASI Student Involvement Outcome of the Month. The student leaders are assessed (360 Degrees: student, peers, advisors) in their development of the seven ASI Student Involvement Outcomes. The methodology used to evaluate the student leaders includes a pre-assessment, pre-assessment, end-of-semester assessment, and end-of-year assessment.

Camp Titan

- Camp Titan engages student volunteers as camp counselors and program staff for a one-week residential camp program. These volunteers participate in approximately 28 hours of training over the course of the spring semester. After the camp week in June, a survey is sent out to each of the volunteers asking them to self evaluate on each of the seven ASI Student Involvement Outcomes.

Results

ASI Student Employees

The following is a representation of some of the important data from the ASI Student Involvement Outcomes Program for student assistants (employees). The Student Assistant Assessment is a combination of learning and performance evaluations in which the student undertakes a self evaluation while the supervisor evaluates the student in specified intervals: at the three month mark, then every six months thereafter. For each ASI Student Involvement Outcome, the results compare the student self evaluation with the supervisor evaluation on the highest skills developed and the lowest skills developed this academic year. The following is preliminary interpretation of raw data which represents mean score on a 10 point scale with 1= never and 10=always and n=242.

ASI Student Leaders

This year this program was conducted with the ASI Productions, Association for Inter-Cultural Awareness, and Titan Tusk Force, Lobby Corps, Executive Staff, Board of Directors, and TSC Governing Board assessing the student leaders vis-à-vis the ASI Student Involvement Outcomes. This modified 360 degree review compares the student leader's self evaluation with peer evaluation, and the student director of the program. The following is preliminary interpretation of raw data which represents mean score on a 10 point scale with 1= never and 10=always and n=46.

Camp Titan

The following is preliminary interpretation of raw data which represents mean score on a 5 point scale with 1= never and 5=always and n=32.

- Responsibility and Accountability: 78.1% of the Camp Titan counselors develop the skill of accepting responsibility for their errors.
- Independence and Interdependence: 78.1% of the Camp Titan counselors always felt that they were able to initiate and develop relationships with individuals such as peers, campers, and supervisors.
- Goal Orientation: The results show that 81.3% of the Camp Titan counselors were always pushing themselves to learn new skills, when necessary, to accomplish goals.

- Self-Confidence and Humility: 87.5% of the Camp Titan counselors developed the skill of expecting the best from self and others.
- Resilience: The results show that 71.9% of the Camp Titan counselors were able to practice understanding the cause of negative experience and learning how to prevent it from recurring.
- Appreciation of Differences: 84.4% of the Camp Titan counselors were able to understand and respect the values and beliefs of others.

Limitations

ASI Student Employee

- The supervisor and student ratings are similar.

ASI Student Leaders

- The student leaders, peers, and administrator director ratings are similar.

Camp Titan

- No limitation. Goals were met this year.

Future Goals

ASI Student Employee

- Provide feedback of the student assistant assessment to each department within ASI.
- Implement a guide to for supervisors and student assistants to review before filling out the assessment.

ASI Student Leaders

- Design an easy to read form for student leaders to review their results from the assessment.

Camp Titan

- Continue to incorporate monthly discussions to highlight an ASI Student Involvement Outcome during the trainings.

DEPARTMENT 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.

PROGRAM/SERVICE OVERVIEW:

Comprehensive Career Center Student Learning Outcomes Assessment, 2011

The purpose of the survey was to assess the learning outcomes that were reported by students who utilized these services, as part of the Division of Student Affairs initiative during 2010-2011. The domains of Professionalism and Self Management were selected from the five domains developed by the Student Affairs Assessment Committee to focus the learning outcomes assessment.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

DATA COLLECTION TIMEFRAME:

April 2011.

DATA COLLECTION METHODS:

Online CampusLabs survey.

LIMITATIONS:

Self-reported learning outcomes.

PROJECT SAMPLE:

2404 students who had utilized either walk-in counseling or scheduled counseling services from July 1, 2010 through February 28, 2011.

SUMMARY OF RESULTS:

The survey provides strong evidence documenting student learning in both the Professionalism and Self Management domains as a result of the services utilized by students who took advantage of the walk-in and scheduled counseling assistance over the 8 month period.

KEY FINDINGS:

- 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 search and conduct a job search; and exploration of how major and careers are related,

including selecting a major which fits an individual's goals, and developing a plan to reach these goals.

- 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, evaluating graduate school programs, and interviewing with graduate school representatives were the lowest learning outcomes reported by students.
- Students whose expectations were not met wanted more individual assistance

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PROGRAM/SERVICE OVERVIEW:

Large Scale Student and Employer Recruiting Events – 2010

The Career Center offered five large scale undergraduate-focused recruiting events in 2010, and administered a web based survey to students with usable emails who participated in the events, using a common set of questions to assess the self-reported learning outcomes which resulted. The domains of Professionalism and Self-Management were the focus of this assessment, as part of a *Division of Student Affairs* Learning Outcomes Assessment initiative.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:

1774 students with usable email addresses in sample, with 483 responses for a 27% overall response rate.

DATA COLLECTION TIMEFRAME:

January 2010 to December 2010

DATA COLLECTION METHODS:

Online StudenVoice survey sent to each student with a usable email address who checked-in to one of the events.

LIMITATIONS:

Self-reported learning outcomes.

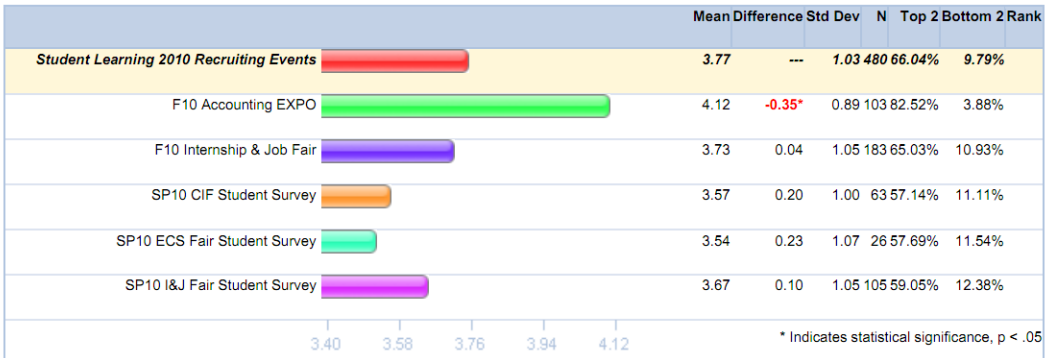
SUMMARY OF RESULTS:

KEY FINDINGS:

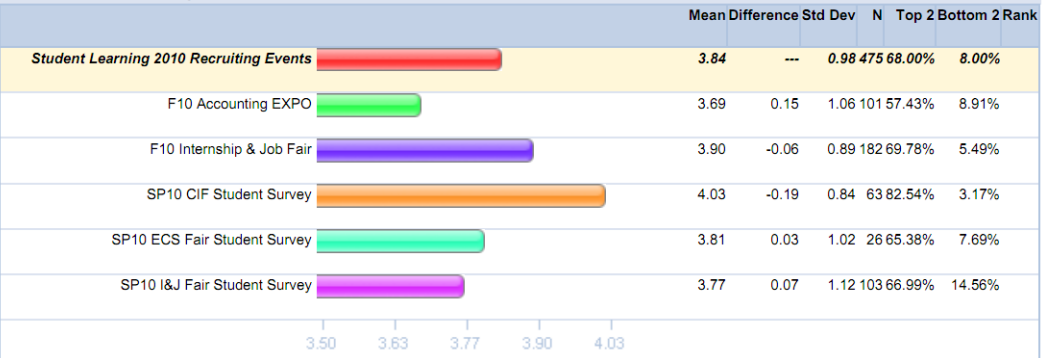
On a 5 point scale, with 5 being “Strongly Agree” and 1 being “Strongly Disagree”, there was a mean of:

- **3.77 on the question** “*I developed a better understanding of the job market, qualifications, and expectations of potential employers.*”
- **3.84 on the question** “*I developed confidence in interacting with potential employers.*”
- **3.78 on the question:** “*I gained valuable experience by attending this event.*”
- **3.89 on the question:** “*Attending this event was worthwhile.*”

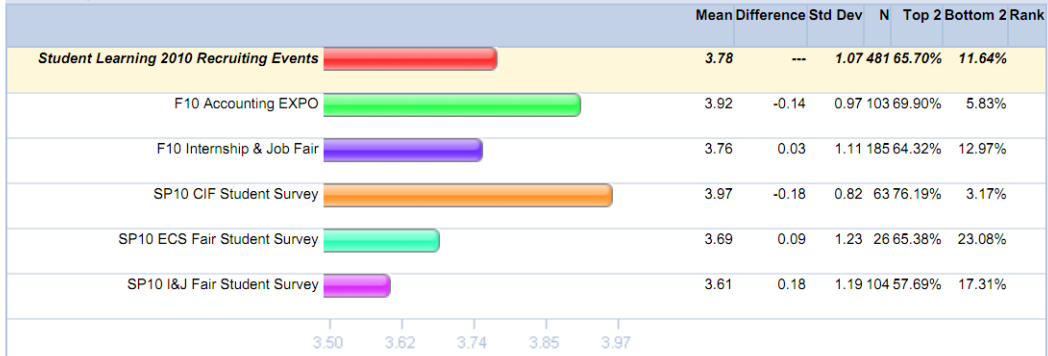
Please indicate your level of agreement with the following statements: - I developed a better understanding of the job market, qualifications, and expectations of potential employers.



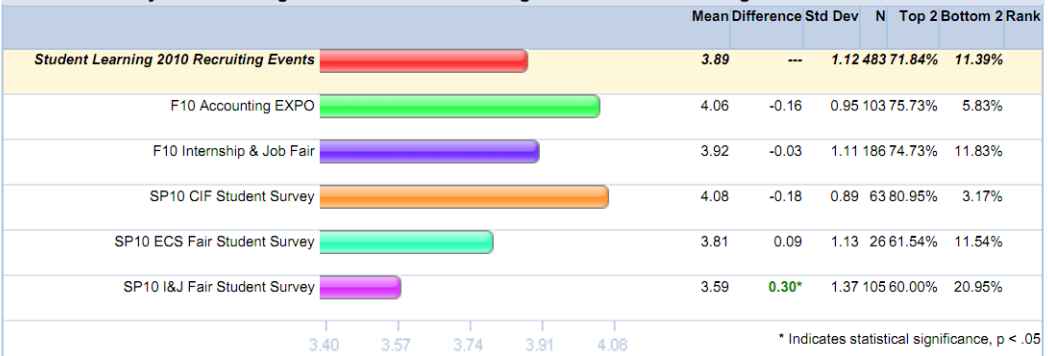
Please indicate your level of agreement with the following statements: - I developed confidence in interacting with potential employers.



Please indicate your level of agreement with the following statements: - I gained valuable experience by attending this event.



Please indicate your level of agreement with the following statements: - Attending this event was worthwhile.



APPLICATIONS OF FINDINGS:

Overall, it is clear that students who participated in these events and responded to the surveys increased both their knowledge of the job market and became more confident in their skills as a result of their participation. There was some variation in the format of the five events, which may explain, for example, the positive statistically significant difference in job market knowledge reported by the students who participated in the Fall 2010 Accounting EXPO, which was the only one to incorporate a Recruiter's Panel into the format of the event. In another example, students who participated in the Spring 2010 Internship & Job Fair reported a positive, yet statistically significant lower response to the question "Attending this event was worthwhile." Perhaps this difference is at least partially a measure of student frustration with the historically challenging job market they encountered throughout 2010, which gradually and slowly improved as the year progressed.

In the upcoming year these assessments will provide a baseline as additional events are planned and as other events are modified, in order to enhance both the learning dimensions and the employment success of our students participating in these events.

DEPARTMENT 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.

PROGRAM/SERVICE OVERVIEW:

Large Scale Student and Employer Recruiting Events, 2010 - 2011

Seven large-scale, campus wide events engaging students and employers were offered by the Career Center in 2010-2011 including the Accounting EXPO, Fall 2010 Internship & Job Fair, Engineering & Computer Science Fair, the Business Career Fair, the Spring Internship & Job Fair, the Education Networking EXPO, and the Communications Internship Fair. Several thousand students and several hundred employers participated in these events which were designed to help students learn about the job market and qualifications for various careers; build confidence in interacting with employers; and introduce students to opportunities that align with their career goals.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:

2570 students with usable email addresses in sample, with 703 responses for 27% overall response rate.

DATA COLLECTION TIMEFRAME:

September 2010 - May 2011

DATA COLLECTION METHODS:

Online CampusLabs survey sent to each student with a usable email address who checked-in to one of the events.

LIMITATIONS:

Self-reported learning outcomes.

SUMMARY OF RESULTS:

Overall, the surveys demonstrate considerable learning across each of the four common questions in the surveys across all 7 events.

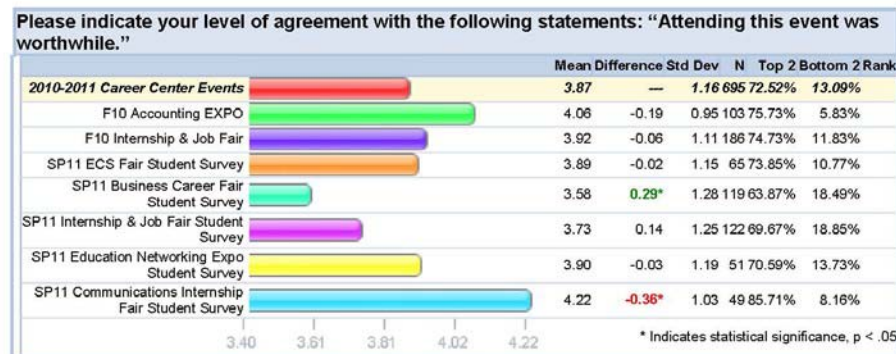
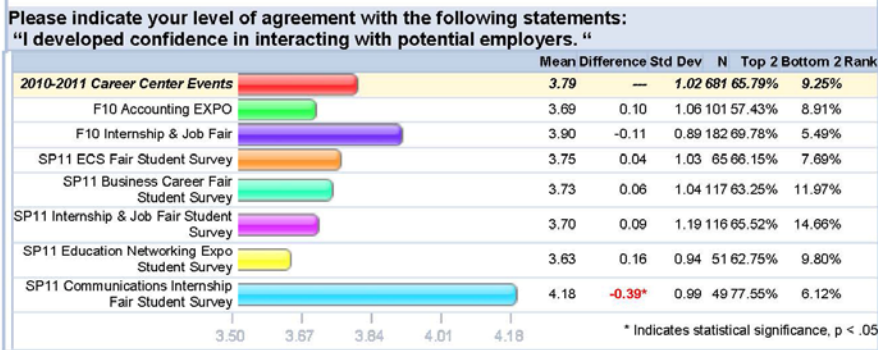
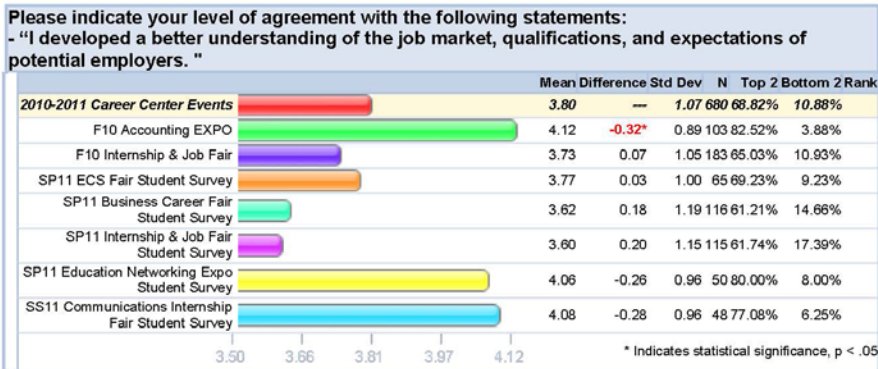
KEY FINDINGS:

On a 5 point scale, with 5 being “Strongly Agree” and 1 being “Strongly Disagree”, there was a mean of:

- **3.8 on the question** “I developed a better understanding of the job

market, qualifications, and expectations of potential employers.”

- **3.79 on the question** “I developed confidence in interacting with potential employers.”
- **3.76 on the question:** “I gained valuable experience by attending this event.”
- **3.87 on the question:** “Attending this event was worthwhile.”



APPLICATIONS OF FINDINGS:

Incorporating the employer panels for the Accounting EXPO in September 2010 and the Education Networking EXPO in April 2011 yielded strong reported student learning outcomes. It is clear that students respond positively and learn more when career related insights are shared by professionals. As events are planned for the upcoming year, efforts will be made to emphasize similar educational elements across all events to increase student learning.



DEPARTMENT MISSION STATEMENT:

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PROGRAM/SERVICE OVERVIEW:

Student Employment Experiences (2010 - 2011)

Paid internships, part-time jobs, and summer employment experiences provide a critical opportunity for students to prepare for professional careers as well as earn income to offset educational expenses. Each of the Industry Specialists in the Career Center both reach out to employers and provide help to students seeking such opportunities, and over 1300 employers recruit Cal State Fullerton students for such opportunities each year.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:

195 employers who hired CSUF students for paid internships, part-time jobs, and summer jobs from July 2010 through June 2011

DATA COLLECTION TIMEFRAME:

July 2011

DATA COLLECTION METHODS:

Online CampusLabs survey sent to 1345 employers who listed paid opportunities or participated in other recruiting activities in 2010-2011. Three hundred seventy (370) or 26% responded. The one hundred ninety-five (195) employers who hired CSUF students for these opportunities were then asked a series of questions to assess what students had learned from these part-time, internship or summer work experiences from an employer perspective.

LIMITATIONS:

Aggregate data which does not provide specific feedback to individual students.

SUMMARY OF RESULTS:

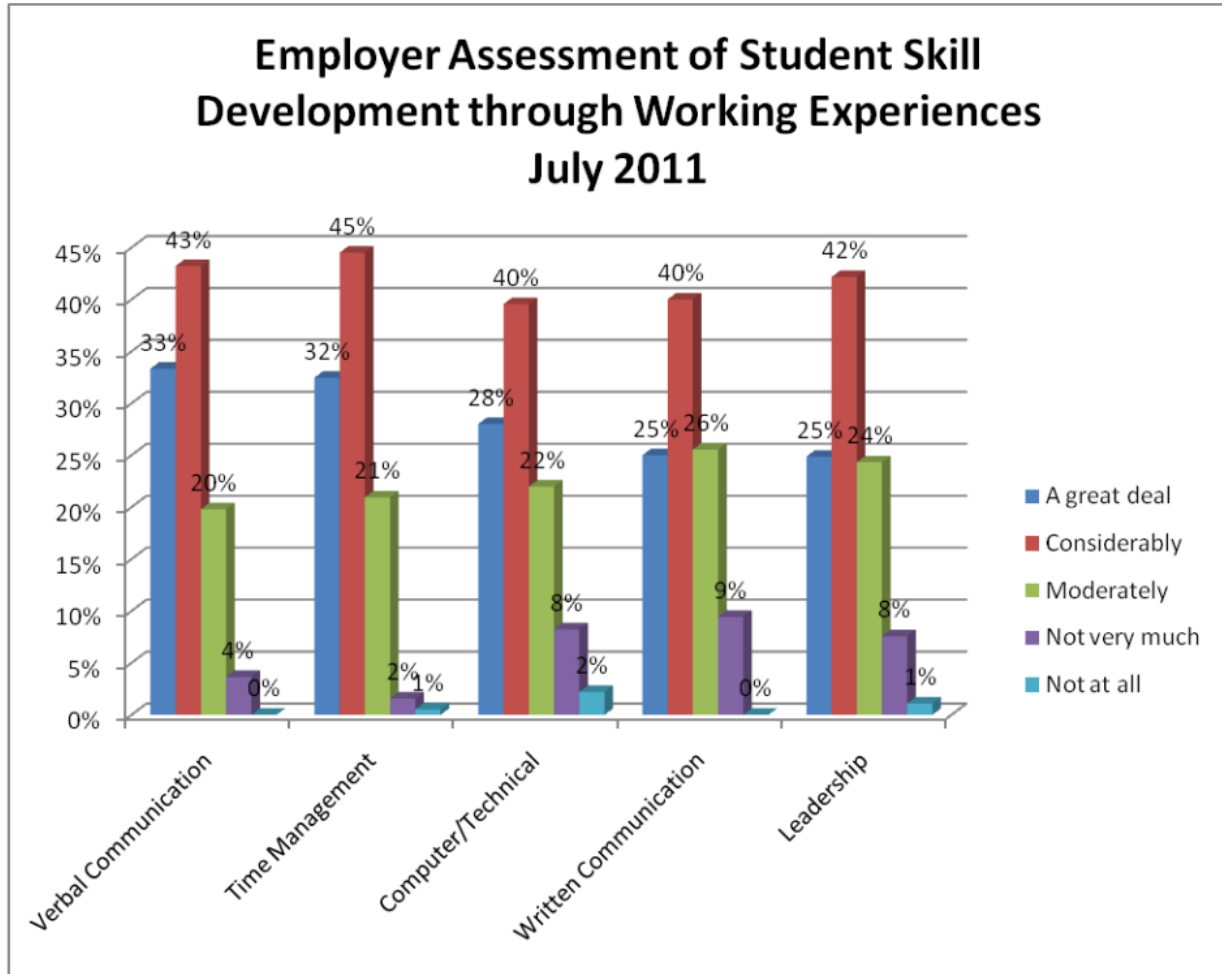
KEY FINDINGS:

- 94% reported they were “very satisfied” or “moderately satisfied” with the students’ **overall performance**, for a mean of 4.57 on a five point scale, with 5 being “very satisfied.”
- 76% reported that students gained **verbal communication** skills “a great deal” or “considerably,” with a mean of 4.05 on a

five point scale, with 5 being “a great deal.”

- 78% reported that students gained **time management** skills “a great deal” or “considerably,” with a mean of 4.06 on a five point scale, with 5 being “a great deal.”
- 67% reported that students gained **computer/technical** skills “a great deal” or “considerably,” with a mean of 3.83 on

- a five point scale, with 5 being “a great deal.”
- 67% reported that students improved their **written communication** skills “a great deal” or “considerably,” with a mean of 3.83 on a five point scale, with 5 being “a great deal.”
- 67% reported that students gained **leadership** skills “a great deal” or “considerably,” with a mean of 3.81 on a five point scale, with 5 being “a great deal.”



APPLICATIONS OF FINDINGS:

These results illustrate the range of critical transferable skills that are typically available for a student to develop through participation in a student employment experience. These results, as well as selected advice from these employers, will be shared with students to help them take full advantage of their work experiences to enhance their professional future. They are also consistent with the data gathered in a similar survey in July 2010, reinforcing the value of skill development that internships and other student employment provide from a supervisor’s point of view.



Department Mission Statement:

The mission of the Office of Disabled Student Services (DSS) at California State University, Fullerton is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment in all aspects of campus life. The program acts as a catalyst and agent for compliance with federal and state laws and regulations mandating equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically related services which empower students with disabilities to achieve academic and personal self-determination.

Program/Service Overview:

Disabled Student Services New Student Orientation

The DSS New Student Orientation is given once a year before the start of fall semester. DSS Counselors prescribe specific accommodations for students with documented disabilities. The goal of the DSS New Student Orientation is to inform first-time freshmen and transfer students registered with DSS on the policies and procedures dealing with accommodations students may need in their classes. Additionally, students are shown informative videos explaining DSS policies and procedures.

Learning Domain:

Self-Management

Project Sample:

8 students

Learning Outcomes:

Students will be able to:

1. Understand their responsibility in completing service request forms and meet with their counselor each semester to review necessary accommodations.
2. Understand importance of meeting with individual instructors to discuss disability-related needs.
3. Understand they must abide by departmental and university policies.

Data Collection Timeframe:

August 2010

Data Collection Methods:

Survey administered through StudentVoice

Limitations:

Small sample size

Summary of Results:

The results of the survey indicated that first time-freshmen and transfer students who are registered with DSS gained an understanding of the information presented to them during the DSS New Student Orientation. Most students have a good understanding of what their responsibilities are during their time as a registered student with DSS. They also understood the responsibilities of the Office of DSS and the responsibilities of the CSUF Faculty in providing students with the appropriate accommodations. The students who attend the DSS New Student Orientation are presented a great deal of information about DSS policies and procedures during a three and a half hour time period. During the course of the DSS New Student Orientation, which consists of DSS Staff presentations and informative videos, students are reminded that they can go online to refer to the *DSS Handbook for Students and Faculty* found on the CSUF website.

Key Findings:

- 87.5% of respondents indicated they understood their responsibility to give their professors the Letters of Accommodation.
 - 87.5% of respondents indicated they understood the importance of turning in the Testing Information Form a week before exams and two weeks before final exams.
 - 75% of respondents were able to explain DSS Testing Policies and Procedures.
 - 75% of respondents indicated they could recognize their responsibilities in the DSS procedure guidelines.
-

2011-2012 Strategic Goals:

1. DSS will continue using the information videos during the DSS New Student Orientation and will get the videos captioned.
2. DSS will use the DSS Computer Lab to help students locate the DSS Student Handbook online. Students will be able to use the computers in the DSS Computer Lab to view the DSS Student handbook during the DSS New Student Orientation.

Educational Partnerships Chicana/o Resource Center

DEPARTMENT MISSION STATEMENT:

To provide a learning environment for students, faculty, staff, and the broader community that is inclusive and fosters the history, education, and culture of Chicanas/os and Latinos. Serve and expand the research needs of the university community through the Chicano research collection. Support the collaboration and creation of scholarly works between faculty and students. Support the advancement, recruitment, and retention of Chicana/o, and Latino students through collaborative efforts with other campus programs and departments. Support and facilitate dialogue on the Chicana & Chicano experience among students and across the university community.

ASSESSMENT:

Diversity & Global Consciousness #1

- SLO #1 To develop an awareness and understanding of their identity and culture (For Student Participants)

Leadership Development #2

- SLO #1 To understand their role as leaders with an organizational culture (Participants)
- SLO #2 To exhibit the ability to visualize group purpose and achieve desired outcomes

Data: 10 reflections and qualitative surveys; September 2010

Limitations: Yearly event, and limited number of student attendance

SUMMARY OF RESULTS:

Event enabled students to connect with panelists and helped them to realize they were not alone in navigating institutions of higher learning. It also lessened their fears and lack of knowledge about graduate schools.

The Papel Picado Workshop Learning Domains

Diversity & Global Consciousness #1

- SLO #1 To develop an awareness and understanding of their identity and culture (For Student Participants)

Leadership Development #2

- SLO #1 To understand their role as leaders with an organizational culture (Student Assistants)
- SLO #2 To exhibit the ability to visualize group purpose and achieve desired outcomes (Student Assistants)

Data: 10 reflections and qualitative surveys; December 2010

Limitations: limited number of student attendance

SUMMARY OF RESULTS:

Workshop allowed students a mechanism for de-stressing before finals. It also taught them a different cultural activity that they in turn can share with others, i.e. family members and others in their communities.

For student assistants, it provided an opportunity to plan, organize, and lead the activity. Stud. Asst. focused on presentation skills as well.

The Latino Male Graduate Symposium Learning Domains:

Diversity and Global Consciousness #1

- SLO #1 To develop an awareness and understanding of their identity and culture (Student Participants)

Leadership Development #2

- SLO #1 To understand their role as leaders with an organizational culture (participants)
- SLO #2 To exhibit the ability to visualize group purpose and achieve desired outcomes (Student Assistants)

Professionalism #3

- SLO #1 To work effectively and respectfully with others, incorporating diverse points of view (Student Assistants)

Data: 10 reflections and qualitative surveys out of 20 in attendance; April 2011

Limitations: first event and a limited number of student attendance

SUMMARY OF RESULTS:

Event allowed students to hear experiences and challenges Latino males encounter while in graduate school. The also were exposed the importance of mentoring, networking, and development of leaderships skills. For student assts., it provided an opportunity to plan, organize, and network with faculty and students to cultivate their leadership skills, and to deliver a project that meets the needs of its constituents, the Chicano/Latino student.

KEY FINDINGS:

In each of the events conducted this year, all respondents indicated the importance of programming events that are directly related to Latino students; and that cultural and educational presentations are greatly needed on a campus that is identified as an HSI. All respondents stated they would take information received, either academic or cultural, and apply it to their own lives. They also stated that they would share information with others. -Re: Student Assistants and volunteers –These assistants need to be given the opportunity to take risk in leadership roles so they can flourish and develop their self-worth, identify, confidence, and leadership style. The students involved in these activities were able to develop and cultivate their organizational skills and network with campus constituents. These types of projects also give student assistants a framework to develop their own creativity, voice, leadership style and effective practices while meeting the goals of the project.

Educational Partnerships Talent Search Program

DEPARTMENT MISSION STATEMENT:

The Educational Talent Search program is federally funded and designed to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The Educational Talent Search program provides students with year-round services such as: academic advising, career counseling, financial aid awareness and postsecondary planning and selection. The program's central goal is to ensure that participants graduate from high school and continue on to a postsecondary institution of their choice. California State University, Fullerton's Educational Talent Search Program participants are selected from four high schools in the Anaheim Unified High School District: Anaheim, Katella, Magnolia and Savanna.

ASSESSMENT:

Name of program being assessed and purpose: The 2011 Educational Talent Search Summer Program. The purpose of the Summer Program was to introduce students to a college campus and assist them in developing the necessary skills to be successful in high school and beyond. The program featured the following components: English & Science classes, S.T.E.M. workshops, College Involvement workshops, two field trips and peer networking exercises.

Learning Domain: Self Management: "Explore and engage in new learning experiences and opportunities"

Learning Outcomes:

- SLO#1: The Summer Program will help prepare students for college
- SLO#2: Summer Program classes will help prepare students for the next academic year
- SLO#3: Students will feel they benefited from participating in the Summer Program
- SLO#4: Summer Program participants will plan to attend college

Project Sample: 36 student surveys (86% of program participants or 36 of the 42 program participants completed the survey)

Data Collection Timeframe: June 20-July 1st (2 week duration of the summer program)

Data Collections Methods: Post satisfaction survey

Limitations: Did not collect a pre satisfaction survey to compare post survey data to. Not all program participants completed our survey. The SLO#1 question was answered by 31 participants. The SLO#2 question was answered by 35 participants. As a result the data for these two SLO's is not representative of the entire sample group.

SUMMARY OF RESULTS:

In general our data demonstrated that the 36 survey participants viewed the Summer Program as an essential component of the Educational Talent Search Program's services. The Summer Program was developed to assist in meeting the program's mission of "providing year round services that ensure participants graduate from high school and continue on to a postsecondary institution."

KEY FINDINGS:

- SLO #1: The Summer Program will help prepare students for college:
94% of program participants "strongly agree or agree" that the Summer Program helped prepare them for college
- SLO#2: Summer Program classes will help prepare students for the next academic year
86% of program participants "strongly agree or agree" that the Summer Program helped prepare them for the next academic year
- SLO#3: Students will feel they benefited from participating in the Summer Program
100% of program participants "strongly agree or agree" that they benefited from participating in the Summer Program
- SLO#4: Summer Program participants will plan to attend college
97% of program participants "strong agree or agree" that they plan to attend college

STRATEGIC GOALS:

We will use this data to reexamine and enhance the 2012 Summer Program content and curriculum. Specifically, when determining what academic classes and workshops to offer.

DEPARTMENT MISSION STATEMENT:

Educational Partnerships actively seeks to positively impact the social tapestry of our community through established comprehensive educational programs that advance the talent of underserved students. We assist in the development of our students' academic, social and personal aspirations to effectively navigate the educational pipeline. Our professional efforts provide comprehensive leadership, resources and networks through collaborative educational relationships between Cal State Fullerton and school districts, universities, and community organizations.

PROGRAM/SERVICE OVERVIEW:

McNair Scholars Program Learning Outcomes

McNair Scholars participate in rigorous year round programs that prepare students for acceptance into graduate programs. Scholars work to define goals, engage in research, and develop skills and create student/faculty mentor relationships critical to success at the doctoral level.

LEARNING DOMAIN:

Self Management
Professionalism

PROJECT SAMPLE:

4 Students: 2 Undergraduates, 2 currently in PhD programs.

LEARNING OUTCOMES:

1. Students will be able to develop and manage personal plans and adjust goals as needed given new opportunities.
2. Students will be able to engage in experiences that lead to professional growth and career preparation.
3. Students will be able to develop interpersonal competence as a result of participating in our program.

DATA COLLECTION TIMEFRAME:

May 2011

DATA COLLECTION METHODS:

One on one interview

LIMITATIONS:

The main limitation is that we were unable to interview students that were currently in their Master's program.

SUMMARY OF RESULTS:

The results of our interviews indicated that our McNair scholars have a strong sense of preparation in pursuing an academic career through the experiences provided by the McNair Program.

KEY FINDINGS:

- Each student articulated different challenges that they faced in pursuit of their educational career, but was able to identify ways to manage them.
- Each student identified strong faculty relationships that had positively impacted their educational perspectives and encouraged them to persist in their educational goals.
- Each student attributed their current success in their educational goals to an aspect of their McNair experience.
- Each student provided feedback on improvements to the program to better serve future students.
- Students expressed the lack of recognition that McNair Scholars had on campus and among the student community.

2011-2012 STRATEGIC GOALS:

- 1) Identify opportunities to acknowledge the work of McNair Scholars through end of year celebrations, graduation activities and public relations stories that promote their educational success.
- 2) Design more structured individual meetings with McNair staff to develop and manage personal academic plans.
- 3) Aim to incorporate two research experiences for our students, encouraging one to be at a different institution.
- 4) Provide training for our students on how to identify multiple faculty as advisors and mentors.



Department Mission Statement:

Cal State Fullerton’s Guardian Scholars program is committed to supporting ambitious, college-bound students exiting the foster care system. This is a comprehensive program that contributes to the quality and depth of the student’s university experience. The intent is to serve as a resource for young adults by assisting in their development and equipping them with the educational and interpersonal skills necessary to become self-supporting community leaders, role models, and competent professionals in their selected fields.

Program/Service Overview: Guardian Scholars program

The Guardian Scholars program offers emancipated foster youth a scholarship to attend CSUF and obtain an undergraduate degree. This scholarship is the first of its kind and is considered fully funded as students receive the maximum amount of funding possible as identified through the office of financial aid based on federal guidelines. A comprehensive support system exists which was designed specifically for this unique population including financial, academic, and social support components that are necessary for these students to thrive in a university environment.

Learning Domains:

Self-Management; Professionalism

Project Sample:

34 out of 37 students participated

Learning Outcomes:

Students will be able to:

1. Understand how to manage their money and become self-sufficient adults.
2. Understand how to identify academic goals and plans and know how to adjust goals as needed given new experiences and priorities.
3. Understand how to develop personal and professional relationships.

Data Collection Timeframe:

Fall 2010

Data Collection Methods:

Longitudinal Study, Self-Report Survey/Staff Observations

Limitations:

Small Sample Size

Summary of Results:

The survey included six different indicators where students self-assessed their ability in areas where they feel they should gain competence by graduation. The questions were designed to focus on three different areas of student development: academic success, financial management, and developing and managing interpersonal relationships. The results indicated that many students rated themselves higher in comparison to staff observations.

Key Findings:

- 91% of survey participants believe they understand their financial obligations and know how to manage and budget their finances each semester. In comparison, staff observations identified only 50% of students can manage their financial responsibilities appropriately.
- 52% of survey participants are satisfied with their academic performance. In comparison, staff observations identified only 36% of survey participants are working at their true academic potential.

2011-2012 Strategic Goals:

1. Due to disparities in some responses between students and staff observations, staff will reconsider the wording of the survey questions to make them more specific and meaningful.
2. Staff will discuss about the program's goals and learning outcomes to ensure everyone is on the same page.
3. The revised survey is currently being reviewed by the Guardian Scholars Student Advisory Committee for their comments and input. Revised survey will be distributed Fall 2011.

DEPARTMENT MISSION STATEMENT:

As a collaborative and creative resource center for the campus and community, the department of International Education & Exchange (IEE) strives to provide a welcoming environment for students, faculty, and visitors transitioning between countries and cultures; uphold the highest professional standards in an environment of mutual understanding and respect; and empower students to reach their full educational and professional potential through participation in international and intercultural experiences.

PROGRAM OVERVIEW:

Global Leadership Certificate (GLC)

This track was developed and implemented in Fall 2009 in collaboration with the Student Leadership Institute to provide training in leadership, cultural awareness, and intercultural communication from a global perspective. During the pilot program (Fall 2009 – Spring 2010), the focus was on implementing the curriculum and designing assessment tools in preparation for evaluation of the second cohort of participants (Fall 2010 – Spring 2011).

LEARNING DOMAINS:

Diversity & Global Consciousness;
Leadership Development

LEARNING OUTCOMES:

Students will be able to:

1. Understand the concepts of culture and global leadership.
2. Define different intercultural communication styles.
3. Apply global leadership and intercultural communication skills to campus and community activities.

PROJECT SAMPLE:

14 – 59* (see notes under “Limitations”)

DATA COLLECTION TIMEFRAME:

Fall 2010 – Spring 2011

DATA COLLECTION METHODS:

Quantitative surveys, reflection papers, rubrics
Note: 75% is the benchmark on the rubrics for successful delivery of the certificate program.

LIMITATIONS:

The totals of participants varied because not every student who participated in each workshop completed the entire certificate track by Spring 2011.

SUMMARY OF RESULTS:

Results indicated that from the three workshops, participants understood concepts and were able to define culture, leadership and communication styles – results of each workshop are indicated on the attached charts. However, in the application of concepts and skills of global leadership, participants were fairly successful in articulating in their reflective papers the connection between theory and application. Essay prompts were provided as guidelines for the reflective essays.

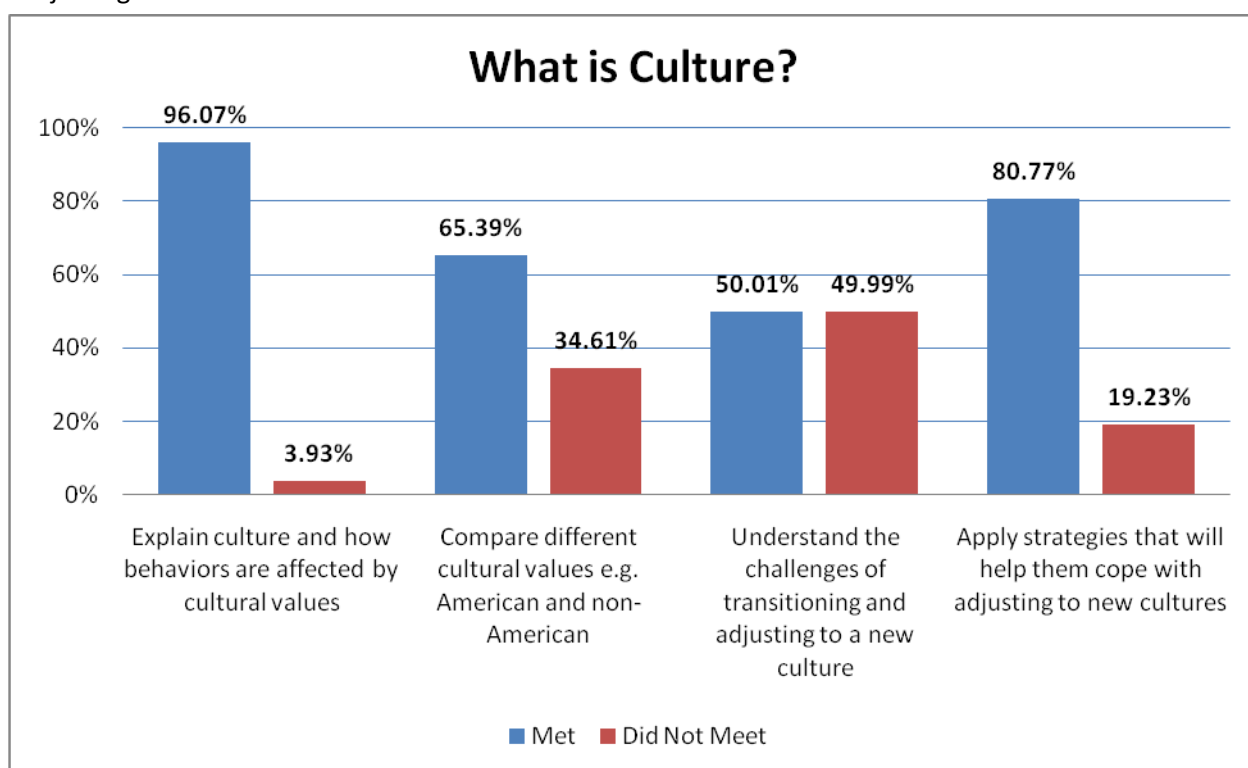
KEY FINDINGS:

- For “What is Culture” workshop, two learning outcomes were partially met (Comparing different cultural values, and understanding the challenges of transitioning/adjusting to a new culture)
- For “Global Communicator” and “Global Leader” workshops, all learning outcomes were met.
- On the overall assessment of the successful delivery of the GLC track, improvement is needed on the connection between understanding concepts and the application of leadership skills.

What is Culture?

52 Respondents

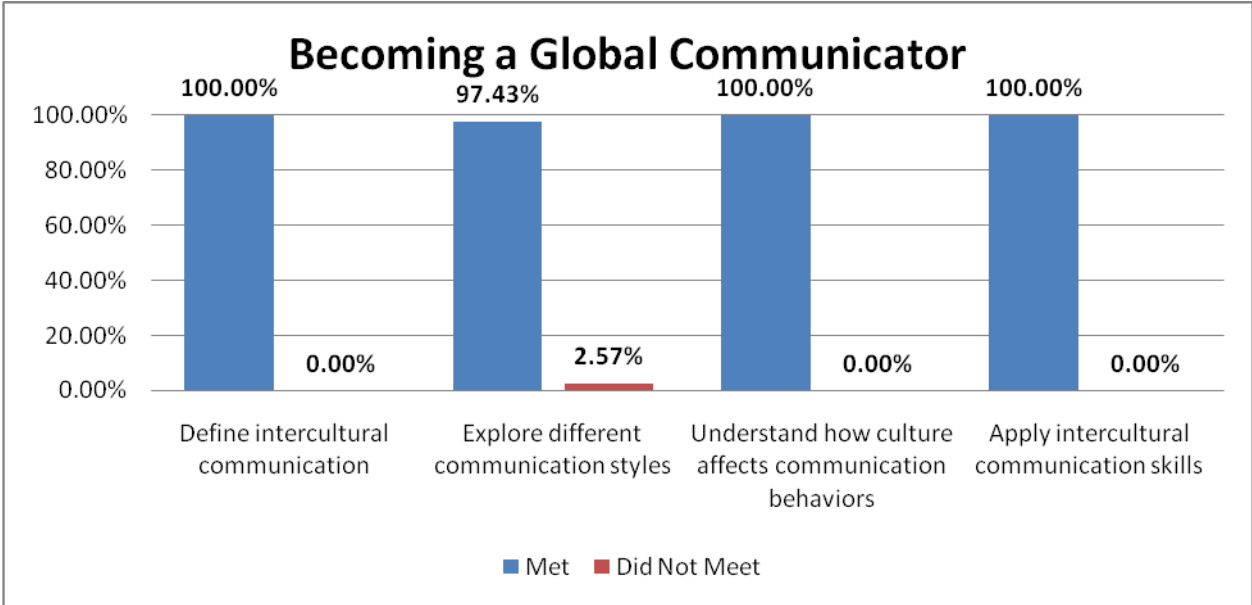
Student Learning Outcomes	Met	Did Not Meet
Explain culture and how behaviors are affected by cultural values	96.07%	3.93%
Compare different cultural values e.g. American and non-American	65.39%	34.61%
Understand the challenges of transitioning and adjusting to a new culture	50.01%	49.99%
Apply strategies that will help them cope with adjusting to new cultures	80.77%	19.23%



Becoming a Global Communicator

39 Respondents

Student Learning Outcomes	Met	Did Not Meet
Define intercultural communication	100.00%	0.00%
Explore different communication styles	97.43%	2.57%
Understand how culture affects communication behaviors	100.00%	0.00%
Apply intercultural communication skills	100.00%	0.00%



Are you a Global Leader?

39 Respondents

Student Learning Outcomes	Met	Did Not Meet
Define globalism, globalization and global leadership	92.31%	7.69%
Define the roles of a global leader	92.31%	7.69%
Understand competencies and skills of a global leader	92.31%	7.69%
Understand strategies for global leadership positions	97.44%	2.56%
Identify best practices of global leadership	87.18%	12.82%
Understand personal development in relationship to global leadership	87.18%	12.82%



Global Leadership Certificate (14 participants graduated Fall 2010-Spring 2011)

	1 – Did Not Meet Intended Delivery	2 - Partially Met Intended Delivery	3 - Met Intended Delivery	4 - Exceeded Intended Delivery
Culture (4 learning outcomes)	• 0 outcomes within this domain met success criteria.	• 1-2 outcomes within this domain met success criteria.	• 3 outcomes within this domain met success criteria.	• 4 outcomes within this domain met success criteria.
Global Leadership (6 learning outcomes)	• 0-1 outcome within this domain met success criteria.	• 2-3 outcomes within this domain met success criteria.	• 4 outcomes within this domain met success criteria.	• 5-6 outcomes within this domain met success criteria.
Communication Style (4 learning outcomes)	• 0 outcome within this domain met success criteria.	• 1-2 outcome within this domain met success criteria.	• 3 outcome within this domain met success criteria.	• 4 outcome within this domain met success criteria.
Application of Concepts and Skills	• At least 1 required question is addressed but no details are offered. Ideas are not clearly expressed	• At least 1 of the required questions is answered and demonstrates that some knowledge is gained. Ideas are somewhat clear, but there is a need for more supporting information.	• The required questions are answered and it is evident that the answers offer support to knowledge gained. Ideas are clearly expressed, but the supporting information is general.	• The required questions are answered and offer detailed information. Ideas are supported by detailed evidence of an understanding of terminologies and application of skills

2011-2012 STRATEGIC GOALS:

1. Re-phrase some survey questions for each workshop:
 - a. For “What Is Culture?” – question C did not meet learning outcome #2 (comparing different cultural values) perhaps because it was phrased as a negative statement: “There are no differences between Americans and non-Americans and culture is based on individual likes and dislikes” which may have prompted an automatic “5” (Strongly Agree response) especially if students did not read the question carefully. Moreover, there are two underlying concepts (i.e. “differences between American and non-American culture,” and “culture is based on individual likes and dislikes”) which should be re-phrased as two separate questions. Similarly, Question D (“If I read and learn about a new environment, I will not experience culture shock when I am in that new environment”) can be re-phrased as a positive statement. Also, learning outcome #3 “Understand the challenges of transitioning and adjusting to a new culture” could be addressed more effectively during the workshop since the data indicated that only 50% of participants felt that they understood the challenges. Perhaps some interactive component for this topic could be included in the workshop.
 - b. For “Global Leader” – re-phrase question D (“I am able to identify my core values and incorporate these values in my work, education, and day-to-day activities”) to base it on the self-assessment activity during the workshop: “Based on the Key Core Values of Global Leaders Self-Assessment, I am able to incorporate my core values in my work, education, and day-to-day activities.”
 - c. For “Global Communicator” – even though all the learning outcomes were met, the data collected for question #B (“Before attending this workshop, I was not aware that there are different communication styles”) addressed learning outcome #2 “Explore different communication styles” only indirectly. This question could be replaced with a new question.
2. Coordinate with Student Leadership Institute (SLI) on streamlining the process of providing guidelines to approve experiential component activities in a timely manner (a requirement for this certificate track). Some participants’ activities were not approved on time which

resulted in essays that did not provide detailed supporting information. This probably contributed to the supporting data which indicated the “disconnect” between the concept and application. (Note: participants of the GLC usually do their activity in the Spring semester in order to receive their certificates at the SLI banquet.)

3. Provide more detailed explanation of the experiential component to participants at the end of each workshop. A list of activities is currently indicated on the GLC brochure. However, some participants may choose an activity that is not listed – SLI will coordinate with IEE staff on the approval process.
4. Revise the brochure to include the two essay prompts: (1) What do the following terms personally mean to you: culture, or diversity, or global leadership? (2) Describe your communication or leadership style in your activity.

CONTRIBUTORS TO THIS REPORT:

- Kerry Belvill, Department of Special Education, College of Education
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***Note: Kathryn took the lead in compiling the charts.**

Department 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 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. The goals of the office are:

- To **prepare students for success** in the academic community by articulating University standards (academic and behavioral) in such a way that students can live and function successfully within that community;
- To **assess student learning** which occurs through educational outreach as well as through the student conduct process including assigned educational interventions;
- To **educate other members** of the University community concerning standards of conduct for students, ensuring students are treated equitably and fairly, and that standards are universally understood and applied;
- To provide **ongoing consultation** to members of the community concerning the interpretation and application of University standards for student behavior;
- To assist in developing and/or revising **University policies** related to student conduct and student affairs;
- To **adjudicate complaints** regarding student behavior within or directly related to the University community in a fair, consistent and timely manner;
- To assist in **effecting institutional change** by improving University systems; and
- To provide **service** to the student affairs profession, the University, the division and the department.

Program/Service Overview: Academic Integrity Workshops

Learning outcomes were assessed for integrity workshops presented to new students. The Associate Dean administered a **pre and post survey** to 106 freshmen in 6 sections of University 100 classes during Fall Semester 2010. The pre-test survey consisted of eight multiple choice questions and one opened ended definition related to academic integrity and was administered prior to a 75 minute workshop. After the Academic Integrity workshop was completed, the same participants were then administered the post-test. The purpose of the workshops is to introduce new students to the expectations that the university has for a community of scholars. The Associate Dean conducted workshops to an additional 144 students in 6 sections but had incomplete assessment data.

Learning Domain: Social & Civic Responsibility

Learning Outcomes:

1. Students will increase their knowledge of academic integrity expectations at CSUF.
2. Students will increase their knowledge of the consequences of academic dishonesty.
3. Students will increase their knowledge of academic integrity resources on campus.
4. Students will increase their understanding of the disciplinary process.
5. Students will have an opportunity to discuss their understanding of academic integrity with their peers.

Project Sample: 106 UNIV-100 Students

Data Collection Timeframe: Fall 2010

Data Collection Methods: Pre/Post test

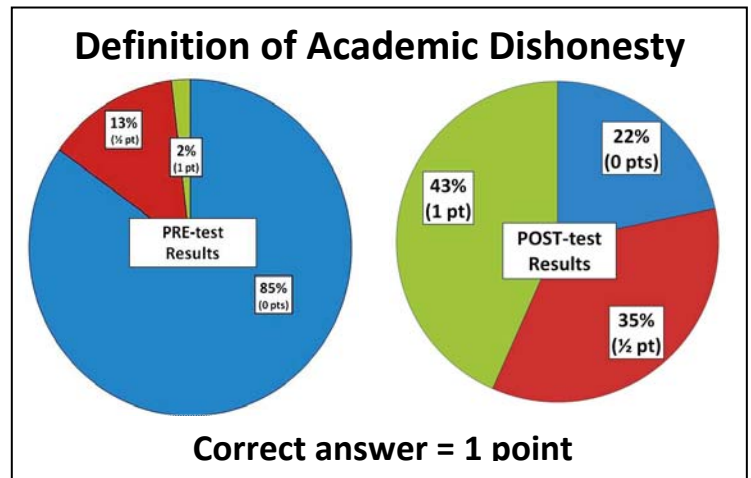
Limitations: Due to the relatively short time period between pre and post tests, there would be an expected increase in scores and likely increase in the ability of students to retain the learned information.

Summary of Results:

Students who attended the workshop improved their scores from their pre workshop knowledge. Four questions concerning plagiarism showed the greatest increase in knowledge. Plagiarism continues to constitute the single largest number of violations reported to Judicial Affairs (186 students, 74% of total academic dishonesty violations in 2009-10). This suggests that students may not be knowledgeable of proper citation procedures, may lack awareness of the need to respect the intellectual property of others, or that they assess a low priority to acknowledging intellectual property. Such issues coupled with technologies which have promoted student access to vast amounts of electronically published information have increased the incidents of plagiarism. Therefore, it is important to continue to assist students early in their academic careers to understand our expectations.

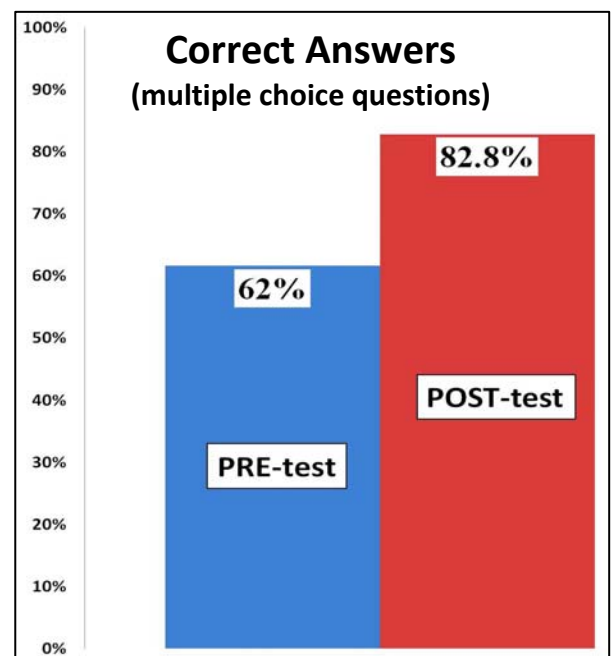
Key Findings:

- There was significant improvement in correct multiple choice answers between the pre and post test. 62% of the questions were answered correctly in the pre-test compared to 82.8% correct answers in the post-test.
- The average student increased his/her knowledge by almost two questions (1.70 pre to post).
- Participants averaged approximately 4.9/8 on the pre-test and 6.6/8 on the post test. These scores suggest that students were able to answer more questions correctly after the workshop.
- There was a significant improvement among student's comprehension of the definition of academic dishonesty after attending the workshop.
- To date, no students included in this analysis have been referred to Judicial Affairs for allegations of academic dishonesty.



2011-2012 Strategic Goals:

1. The results of this assessment will be used to redesign workshop content and delivery, redesign department publications and web content, and frame discussions with faculty concerning best practices for educating students about university expectations in scholarly work.
2. Judicial Affairs will continue to track this cohort and compare the rate of referral to Judicial Affairs for academic dishonesty allegations to other Fall 2010 Freshman who did not attend the workshop.



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- To **adjudicate complaints** regarding student behavior within or directly related to the University community in a fair, consistent and timely manner;
- To assist in **effecting institutional change** by improving University systems; and
- To provide **service** to the student affairs profession, the University, the division and the department.

Program/Service Overview: Adjudicated Students’ Reflective Paper on Critical Thinking

A large percentage of students found responsible for violations of university standards are assessed a reflective paper as part of the sanctioning process. The papers are intended as a way for students to demonstrate learning which has occurred for them through the conduct process as well as the assigned educational interventions. The papers are catalogued by behavior and then evaluated by projected learning objectives. For this assessment students were required to read selected articles on **critical thinking** and to answer a series of questions in essay format. The paper requirements were: 3-5 pages, typed, double-spaced, 12-point type, properly cited, and demonstrate appropriate language/grammar/spelling. The Associate Dean, Judicial Affairs assessed the papers based on a comprehensive holistic rubric (overall evaluation of all dimensions of the paper).

Learning Domain: Self Management
Social & Civic Responsibility

Learning Outcomes:

1. Students will recognize faculty rationalization or justification mechanisms that affect their decision making skills.

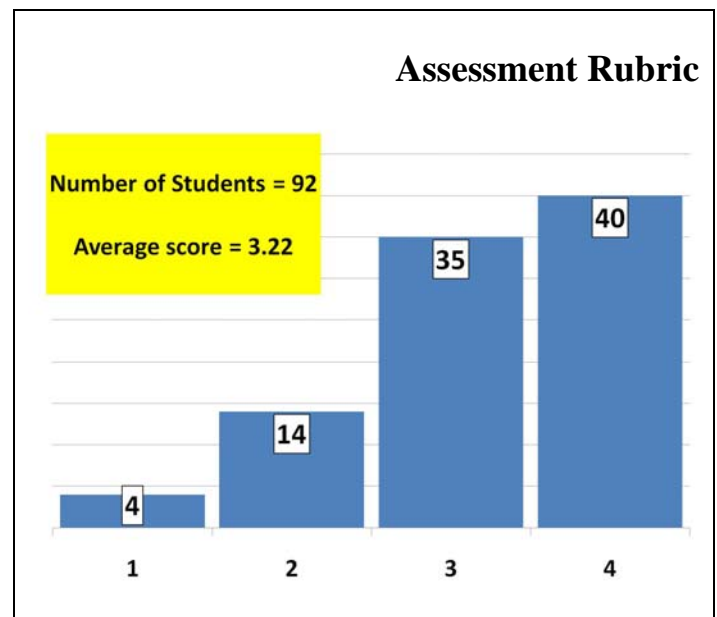
2. Students will evaluate personal strategies used in the decision making process, assessing how effective or ineffective these strategies were.
3. Students will articulate how the learning from this incident will affect other decisions they make in the future.
4. Students will demonstrate a commitment to civility, integrity and change

Summary of Results:

Most students appear to benefit from the Critical Thinking Exercise on applying critical thinking components to their actions. The student identified issues that caused him or her to be referred to Judicial Affairs, analyzed facts about the incident, and evaluated actions, conclusions and assumptions that caused the problematic behavior. The student also articulated the impact of the action on others, what was learned, and what will be done differently in the future. The evaluation of each student’s critical thinking paper consists of scores on the assessment rubric ranging from (4-1) with each rating indicating that the student achieved one of the following levels: (4) **Excellent:** Reflects on each critical thinking component, thoroughly answers each of the questions, communicates a high level of learning and articulates effective future strategies. (3) **Very Good:** Reflects on all or most of the critical thinking components, sufficiently answers each of the questions, communicates an above average level of learning and articulates satisfactory future strategies. (2) **Average:** Reflects on some or most of the critical thinking components, adequately answers each of the questions, communicates a basic level of learning and articulates satisfactory future strategies. (1) **Below Average:** Does not meet all the necessary requirements to complete the assignment. Length is insufficient and/or the content does not address the critical thinking components; not all the questions are answered. Communicates a poor level of learning and lacks articulation of effective future strategies. This paper needs revision.

Key Findings:

- For the academic year 2010-2011, there was a total sample of N=92 with an average score of 3.22. On average, this means that most students reflect a moderate to high level of learning from participating in the adjudication process.
- A score of 3.22 suggests that individuals are successfully able to process their faulty rationalization or justification mechanisms, evaluate some of the different strategies that were or were not used, learn how to make better decisions in the future and gain knowledge of how to be a better critical thinker.
- Only 4 students had to rewrite their paper because the paper did not demonstrate the necessary content and reflection required.



2011-2012 Strategic Goals:

1. The results of this assessment were used to redesign sanction options, and frame discussions with offices on campus to assist in effecting institutional change by improving University systems.
2. Judicial Affairs will also develop an analytic rubric which separates out the evaluation scale into sub dimensions (one for each of the learning outcomes).



DEPARTMENT 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 to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

PROGRAM/SERVICE OVERVIEW:

Greek 101 New Member Educational Series

Greek 101 is an event sponsored by the Dean of Students – Greek Life office through the Inter-Fraternity Council, National Panhellenic Council, National Pan-Hellenic Council, and the Multicultural Greek Council. The purpose of Greek 101 is to serve as a transition and orientation program by providing Greek members with a variety of workshops and trainings on topics related to their overall leadership development.

LEARNING DOMAIN:

Leadership Development and
Self Management

LEARNING OUTCOMES

Learning Outcomes

Leadership

1. Students will be able to apply skills gained in their transition into fraternity/sorority life.
2. Students will be able to identify and report situations of hazing, alcohol abuse, and sexual assault.
3. Students will be able to discuss making healthy lifestyle choices with their peers and colleagues.
4. Students will be able to interpret the values of being a Greek member.

Self Management

1. Students will be able to assess how lifestyle choices will affect their experience as a Greek new member.
2. Students will be able to explain the legal consequences of engaging in hazing, sexual assault, and irresponsible use of alcohol.
3. Students will be able to develop skills related to academic support services.
4. Students will be able to identify the services and resources the health and counseling services offer at CSU Fullerton.

PROJECT SAMPLE:

124

DATA COLLECTION TIMEFRAME:

November 2010 and February 2011

DATA COLLECTION METHODS:

Online survey that included quantitative and qualitative questions.

LIMITATIONS

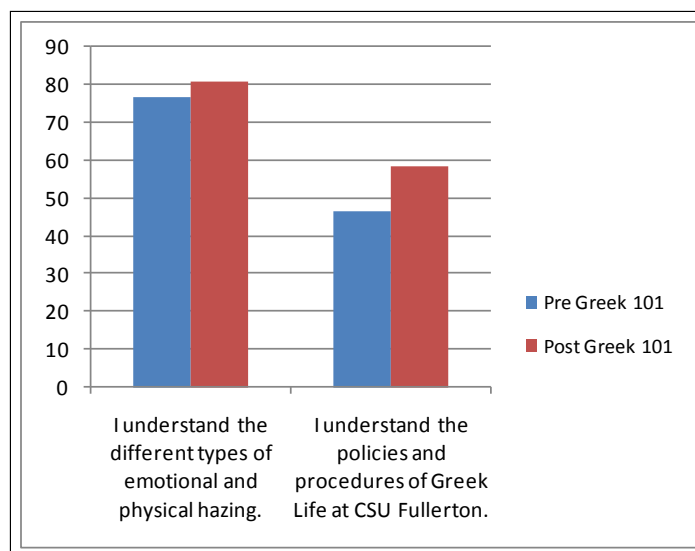
- Low response rate
- Unequal gender response rates

SUMMARY OF RESULTS:

Students indicated a moderate to strong understanding on alcohol, academics, anti-hazing, sexual behavior, and Greek life policies. Qualitative feedback revealed students had scheduling conflicts with attending the workshops and indicated favorable days and times for future workshops/events.

KEY FINDINGS:

- Prior to Greek 101, 80% of students reported utilizing safe and appropriate behavior when engaging in sexual activity.
- Prior to Greek 101, 84% of students reported understanding the effects of alcohol abuse.
- Prior to Greek 101, 91% of students indicated they moderately to strongly agree they knew the legal consequences of hazing and the different types of hazing (emotional, physical, etc).
- Post Greek 101, 55% of students indicated not applying time management strategies gained from the academic workshop with males responding more frequently
- Post Greek 101, 83% of students indicated Greek 101 fully met their expectations with males responding more frequently.
- Students increased understanding of different types of emotional and physical hazing from 76% to 80% with males responding more frequently
- Students increased their understanding of CSUF Greek Life policies from 46% to 58% with males responding more frequently.



APPLICATIONS OF FINDINGS:

1. Educate chapter officers who are responsible for training new members on the Greek 101 program.
2. To increase education on Greek 101 purpose and program outline, provide details of program dates in spring 2011.
3. Adjust learning outcomes for academic success workshop to reflect applying time management and study techniques.
4. Provide incentive for students who complete the Greek 101 process (pre-survey, workshops, and post-survey).
5. Adjust workshop schedule to reflect feedback received on favorable days and times.

DEPARTMENT MISSION STATEMENT:

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PROGRAM/SERVICE OVERVIEW:

Greek Alumni Value Added Survey

The Greek Alumni Assessment project was to evaluate the need of the Greek Alumni Advisory Council (GAAC). A survey was conducted by alumni in order to collect data on the learning and value added as a result of their Greek Life experience at CSUF. The results will support the efforts in redesigning Greek programs such as Panhellenic and Inter-fraternity recruitment and alumni relations.

LEARNING DOMAIN:

Leadership Development; Self Management

LEARNING OUTCOMES:

Leadership Development

1. Alumni will be able to identify the skills gained through their Greek life involvement.
2. Alumni will be able to assess their interpersonal skills, time management and confidence through their Greek life experience.

Self Management

3. Alumni will be able to assess how Greek life involvement impacted their college experience.
4. Alumni will be able to show their level of interest in becoming involved in the Greek Alumni Advisory Council.

PROJECT SAMPLE:

237 students

DATA COLLECTION TIMEFRAME:

November 2010 – June 2011

DATA COLLECTION METHODS:

Online survey that included quantitative and qualitative questions.

LIMITATIONS:

The learning outcomes for this assessment project were developed after the survey was created and distributed.

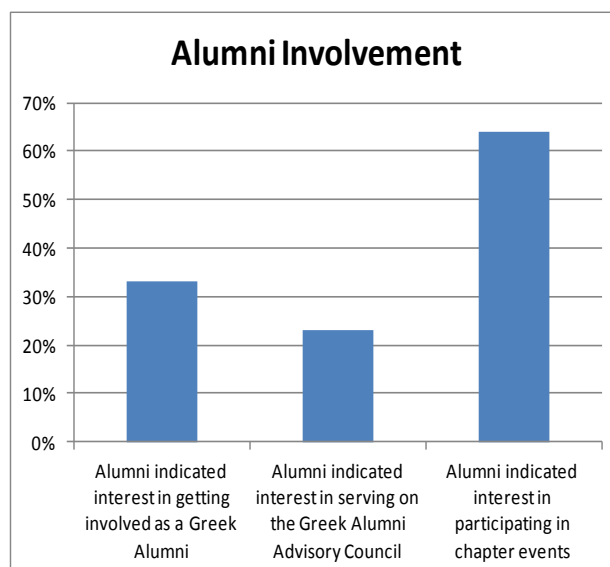
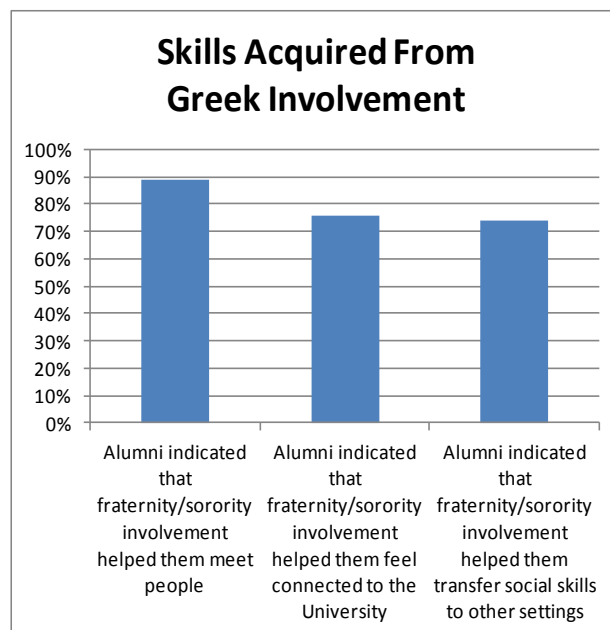
Survey questions did not identify students involved in leadership positions.

SUMMARY OF RESULTS:

Alumni indicated a moderate to low interest in getting involved as an alumni and serving in the Greek Alumni Advisory Council. Qualitative feedback revealed that alumni had a positive experience in Greek life. Alumni shared that Greek involvement helped them connect with peers and the university. Alumni indicated low Greek alumni involvement due to work scheduling conflicts and location/distance.

KEY FINDINGS:

- 89% of alumni indicated that fraternity/sorority involvement helped them meet people.
- 76% of alumni indicated that fraternity/sorority involvement helped them feel connected to the University.
- 74% of alumni indicated that fraternity/sorority involvement helped them transfer social skills to other settings.
- 57% of alumni indicated that fraternity/sorority experience taught them to organize time and meet responsibilities.
- 74% of alumni indicated that fraternity/sorority experience impacted their personal development in their confidence.
- 63% of alumni indicated that fraternity/sorority experience impacted their personal development in their oral communication.
- 33% of alumni indicated interest in getting involved as a Greek Alumni.
- 23% of alumni indicated interest in serving on the Greek Alumni Advisory Council.
- 64% of alumni indicated interest in participating in chapter events.



2011-2012 STRATEGIC GOALS:

- Continue to enhance alumni involvement opportunities by encouraging alumni to attend Greek related events.
- Provide Greek related events during the suggested days of Saturdays and Sundays.
- Continue to provide support to Panhellenic and Inter-fraternity Greek organizations on alumni programming.
- Continue to provide educational programs on topics such as leadership transition, alcohol education, financial management, academics, gender issues, and civic engagement.
- Provide Greek delegate retreats to train designated chapter representative on skills such as note taking, public speaking, listening, and relaying pertinent information back to their respective chapters.



DEPARTMENT MISSION STATEMENT:

The mission of the Multicultural Leadership Center (MLC) is to develop leaders who will understand and embrace diversity. The MLC seeks to create learning environments that actively engage the campus community with in and out of classroom experiences through the education and celebration of diversity, multiculturalism, and social justice.

PROGRAM/SERVICE OVERVIEW:

EMBRACE Participant Program Learning Assessment

The EMBRACE track (Educating Myself for Better Racial Awareness and Cultural Enrichment) is a collaboration between the Student Leadership Institute and the MLC that provides training in leadership as it relates to cultural sensitivity, diversity, and social justice by promoting effective intercultural communication. Six 2-hour EMBRACE workshops are presented by student facilitators who examine issues related to frames of reference, social identities, and stereotypes.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:

Fall 2010: 21 students
Spring 2011: 16 students

DATA COLLECTION TIMEFRAME:

October 2010 – November 2010
March 2011 – April 2011

DATA COLLECTION METHODS:

Evaluations were developed for each of the six workshops, designed specifically to measure learning outcomes related to the particular objectives of the workshops. The workshop evaluations gather both qualitative and quantitative data that also captures student satisfaction. A quality survey was also developed for students to evaluate the program and offer feedback. An observer was also present at each workshop to monitor the facilitator and execution of the workshop.

LIMITATIONS:

Small sample sizes were small. Data was not thoroughly analyzed by Student Voice or organized in a meaningful way that captures key findings. Students completed evaluations immediately after each workshop. Quality surveys were also completed at the end of the last workshop.

SUMMARY OF RESULTS:

Qualitative and quantitative data indicate that students by and large met the intended learning outcomes. Participants expressed increased awareness about other cultural perspectives, alertness to expectations and behavior, and exposure to effective communication skills. In addition, students emphasized the need to learn much more about diversity and sensitivity towards others. Clearly, the students enjoyed the interactive nature of the workshops. Though they are primarily discussion based, the facilitators utilized activities, small group, and one on one exercises to generate active involvement at each workshop. The intentional effort to engage students and promote interaction through role playing and large group discussion yielded positive results.

KEY FINDINGS:

- There was insufficient time for discussion or cover more ground beyond “scratching the surface.”
- Facilitators need to better manage time for activities and exercises to be adequately presented.
- Students want more time for interactions and fewer lectures.
- Participant overall ratings (5 point scale)
1 – Strongly Disagree; 2 – Disagree; 3 - Neutral; 4 – Agree; 5 – Strongly Agree

I believe the content was useful: 4.85

I understood and enjoyed the presentation style/format: 4.74

The facilitator was knowledgeable about the information: 4.86

The facilitator was well-prepared for the workshop: 4.88

APPLICATIONS OF FINDINGS:

1. Find short cuts within each workshop so that facilitator can “get to the point” more quickly and efficiently.
2. Increase level of interaction and discussion.
3. Revise and update some of the practice scenarios.
4. Develop, promote, and implement, supplemental training opportunities.



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Program/Service Overview:

Student Leadership Institute (SLI) Learning and Value Added Assessment

SLI is a formal, co-curricular leadership training program for college students. Founded in 1991, the SLI has served more than 7000 students at CSUF, Santa Ana College, and Santiago Canyon College. SLI provides skill-building workshops, leadership positions, and experiential and reflection opportunities. Each year, approximately 300 students from a cross-section of majors and class levels enroll in the two-semester certificate program. Most have little to no experience in a leadership role. The program transforms students into confident, ethical, and responsible leaders on campus and in their respective communities.

Learning Domain(s):

Leadership; Self Management

Project Sample:

98

Learning Outcomes:

Students will be able to:

1. Demonstrate an understanding of leadership concepts specific to soft skills and relationships.
2. Employ leadership concepts in a professional, personal, and community setting.
3. Facilitate cooperative and healthy relationships in a group setting.
4. Develop strategies to pursue personal, professional, and community goals.
5. Demonstrate a better understanding of self and others.

Data Collection Timeframe:

April 29, 2011 – May 27, 2011

Data Collection Methods:

Mixed method survey (qualitative and quantitative)

Limitations:

- Responses were subject to individuals willing to take the time to complete the survey
 - Length of time between completion of the program and survey answers may cause lower memory recollection on “before participation” questions.
-

Key Findings:

- 100% of respondents indicated that SLI contributed “a great deal,” “considerably,” or “moderately” to their leadership development with 42.11% indicating “a great deal.”
- 94.74% of respondents stated they will pursue a leadership role as a result of their participation in SLI.
- 97.37% of respondents said they will increase their involvement at CSUF or in the greater community as a result of SLI participation.
- Respondents believe SLI contributed “a great deal” to their understanding of 10 out of 12 identified leadership characteristics, skills, and aptitudes.
- 100% of respondents have a greater awareness of their leadership characteristic and traits.

Questions 16 and 26	Before my participation...	As a result of my participation...
I consider myself a leader.	<ul style="list-style-type: none"> ➤ 63.16% Agree ➤ 15.79% Neither agree /disagree ➤ 21.05% Disagree 	<ul style="list-style-type: none"> ➤ 94.74% Agreed ➤ 5.26% Neither agree or Disagree

2011-2012 Strategic Goals:

1. Employ active learning pedagogical techniques in training facilitation. For example, respondents indicated a desire for exercises, activities, and “real life” case scenarios to be included in training to allow for practice and enhanced understanding of leadership concepts and skills.
2. Develop a professional development session for trainers to demonstrate and share active-learning techniques.
3. Evaluate current workshop schedule and explore the feasibility of piloting evening workshops (between 4:00pm and 8:00pm) for participants.
4. Create and offer reflective learning tools for participants. For example, an SLI folder to organize training handouts, a journal to reflect on key lessons learned, and a paper workshop tracker.
5. Make improvements to program coordination logistics. Some areas to consider include AV support, workshop lengths, and program deadlines.

New Student Programs
Student Learning Outcomes Assessment
Orientation Leaders - Public Speaking
Summary of Data Collected 2008-2011

Department 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 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.

New Student Programs provides information and resources to parents so that they can serve as active partners in their students' success; foster a sense of pride and community among parents and families of CSUF students; and cultivate fundraising opportunities among the growing Titan Parents network.

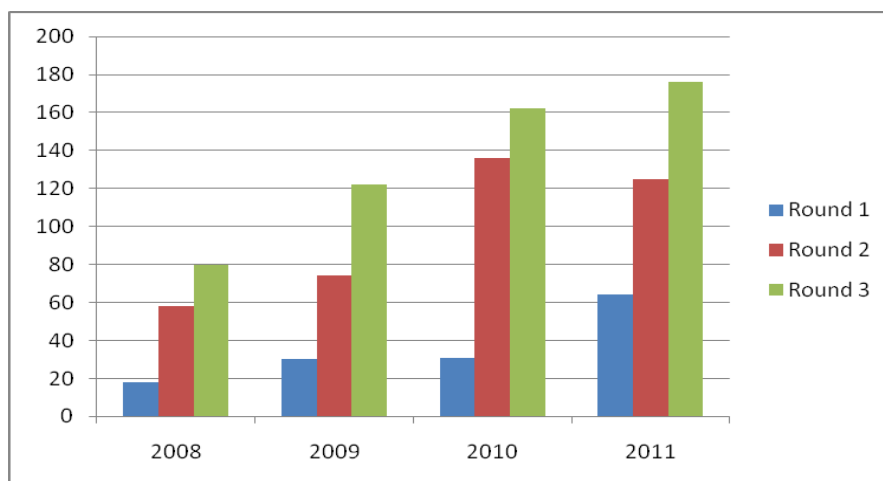
NSP programs and services include: New Student Orientation (NSO), Transfer Orientation, Parent Programs, Campus Tours, Titan WOW, Student and Visitor Information Services, Ask the Titans, as well as Freshman Programs.

Assessment Overview:

The public speaking skills of the Orientation Leaders are assessed using a rubric. The leaders are assessed three times throughout their experience in order to help identify growth during their time in the position. To establish their base level presentation skills, their first presentation is given to New Student Programs staff (late May). The second rubric assessment is completed by one of their fellow Orientation Leaders halfway through their experience (mid June). The third and final assessment is completed by a CSUF faculty, staff or administrator at the end of the leader's experience (mid July).

Summary of Results:

A total of 80 leaders have gone through the three-round evaluation process during the last four years. Each leader is assessed in 10 different areas with a scale ranging from "novice" to "expert." During the first round of assessments, there were a total of 143 "expert" rankings given over the last four years. During the third round of assessments, there were a total of 540 "expert" rankings assigned. On average, the leaders increased their expert rankings by 5 during the third round of assessments. The graph below indicates the increased number of expert rankings over the last four years.



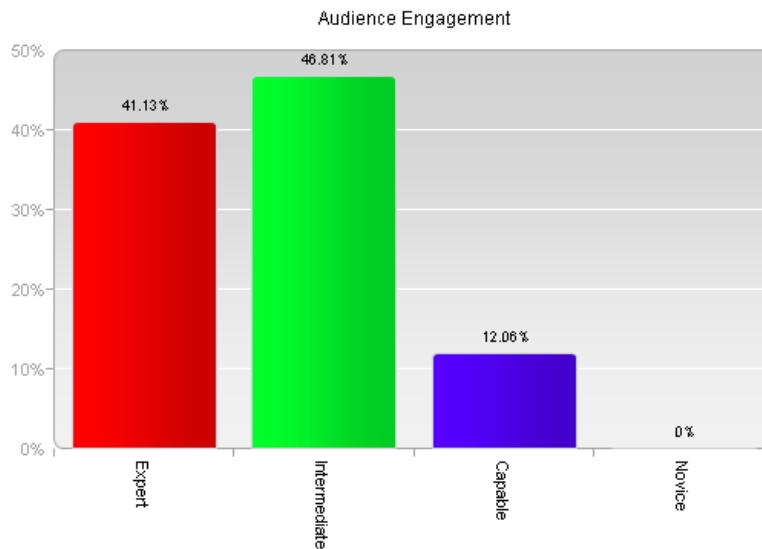
In 2010, the first and second round evaluators were encouraged to have brief meetings with the leaders who they evaluated. Rather than provide general comments, the evaluators were instructed to relate their feedback to the rubric categories in order to help the leaders enhance their skills in a more targeted way. As the graph above shows, this change may have enhanced the number of “expert” rankings assigned in the second and third round evaluations in 2010 and 2011.

Of the 80 leaders who completed the three rounds of evaluations, all but four leaders received an increased number of expert ratings from their first to third assessment. While the rubric attempts to clarify each ranking with descriptive phrases, there is inconsistency in how each reviewer scores “expert” and “novice.” In 2010, the data showed that there was one first round evaluator who scored two presenters very highly. The two presenters evaluated by this one individual received 10 out of 10 expert rankings during the first round. There was a similar first round evaluator in 2011 who ranked two presenters with nearly all “expert” rankings. In all four of these cases, the presenters received fewer expert rankings during their third round assessment, ultimately indicating that they had not increased their public speaking skills based on the rubric rankings. However, in their final evaluation meetings, the presenters themselves communicated that they had increased their skills and comfort level related to public speaking. The challenge in this situation is the inter-rater reliability, particularly in relation to the first round evaluators. The two evaluators who gave a high number of “expert” rankings were Student Coordinators who used the rubric as an opportunity to encourage their staff instead of rating the leaders based on their demonstrated skill level.

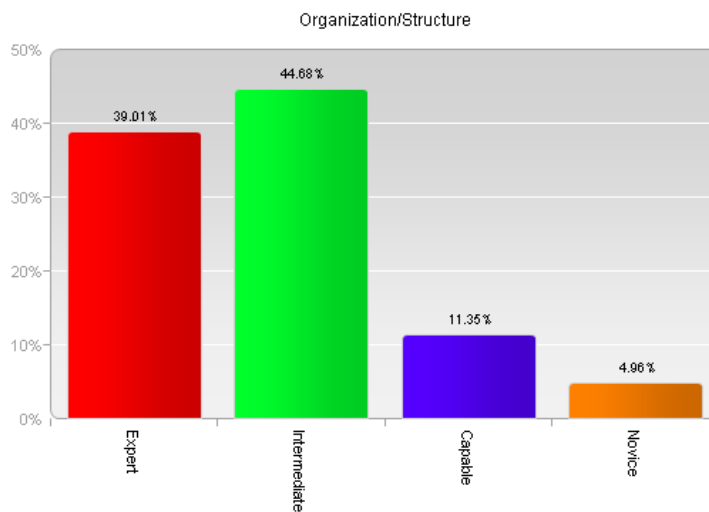
Application of Findings:

In preparation for 2011, the Orientation Leaders were trained on how to utilize the rubric. They gave presentations to each other and used the rubric as a tool to provide feedback. In previous years, the leaders found it challenging to give constructive feedback to their peers. After this training, the leaders were more conservative when assigning “expert” rankings. This adjustment seemed to enhance the inner-rater reliability of the second round of assessments, but did not focus on the first round evaluators. This training will be extended to the first round evaluators (New Student Program staff) in preparation for 2012. The Student Coordinators will watch presentations given by Orientation Leaders and will be asked to complete a rubric. The Senior Coordinator for New Student Programs will then review the rubrics with the Student Coordinators, ensuring that they are comfortable using the rubric to give both positive and constructive feedback to a staff of their peers.

After completing the 2011 assessments, the data from 2010 and 2011 was sorted by the public speaking categories included within the rubric. Of the ten rubric categories, two showed higher numbers of “intermediate” rankings, where all other eight categories showed a higher number of “expert” rankings. The two categories with lower rankings were “Organization/Structure” and “Audience Engagement.” Admittedly, these are two areas that receive less attention during the public speaking training provided for the Orientation Leaders.



The graph above indicates the distribution of rankings for the rubric category “Audience Engagement.” In preparation for 2012, enhancements will be made to the public speaking training in order to help Orientation Leaders find more creative ways to involve the audience in the presentation. The leaders can use techniques to evaluate the level at which the audience is understanding the material presented (example: using a brief oral “pop-quiz” at the end of an important topic area). Role playing training techniques will also be used to help the leaders respond to signs of disengagement in the audience.



The graph above indicates the distribution of rankings for the rubric category “Organization/Structure.” After reviewing the comments sections of the assessment rubric, the lower rankings for “Organization/Structure” were related to the leader’s inability to transition smoothly between dramatically different topic areas. New Student Programs staff will review the presentation in order to make any necessary adjustments to the PowerPoint used by the orientation staff. In addition, the Orientation Leaders will be trained to utilize transitional questions or phrases in order to help the audience prepare for the next topic. Some of the “pop-quiz” techniques that enhance “Audience Engagement” may also serve as a tool to transition between presentation topics, ideally resulting in an increase in “Audience Engagement” and “Organization/Structure.”

Overall, the public speaking learning outcomes assessment plan has provided validation that the New Student Programs staff is providing meaningful training and presentation opportunities that assist the Orientation Leaders in enhancing their public speaking skills. In addition, the results have highlighted potential deficiencies in the public speaking training curriculum. These deficiencies will continue to be addressed in preparation for the 2012 Orientation Leader training program.



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Program/Service Overview:

Titan Ambassadors (tour guides) Student Learning Outcomes – Critical Thinking

The campus tours program at Cal State Fullerton serves thousands of visitors each year. Under the primary supervision of the Coordinator, New Student Programs, Titan Ambassadors promote and personalize the university to prospective students, their families, and other guests to the campus. The Titan Ambassador position is a year-long para-professional student leadership role. As a result of serving in the position, students will enhance their critical thinking skills and competency in problem-solving.

Learning Domain:

Self Management

Learning Outcomes:

1. Demonstrate problem solving skills by identifying action steps when dealing with issues within a tour group.
2. Utilize tour content based on the age-level (K-8, high school students, transfer students, parents, etc.) and background knowledge of audience.
3. Apply appropriate language and tone based on the audience's needs.
4. Use effective time-management skills in managing the tour content and length.

Project Sample:

18 Titan Ambassadors (Campus Tour Guides)

Data Collection Timeframe:

January 28 – February 4, 2011

Data Collection Methods:

Document analysis using written reflection responses

Limitations:

The written reflections were only reviewed by one individual. Having additional reviewers, and checking for inner-rater reliability, could enhance the credibility of the outcomes found. In addition, the results are only based on one-time data collection and analysis. The results will be more robust when comparison/longitudinal data are available.

Summary of Results:

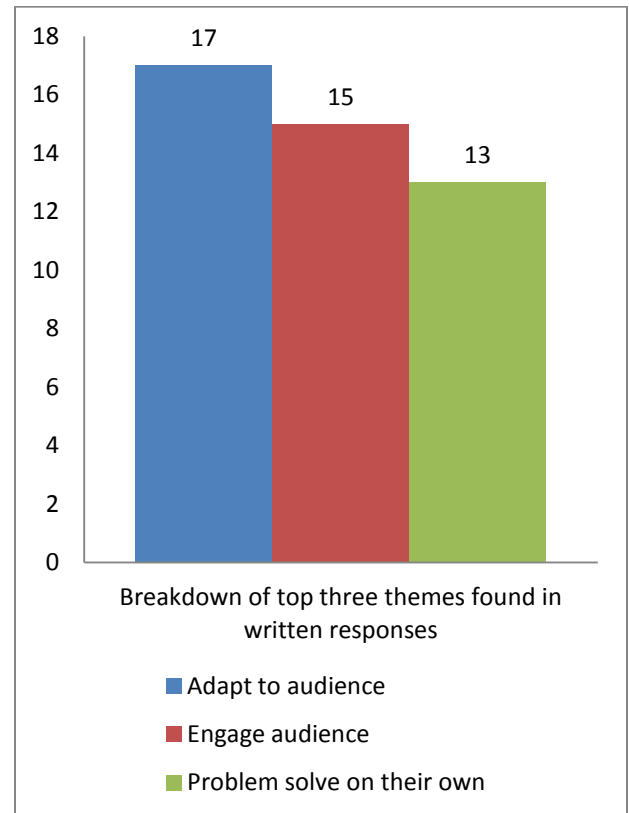
The Titan Ambassadors were asked to reflect on their experiences as campus tour guides. They were then asked to write individual responses to the following question: "How has being a Titan Ambassador impacted or enhanced your critical thinking skills?" The Coordinator, New Student Programs then reviewed the written reflections and looked for themes within the short essays (ranging from 1-2 pages in length). Results from the written responses revealed that being a Titan Ambassador enhanced the students' critical thinking skills by learning how to adapt and actively engage different types of tour participants. Additionally, the majority of the students felt that the

autonomous nature of the position gave them the opportunity to problem-solve on their own and find solutions to challenging situations while giving campus tours, thus further developing their critical thinking skills.

Key Findings:

- 94% indicated that they learned how to adapt to the needs of their audience by presenting the appropriate information suitable to the tour participant's age, personal experience, and/or background knowledge of university life.
- 83% stated that they were able to engage their tour participants by asking questions or covering information that related to the participant's interests and expectations.
- Due to the independent nature of the position, 72% of the students indicated that the Titan Ambassador position enhanced their critical thinking skills by allowing them to problem-solve on their own when faced with challenging situations during their tours.
- The majority of the participants further revealed that by reflecting on the information they received during training and continual tour experiences, they were able to prepare themselves to think through and find the best solutions to challenges that might arise while conducting tours.

**Titan Ambassador
Critical Thinking Themes 2010-2011**



One Titan Ambassador commented:

“Throughout the semester I conducted many tours for all different kinds of audiences. That is one of the first ways that I used critical thinking in this position: through knowing how to change up my tour for different people... Thinking critically, when you begin a tour you can get a sense of what kind of group it is. From there you have to formulate in your mind how you are going to deliver the info, what jokes to use/not to use, what buildings would probably be of more interest to them, etc.”

One Titan Ambassador wrote:

“This position as a Titan Ambassador has truly helped me expand on my critical thinking skills. One of my biggest concerns was not being able to answer a challenging question like, ‘Is CSUF a party school?’ The training that was provided helped me address this concern by having discussions on how to approach these questions.”

2011-2012 Strategic Goals:

1. Create a standard tool/rubric in order to focus the evaluation on important themes and standardize the data collection/analysis process. Using clear language on the rubric can also assist evaluators to more quickly identify the students' depth of understanding related to specific areas of critical thinking.
2. Utilize triangulation approach to strengthen the credibility of the assessment findings, possibly using multiple readers to validate results.

DEPARTMENT MISSION STATEMENT:

Counseling and Psychological Services (CAPS) strives to help students achieve their academic, professional, and personal goals. Counselors can help students improve coping skills, strengthen personal relationships, navigate the college transition, and recover from traumatic experiences. CAPS offers brief counseling for individuals and couples, group counseling, psychiatric services, referrals, crisis intervention, and workshops to eligible CSUF students. CAPS counselors are also available to consult with faculty and staff about concerns related to student mental health. In addition, CAPS offers extensive practicum training to advanced students in doctoral and master's programs in counseling and clinical psychology.

PROGRAM/SERVICE OVERVIEW:

Counseling and Psychological Services Graduate Trainees Evaluation

Counseling and Psychological Services (CAPS) offers an extensive training program for qualified graduate-level trainees from various clinical psychology graduate programs in Southern California. Under the training and supervision of CAPS staff, graduate trainees provide individual counseling, group counseling, and outreach to CSUF students. This project assessed graduate trainees' learning of counseling skills.

LEARNING DOMAIN:

Self-Management and Professionalism

DATA COLLECTION TIMEFRAME:

August 2010 to May 2011

LEARNING OUTCOMES:

Graduate trainees must demonstrate an appropriate level of counseling skill in the following seven areas:

- I. Clinical skills and techniques
- II. Self in relation to client
- III. Conceptual skills
- IV. Documentation and case management skills
- V. Awareness of and sensitivity to diversity
- VI. Use of supervision
- VII. Ethics and professionalism

DATA COLLECTION METHODS:

- Quantitative surveys
- Individual supervisors were asked to fill out the CAPS trainee evaluation form (71 questions on 5-point Likert scales, measuring 7 areas of counseling skill) at the beginning, middle, and end of the year.

LIMITATIONS:

- Supervisors change from year to year, and multiple supervisors are involved each year. Therefore, the degree of agreement on trainees' performance can vary.
 - The number of trainees was small.
 - It was difficult to capture the learning of specific counseling sub-skills within each of the 7 areas of assessment due to averaging of scores within each area.
-

PROJECT SAMPLE:

3 graduate trainees

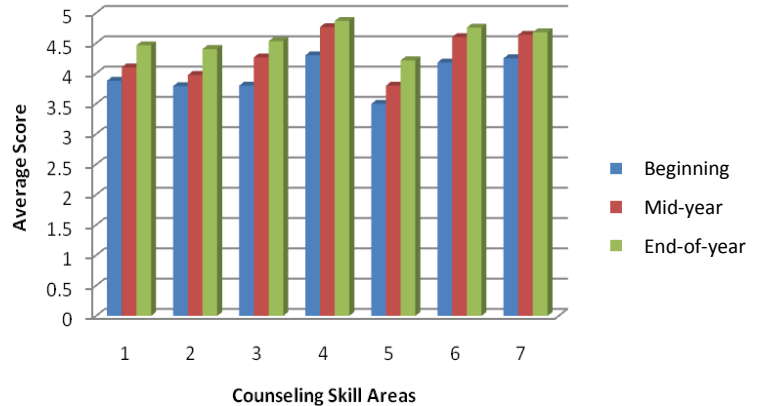
SUMMARY OF RESULTS:

The graduate trainees improved their counseling skills in all 7 areas during the 2010-2011 academic year.

Counseling Skill Areas	I	II	III	IV	V	VI	VII
Beginning	3.88	3.79	3.80	4.30	3.50	4.18	4.25
Mid-year	4.10	3.97	4.27	4.77	3.80	4.60	4.64
End-of-year	4.46	4.40	4.53	4.87	4.22	4.76	4.68

KEY FINDINGS

- The average scores on all 7 areas were above 4.5 by the end of the training year, indicating that the trainees' counseling competence in all 7 areas reaches the "satisfactory strength" level (i.e., 4 on the 1-5 scale).
- The trainee evaluation form adequately captures trainees' learning of counseling skills.



2011-2012 STRATEGIC GOALS:

1. Continue to use this evaluation form to track graduate trainees' progress.
2. Implement training for supervisors on how to rate trainees' counseling performance to maximize inter-rater reliability.

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PROGRAM/SERVICE OVERVIEW:

Mind and Body Workshops Student Learning Outcomes Assessment

This project assessed the effectiveness of the Mind and Body Workshops. Each workshop consists of two 1 ½-hour interactive modules. The first module, Healthy Eating, covers normal eating, different types of binge eating, and the importance of mindful eating. The second module, Positive Body Image, focuses on how body image develops as well as steps toward a healthy body image.

LEARNING DOMAIN:

Self-Management

LEARNING OUTCOMES:

At the end of the Mind and Body Workshops, participants reported:

1. Increased knowledge of healthy eating
2. Increased knowledge of positive body image

PROJECT SAMPLE:

Healthy Eating module (offered once per semester): 16 participants total

Positive Body Image module (offered once per semester): 11 participants total

DATA COLLECTION TIMEFRAME:

Fall 2010 and Spring 2011

DATA COLLECTION METHODS:

Pre- and post-workshop quantitative assessments of knowledge of either eating or body image issues, depending on the module.

The Healthy Eating survey had 7 questions, and the Positive Body Image survey 8 questions; all were on 7-point Likert scales.

SUMMARY OF RESULTS:

Both modules of the Mind and Body Workshops significantly improved participants' knowledge of healthy eating and positive body image.

KEY FINDINGS:

The average scores on all of the questions were above 6 out of 7 at the end of the workshops, indicating that participants had a good knowledge of healthy eating and positive body image topics.

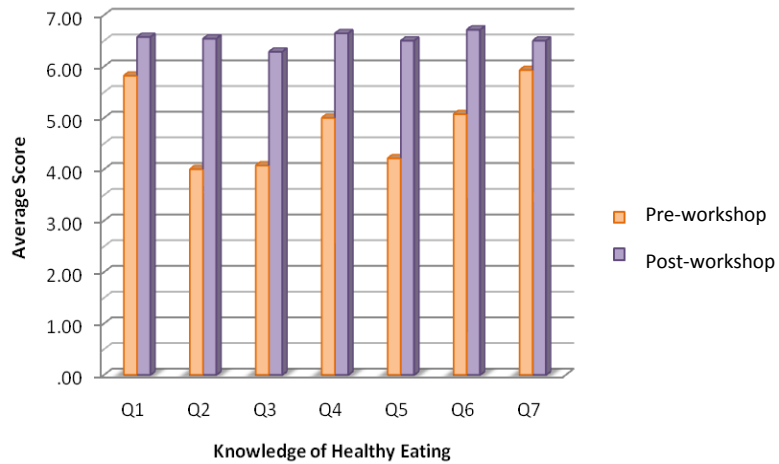
Healthy Eating Module

- All participants from this module found it either “very helpful” or “extremely helpful.”
- 75% of participants reported that they would “definitely” change their eating behaviors after attending the module.
- All participants indicated that they would “definitely” recommend this module to others.

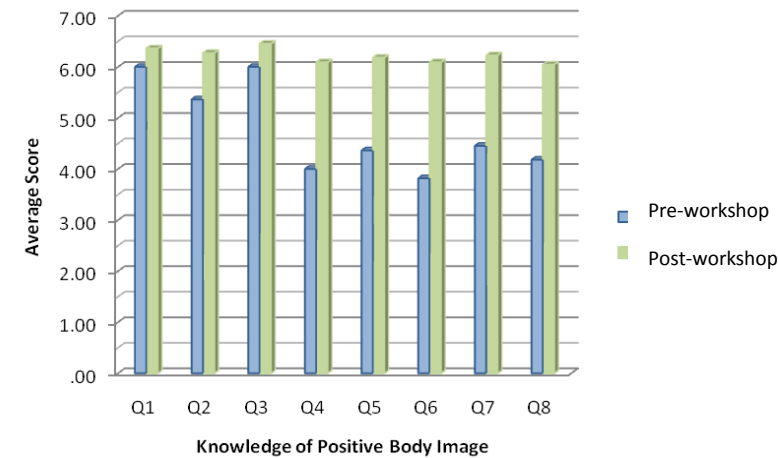
Positive Body Image Module

- 83% of participants from this module found it either “very helpful” or “extremely helpful.”
- 50% of participants reported that they would “definitely” change their thoughts or actions after attending the module.
- All participants indicated that they would “definitely” recommend this module to others.

Healthy Eating	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Pre-workshop	5.82	4.00	4.07	5.00	4.21	5.07	5.93
Post-workshop	6.57	6.54	6.29	6.64	6.50	6.71	6.50



Positive Body Image	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Pre-workshop	6.00	5.36	6.00	4.00	4.36	3.82	4.45	4.18
Post-workshop	6.36	6.27	6.45	6.09	6.18	6.09	6.23	6.05



2011-2012 STRATEGIC GOALS:

1. Continue to conduct both modules of the Mind and Body Workshop.
2. Begin to conduct assessment projects for other CAPS workshops, such as those on stress management and healthy relationships.



DEPARTMENT MISSION STATEMENT:

The mission of the Volunteer & Service Center (VSC) is to provide quality volunteer service to the community and to design and implement social justice programming in collaboration with campus and community members. The Volunteer & Service Center seeks to broaden the knowledge and experience of Cal State Fullerton students, to develop character, sensitivity and civic mindedness, and to ensure students become responsible and active members of society.

PROGRAM/SERVICE OVERVIEW:

Volunteer & Service Center Student Project Directors Learning Outcomes Assessment

The Volunteer & Service Center’s Project Directors are volunteer student leaders who work in small teams and are responsible for coordinating a community service/social justice project and serving as ambassadors for the VSC on campus and in the community. With varying levels of previous leadership experience, this assessment was implemented to consider how effectively the current Project Director program helped with developmental leadership and self management skills. The information gathered was helpful in evaluating the services of the VSC in terms of training, supervision and evaluation of the student leaders and identify next steps in light of the results.

LEARNING DOMAIN(S):

Leadership, Self Management

absences due to illness or unexpected conflicts.

- 5. Demonstrate improved organizational skills.

LEARNING OUTCOMES

Project Directors will be able to:

1. Understand the goals of their position and steps necessary to coordinate a successful volunteer event.
2. Learn how to work as part of a team as demonstrated by ability to utilize effective organizational and communication tools (e.g. task lists, timelines, work logs, team meetings), assign and complete tasks, manage conflict, and accomplish project goals.
3. Demonstrate improved public speaking as demonstrated through comfort level, projection/volume, eye contact, and clarity of information.
4. Effectively manage time as demonstrated by regularly attending scheduled office hours, meetings, and project events/activities and tracking hours in designated time logs. This includes demonstrating punctuality and providing timely notification for any

PROJECT SAMPLE:

25 students

DATA COLLECTION TIMEFRAME:

January 2011 – May 2011

DATA COLLECTION METHODS:

Qualitative survey administered through StudentVoice, observations, and end of semester reflection meetings

LIMITATIONS

The surveys are self reporting tools. Results are subjective and can be influenced by variables such as how the participants may have understood the question, how they may have been feeling at the time about their project, and desire to make a good impression.

SUMMARY OF RESULTS:

Pre-survey results indicated that Project Directors are knowledgeable about the basic VSC procedures, their position goals and expectations, and the steps necessary to coordinate a successful event. However, the results also signify that Project Directors' areas of improvement are related to time management in planning for events, punctuality, and managing interpersonal conflicts within their Project Director team. Post survey results indicated a strong level of knowledge around leadership and self management skills while leading teams. Results also supported the need for formal training around time management and public speaking. A sizeable amount of project directors highlighted the growth experienced in their leadership as a result of their role within the Volunteer & Service Center.

KEY FINDINGS:

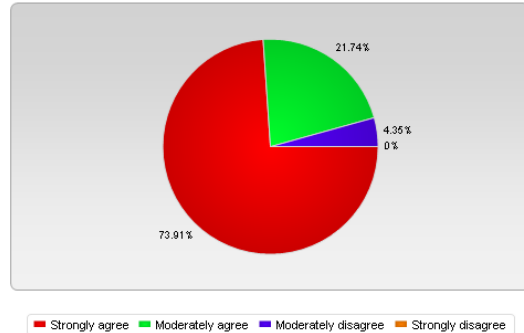
Pre Survey - Project Directors indicated that they understood the goals related to their position.

- 100% agreed that they understood and were able to implement the steps necessary to run a successful volunteer event.
- 64% of Project Directors “moderately agreed” that they were prepared and had completed the planning stages two days prior to the event date, with an additional 27% strongly agreeing. With more students selecting “moderately agree” in this category rather than “strongly” as in other categories, this demonstrates the need for work on time management. Similar results were seen on related questions.

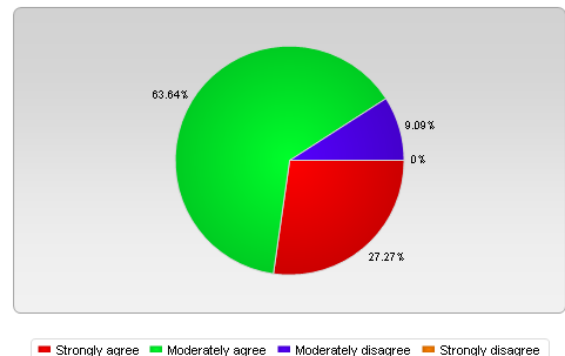
Post Survey - Project Directors feel their role has helped in developing their skills.

- 100% of respondents agreed that their leadership skills have improved “a great deal” (68%) or “considerably” as a result of being a project director.
- Respondents wrote:
 - “It has improved my leadership skills. I feel like I can organize a large group of volunteers.
 - “It has helped me become better at

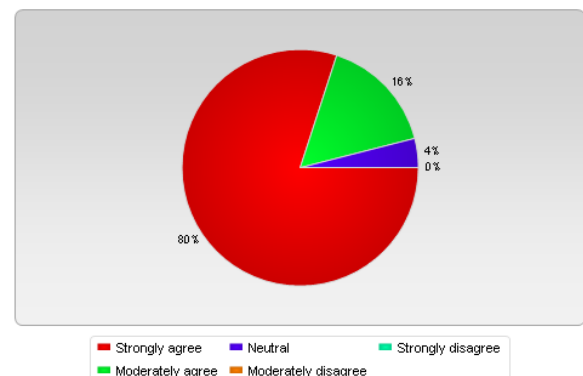
Q1. Please indicate your level of agreement with the following statement: I have a clear understanding of the goals related to my position at the Volunteer and Service Center (VSC), and I actively work towards accomplishing those goals.



Q8. Please indicate your level of agreement with the following statements: - I have completed the planning stages and am prepared for project events at least two days prior to the event date.



Q10. Please indicate your level of agreement with the following statements: As a result of serving as a Project Director... - In a group setting, I contribute to creating a sense of teamwork.



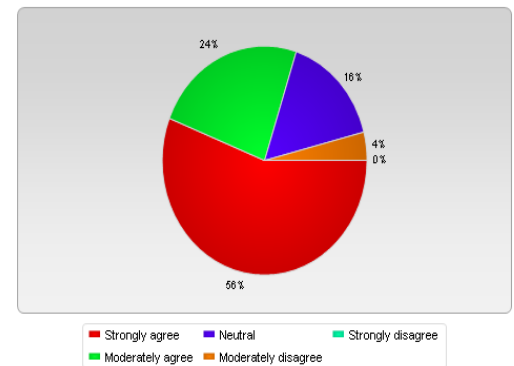
public speaking in front of a large crowd.”

-“The most rewarding aspect of being a Project Director is building those professional and planning skills that will come of use in everyday life.”

-“I have gained skills such as leadership, communication, and organization skills...”

- Results from “areas of improvement” indicated a strong need for more training in time management and public speaking skills.
- 100% of Project Directors indicated they would recommend the Project Director position to others.

Q11. Please indicate your level of agreement with the following statements. As a result of serving as a Project Director... I am able to communicate my expectations to my co-Project Directors.



2011-2012 STRATEGIC GOALS:

- Bi-weekly meetings assessment: Develop a rubric to implement during bi-weekly meetings with each project team.
- Create a similar rubric to be utilized by staff at volunteer events.
- Implement specific trainings at semester retreats and intermittently at monthly Project Director meetings- topics to include:
 - Time management
 - Public speaking
 - Phone etiquette
 - Office procedures

DEPARTMENT MISSION STATEMENT:

The goal of the University Learning Center (ULC) is to provide all Cal State Fullerton students with academic support that is consistent with their learning styles in an inviting and contemporary environment. We believe that all learners need support that extends beyond the classroom to reinforce and amplify daily lessons. Research shows that students who engage in tutoring, attend study groups, and participate in skills building workshops achieve higher grades than those who do not.

The carefully selected and trained ULC staff works with all students from diverse backgrounds in more than 60 courses including those in science, technology, engineering, and math (STEM) areas; in humanities and social sciences; as well as in other subjects. ULC staff also provides study skills and test taking strategies workshops as well as pronunciation and writing workshops for English learners.

PROGRAM/SERVICE OVERVIEW:

ULC Supplemental Instruction (SI) Participants Learning Outcomes and Satisfaction Assessment

Supplemental Instruction is an academic assistance program which provides weekly, peer-led group study sessions for students taking historically difficult courses— those with low pass and/or high withdrawal rates. SI is attached to a subject or course to provide students with a systematic and disciplined approach for processing the subject material assigned by the professor. SI sessions are led by a SI leader who is an exceptional student and has already mastered the course material; the SI leader has been trained to facilitate group sessions wherein students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. The goal of SI is to create independent learners; and the SI leader is the link between the actual class and SI session; the leader provides two or three study sessions a week during which course readings, content, and material are brought together with effective learning strategies in a collaborative learning environment. Supplemental instruction goes beyond "group tutoring" as it is a learning enhancement program to help students learn better in traditionally difficult courses. SI is provided for all students who want to improve their understanding of course material and improve their grades; it is not just for those students who are struggling.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:

162

DATA COLLECTION TIMEFRAME:

Fall 2010 - Spring 2011

DATA COLLECTION METHODS:

Quantitative and qualitative survey via StudentVoice

LIMITATIONS:

Attendance varied between individual students and study groups: some students were self-directed and voluntarily attended, whereas others were required to attend.

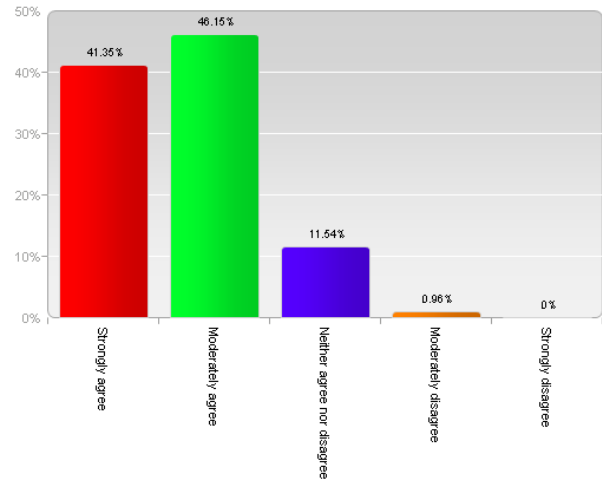
SUMMARY OF RESULTS:

Results demonstrate that through participating in the ULC Supplemental Instruction Program, students connect *what to learn* with *how to learn*. Most respondents found that the SI study group sessions improved their confidence in their ability to succeed, asking others for help, expressing themselves in groups, and in ethical decision making. Moreover, the majority responded that their study, problem solving and critical thinking skills improved considerably or a great deal. As a result of attending SI study sessions on a regular basis, students gained the ability to synthesize ideas and formulate questions regarding course content and material and, ultimately, take power over their own learning. Suggestions for improvement included additional meeting times to accommodate various student schedules.

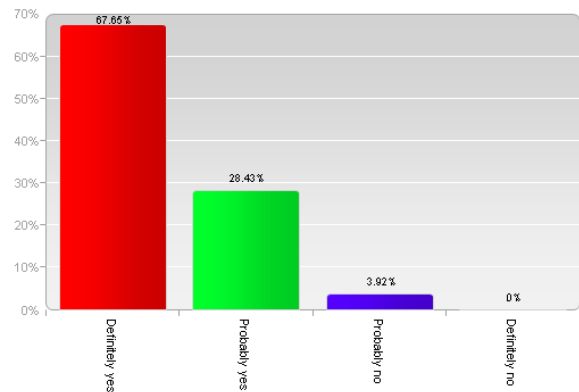
KEY FINDINGS

- 87.5% of respondents “strongly” or “moderately” agreed that they could now articulate their own learning style.
- 88.6% of respondents indicated that the SI sessions improved their ability to complete this course “a great deal” or “considerably.”
- 96% of respondents indicated that they would “probably” or “definitely” be interested in taking another class where SI was offered.

Q17. Please indicate your level of agreement with the following: - I can articulate my learning style.



Q23. Would you be interested in taking another class where SI was offered?



APPLICATIONS OF FINDINGS:

1. Integrate more skills strategies activities into the study group sessions during the beginning of the semester
2. Provide additional study group times to accommodate more students
3. Increase the number of courses linked to SI

DEPARTMENT MISSION STATEMENT:

The goal of the University Learning Center (ULC) is to provide all Cal State Fullerton students with academic support that is consistent with their learning styles in an inviting and contemporary environment. We believe that all learners need support that extends beyond the classroom to reinforce and amplify daily lessons. Research shows that students who engage in tutoring, attend study groups, and participate in skills building workshops achieve higher grades than those who do not.

PROGRAM/SERVICE OVERVIEW:

ULC Student Staff Learning Outcomes and Satisfaction Assessment

The carefully selected and trained ULC staff work with all students from diverse backgrounds in more than 60 courses including those in science, technology, engineering, and math (STEM) areas; in humanities and social sciences; as well as in other subjects. ULC staff also provide study skills and test taking strategies workshops as well as pronunciation and writing workshops for English learners. The ULC Student Staff Survey is completed at the end of the academic year by all ULC receptionists, tutors, study group and SI leaders to determine job satisfaction levels, to see if learning outcome objectives were met through their working experiences at the ULC, and to modify training as necessary.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

PROJECT SAMPLE:

26 students

DATA COLLECTION TIMEFRAME:

Fall 2010 - Spring 2011

DATA COLLECTION METHODS:

Quantitative and qualitative survey via StudentVoice

LIMITATIONS:

Some questions may not accurately capture the nature of the question. Some student staff members (especially seniors and/or graduate students) may already have strong skill sets coming into the ULC, and might not necessarily develop or improve them as a result of working at the ULC.

SUMMARY OF RESULTS:

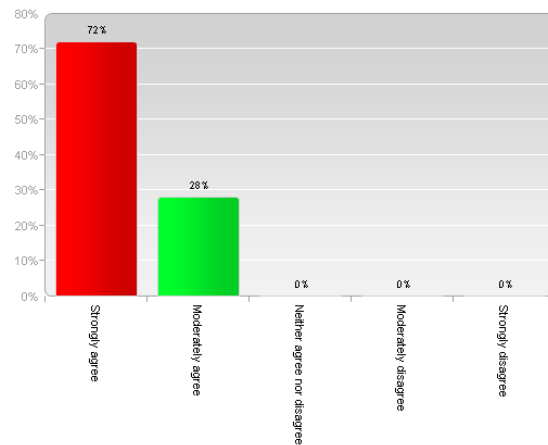
Results demonstrate that through working at the ULC and participating in the peer tutor track and in-service training, ULC staff members demonstrated an ability to respectively and effectively work with others of diverse backgrounds and learning abilities. Most respondents found that they developed self confidence, self awareness and self direction. ULC tutors noted that they gained the ability facilitate effective individual and group learning and development, through an ability to adapt to the needs of others. Many tutors also felt that they had improved their understanding of course content, concepts and material as a result of tutoring other students. Moreover, the majority of the staff responded that they felt a greater connection to the campus, making a difference in people's lives, and contributed positively to their work environment.

KEY FINDINGS:

- 96% of respondents “strongly” or “moderately” agreed that they can utilize different communication methods to appeal to different learning styles.
- 84%-88% of respondents indicated that they improved their problem solving, critical thinking and/or analytical skills as a result of working at the ULC.
- 92% of respondents indicated that they “often” or “always” hold themselves accountable for their own actions and listen thoughtfully when others speak.
- 80% of respondents noted that they “greatly” or “considerably” improved a feeling of positively connecting to others.

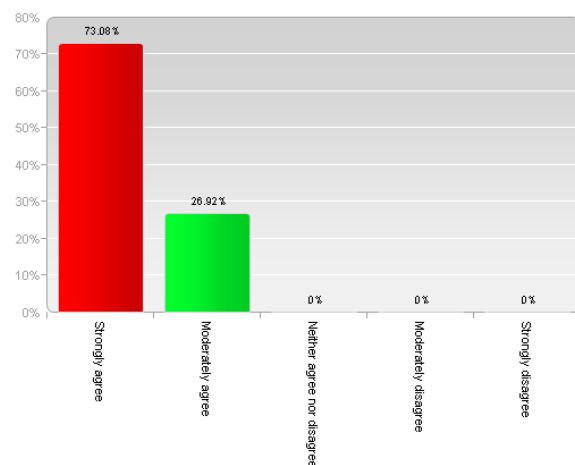
Q10. Please indicate your level of agreement with the following statements: - I understand tolerance and compassion are important in running an efficient organization.

Q10. Please indicate your level of agreement with the following statements: - I understand tolerance and compassion are important in running an efficient organization.



Q11. Please indicate your level of agreement with the following statements: - I can demonstrate patience with people who have different attitudes or beliefs.

Q11. Please indicate your level of agreement with the following statements: - I can demonstrate patience with people who have different attitudes or beliefs.



APPLICATIONS OF FINDINGS:

1. Some student staff member did not complete the survey as it was administered the last week of the semester. It is recommended that the survey be administered prior to the last meeting, preferably between weeks 13-14.
2. The assessment tool was heavily restructured in order to focus more attention on measuring student learning outcomes as a result of working at the ULC and undergoing training, rather than on measuring just job satisfaction.

DEPARTMENT MISSION STATEMENT:

The Women's Center's mission 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/emotional development, growth and support of the student body at CSUF are implicit in all of the center's goals.

PROGRAM/SERVICE OVERVIEW:

Noontime Program Learning Outcome Assessment

Noontime Programs are individualized every semester and are open to the entire college community. A wide variety of topics relating to gender are presented by WoMen's Center staff, CSUF faculty/staff and off-campus partners.

TYPE OF ASSESSMENT:

- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

DATA COLLECTION TIMEFRAME:

September 2010 – December 2010

DATA COLLECTION METHODS:

Quantitative and qualitative assessment

LIMITATIONS:

Not all participants completed the assessment.

PROJECT SAMPLE:

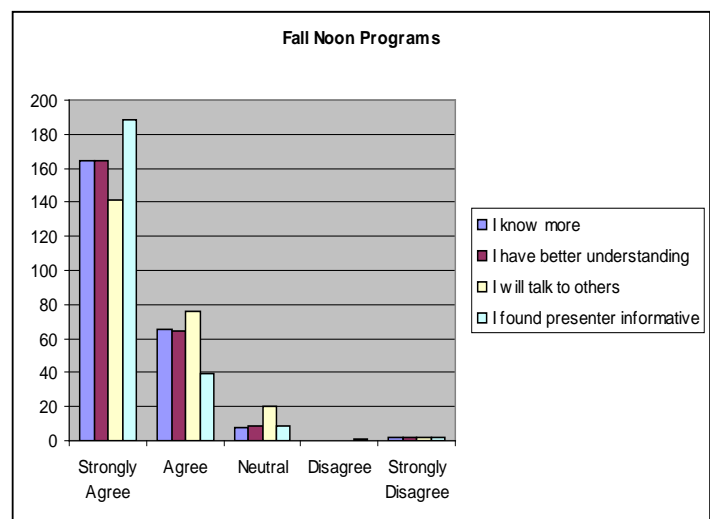
460

SUMMARY OF RESULTS:

WoMen's Center noon programs are educational to most audience members.

KEY FINDINGS:

- People are not likely to use information gained while attending a workshop in a discussion with others.
- Nearly all recipients indicated they "know more" about the topic after attending a program.
- Most presenters were rated highly in terms of their informational value.



APPLICATIONS OF FINDINGS:

1. Data will be used to inform programming efforts to address students' educational interests.
2. The assessment tool will be reviewed to determine if changes to the questions might elicit more useful data.
3. Qualitative data gleaned from the assessment tool should be utilized in final reporting.

DEPARTMENT MISSION STATEMENT:

The WoMen's Center at CSUF is dedicated to issues of gender equity on the campus and 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, sexual identity, age and socioeconomic status. Intellectual/emotional development, growth and support of the student body at CSUF are implicit in all of the center's goals.

PROGRAM/SERVICE OVERVIEW:

Sexual Assault Prevention and Intervention Program Learning Outcomes Assessment

Sexual Assault Prevention and Intervention Program is dedicated to providing education on the subject of sexual assault/harassment to all students, faculty and staff at CSUF. Programming is offered in the classroom, to the Greek community, athletics, residential students, coaches, student staff, professional staff and faculty. Primary prevention services include pre and post testing, the WoMen's Center-produced video "Step Up and Stop It," interactive role play and discussion of social norms and media's influence on beliefs/behaviors. Freshman students are particularly targeted due to their inexperience and substantial risk for sexual assault. For the purposes of this assessment, freshman students were exposed to a sexual assault prevention program in a classroom setting.

LEARNING DOMAIN:

Social and Civic Responsibility

LEARNING OUTCOMES:

Students will be able to:

1. Gain knowledge of myths about sexual assault.
2. Understand the concept of "consent".
3. Be aware of techniques to safely intervene before an assault occurs.
4. Increase knowledge of campus resources for sexual assault victims.

PROJECT SAMPLE:

272 students

DATA COLLECTION TIMEFRAME:

August 2010 through October 2010

DATA COLLECTION METHODS:

Multiple choice pre and post test

LIMITATIONS:

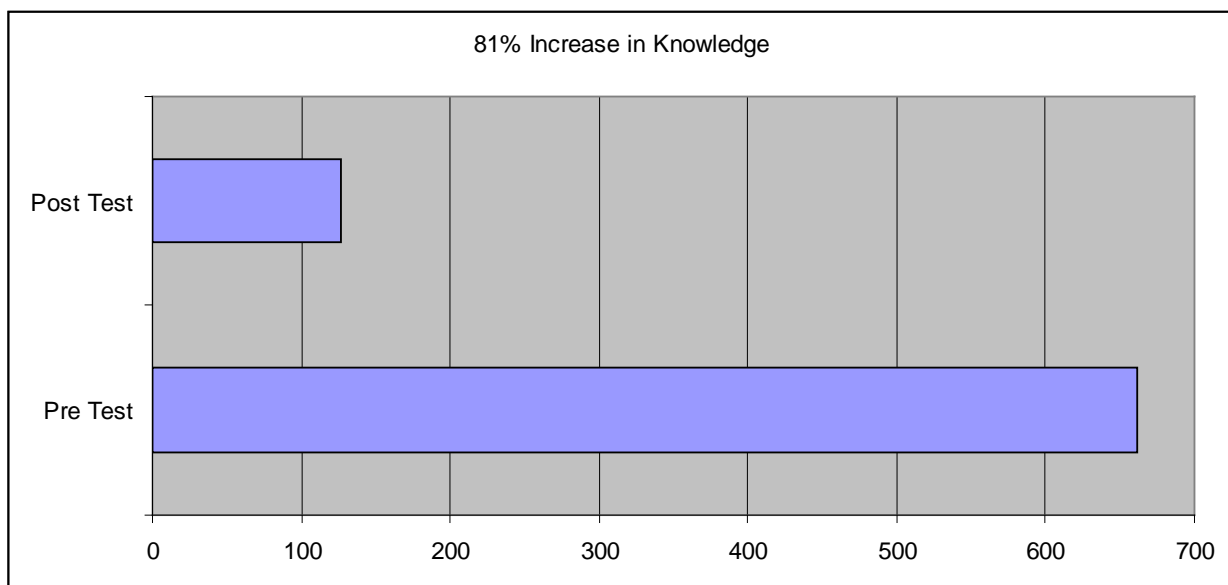
Pre and post test data did not match.
Demographic data was not collected.
No method of assessment was implemented to obtain students' knowledge of campus resources.

SUMMARY OF RESULTS:

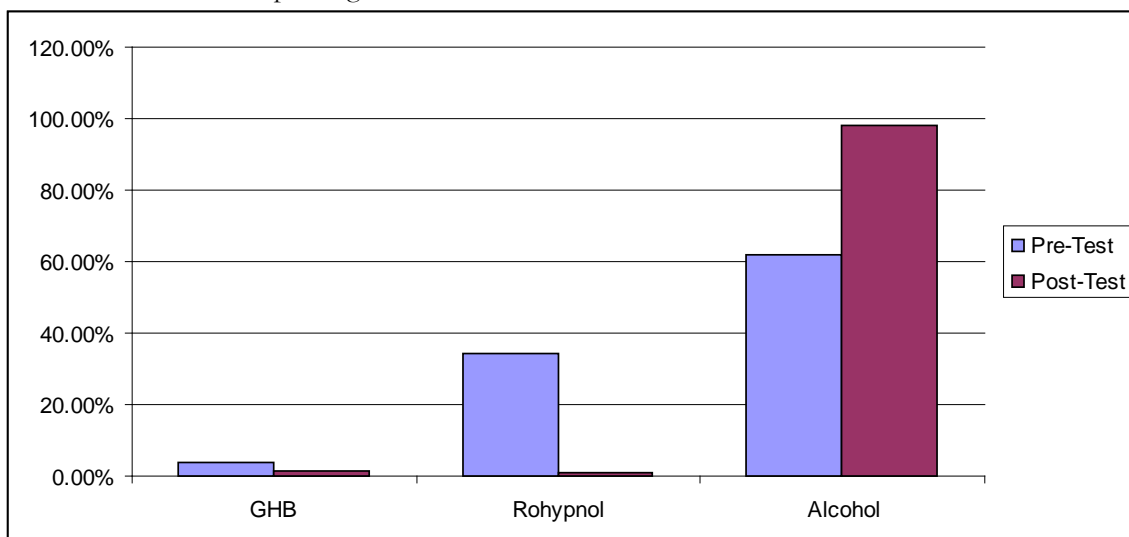
Data results were mixed for the stated learning objectives. Of the eleven questions posed in the pre and post test, seven posted substantial gains in discrediting sexual assault myths. The questions with minimal positive knowledge shift indicate areas of resistance. These concepts would benefit from extra emphasis. The questionnaire did not include demographic information or pre/post test match which imposed limits on data interpretation.

KEY FINDINGS:

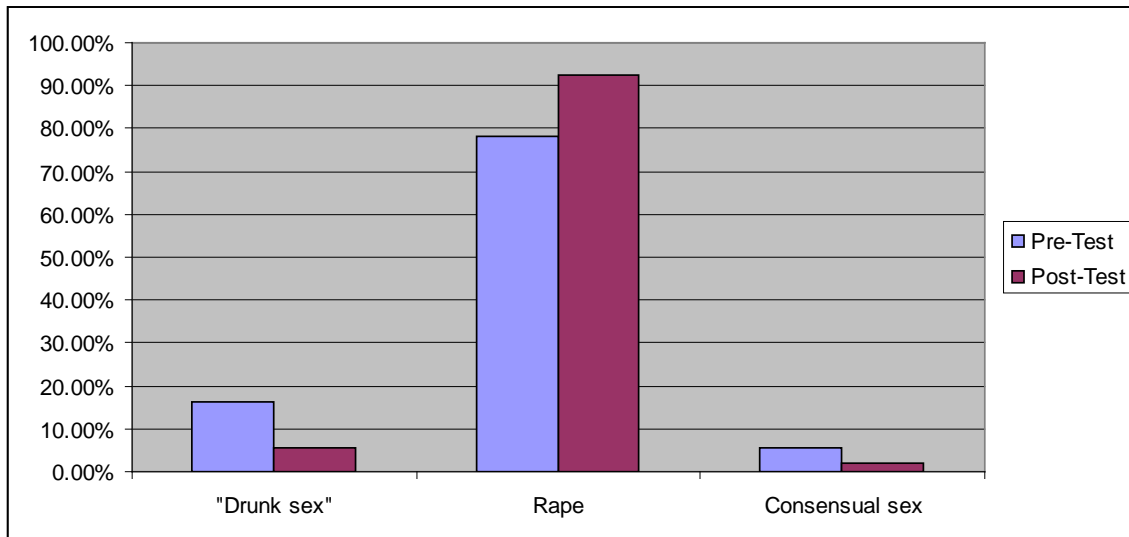
- Overall increase in knowledge from pre to post test was 81%.
- The objective to “gain knowledge of myths about sexual assault” was achieved in 64% of the questions. Significant post test gains were found in questions: “the reason men rape,” “the location where rape most frequently occurs,” “relationship to the rapist,” “if a person ‘asks’ to be raped,” and “the age of the survivor.”
- Comprehension of the concept of “coercion/consent” improved from 78.11% to 92.52%, but a disappointing 7.48% maintained a false definition.
- Conceptualizing the notion of “bystander intervention” proved to be difficult for students, as the percentage of correct answers decreased from 87.59% to 84.06%.
- Critical to college student safety is acceptance of the role of alcohol in the incidence of sexual assault. An increase from 61.83% pre test to 98.01% post test response pointed to awareness that alcohol is the number one date rape drug.



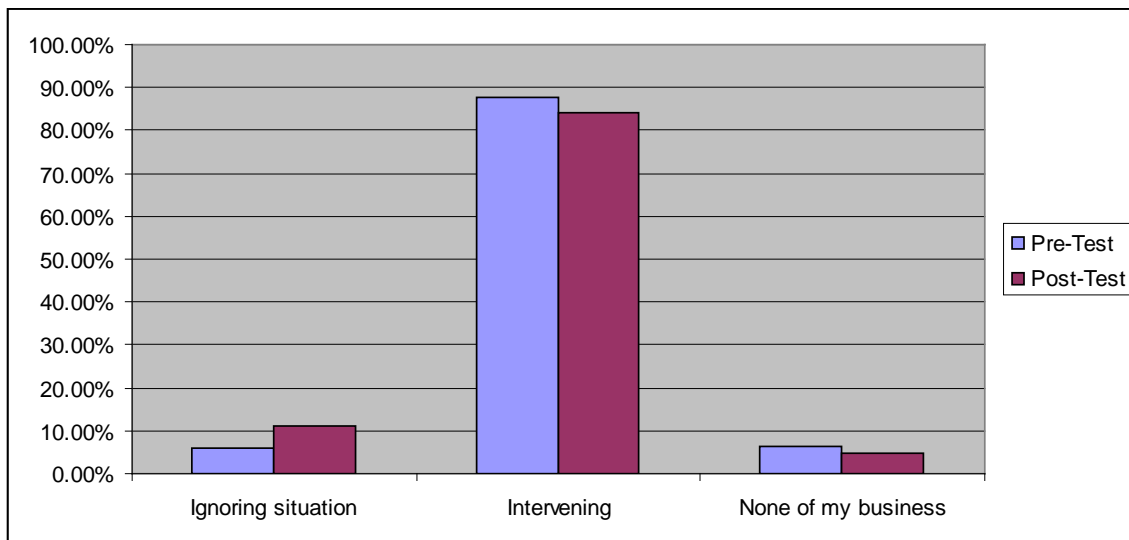
The number one date rape drug is:



Sexual coercion with the use of alcohol is:



The “bystander effect” can be eliminated by:



2011-2012 STRATEGIC GOALS:

1. Sexual assault presentations will be adjusted to increase emphasis on concepts with poor learning outcomes results.
2. Demographic data will be gathered.
3. Pre and post tests will be matched.

June 10, 2011

<http://www.fullerton.edu/assistantdeans/>

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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 Interclub Council (ICC) Leadership Development

Leadership Development was selected from the five domains developed by the Student Affairs Assessment Committee on campus. As a team, we identified student leaders who are active participants in co-curricular learning within each college. Using a model from the University of Minnesota, we wanted to determine to what extent the student leader demonstrates skills/competencies in seven areas in his/her leadership role/experience during the academic year.

LEARNING DOMAIN:

Leadership Development

PROJECT SAMPLE:

33 respondents to pre-test
26 respondents to post-test

LEARNING OUTCOMES

1. Understand and articulate their leadership style, and how to maximize their strengths and address areas for improvement.
2. Demonstrate the ability to facilitate effective group development and collaboration with others.
3. Demonstrate fiscal responsibility and effective, appropriate use of resources.

DATA COLLECTION TIMEFRAME:

Pre-test data collected November, 2010
Post-test data collected May, 2011

DATA COLLECTION METHODS:

Online survey administered through StudentVoice.

LIMITATIONS

There were two limitations to this project: 1) some student leaders were not able to participate in all interventions; and 2) student leader attrition.

SUMMARY OF RESULTS:

Interestingly, student leaders were initially motivated to become involved in the ICC's for leadership development. The pre-test data

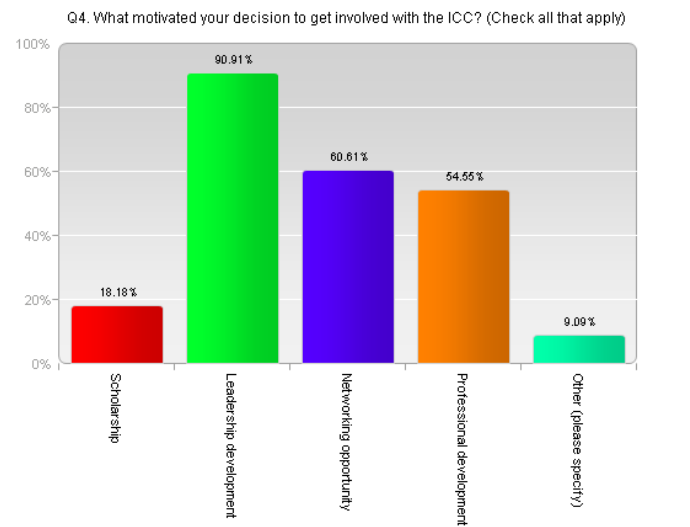
showed that these student leaders also already felt moderately to strongly competent in the 7 leadership competencies addressed in this program. However, the post-test data showed

that participation in the ICC and the program interventions improved their ability to articulate their leadership style and learn how to maximize their strengths and address areas for improvement, as the following statement from a participant shows: *“It has made me see the potential that I have from within; being able to balance school and other commitments, become more responsible and organized, reveal leadership skills and being very open-minded in many aspects as both a student and an officer.”* While some improvements were noted in the ability to facilitate effective group development and collaboration with others, this program showed that the leadership competency *Independence and Interdependence* are skills that need further development. Finally, the student leaders showed significant improvements demonstrating fiscal responsibility and effective, appropriate use of resources as evidenced in the following statement from a participant: *“It made me realize that ICC is a wonderful way to network and gain real-world experience. My ICC position has helped me in my internship to work together as a team and be able to handle complex financial issues and budgeting.”*

KEY FINDINGS

- Nearly 40% of the participants were initially motivated to get involved in the ICC for leadership development.
- Student leader’s level of competence related to balancing classes, work, volunteer activities and personal commitments increased approximately 7%.
- Student leader’s level of competence related to initiating the development of relationships with individuals decreased nearly 13% from pre-test to post-test.
- Student leaders showed a 7% increase in competence related to demonstrating effective planning to achieve a goal(s).

- Student leaders showed an 8% increase in competence level related to prioritizing responsibilities.
- Student leaders felt less competent (13% decrease) regarding the ability to work without specific guidelines.
- Student leaders felt significantly more confident (17% increase) regarding their ability to adapt to change.
- Student leaders felt their level of experience increased regarding interpreting fiscal policies and procedures (18% increase) and managing budgets for an organization (7% increase).
- A majority of student leaders agreed that they can identify leadership skills that need further development (approximately 58% strongly agreed on the pre-test and post-test).



2011-2012 STRATEGIC GOALS:

1. Use the data and student reflections to develop marketing materials to increase recruitment for student leadership positions.
2. Hold the student leader retreat earlier in the academic year.
3. Explore the possibility of incorporating all College Interclub Councils and increase student involvement to include student organization representatives and members of the ASI Board of Directors.
4. Explore the possibility of using the National Center for Student Leadership library during the student leader training.



Pictured: Student Leader participants and Advisors from the 2010-2011 College Interclub Council Leadership Development assessment project.

DEPARTMENT MISSION STATEMENT:

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PROGRAM/SERVICE OVERVIEW:

College of Health and Human Development First Semester Transfer Students Probation Workshop

In collaboration with the Academic Advising Center, this workshop targeted 75 students in the College of Health and Human Development who were on probation after their first semester transferring to Cal State Fullerton. In addition to an email asking them to attend a mandatory workshop, each student received a phone call and was reminded to check their CSUF email for important information. A registration hold was placed for individual advising for those students who did not attend the workshop.

LEARNING DOMAIN:

Self Management

PROJECT SAMPLE:

38 attendees, 16 respondents

LEARNING OUTCOMES:

Students will be able to:

1. Develop and manage personal plans
2. Adjust goals as needed given new experiences, priorities, and information

DATA COLLECTION TIMEFRAME:

January 18, 2011 – February 3, 2011

DATA COLLECTION METHODS:

Mixed methods online survey administered via StudentVoice.

SUMMARY OF RESULTS:

Students indicated they would set goals to improve their academic performance by completing assignments when due or reduce the hours they work. In addition, they would use campus resources, form study groups, and go to office hours.

One student stated “the only obstacles that could stand in my way would be myself.”

KEY FINDINGS:

94% of respondents indicated our workshop contributed a “great deal” or “considerably” in their ability to understand the effect of their goals on themselves and others, identify obstacles to achieving their goals, formulate strategies to overcome obstacles, and employ behaviors to achieve goals.

2011-2012 STRATEGIC GOALS:

1. Continue workshops before the beginning of each spring semester.
2. Begin tracking how many remain on probation, get off probation, or become disqualified.

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 Health and Human Development InterClub Council (ICC) Student Learning Outcomes

In August 2010, four student leaders met and wrote three learning outcomes. To evaluate their progress, we chose the *On-Course* pre and post self assessments, used the *On Course: Strategies for Creating Success in College and In Life* textbook, and modified 10 written journals prompts that focused on their learning outcomes and the eight *On Course* learning domains: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and belief in self.

<http://www.oncourseworkshop.com/On%20Course%20Principles.htm>

LEARNING DOMAIN:

Leadership Development

PROJECT SAMPLE:

4 ICC officers

LEARNING OUTCOMES:

1. Maintain good communication between board members/council representatives.
2. Practice self-awareness by recognizing when personal and/or team support is needed.
3. Maintain self-motivation and use it to empower one another.

DATA COLLECTION TIMEFRAME:

August 2010 – June 2011

DATA COLLECTION METHODS:

Online pre and post survey with 10 journal writing prompts

SUMMARY OF RESULTS:

All four students scored in the 40-63 range or higher on the pre-test, indicating that their choices sometimes or usually kept them on course. However, Interdependence and Self-Awareness were two areas acknowledged as something that would hold them back as the team progressed. Results of the post-test showed improvement to the 64-80 range for all students, except for one student in the areas of Self-Management and Interdependence where the scores went down. Scores going down on the post-test are not an indication that the student became less effective; rather, it may be that she was more honest or more aware of what is necessary to excel in these areas, which she referenced in her journal.

KEY FINDINGS:

As stated by one student leader; “One of the coolest things...is that two of my highest post-test scores correspond to learning outcomes 2 & 3. These two areas I truly grew in this year and the best part of it all was I had the best team to take part in and grow with.”

Another student said “I am so thankful for my time on the board...I appreciated the opportunity to analyze my experience through journaling. By being forced to write about my weaknesses, I was able to identify and work on them. The power of self-awareness is amazing.”

2011-2012 STRATEGIC GOALS:

- All four student leaders have graduated, and no new assessment goals have been set for next year’s Executive Board as of this writing.

DEPARTMENT MISSION STATEMENT:

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PROGRAM/SERVICE OVERVIEW:

College of Health and Human Development Undeclared Pre-Nursing Students Probation Intervention Workshop

Students are admitted to the university as undeclared pre-nursing students and begin their preparation program to apply to the highly competitive Entry Level BSN program. Because these students are not a 'declared' major in the College, the Assistant Dean provides additional advising services especially for students on probation. A registration hold was placed for individual advising for those students who did not attend the workshop.

LEARNING DOMAIN:

Self Management

PROJECT SAMPLE:

13 attendees, 9 respondents

LEARNING OUTCOMES:

Students will be able to:

1. Develop and manage personal plans
2. Adjusting goals as needed given new experiences, priorities and information

DATA COLLECTION TIMEFRAME:

October 13, 2010 – November 1, 2010

DATA COLLECTION METHODS:

Mixed methods online survey administered via StudentVoice.

SUMMARY OF RESULTS:

Students indicated they would set goals to get off probation, obtain a 3.0, and spend more time studying than working. In addition, they plan to choose a major where they will succeed.

KEY FINDINGS:

89% of respondents indicated the workshop contributed a "great deal" or "considerably" to their ability to articulate personal goals, understand the effect of their goals on themselves and others, and identify obstacles to achieving their goals.

2011-2012 STRATEGIC GOALS:

1. Continue advising students individually.
2. Begin tracking how many students remain on probation, get off probation, or become disqualified.

ACKNOWLEDGEMENTS

Special thanks to all Directors and Assistant Deans for their contribution and assistance in preparing this report. A very special thanks and appreciation goes out to the Student Affairs staff in the Vice President for Student Affairs Office for their work in creating this publication:

Jeremiah Moore, Ed.D. (Editor),
Yvette T. Espinosa (Publications Assistant)



CAL STATE FULLERTON

STUDENT AFFAIRS

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