



STUDENT AFFAIRS

2007-2008 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
Honors & Scholars Support Services
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



CAL STATE
FULLERTON



C A L S T A T E FULLERTON

Office of the Vice President for Student Affairs
714-278-3221 / Fax 714-278-5300

November 2008

Dear Reader:

Student Affairs has had another year of significant accomplishments and achievements. Above all, we have maintained a continued sense of purpose and direction in advancing our mission. As part of our ongoing evaluation efforts, each department in Student Affairs has compiled information on its accomplishments and continuing challenges of the past year as well as goals for 2008-2009. In this 2007-2008 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 the executive summary of each department's annual report; for more detailed information, contact the Vice President for Student Affairs Office, Langsdorf Hall 805, 714-278-3221.

Efforts made by the directors and staff in each department have made positive contributions to the nature and quality of student life on campus. I believe that Student Affairs at California State University, Fullerton remains among the nation's best in providing quality student services, and high quality educational support programs. Please take the time to read about our accomplishments of the past year and about our goals for 2008-2009. We are pleased to share this information with you.

Sincerely,

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

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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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For more information, contact Student Affairs at 714-278-3221.

Cover Design: Jaime Hamilton
Front Cover Pictures Provided by (Left to Right): Public Relations, Alumni Relations, Brett Robertson, Patricia Godinez.
Back Cover Pictures Provided by (Left to Right): Jean Hotta, Yen Ling Shek, Lea Jamagin, 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

VICE PRESIDENT FOR STUDENT AFFAIRS OFFICE

LANGSDORF HALL 805

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DIVISION OF STUDENT AFFAIRS LEADERSHIP TEAM

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Associated Students, Inc.

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Dean of Students Office

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Financial Aid

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ASSISTANT DEANS FOR STUDENT AFFAIRS

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EDUCATIONAL PARTNERSHIPS

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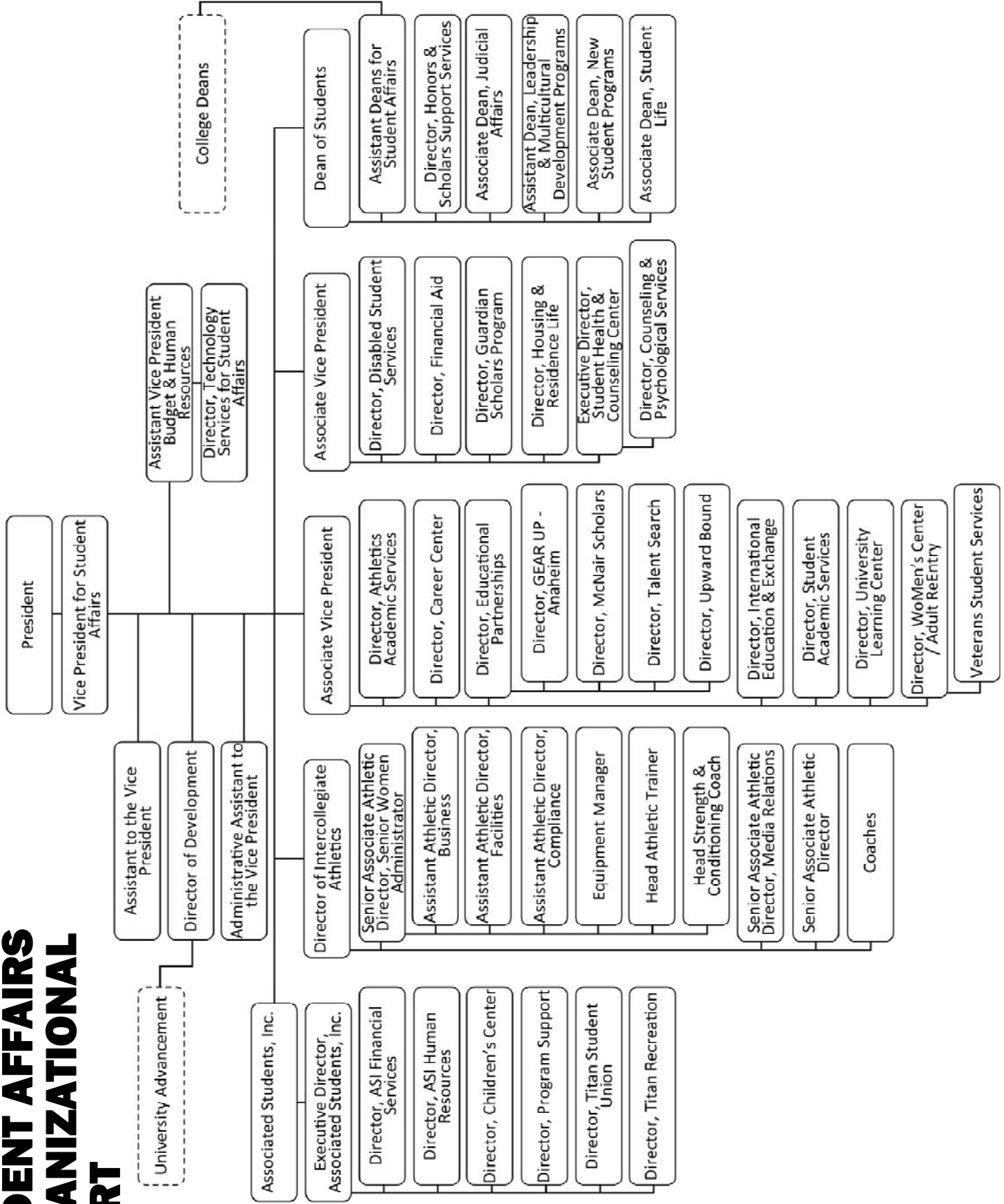
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STUDENT AFFAIRS ORGANIZATIONAL CHART



2007-2008 PUBLICATIONS

- “Recent Strategies to Increase Access and Retention.” Latino Change Agents in Higher Education: Shaping a System that Works for All. Chapter 5. 2008. Associate Vice President for Student Affairs.
- *Dimensions: The Journal of Undergraduate Research in Natural Sciences and Mathematics.* Volume X. Assistant Dean for Student Affairs, College of Natural Sciences and Mathematics.
- “The Green Badge of Courage.” *Orange Coast Magazine.* January 2008. Associated Students, Inc., Titan Student Union.
- “Campus LEEDers.” *Fitness Business Pro Magazine.* October 2007. Associated Students, Inc., Titan Student Union.
- “Easy Being Green.” *Recreation Management.* March 2008. Associated Students, Inc., Titan Student Union.
- “Student Recreation Center Debut.” *Real Orange.* April 2008. Associated Students, Inc., Titan Student Union.
- “Student Recreation Center Debut.” *Daybreak OC.* April 2008. Associated Students, Inc., Titan Student Union.
- “Parents: The Support for a Successful Education.” *Para Todos, 30.* October/November 2007. Educational Partnerships.
- Media guides in 10 of the 17 sports. Post-season guides for men’s basketball, baseball, softball and women’s soccer in the NCAA playoffs and women’s basketball in the Big West Conference tournament. Intercollegiate Athletics.
- “Development of eating disturbances: Attachment, stress, and sociocultural influences.” *Psychology of Women Quarterly.* May 2007. Student Health and Counseling Center, Counseling and Psychological Services.

- “Sociocultural factors and the development of eating disorders: A prospective study.” *Journal of Counseling Psychology.* July 2007. Student Health and Counseling Center, Counseling and Psychological Services.
- “Course Shopping in Urban Community Colleges: An Analysis of Student Drop and Add Activities.” *Journal of Higher Education, Volume 78, Issue 4.* July/August 2007. Student Health and Counseling Center, Counseling and Psychological Services.
- “Institutional and individual productivity in multicultural psychology research.” *Journal of Multicultural Counseling and Development.* October 2008. Student Health and Counseling Center, Counseling and Psychological Services.
- Course Reader for Domestic Violence Advocates Training. #9. October 2007. Women’s Center/Adult Reentry.

2007-2008 PRESENTATIONS

- “First and Second Generation Student Recruitment and Retention Programs.” Hispanic Association of Colleges and Universities 21st Annual Conference. October, 2007. Chicago, IL.
- “Recruitment & Retention & Student Life.” National Hispanic University. October, 2007. San Jose, CA.
- “Did You Use the Career Center During Your University Education? No, It Was Too Far to Walk.” International Career Development 24th Annual Conference. November 2007. Sacramento, CA.
- “Integrating On Course Learning Strategies into a Career Exploration Class.” 3rd Annual National on Course Conference. May 2008. Los Angeles, CA.
- “Insiders Guide to NASPA.” NASPA National Conference. March 2008. Boston, MA.
- “Concert Basics for Event Professionals.” Association of Collegiate Conference and Event Directors, International (ACCED-I) – National Conference. March 2008. Las Vegas, NV.

- “Serving up Quality at a Value – Lessons Learned from a Dining Room Remodel Project.” Association of College Unions International (ACUI) – Region 15 Conference. October 2007. Northridge, CA.
- “Zap, Pow, Bang! – Bringing Console Gaming Systems to the Student Union.” Association of College Unions International (ACUI) – Region 15 Conference. October 2007. Northridge, CA.
- “Technology: Driving Me Crazy or Setting Me Free.” Career Services Institute. June 2008. Pomona, CA.
- “Career Opportunities and Job Market Trends.” Fullerton College. November 2007. Fullerton, CA.
- “Getting Hired: Resume and Cover Letter Writing.” Journalism Association of Community Colleges. April 2008. Los Angeles, CA.
- “Job Market Trends and Career Planning.” National Technical Association/NASA National Conference. June 2008. Fullerton, CA.
- “Charting the Course to Successful Student and Academic Affairs Partnerships.” NASPA National Conference. March 2008. Boston, MA.
- “CSU Access to Materials and Technology Update.” California Transcribers and Educators of the Visually Handicapped (CTEVH) Conference. March 2008. Los Angeles, CA.
- “The Writing Game Playbook.” Individualized Track to Transfer Program. July 2007. Irvine, CA.
- “The Achieving College Partnership: A Model for Inter-segmental Collaboration.” National Center for Community and Educational Partnerships National Conference. July 2007. San Francisco, CA.
- “The Path to College and Beyond.” AVID. Chino Hills High School. September 2007. Chino Hills, CA.
- “Enhancing Academic Preparation for Latino Students: Partnerships for Success.” California Chicano-Latino Intersegmental Convocation. November 2007. San Francisco, CA.
- “Building Capacity for Latinos in Higher Education.” American Association of Hispanics in Higher Education Annual Meeting. March 2008. Miami, FL.
- “At Face Value.” Orange County Young Men’s Diversity. Santiago Canyon College. April 2008. Orange, CA.
- “Implementing Financial Aid Policies that Increase Latino Student Attendance and Completion.” Hispanic Association of Colleges and Universities/California Chicano-Latino Intersegmental Convocation Policy Summit. April 2008. Sacramento, CA.
- “Out of the Streets.” Adelante Boys Conference. Santa Ana College. May 2008. Santa Ana, CA.
- “The Changes in the GRE and its Impact on First Generation Students.” University of California, Berkeley McNair Symposium. August 2007. Berkeley, CA.
- “The First 60 Days are Critical in the Retention of the Freshman Cohort.” Victor Valley Community College First Year Experience. October 2007. Novato, CA.
- “Black Inventors in the 20th and 21st Centuries.” Santa Ana College, Black History Month. February 2007. Santa Ana, CA.
- “The Importance of Collaboration Between Grant Funded Programs for First Generation, Low Income Students.” University of California, Los Angeles. August 2007. Los Angeles, CA.
- “The Four Systems Of Higher Education In California.” Anaheim, Katella, Magnolia and Savanna High Schools. October 2007. Anaheim, CA.
- “SAT Student Registration.” Anaheim, Katella, Magnolia and Savanna High Schools. October and November 2007. Anaheim, CA.
- “CSU Mentor Application Workshop Series.” Anaheim, Katella, Magnolia and Savanna High Schools. October and November 2007. Anaheim, CA.
- “UC Application: Personal Statement.” Anaheim, Katella, Magnolia and Savanna High Schools. November 2007. Anaheim, CA.

- “Improve Your Grades: Get the Most of Your Study Time.” Anaheim, Katella, Magnolia and Savanna High Schools. November 2007. Anaheim, CA.
- “Choosing a Career: Individual Career Inventory.” Anaheim, Katella, Magnolia and Savanna High Schools. December 2007. Anaheim, CA.
- “Funding Your College Education: Financial Aid Information Workshop.” Anaheim, Katella, Magnolia and Savanna High Schools. December 2007 and January 2008. Anaheim, CA.
- “Financial Aid Workshop: Getting Ready to Apply for FAFSA.” English/Spanish Parent Workshops. Katella High School. December 2007. Anaheim, CA.
- “Getting Started with Your FAFSA: What is a Pin Number and How Do I Get One?” Katella and Magnolia High Schools. December 2007. Anaheim, CA.
- “Financial Aid Workshops: FAFSA Online.” Anaheim, Katella, Magnolia and Savanna High Schools. January, February and March 2008. Anaheim, CA.
- “Note Taking Skills.” Anaheim, Katella, Magnolia and Savanna High Schools. January 2008. Anaheim, CA.
- “Office of the State Senator Lou Correa: Cash for College Campaign.” English/Spanish Parent and Student Workshops. Anaheim Union High School District. January 2008. Anaheim, CA.
- “Paying for Your College Education: Conducting a Scholarship Search.” Anaheim and Savanna High Schools. March 2008. Anaheim, CA.
- “Computer Literacy: Knowing the Basics.” Anaheim, Katella, Magnolia and Savanna High Schools. April 2008. Anaheim, CA.
- “UC Application: Personal Statement.” Anaheim, Katella, Magnolia and Savanna High Schools. May 2008. Anaheim, CA.
- “Seniors: Surviving Your First Year in College.” Anaheim, Katella, Magnolia and Savanna High Schools. May 2008. Anaheim, CA.
- “Financing for Your Child’s University Education.” Santa Ana High School. January 2008. Santa Ana, CA.
- “The Four Systems of Higher Education in California.” February 2008. Santa Ana High School. Santa Ana, CA.
- “Understanding the Importance of Grades, High School Graduation Requirements, College Preparatory Courses, and California High School Exit Exam.” March 2008. Santa Ana High School. Santa Ana, CA.
- “Let’s Talk About University Life.” Santa Ana, Saddleback, Valley, and Century High Schools. March 2008. Santa Ana, CA.
- “SafeSpace.” Argosy University. November 2007. Orange County, CA.
- “How Prepared Are You To Deal with Difficult Students in the Judicial Process?” CSU Judicial Affairs Officer Conference, San José State University. July 2007. San José, CA.
- “Dealing with Sexual Assault on Your Campus – Panel Discussion.” CSU Judicial Affairs Officer Conference, San José State University. July 2007. San José, CA.
- “APIA-U Leadership Training.” Organization of Chinese Americans & State Farm. Southern Methodist University & San Francisco State University. April 2008. Dallas, TX & San Francisco, CA.
- “Tides of Trust.” National Orientation Directors Association, 2008 Region II Conference. March 2008. Anaheim, CA.
- “Pre-operative History and Physical Exam workshop.” The Western Annual Podiatry Conference, Disneyland Hotel. June 2008. Anaheim, CA.
- “Pre-operative History and Physical Exam workshop.” Denver, CO. September 2007.
- “Joint Mobilization Techniques for the Extremities.” NATA 59th Annual Meeting & Clinical Symposia. St. Louis, MO. June 2008.
- “Socio-Emotional Aspects of Vocational Counseling in the U.S.” Universidad Tecnológica Equinoccial. July 2007. Ecuador.
- “Multiracial Clients: Identity and Belonging as Treatment Issues.” Western Psychological Association Conference. April 2008. Irvine, CA.

- “Trials by Fire: A Model of Readiness for the Potential of a Traumatic Event on Campus-- Overview of Administrative Issues.” Organization of College Counseling Directors in Higher Education Conference. April 2008. Montecito, CA.
- “Challenges in the Development of Multicultural Clinical Psychologists: Tales from the Front.” American Psychological Association Conference. August 2007. San Francisco, CA.
- “Latino Cultural and Counseling Issues.” Puente Program Meeting. October 2007. San Diego, CA.
- “Graduate School Options.” University of California, Irvine. November 2007. Irvine, CA.
- “Serial Migration in Mexican and Central American Immigrants.” California State University, Dominguez Hills. April 2008. Dominguez Hills, CA.
- “The High School to College Transition.” Esperanza High School parent meeting. April 2008. Anaheim, CA.
- “Using Shared Reality to Modify Racial Profiling Behaviors.” 80th Annual Convention of the Midwestern Psychological Association. May 2008. Chicago, IL.
- “Writing their Realities to Save Their Lives: Creating a Global Model for Peer Tutoring.” Conference on College Communication and Composition. April 2008. New Orleans, LA.
- “Updates on the Asian American and Native American Pacific Islander Serving Institution Legislation.” Asian Pacific Americans in Higher Education Conference. Hotel Kabuki. May 2008. San Francisco, CA.
- “Challenges of AAPI Education Administrators.” First Congressional Asian Pacific American Caucus Education Summit. June 2008. Washington, D.C.
- “Women in Student Affairs.” Careers in Student Affairs Day. University of California, Los Angeles. October 2007. Los Angeles, CA.

SPECIAL PROJECTS

ENLACE

ENLACE is a multi-year initiative to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college. Last year, the W.K. Kellogg Foundation invested more than \$35 million nationwide in the Engaging Latino Communities for Education initiative. ENLACE uses a partnership model including universities, community colleges, K-12 schools, community-based organizations, students and parents.

California State University, Fullerton (CSUF) has been an ENLACE partner, along with Santa Ana College and the University of California, Irvine since 2001 to increase preparation and access to higher education for students from Santa Ana Unified School District (SAUSD). Programs at CSUF include the Mentorship Program facilitated by the Chicano Resource Center for students in the Summer Bridge program from the SAUSD. CSUF also mentors two current undergraduates, typically transfers from Santa Ana College as ENLACE Affiliates to work with high school outreach programs to educate and promote information about higher education. Furthermore, these students gain valuable experience attending local, regional and national conferences, produce publications, engage in educationally relevant research and serve as ambassadors to the community on behalf of CSUF.

FUTURE SCHOLARS

Future Scholars is a scholarship program designed to financially assist first year and transfer students from first generation, low-income backgrounds, and underserved and academically low-performing schools. Students who participate in this program persist, graduate and engage in campus community activities at a higher rate than their peers. Future Scholars is supported in-part by the California State University Chancellor's Office and campus fundraising efforts to support an increased number of scholarship awardees each year. These combined fundraising efforts allowed California State University, Fullerton to increase the number of awardees to 50 students in 2007.

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 California State University, Fullerton (CSUF) Sub-Fund offers incoming transfer and continuing students scholarships to defray the financial burden of pursuing higher education at CSUF.

LATINO VETERANS EVENT

California State University, Fullerton, in collaboration with the Latino Advocates for Education Inc., hosts the Annual Veterans Day Commemoration each year, during the month of November. This annual campuswide event pays tribute to military veterans who have served with valor and distinction for the United States of America. A special emphasis is placed on military veterans of Latino heritage, who have patriotically served their country, but in many instances have not been acknowledged in historical educational accounts.

On Saturday, November 10, 2007, the commemoration gave tribute to Mexican American Veterans of the Korean War. The 2007 event welcomed more than 1,000 guests, including the veterans, their families, Orange County Supervisor Lou Correa and other special guests. One of the educational products of this event is an annually published book. This year's title was "Freedom is not Free-Mexican Americans in the Korean War", which was published by the Latino Advocates for Education. The book documents a collection of photographs and profiles the experiences of 225 Mexican American Veterans of the Korean War and 62 from World War II.

LINC TELACU

The LINC TELACU scholarship program helps students realize their dream of a college education by providing scholarships, counseling, leadership training, classes in time management, and other essential support. The TELACU scholarship program began in 1989 and has formed partnerships with 16 local institutions of higher education including California State University, Fullerton (CSUF) to provide \$1,000 scholarships to students who reside in Los Angeles, Bell Gardens, Commerce, Huntington Park, Montebello, Monterey Park and South Gate. Since the inception of the program TELACU has awarded 190 scholarships to students enrolled at CSUF.

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 the sciences, 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.

THE COLLABORATIVE FOR HIGHER EDUCATION IN ANAHEIM

In spring 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 will:

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

The goal of the Collaborative for Higher Education is to build a partnership between the district and university, which will promote college as a viable option for all students. By providing expanded resources to AUHSD, this collaborative will actively engage students, parents, teachers, faculty, and administrators to invest in the educational future of AUHSD students. One of the main features of this partnership is that CSUF will guarantee admission to all district graduates who meet the specific selection criteria.

2007-2008 FUNDRAISING ACCOMPLISHMENTS

GRANT AWARDS

FEDERAL GRANT AWARDS		STATE GRANT AWARDS	
Title V Grant	\$430,467	Workability IV Cooperative Contract	\$102,415
Ronald E. McNair Program	\$225,000	California State Dept. of Education State Incentive Grant	\$431,924
Student Support Services	\$278,295	Child Nutrition Grant	\$33,526
Upward Bound	\$345,000	Grant - Instructional Materials (3)	\$3,022
Talent Search Program	\$226,000	California Safer Universities Study	\$15,000
Campus Suicide Prevention Project	\$75,000		
Training, Internships, Exchanges and Scholarships (TIES)	\$200,000		
Kids to College	\$25,000		
TELACU (The East Los Angeles Community Union)	\$7,500		
Parent Institute for Quality Education (PIQE)	\$25,000		
Department of Housing & Urban Development (HUD)	\$124,721		
Total Federal Grants	\$1,961,983	Total State Grants	\$585,887
		Total Grant Awards	\$2,547,870

PRIVATE FUNDRAISING

Scholarships	\$135,518	Associated Students, Inc.	\$97,608
Programs/Services	\$26,079	Athletics	\$428,150
Events		Guardian Scholars Program	\$595,322
<i>CSUF Special Games – Faley Memorial</i>	\$37,574		
<i>Career Center Events</i>	\$145,000		
<i>Immigration Conference</i>	\$22,000		
Events Subtotal	\$204,574	Total Private Fundraising	\$1,487,251

TOTAL OUTSIDE FUNDING GENERATED BY STUDENT AFFAIRS \$4,035,121

GIFT-IN-KIND DONORS

7 Mares Restaurant
Anaheim Marriott Hotel
Mr. & Mrs. Jim Arbisio
Mr. Richard Baillif
The Beach House
Best Buy
Big B's Barbecue
Bourbon Street Fullerton
Bowers Museum
Bradford Renaissance Portraits
Brea Improv
Chipotle
College Board
Creative Outdoor Advertising
Dart International
Mr. & Mrs. Tim Dean
Mr. & Mrs. Terry Dedeaux
Disneyland Resort
Mr. Patrick Doucette
Mrs. Teri E. Doucette
Dunlap Real Estate Investments
Mr. & Mrs. Paul Dunlap
Mr. Geno Effler
El Indio Tortilleria
Mr. Brian D. Fairley
Mr. & Mrs. Tony Fernandez
Ms. JoAnn Nancy Ferrieri
Force Protector Gear LLC
Ms. Judi F. Garman
Dr. S. Ana Garza-Dargatz
Colonel Patrick J. Gough
Mr. George E. Horton
Houdini, Inc.
Hyatt Regency Irvine
In-N-Out Burger
Irvine Park Railroad
Mr. Alan Y. Ito
Juice It Up
Kettle Classics
Knott's Berry Farm
La Isla Bar and Grill Mexican Restaurant

Liberty Charter
Little Professor Book Center
Los Angeles Dodgers
Mr. & Mrs. Alan Lupinetti
Mr. & Mrs. Raul Martinez
Mulberry Street Ristorante
Nestle' USA
Nina Montee' Spa
Orange County Register
Partylite, Lylian Acosta, Consultant
Pat & Oscar's
Pepsi Bottling Group
Pick Up Stix
Professional Turf Specialties, Inc.
Mr. Peter S. Pulizzi
Mr. Brian Quinn
Quiznos
R. E. Anson & Associates
Real Mex Restaurants
Stan Romero
Rowley Exclusive Individual Portraits
Sandra's Mexican Grill
Mr. Kirk G. San Roman
Shamrock Supply Co., Inc.
Sign-A-Rama
Six Flags Magic Mountain
Star Trac
Ms. Sarah Sullivan
Summit House
Teresa's Jewelers
Thai Basil Restaurant
Trading Places
Triangle Distributing Co.
V & M Restoration, Inc.
Mr. Randy Vanderplow
Mr. James A. Venuto
Verizon Wireless Amphitheatre
Wild Rivers Waterpark
Mr. Michael J. Wilson
Xicitzin Arts and Crafts
Ms. JoAnn M. Zwanziger

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

Generated a total of approximately \$4,035,121 in external funds during 2007-2008 including funds received for special projects serving the retention and graduation of students from diverse backgrounds. Educational Partnerships received \$25,000 to implement year three of the three-year Kids to College grant with Sallie Mae, the Tomás Rivera Policy Institute, and the California State University (CSU) Chancellor's Office. Educational Partnerships is currently in year two of an \$880,000, four-year grant to implement the TRIO Talent Search Program in Anaheim. During the upcoming year we will finish the current Upward Bound grant and start a new \$1,380,000, four-year grant cycle of the TRIO Upward Bound Program in Santa Ana. The TRIO McNair Scholars Program was re-awarded a \$1,125,000, five-year grant to bridge the path to the Ph.D. program for undergraduates at California State University, Fullerton (CSUF).

Student Affairs continued to award special scholarships. We awarded five \$1,000 Hispanic Education Endowment Fund (HEEF) Scholarships and 15, \$1,000 TELACU Scholarships. The CSU/Edison Transfer Scholarship Program had an excellent first year, with 49 scholarships awarded at five CSU's, 13 of them at CSUF.

Fundraising increased by 23% from 2006-2007 to 2007-2008. Five new scholarships were added to the division and the first comprehensive telephone outreach campaign was conducted with calls being made to CSUF alumni and parents. An \$180,000 gift from the California Wellness Foundation was received for the Guardian Scholars Program.

Student Affairs staff continued involvement with the Title V grant. Year three of the grant brought about the successful completion of the Computer Assisted (CATI) survey in conjunction with the Social Science Research Center. The findings are being gathered and reports will be forthcoming. Information from the survey will be shared with our campus outreach programs aimed at the Hispanic audience we serve.

Student Affairs created an Assessment Committee with representatives from each department. The committee has completed an inventory of all assessment efforts at the department level and is currently working with campus-based and external documents to develop learning outcome domains for the entire Division.

Divisional leadership is actively involved in the campus' participation in the Voluntary System of Accountability, College Portrait project. Distinct web pages will be created to capture students' perceptions of their experiences at CSUF as well as assessment activities aimed at capturing student learning outcomes in co-curricular programs.

The Phase III Student Housing and Dining Project is on schedule to open in fall 2011. The CSU Board of Trustees approved the Amendment to Capital Outlay Projects on November 13, 2007.

Substantial progress was realized this year in the development of innovative prevention and support programs for at-risk students experiencing difficulty with academic and/or interpersonal functioning. The University Learning Center staff participated in the development of three learning communities: Engineering and Computer Science (ECS) Learning Community, EOP Learning Community, and Writing Across the Colleges. The Student Academic Services unit established an early warning system to identify academic problems.

Through funding provided by the Title V grant to CSUF, Student Affairs staff in the Colleges of ECS and Natural Science and Mathematics (NSM) have designed and implemented a variety of retention strategies for STEM majors, particularly those who are Latino/a. These strategies include supplemental instruction, peer mentoring programs, tutoring and advising.

The \$41 million Student Recreation Center (SRC) was completed on time and within budget. Project savings allowed the Titan Student Union to fund additional improvements in the amount of \$250,000 beyond the scope of the SRC project.

The CSU Board of Trustees approved the schematic design of the new Children's Center and authorized the Associated Students, Inc. to proceed with construction.

Student Affairs continues to participate in campus dialogs, such as Access to Excellence and the Forum on Growth, in substantial ways. The Division leadership continues to watch enrollment trends and demographics and to advocate for a diverse and talented student body. These strategies include continued education of both students and parents in traditionally underserved communities about how to prepare, apply, and afford to attend CSUF.

Special attention was given this year to transfer students, and to Spanish speaking parents of new students via Orientación Familiar. Now in its second year, the program had a 50% increase in attendance. Both the transfer and the Spanish language efforts contribute to CSUF's efforts to maintain diversity in its student body

Student Affairs staff was very involved in the 50th Anniversary events, with several key staff serving on the 50th Anniversary Committee. Student Affairs staff coordinated a large part of the central activities of the 50th Anniversary Open House, International Education Week, the "Women Leading the Way" program, the EOP Hall of Fame Gala, an all-campus Professor for a Day, and the Athletic Hall of Fame. Many annual programs coordinated by Student Affairs included a 50th Anniversary component or flair.

CHALLENGES

Maintain the delivery of high quality programs and services during difficult budget constraints.

Continue to ensure the development of divisional student learning outcomes in alignment with campus-wide efforts related to the WASC re-accreditation process.

GOALS

Meet reductions in 2008-09 budget while maintaining high quality programs and services, and expanding the level of services in critical areas.

Create a Veterans Student Services program in collaboration with other appropriate units on campus.

Develop and implement new parent support programs and services.

Continue to participate in the WASC re-accreditation process.

Develop and implement divisional efforts in the assessment of student learning outcomes.

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

Fully implement strategies recommended by the Students of Concern Committee to address student mental health issues and concerns.

Continue to improve the experience of student-athletes by increasing the profile of Intercollegiate Athletics, building school spirit and promoting the scholar-athlete culture.

Continue to provide focused academic advisement, counseling and monitoring to facilitate progress toward degree as defined by the Academic Progress Rate (APR) to support graduation for all student-athletes.

Effectively address facilities issues (i.e., athletic track, Gym renovation, Children's Center, Phase III Housing). Assist in the acquisition of new facilities/properties. Address renovation and maintenance of facilities as needed. Continue efforts to secure adequate space for units in Student Affairs.

Develop and begin implementation of a comprehensive plan to increase fundraising and grant activities across the division.

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.

Continue to participate fully in the successful implementation of Campus Solutions, the student administration module of CMS.

Explore the utilization of existing facilities, schedulable spaces and casual use areas within Student Affairs to support and expand access for student programs and services and student organization activities.

Assist students in accessing university resources in order to respond to the financial impact of current economic conditions.

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

Construction drawings for the new Children's Center are 95% complete. Improved existing facility by adding classroom storage, removing the toddler slide, and repairing the preschool climbing structure.

The Children's Center sponsored the Reflective Teaching Institute on June 5-7, 2008. Over 100 early childhood professionals attended the three-day event held in the Titan Student Union.

Effectively managed 7i program implementation Payroll and Accounting upgrade.

Integrated Timeclock to Payroll system resulting in 15% reduction in processing hours.

Successfully implemented Associated Students, Inc. (ASI) web servers (with 7i web-based accounting software modules).

Successfully implemented office work flow processes and responsibilities to ensure better segregation of duties with fewer mitigating controls for better internal control compliance.

Developed student training programs for ASI Student Leadership summer training 2007, ASI Student Leadership winter and summer training 2008.

Organized annual ASI staff development training for senior managers. This year's staff training focused on situational management.

Implemented a student learning outcome assessment based upon work done by the University of Minnesota – Twin Cities. The program outlines seven outcomes of a student's engagement in the programs and services of the ASI.

Successfully conducted a trial run of the Titan Rewards Programs during basketball season. The pilot program proved the viability of the Titan Rewards Program. Next year the Titan Rewards Program will expand to include volleyball, soccer, basketball, and baseball.

STUDENT LEARNING OUTCOMES

Throughout the year, all ASI/Titan Student Union (TSU) departments 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. Additionally, each month of the academic year, one of the specific skill sets was highlighted and reinforced through: additional student staff trainings; weekly e-mail training materials for supervisors; departmental discussions; as well as topic posters displayed prominently throughout work areas. Data collected from this on-going approach will be compiled and interpreted in the coming months.

Camp Titan Summary for 2007

Camp Titan engages 65 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 went out to each of the volunteers asking them to self-evaluate on each of the seven ASI Student Involvement Outcomes.

Responsibility and Accountability:

The results show us that 76% of the Camp Titan counselors were able to develop the skill of making plans and following through on commitments. A Camp Titan counselor commented that "Camp Titan helped me further develop my responsibility and accountability skills."

Independence and Interdependence:

76% of the Camp Titan counselors always felt that they were able to initiate and develop relationships with individuals such as peers, campers, and supervisors. Also, the Camp Titan counselors said that Camp Titan helped them to grow as an individual while working in an environment with others.

Goal Orientation:

The results show that 60% of the Camp Titan counselors were able to demonstrate effective planning and organization to prioritize and achieve goals. Also, the Camp Titan counselors were always pushing themselves to learn new skills, when necessary, to accomplish goals.

Self-Confidence and Humility:

88% of the Camp Titan counselors developed the skill of expecting the best from self and others. One of the Camp Titan counselors commented "I gained much more self confidence during the training sessions and the week of camp than any other experience."

Resilience:

The results show that 76% of the Camp Titan counselors were always willing to accept constructive feedback.

Appreciation of Differences:

84% of the Camp Titan counselors were able to develop the skill of working with and relating to people from different backgrounds.

Tolerance of Ambiguity:

The results show that 60% of the Camp Titan counselors were willing to try new tasks/ideas and/or make a decision without being aware of the outcome.

CHALLENGES

Ensuring a base of understanding of and a coordinated effort toward risk assessment and management with the Executive Senate advisors through maintenance of good communication lines, developing council/program leaders, and ensuring compliance with ASI policies and procedures.

Implementation of procedures for student clubs/organizations to have internet access to agency accounts; implement same procedures for ASI, TSU and IRA program activities.

Continued difficulty with Bi-Tech system integrations.

GOALS

The Children's Center is accredited through the National Association for the Education of Young Children (NAEYC). During 2008-09, the program will conduct a self-assessment and submit an application for re-accreditation.

Provide continued oversight of the Children's Center construction project, with groundbreaking and beginning of construction occurring in late fall of 2008.

Continue to develop and grow training programs for office staff, student leaders and senior staff.

Continue to develop effective assessment tools and methods.

Continue to grow and effectively implement the Titan Rewards Program.

Continue efforts in making the accounting system (Bi-Tech) more user-friendly by customizing reports and allowing users Internet access to club accounts and managers' reports.

Design and implement a corporate intranet that will facilitate the organization and sharing of information among all ASI staff, student leaders, and student organizations.

ASSOCIATED STUDENTS, INC. TITAN STUDENT UNION

MISSION STATEMENT

The Titan Student Union, a unit of the Associated Students, CSUF, Inc., serves as a primary gathering place on the California State University, Fullerton campus. The Titan Student Union strives 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 serves 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.

ACCOMPLISHMENTS

Filled four staff vacancies within the student union and recreational sports programs.

Completed the Student Recreation Center (SRC) in early March 2008. The construction was completed largely on schedule, and approximately \$600,000 under budget. Project savings have been used to restore previously unfunded project elements, including improved vehicle circulation between the recreation center, student union, and bookstore.

The SRC has been well utilized since opening. Spring 2008 customer counts averaged more than 1,700 guests per weekday and 500 guests per weekend day.

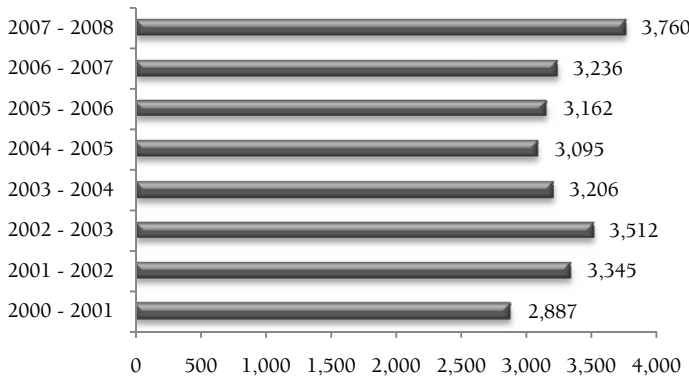
Coordinated Titan Recreation office relocation efforts with Athletics department, resulting in approximately 1,000 sq. ft. of Kinesiology & Health Science (KHS) building office space being reassigned within the Division of Student Affairs.

Hosted a total of 3,760 meetings in the union facility. Additionally, 450 Pavilion events were held in the building. The Titan Student Union (TSU) continues to meet the high volume meeting room needs of the campus (see Chart A).

Chart A:

Meetings held in the Titan Student Union

During 2007-08 a total of 3,760 meetings were held in the facility, up from 3,236 the prior year. Additionally, 450 Pavilion events were held in the building, up from 440 the prior year. The Titan Student Union continued to effectively meet the high volume meeting room needs of the campus.



Participated actively in a California State University, Fullerton (CSUF) sponsored trial relaxing campus catering exclusivity. Student union efforts included: monitoring off-campus vendor insurance requirements; developing informational materials about the program; developing off-campus caterer logistics; and surveying guests who use the option.

Continued to provide funding and program support to CSUF Irvine Campus, including the USA Today newspaper distribution program and various one-day student activities hosted by the student union.

Made building enhancements to operate efficiently and maintain appearance standards. Efforts included: creation of a new north facing patio area; upgrading power plugs throughout the student union to support lap top computer use; and constructing a performance stage in the Garden Café.

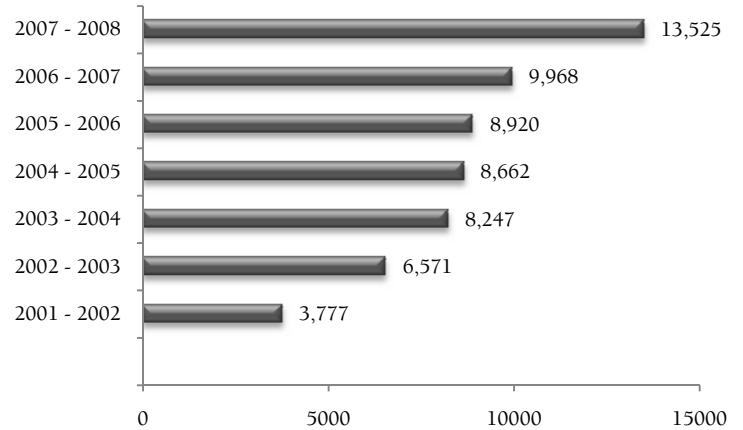
Continued energy conservation efforts, including replacing nearly 200 older light fixtures in the student union with brighter/energy saving retrofits. These new fixtures improved energy use by up to 35%.

Rec. Sports drop-in fitness programs (which offers health-club-style group exercise instruction throughout the year) realized an approximate 35% increase in overall participation from the prior year (see Chart B).

Chart B:

Participation level for Titan Recreation drop-in fitness programs

Realized a 35% increase from the prior year in drop-in fitness program (which offers a health-club-style schedule of group exercise instruction), resulting in an annual user count of 13,525.



Open recreation programs realized an annual 90% increase in overall participation, with a total user count of 97,300 in large part due to the opening of the SRC.

Community Summer Youth Camp and Learn to Swim programs continued to be successful. The Learn to Swim program had a combined enrollment of 1,106 children, up 4% from the prior year. \$60,000 in student summer employment opportunities were created/funded through these activities.

Actively participated in the CSUF 50th Anniversary celebrations. Efforts included: developing print promotions and displays; creation of a “50th anniversary” lighting effect used in many pavilion events during the year; and modifying backlit signage leading into the student union to include the 50th anniversary logo.

CHALLENGES

Develop more effective systems to establish and maintain building appearance standards.

Develop improved systems for conducting the annual inventory of student union physical assets.

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

GOALS

Assess effectiveness of policies and procedures during first year of SRC operation, modifying policies as needed through established approval processes.

Track and report all requirements associated with the campus' pursuit of LEED certification for the SRC project.

Expand coordination efforts between the new SRC and the University Conference Center office, aimed at improving facility use practices for scheduled meetings, rehearsals, and events.

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

Implemented a new attendance monitoring system for study hall, allowing counselors and coaches real-time access to student-athletes in attendance.

Updated the on-line Early Warning Grade Check Program to track student-athletes' mid-semester academic performance, allowing for early intervention and increased communication and collaboration with faculty and coaches.

Held the first annual Scholar-Athlete Recognition Breakfast.

Increased direct and indirect communication with student-athletes on Athletics Academic Services (AAS) services, important deadlines, and relevant campus resources and programming through creation and use of an up-to-date student-athlete and coach listserv.

Achieved a percentage of student-athletes on the honor role that was higher than the campus for both the fall (17%) and spring (18%) semesters.

CHALLENGES

Continue to address deficiencies outlined in the "Review of Athletics Academic Services-Division of Student Affairs" Review Team Report.

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 Academic Progress Rates (APR).

GOALS

Update AAS website.

Create and 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.

Expand study hall to best utilize the addition of newly acquired space.

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

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

Planned and delivered a series of eight successful college targeted events in conjunction with the California State University, Fullerton (CSUF) 50th Anniversary celebration: 50 Years of Titan Success, in addition to maintaining an aggressive set of university-wide and college targeted programs.

Continued to serve a large number of CSUF students and employers through the innovative use of technology. Realized a 13% increase in total students and a 4% increase in seniors registered in the Titan Connection System compared to last year.

Launched a new version of our website including an enhanced Virtual Career Center with advanced online self-service career development tools available round the clock for students.

Created new employer-centered diversity initiative, Diversity Works, under a newly developed Center for Research on Employment and the Workforce (C.R.E.W.)

Student demand for walk-in assistance continued to increase significantly. From July 2007 - June 2008, the Career Center supported 4,708 walk-in appointments, compared to 4,359 last year, an 8% increase.

Expanded number of quality employers participating in The Internship Event, including a record attendance by over 500 students.

326 programs, workshops, class visits, and events were offered, engaging 12,143 students. 11,042 job positions were listed in the Titan Connection, including 6,019 full-time listings and 2,397 internships.

STUDENT LEARNING OUTCOMES

The survey of the class of 2006 alumni included questions related to the extent to which students that had used the Career Center found these services contributed to achieving their career and employment goals. The report concluded: "Alumni expressed their agreement on a four-point scale with the statements, "The Career Center services I used helped me achieve my employment goals," and "The Career Center services I used helped me achieve my career goals." The mean response to the employment goals statement on a scale with 1= "Strongly disagree," and 4= "Strongly agree" is 3.08, corresponding to a point just above "Somewhat agree." The mean response to the career goals statement is 2.96, about one tenth point lower.

Students who attended the February 2008 Career Rush event were asked several questions in an electronic survey about what they learned at the event, including developing oral presentation skills and applying these skills in their interaction with employers. All who responded to the survey reported they had developed their oral presentation skills, and 63% of those who responded to the survey reported they had applied these skills during their interaction with employers at the event. The results support a continuation of this programmatic approach during the upcoming year.

Students who attended the March 2008 Internship Event were asked the extent to which they agreed with the statement "Overall, The Internship Event was a valuable learning experience." 69% agreed with this statement, and 31% disagreed.

Students who completed an online assessment of their use of the Career Center services in April 2008, and who reported they had used the Career Center services, were asked to respond to the following question: "In your opinion, to what extent has your use of the Career Center services been a valuable learning experience?" Results of the survey are expected in July 2008.

In the upcoming year the Career Center will examine how to identify and measure specific learning outcomes related to one or more of our services, programs, and/or events and build an assessment of these outcomes into the program and/or service plan.

CHALLENGES

Indications of a more challenging job market for entry level professional positions in the near future as a result of the slowing economy.

Continued accelerated growth in student demand for walk-in and scheduled counseling sessions.

GOALS

Continue to offer and improve an extensive schedule of events, programs, and services to all students, academic departments, colleges and employers to support student success in both undergraduate career and linking education to work.

Continue to aggressively brand and expand Titan Connection Program and the Virtual Career Center, including expanding student registration and registered student's use of the system.

Further develop the video project to engage more students and provide enhanced career information to students.

Launch the Diversity Works professional networking site outlining trends, issues, and best practices in using diversity to achieve organizational success.

Launch the Young Emerging Professionals Council (Y.E.P.) to engage employers concerned about generational issues and how they affect recruiting and retention in the workplace.

Select employers not currently listing jobs in our system, and engage them to list during the year.

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 improve technology services in the division and continued to shape goals and activities of the Technology Services area.

Provided leadership to the campus-wide and Division of Student Affairs California State University, Fullerton (CSUF) 50th Anniversary activities. Coordinated a series of very successful activities and events.

Provided leadership in the implementation of the Spanish Language Parent Orientation for the third year; achieved record-breaking number of attendees.

Continued to pursue outside funding via grants and gifts, particularly in the area of leadership and volunteer programs. Continued successful management of funds from outside agencies and the programs created with funds obtained via grants. Continued to serve on the Title V Team and successfully achieved stated goals and funding for year five.

Provided leadership to the successful implementation of mandatory transfer student advising/orientation.

Coordinated the first year of the CSU/Edison Transfer Scholarship Program.

Continued to work very closely with Fullerton City Officials and Fullerton and Campus Police on issues in Greek Life. Currently, relationships among all parties work very effectively.

Represented Student Affairs on the WASC Re-accreditation Steering Committee. Served as the facilitator for two campus-wide “town hall” type programs: Access to Excellence and The Complexities of Growth.

CHALLENGES

Identifying grant and gift sources to meet expanded program goals.

Maintaining quality and quantity of services and programs in a time of shrinking budget and human resources.

GOALS

Lead campus efforts for a renewed emphasis on Family Educational Rights and Privacy Act (FERPA) and student privacy, including campus education on the new President’s Directive and planning for a campus-wide training program and audit of practices.

Continue development of a Parents Program, including an e-newsletter, a Parent Association and several campus events for parents. Continue to develop programs and services targeting parent support, including expansion of the Spanish Language Parent Orientation.

Continue to pursue outside funding via grants and gifts, particularly in the area of leadership and volunteer programs.

Work with Academic Affairs in the evaluation of the first cycle of mandatory transfer student advising/orientation.

Serve as an active member of the WASC Steering Committee representing Student Affairs and insure that the Student Affairs perspective is represented in WASC processes.

Develop and implement programs that provide instructions to students on where to take complaints and concerns and to faculty on how to deal with difficult students.

Expand involvement in activities associated with CSUF as a Hispanic-serving Institution.

Continue to provide leadership for the CSU/Edison Transfer Scholarship Program.

Create and implement the “Students of Concern” Committee; serve as chair.

Working closely with campus partners, examine the Senior student “exit” process and work to make a more celebratory, seamless experience.

Continue to examine ways to better serve evening students on campus.

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 Adaptive Technology and Alternate Format Programs continued to provide access to technology and instructional materials for students with disabilities at California State University, Fullerton (CSUF). Developed the Short Document Production Tracking Module for the Alternate Format Production Database.

Provided interpreting services for 12 Deaf/Hard of Hearing (D/HoH) students.

The 23rd annual CSUF Special Games – Kathleen E. Faley Memorial, held on Friday, May 2, 2008, grew to the largest number of ‘special athletes’ and volunteers ever – more than 7,500. This is nearly 2,000 more than last year and confirms the growing regional reputation of this very unique event.

CHALLENGES

Assisting with the system-wide and campus-wide planning and implementation of the California State University (CSU) Accessible Technology Initiative (ATI).

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

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

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

Continuing to consult with the CSU Chancellor's Office on the development and implementation of the ATI.

GOALS

Complete the Disabled Student Services online accessible forms project.

Hire an Alternate Format Production Specialist for the Alternate Format Production Center.

Work with the Instructional Materials Accessibility Specialist to develop a collaborative faculty training program with the Faculty Development Center to facilitate faculty creation of accessible instructional materials.

Install and centrally manage six to eight accessible computer workstations at the CSUF Irvine Campus.

Install 20 accessible computer workstations in the new Steven G. Mihaylo Hall.

Set up a formalized evaluation system for all uncertified interpreters. The evaluation will help match our interpreters' skills with our D/HoH students' needs.

Develop a mentoring program for uncertified interpreters interested in pursuing their RID Certification.

Coordinate the campus distribution of the pending CSU/DSS "Customer Satisfaction Survey" to both students with disabilities and select faculty and staff. This comprehensive survey is administered every five years on all 23 CSU campuses.

EDUCATIONAL PARTNERSHIPS

MISSION STATEMENT

Encourage collaborative and supportive educational relationships between Cal State Fullerton and school districts, colleges and other community entities.

Enhance academic experiences that enable students at all levels to successfully pursue higher education.

Improve academic success through established comprehensive educational programs that advance the talent of underserved students.

ACCOMPLISHMENTS

Effectively completed the third year of the Kids to College Program with over 5,400 6th graders participating in the program.

Hosted and planned "Still Separate, Still Unequal: 60 Years After Mendez v. Westminster Board of Education. The Precedent to Brown v. The Board of Education of Topeka and Desegregation in California".

Established the Anaheim Collaborative for Higher Education, a formal partnership between CSUF and Anaheim Union High School District.

Successfully renewed the Ronald E. McNair Scholars Program for five more years thru 2013.

Developed and implemented the Individualized Track to Transfer Program with the Santa Ana Partnership.

Hosted and planned the Achieving College Network Counselor Conference for Santa Ana Unified School District.

Hosted and planned a national conference: "Challenges and Opportunities II: Conversations about Immigration and Higher Education" at California State University, Fullerton.

CHALLENGES

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

Developing comprehensive programming that integrates all TRIO programs.

GOALS

Identify and apply for educational development grants to enhance existing programs and implement new initiatives.

Develop a recruitment strategy for the McNair Scholars Program through earlier undergraduate participation in research.

Fully implement the defined programs of the Anaheim Collaborative for Higher Education.

Develop learning outcomes for each of the Educational Partnership programs.

Define clear goals statements for Educational Partnerships.

EDUCATIONAL PARTNERSHIPS KIDS TO COLLEGE® PROGRAM

In December 2005, the Sallie Mae Fund initiated a campaign to raise awareness about college financial aid options among underrepresented students in the state of California. As a part of this initiative; The Tomás Rivera Policy Institute (TRPI) partnered with the California State University (CSU) Chancellor's Office to bring the Kids to College® Program to California. California State University, Los Angeles (CSULA) and California State University, Fullerton (CSUF) and this year, California State University, Northridge (CSUN) were selected as partner colleges to implement Kids to College® in surrounding 6th grade classrooms. The partnering California State University (CSU) campuses' geographic locations in Los Angeles and Orange counties allowed the program to target student populations that have been traditionally underserved and underrepresented in higher education. The Kids to College® Program in California completed its third year in 2008.

THE PROGRAM

Kids to College® (K2C) is an early outreach program designed to bring awareness of the importance of higher education by introducing 6th graders to college. Students are presented with a 6-week curriculum that focuses on career exploration, educational options and college financing. The program culminates in a half-day visit to the partner college campus.

California State University, Fullerton's (CSUF) team is comprised of representatives from various campus departments including Educational Partnerships, EOP/Outreach, New Student Programs, and Student Academic Services, to implement the program in Orange County.

PROGRAM PARTICIPANTS

CSUF implemented the program in local schools based on the percentage of underrepresented students enrolled; socio-economic status of the student body; Title I designation; and percentage of students eligible for free or reduced lunch. A total of 55 classrooms with 1,963 students participated in the program, surpassing the third year goal of 1,500 sixth graders. This year we had 17 participating schools from four school districts including Anaheim City School District, Fullerton Unified School District, Garden Grove Unified School District and Santa Ana Unified School District.

CURRICULUM IMPLEMENTATION AND TEACHER TRAINING

The program has a prescribed 6-week curriculum based on planning and preparing for college. Classroom teachers serve as curriculum instructors, with the first session being facilitated by representatives of CSUF. In October and November teacher training sessions were scheduled at individual schools and in the case of Anaheim City School District and Fullerton School District, the trainings were district-wide and held at the district office.

CAMPUS VISITS

Four conference style visits to CSUF took place in January and February, consisting of 450 to 500 students per visit. CSUF staff supported each visit with 25-30 campus volunteers participating in all aspects of the day including school check-in, campus tours, interactive activities, college admissions sessions, serving lunch, and handing out 'goody bags' that included Future Titan t-shirts, CSUF pens/pencils, notebooks, admissions and financial aid information, and a CSU How to Get to College poster. The Assistant Deans of all eight colleges were asked to participate by providing activities for the visiting students that ranged from a hands-on physics display to designing a newspaper layout to measuring heart rates. Additionally, individual faculty volunteered to provide activities for the students.

SUMMARY

Kids to College® Program in California has become a complete success, providing the California Director of Kids to College® a "best practices" model, now referred to throughout the state and nationwide, as the CSUF Model. The number of participants exceeded the targeted goal for the third year by approximately 400 students, which totals nearly 1,600 students over the total program goal. Teachers provided positive feedback about their experience with the program and campus visit. Pre and post program surveys indicate that the curriculum effectively increased knowledge about college and how to get there.

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

The California State University, Fullerton (CSUF) McNair website is the fourth most utilized of McNair sites nationally.

82% of the McNair Scholars who graduated were accepted into graduate programs. Eleven Scholars graduated and nine were admitted to graduate programs: University of California , Los Angeles; University of Maryland, College Park; Columbia University Teacher's College; University of Hawaii; University of California, Riverside; California State University, Channel Islands and CSUF.

McNair Scholars were awarded the following scholarships/fellowships: Hispanic Scholarship Fund, Pollak Library Prize for Undergraduate Research Papers and Project, and the Goodwin Fellowship.

CHALLENGES

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

Assisting parents in understanding their role in supporting their daughter/son going to graduate school.

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

GOALS

Identify and maintain 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 attain a minimum cumulative 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 under the direction of a research faculty mentor.

100% of Scholars who complete the research internship will publish their research project paper in the McNair Scholars Journal, submit it to a professional journal for consideration and present their research at a McNair Scholars Symposium.

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

80% of the participants will graduate within four years of their acceptance into McNair.

Collaborate with campus colleagues on presenting research symposiums, workshops and other academic venues to support the McNair Scholars.

Network with university graduate school deans and administrators to assist Scholars in financing their graduate studies.

Work with the McNair Scholars Advisory Board to develop methods of attaining higher campus visibility.

EDUCATIONAL PARTNERSHIPS TALENT SEARCH PROGRAM

MISSION STATEMENT

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

ACCOMPLISHMENTS

Successfully tripled the number of seniors served during the academic year from 50 in 2006-07 to 150 students in 2007-08.

Coordinated and hosted the first annual Regional Talent Search Program meeting.

Developed and implemented a parent component in partnership with the Hispanic Scholarship Fund and the Tiger Woods Learning Center. Objectives of the component include informing and familiarizing parents with the available postsecondary options, financing, and to aid parents in understanding their role in helping their son/daughter continue a college education. Over 100 parents participated.

Graduated 97.4% of Talent Search senior program participants.

CHALLENGES

Increasing parental involvement in program activities and events.

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

GOALS

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.

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

Of college-ready project participants, 90% will apply for postsecondary school admission.

During the next fall term, 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

Retained 88% of participants through to high school graduation.

100% of program participants graduated from target high schools.

100% of program graduates enrolled in a post-secondary institution, 82% of which enrolled at a four-year university.

CHALLENGES

Upward Bound participants low academic performance in math.

Increasing parent leadership in Upward Bound Program components.

GOALS

Create an advisory committee for the Upward Bound Program.

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

Of the number of Upward Bound program graduates who are California State University bound, increase the number who enroll at California State University, Fullerton.

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 and federal student aid funds to the University.

ACCOMPLISHMENTS

Completed another year without any findings from annual audit conducted by outside vendor, KPMG.

California State University, Fullerton (CSUF) satisfied the minimum requirements for participation in the California Grant Programs, as established in the California Education Code (CEC) 69432.7(i) and Title 5 of the CCR, Section 30009; therefore, the Institutional Participation Agreement (IPA) is being renewed (through 2012) and the campus has qualified to participate in the State of California programs where \$14 million is received for qualified students.

The annual FISAP for the federal government was constructed in cooperation with Student Financial Services and electronically processed to assure federal allocation for 2009-10.

Packaging for 2007-08 was substantially modified to ensure awarding targets were met with the planned outcome of NOT having to produce additional awards during spring semester 2008 when staff resources would compete with CMS implementation.

For 2008-09, the financial aid application cycle, using Campus Solutions, began in production on March 17, 2008 (as planned) with more than 30,000 applications being added to the database followed by packaging \$64 million to 10,271 students on May 9, 2008. By year's end more than \$132 million will be disbursed to more than 16,500 students.

The financial aid implementation year (4th of a 4-year planning effort) for the student administration automated system called Campus Solutions (PeopleSoft) has been moving forward quickly. Ending the 3rd year of design and finally seeing activity around implementation.

Significant improvements have been identified with processing Federal loans—Stafford and Perkins—using Campus Solutions. Data entry and scanning has been eliminated for more than 12,000 documents as a result of implementing “on-line” acceptance, declinations and reductions by student applicants.

The satisfactory academic progress policy has been changed and endorsed by the campus community. The new policy is streamlined and less complicated.

Work with the Placentia Library District resulted in the campus receiving congressional recognition for “outstanding and invaluable service to the community” through the Federal Work Study program.

CHALLENGES

Seek additional staff positions.

Improve telephone service provided to clients and the campus.

During the next three years, reclaim efficiencies in CMS equivalent to former capabilities in SIS+.

GOALS

Ensure compliance with regulations.

Enhance technology to ensure student access to education.

Create student-service improvements for applicants.

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

Provided financial and academic support to 43 Guardian Scholars.

11 new students were accepted into the program for 2008-09. Nine Guardian Scholar students received bachelor degrees in May 2007.

Five students attended Educational Opportunity Program Summer Bridge.

One Guardian Scholar was accepted into the prestigious BFA program in the College of Arts.

One Guardian Scholar joined the California State University, Fullerton (CSUF) ROTC program for officer training.

Two students participated in the Statewide Consortium for Foster Youth and Higher Education at the Creating a Blue Print Conference, October 2007.

Three students studied abroad in spring and summer 2008.

Reinstated the Student Advisory Committee and added 10 new members. Two Guardian Scholar students served as active members on the Advisory Board.

Hosted several visits from organizations and met with representatives regarding the establishment of future Guardian Scholar programs at universities and in other states.

Hosted the Guardian Scholars Recognition Banquet and 10 Year Anniversary Celebration at El Dorado Ranch.

Increased retention rate to 100% for incoming class of 2007.

Supported Digital Stories Workshop for 10 Guardian Scholar students.

Implemented new Career Mapping program component for incoming class of 2008.

Began first phase of implementing a unique counseling program specifically designed for Guardian Scholars.

CHALLENGES

Meeting the needs of the students with limited financial resources and limited support staff.

Assisting graduates with the planning stages leading up to graduation.

Continue building cohesive collaborative relationships with internal and external agencies/organizations.

GOALS

Increase collaboration with campus departments in the recruitment of mentors and students and establish an official mentoring program for Guardian Scholars.

Evaluate current space needs which includes a state of the art computer equipment area. Identify a separate work space for students preparing for exams, presentations and/or to meet individually with tutors or counselors.

Continue work in changing the perception of counseling and psychological treatment so that students are open to seeking mental health services.

Continue to support conferences sponsored by the California Wellness Foundation to expand current partnerships.

Continue to work closely with the Career Center and Student Leadership Institute in implementing the career mapping program to prepare senior students with the transitional skills required to become a successful career professional or graduate school student.

Increase the amount of network opportunities available to seniors and develop a Guardian Scholar senior retreat.

Raise additional funds for scholarships and program development through external resources to meet the growing need of the students served.

HONORS & SCHOLARS SUPPORT SERVICES

MISSION STATEMENT

Honors & Scholars Support Services addresses the needs of the honors student population at California State University, Fullerton. Providing a full range of services including outreach and recruitment, orientation and advisement, office administration, event planning, counseling and mentoring, student organization advisement, support for students pursuing prestigious scholarships, and assistance with the design and instruction of honors seminars, this unit serves as the “home” for the honors student community.

ACCOMPLISHMENTS

Improved recruitment materials and selection process for the ninth honors class (fall 2008), which yielded over 300 applications to fill 120 spaces in the freshmen cohort.

Provided advisement to the more than 350 students participating in the Honors Program.

Advised students through prestigious scholarship and fellowship opportunities. These included applicants for the Rhodes (two), Jack Kent Cook (three applicants and one nominee), and CSU Trustee/Hearst scholarships (one nominee).

Offered a series of honors workshops fall and spring semester. Offered a series of workshops to the Council of Honors Societies. Participation for the fall 2007 semester was good and the feedback was favorable.

Hosted the Council of Honor Societies Eighth Annual Honors Week. Conducted a Prestigious Scholarships presentation as part of this week.

Continued revisions to the Honors Sophomore Retreat. Collected evaluations that will inform next year’s agenda. Also collected feedback from students regarding their experience in the program.

Coordinated second annual Honors Open House for incoming first time freshmen. Over 200 new honors students and their family members attended.

Coordinated logistical support to 33 honors students who completed and presented their senior honors projects during the academic year.

Provided advisement and support to the Honors Student Advisory Committee, Council of Honor Societies, University Honors Society, and also served as co-advisor of Golden Key International Honour Society. Provided general advisement and support for over 20 honors organizations on campus and their advisors.

Collected data on usage of the Honors and Scholars Center. Recorded over 7,500 student “transactions” – use of lounge, use of computers/printers, walk-in appointments, and phone calls/voice mail messages. The data reveals a high level of center usage and interaction between Honors & Scholars staff and students.

CHALLENGES

Develop or expand recruitment of graduating high school seniors or transfer students.

Assessment of student learning outcomes.

Student advisement and retention are ongoing challenges. Students do not consult regularly with directors regarding their progress and concerns.

System to track alumni to determine graduate school enrollment and completion.

GOALS

Develop and implement recruitment strategies that will yield larger numbers of applicants from high schools and community colleges. Continue collaboration with University Outreach on new programming for recruitment.

Develop and implement student learning outcomes assessment plan as it relates to the co-curricular component of the program.

Implement mandatory advising sessions, once per semester, for all cohorts.

Develop programming for each of our cohorts that clarify program expectations and provide resources that promote retention.

Continue programming with an emphasis on “scholarship” as an active endeavor.

Develop an alumni tracking system to collect data on graduate school completion rates.

Analyze applicant data to identify patterns of those who apply and are successful in the process. This analysis would determine whether targeted recruitment efforts are necessary and among which populations.

Improve and better maintain the website by providing timely updates and links to resources.

Improve and better maintain the database to ensure that information is accurate.

Improve communication and outreach efforts to honors faculty to: increase faculty support and commitment, create a shared “honors vision,” and increase faculty involvement in all aspects of the University Honors Program and Honors & Scholars Support Services.

HOUSING AND RESIDENCE LIFE

MISSION STATEMENT

The Housing and Residence Life program at Cal State Fullerton exists to provide students a clean, safe and stimulating environment in which they can pursue their academic programs. The housing and residence life program also serves as a stimulus for cultural and social education, community living experiences and leadership training.

ACCOMPLISHMENTS

The Housing and Residence Life Program celebrated its 20th Anniversary in February 2008. The occasion was marked by a series of programs and a culminating celebration event.

Received approval from the Board of Trustees (November 2007) to amend the Fullerton capital outlay program to include the construction of 1056

residential hall bed spaces and a residential dining facility at the cost of \$142 million dollars. Anticipated opening fall 2011.

After an extensive RFP process, selected the successful design build team of PCL Construction Services, Inc. and Steinberg Architects to design and construct the Phase III/IV Student Housing and Dining Facility project.

Conducted a successful search for the position of Associate Director of Housing for Facilities Maintenance.

Maintained 99% occupancy in housing program averaging 809 students in residence with 821 spaces available.

Generated \$4.6 million in revenue. Collected 99.57% of the revenue due to the housing program.

Retrofitted all residence hall entry doors with CBORD card key access system. Students now swipe their Titan Card and enter a personal pin code in order to access their residence hall suites.

Resident Advisor staff hosted a total of 205 programs with 4, 218 attendees. The average attendees per program were 21. California State University, Fullerton (CSUF) faculty and staff members presented 30 programs.

CHALLENGES

Balancing the emotional needs of troubled students with the needs of the residential community without seeming to penalize troubled students for their difficulties or requiring the residential community to tolerate excessively disruptive behavior.

Determining the appropriate operational infrastructure for future housing expansion.

Finding the delicate balance between over-marketing the limited number of available on campus bed spaces and “failing” to get the word out to those constituents whose matriculation to CSUF is dependent on housing.

GOALS

Successfully complete the final approval and funding process for Phase III/IV of Student Housing and Residential Dining Facility.

Successfully complete the design and construction drawing process for new student housing project (Rendering below).

Begin construction in spring 2009 on Phase III/IV of student housing and dining facility.

Evaluate current Housing and Residence Life mission and goals in light of campus' enrollment issues and trends.

Strengthen weekend programming in response to data from student satisfaction survey.

Develop comprehensive emergency response and management program.

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.

Rendering of Student Housing Phase III
Main Entry to Piazza/Dining Hall



ACCOMPLISHMENTS

Graduated nearly 50 student-athletes including seven from the men's basketball team.

After winning the Big West Conference post-season tournament in Anaheim, the men's basketball team made its first appearance in the NCAA Tournament since 1978. The Titans shared the regular season championship, their first since 1976.

The baseball team ran its streak of consecutive NCAA Tournament appearances (third longest in the nation) to 17 and shared the Big West Conference championship.

The women's soccer team tied for the regular season Big West Conference championship before winning the post-season tourney in dramatic fashion to earn its third consecutive trip to the NCAA playoffs.

The softball team parlayed a strong schedule into its 26th post-season berth in 29 years.

14 student-athletes were selected or earned first-team All-Big West Conference honors with 11 making the second team and 12 earning honorable mention.

Demian Brown was selected Big West Conference women's soccer Coach of the Year and Bob Burton was selected NABC District 15 Coach of the Year for men's basketball.

The track and field teams sent 13 qualifiers to NCAA Regional competition and two to the National finals. Seven women's school records were broken during the course of the season, primarily in the distance races.

The women's volleyball team won a program-best seven conference matches to tie for fifth place in the Big West and finished the season at .500 (15-15) after winning its final two matches.

The women's basketball team finished at .500 (8-8) in conference play for the second year in a row and won its opening game in the post-season tournament.

The women's gymnastics team placed sixth in the nation in combined grade point average (3.5867) among its peers.

The long overdue resurfacing of the track and field facility was completed. The floor of Titan Gymnasium was replaced for the first time since the building was opened in 1964.

For the eighth time in nine years, the Titans' dance team captured the national championship by winning the Universal Dance Assn. competition in Florida among Div. I schools without football programs.

CHALLENGES

Continue to find creative solutions to the dilemma of developing and maintaining a comprehensive and successful Div. I athletics program during very tight financial times.

Maintain a quality experience for our student-athletes.

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

Continue to increase student and faculty/staff participation at home athletic events.

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

Continue to maximize rental income from facilities without disrupting our own programs and overburdening our facilities.

GOALS

Seek and admit more academically proficient student-athletes.

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

Secure community financial support to launch men's and women's golf programs.

Improve CSUF's standing in the Big West Conference Commissioner's Cup Standings (best-ever third place in 2005-06, fifth place in 2006-07 and 2007-08).

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

INTERNATIONAL EDUCATION & EXCHANGE

MISSION STATEMENT

The Office of International Education and 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 the finest student-centered services with genuine sensitivity to the needs of students 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

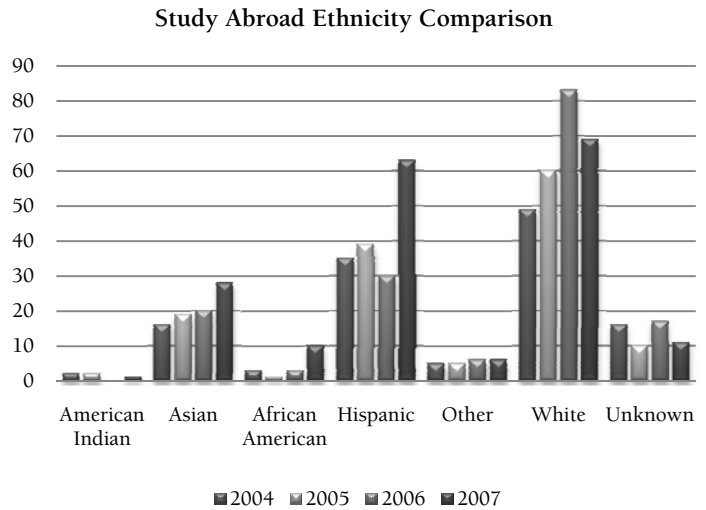
Awarded lottery funds to establish study abroad scholarships and an international student “peer contacts” program. Received a Mission & Goals Initiative award to promote studying abroad among underrepresented student groups.

Realized a 37% increase in admitted international students (from 760 in 2006-07 to 1,041 in 2007-08). Realized a 30% increase in enrollment yield (from 417 in 2006-07 to 540 in 2007-08).

Realized a 62% increase in the numbers of J-1 visa exchange students from partner institutions in France, Finland, Germany, Japan and Mexico. In collaboration with UEE, the implementation of centralized and streamlined services to exchange students from German, Japanese and Mexican partner institutions provided a more welcoming environment and led to increased groups of exchange between our partner institutions.

Realized an 18% increase in the number of students studying abroad.

Chart C:
Four Year Ethnicity Participation Comparison



Developed student learning outcome assessments for the spring 2008 study abroad cohort group.

STUDENT LEARNING OUTCOMES

Student learning outcomes (SLO) assessments were developed for students studying abroad in 2008-09. An informal longitudinal pre-departure survey was administered in May 2008, to a group of 27 study abroad participants (both in short-term and long-term programs) for 2008-09. For the duration of their study abroad program, each participant is required to document their experiences in a journal provided by IEE. Upon their return, these students will be required to attend a re-entry workshop where a post-participation survey will be implemented to measure the benefits they gained through study abroad. This is the first time an SLO assessment has been developed and implemented to measure direct benefits from study abroad in the areas of personal growth and intercultural awareness. Additional assessment tools are being developed so that SLO assessments will be administered on an on-going basis for every study abroad participant.

CHALLENGES

Consolidation of all faculty-initiated study abroad programs in order to promote study abroad.

The integration of SEVIS and PeopleSoft will continue to pose additional technological challenges as we transition to the new student tracking database.

As the Department of Homeland Security revises and adds new regulations, new groups of students are added to the monitoring list.

Work with colleges and faculty to provide a welcoming environment and streamlined processing of immigration documents to visiting scholars and faculty.

GOALS

Continue to compile and collect data for the three components of IEE: (1) international and exchange students; (2) study abroad students and (3) exchange visitors.

Integrate the three groups of international students, exchange students and study abroad students by providing collaborative programming with other Student Affairs units e.g. (Career & Internship Centers, Student Health & Counseling Center, Counseling and Psychological Services, Leadership Development & Multicultural Programs, community programming and Volunteer Service Center).

Implement student learning outcome assessments for all three groups of students (international students, exchange students and study abroad students).

Collaborate with Admissions & Records Office as well as University Outreach to streamline and expedite international student admissions paperwork and manage international admissions inquiries.

Increase numbers of students studying abroad by continuing to provide financial aid information and resources to fund study abroad opportunities.

Evaluate study abroad 3rd party affiliate programs to ensure quality, access and affordability.

Coordinate and streamline business practices for SEVIS reporting with integration of PeopleSoft.

Facilitate exchange visitors & research scholars' visa documents and provide a welcoming environment to all international scholars and visitors.

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

Coordinated California State University, Fullerton (CSUF) Women Leading the Way - a three-part program featuring outstanding alumnae as part of the CSUF 50th Anniversary celebration.

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

Maintained currency in state and federal law pertaining to higher education by attending and presenting at professional conferences, by subscribing to relevant professional journals, and networking with judicial affairs officers at other California State University institutions. Judicial Affairs was a 2008 Bronze Winner of a National Association of Student Personnel Administrators (NASPA) Excellence Award for our integrity campaign and rap contest: "Making Integrity Count is More Than 1, 2, 3."

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

Developed presentations, publications and outreach projects for various student audiences.

Developed presentations, publications and outreach projects for faculty and staff. Received a University Planning Initiative for 2007-08 (Supporting Teaching Excellence: Maintaining Integrity in the Classroom). Presented five workshops for new faculty and will be presenting another series of workshops during fall 2008.

Consulted regularly with faculty and staff (over 275) concerning the interpretation and application of University standards for student behavior. The number of consultations concerning disturbed or disturbing students on campus rose this year in light of such events as the Virginia Tech shootings.

Realized a 75% increase in the total number of disciplinary cases referred to Judicial Affairs. This represented an increase of 48% in academic integrity cases and a 100% increase in non-academic cases.

Adjudicated 465 students referred to Judicial Affairs for non-academic allegations. This dramatic increase represents the highest number of non-academic cases referred to the office. University Police referred speeding violations for the first time this year which resulted in 185 cases (40% of total). There were 128 referrals (28% of total cases) for use of lost/stolen or forged parking permits or misuse of disabled parking placards. Illegal drug use, mostly marijuana, made up only 6% of the cases (30 students) which is down from last year (13% - 29 students). Alcohol violations represented only 4% (16 students) of the total non-academic cases which is the lowest annual percentage received to date.

Adjudicated 297 incidents of academic dishonesty which is a record breaking number of cases. Plagiarism continues to constitute the single largest number of violations reported (208 students), 70% of total academic dishonesty cases.

Judicial Affairs has adjudicated over 3,225 cases during the nine years since the office was established. Referrals continue to increase each year with over 762 cases this year.

STUDENT LEARNING OUTCOMES

A variety of learning experiences are provided for students through the judicial process. Judicial Affairs is deliberate in the design of the program to meet the developmental needs of students and adheres to “best practices” of the profession.

The office maintains a myriad of reports including such data as Annual Report, Dean’s Report, Greek Report, Housing and Residence Life Report, Parking Violations Report, Crime Statistics Annual Report, Falsified Document Report, Demographic Report, Sanction Report, Violations Report, Alcohol Report, Drug Report, Suspension/Expulsion Report, and Recidivism Report.

Document review of Sanction Report and Violations Report verifies that a variety of learning experiences are provided for students through the judicial process. Such experiences include but are not limited to reflective papers, research papers, community service, alcohol and drug counseling/programs/treatment, apology letters, critical thinking workshops, ethics workshops, written academic plans, loss of privilege (housing, enrollment in classes, registration priority, repetition of course policy, etc.) follow-up meeting with Associate Dean, consultation with relevant faculty/staff, restitution, restraining order, personal/career counseling, disciplinary probation, revocation of admission, and suspension.

Specific learning outcomes include: intellectual growth; clarification of values; realistic self-appraisal; increased social responsibility; and clarification of personal and educational goals.

Judicial Affairs conducts an on-going review of student’s reflective papers. 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 catalogued by behavior and then evaluated by projected learning objectives. Each paper is read by the Associate Dean and then evaluated on the self report of learning which has occurred. The evaluation scale is 1: high level of learning reported/reflected; 2: moderate level of learning reported/reflected, 3: low level of learning reported/reflected.

The Associate Dean reviewed 265 reflective papers during 2007-08 for violations of alcohol use, drug use, theft/misuse of parking permits, plagiarism, falsification of documents, weapons on campus, etc. The average scores were as follows: intellectual growth: 1.75; clarification of values: 2.5; realistic self-appraisal: 1.75; improved healthy behavior: 1.25; Increased social responsibility 2.00; and clarification of personal and educational goals: 1.25.

In addition, the Associate Dean reviews the recidivism report each year to determine how many students have been referred to Judicial Affairs for a second offense with special attention to repetition of the same type of violation. The review for 2007-08 indicated less than a 5% recidivism rate for all violations and a 3% recidivism rate for the same behavior which is slightly higher than last year.

The results of these assessments were used to redesign workshop content and delivery, redesign sanction options, and frame discussions with offices on campus to assist in effecting institutional change by improving CSUF systems.

The Associate Dean has designed a new assessment tool for students to assess the goal of improving critical thinking skills. The "Critical Thinking Assignment" will be implemented in fall 2008.

CHALLENGES

As the volume of referred cases continues to grow, it has become more and more difficult to continue to adjudicate cases in a timely manner and to continue outreach and preventative programs.

The office would benefit from a more comprehensive on-going evaluation and assessment plan.

GOALS

Coordinate University Planning Initiative on "Helping Students Do the Right Thing: Reducing Misuse of Parking Permits". Coordinate Retention grant on "Academic Integrity: Foundation for Effective Writing Skills in CBE Students". Coordinate University Planning Initiative on "Promoting Student Success: Preventing/Responding to Disruptive Classroom Behavior".

Work with Parking and Transportation to hire, train and support a graduate assistant to help adjudicate the growing number of parking cases.

Conduct workshops under the 2007-08 University Planning Initiative, "Supporting Teaching Excellence: Maintaining Integrity in the Classroom".

Adjudicate cases to hold students accountable for their actions and interact with students to foster 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.

Assess the effectiveness of office procedures and programs, and student learning outcomes.

Participate in Academic Senate, Student Academic Life Committee, ad hoc Student Affairs Policy committee and other relevant committees.

Explore outside funding sources.

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

Successfully completed searches and/or transitioned four department employees.

Worked with the Natural Sciences and Mathematics (NSM) and Engineering and Computer Sciences (ECS) retention coordinators to conduct departmental outreach among STEM majors as part of our Title V program efforts.

Department staff assisted the Director of Technology Services for Student Affairs with the acquisition and initial implementation of the Learner Web software program. The software will serve as a workshop management, registration, and tracking system for the Division of Student Affairs.

Strong efforts were made to increase the support and advisement provided to culturally focused fraternities and sororities by creating an Assistant Coordinator for Greek Life position, reviewing chapter grades, enhancing training, and examining risk management practices among these groups.

Greek students raised over \$41,796 through Greek Week of which \$25,000 was donated to Camp Titan. Additionally, 4,000 pounds of canned food were donated to the Orange County Food bank, 1,000 pieces of clothes were collected for children, and a blood drive was conducted with the Red Cross.

The Multicultural Leadership Center (MLC) worked closely with Associated Students, Inc. (ASI) to provide advisement and support to students in planning an event in response to the noose incident which occurred on campus.

Collaborated with Student Health Education, InterVarsity Christian Fellowship, and NewSong Community Church of North Orange County to host the World Vision Aids Tent on campus. The AIDS Experience Week brought over 1,500 visitors to the Quad to learn about Aids in Africa and ways to become involved in combating AIDS locally and globally.

The MLC continues to be a clearinghouse for multicultural issues and provided presentations and support to various classrooms, student organizations and departments during the year. The development of the Diversity Peer Educator Program which consists of trained facilitators helped to provide over 50 presentations on diversity issues. Additionally, the MLC continues to provide advisement to clubs and organizations, faculty/staff associations and departments in planning large scale culturally focused events.

Received \$4,000 gift from the Fry Family Foundation for the University Leadership Conference which was the first single largest donation received for this program. 346 students participated in the California State University, Fullerton (CSUF) program with 77 Certificates of Completion being awarded to CSUF students.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes were assessed for the University Leadership Conference. Outcome related questions were developed and included on the conference evaluation. The information has been compiled and is available for review.

Learning Outcomes measured include: Facilitation Skills, Presentation Skills, Critical Thinking, Workshop Planning, Feedback – Giving and Receiving, Content Knowledge, Terminology, Racial Issues, Gender, Sexual Orientation, Religion, Disability and Class.

The learning outcomes were measured through a self-evaluation and observer evaluations at the end of fall and spring semesters. Results are for the “Educating Myself for Better Racial Awareness and Cultural Enrichment” (EMBRACE) Facilitators to see how they have improved in the past year.

CHALLENGES

On-going web support is needed for the department.

Financial tracking system for multiple funding sources needs continued improvements.

Permanent funding is needed for department programs and services which have typically been funded through annual grant awards.

There is a need to evaluate and appropriate funding for student assistants as a way to assist with the delivery of department services and programs.

GOALS

Explore and secure funding for department programs/staff which are funded by grants that are anticipated to end in 2009 (e.g., Student Leadership Institute, Assistant Coordinator for Greek Life).

Continue to work with Director of Technology Services for Student Affairs to pilot Learner Web software with the Student Leadership Institute in 2008-09.

Work with University Advancement and the Student Affairs Director of Development to secure corporate funding for the Student Leadership Institute.

Refine the department's financial tracking methods and improve expenditure approval process.

Continue to support Title V Grant Leadership program initiatives.

Continue the development of the Multicultural Mentoring Program.

Determine the future implementation of CSUF LEADS program (Leaders Engaging and Developing Skills for Success) on-campus.

Continue to provide support to cultural Greek councils/organizations which includes assessing event planning practices, academic health, and organizational and leadership development.

Develop a comprehensive assessment plan to support the Division of Student Affairs in the evaluation of learning outcomes.

Provide programs and services that teach students the skills needed for effective leadership and community engagement.

Develop new and improved websites and publications for department programs to assist with information and outreach.

NEW STUDENT PROGRAMS

MISSION STATEMENT

From pre-admission to graduation, New Student Programs (NSP) 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, new student orientation, information and campus referrals, leadership development and welcome activities. As a result of program participation and service utilization, students develop character, critical thinking skills and the interpersonal competence requisite for lifelong learning.

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

ACCOMPLISHMENTS

Supported the California State University, Fullerton (CSUF) 50th anniversary celebratory events and programs, including participation in the University Open House and the development of special campus tours and self-guided tour brochure with an historical emphasis.

Continued improvements to Titan WOW (Weeks of Welcome) programs, including the addition of CSUF 50th Anniversary programming elements and theme.

Collaborated with staff from Admissions & Records, Financial Aid, Student Financial Services and Information Technology to prepare for the CMS Student Module conversion and its impact on the 2008 NSO sessions.

Improved coordination and planning of fundraising and advertisement sales for various program publications which resulted in more than \$15,000 in sponsorships/advertisements.

Distributed the new parent handbook and calendar at Parent Orientation.

Implemented the Online Transfer Overview for new transfer students admitted during fall 2007 and spring 2008.

Facilitated two Orientación Familiar sessions and enhanced the Orientation Leader training related to Spanish language translation. Hired a student assistant dedicated solely to translation support.

Collaborated with the Student Health and Counseling Center to continue funding support of Stop Gap at Student Life Orientation.

Provided leadership for campus information services, including convening a group of department representatives that staff information centers.

Planned, promoted, and implemented the Freshman Programs Tenth Anniversary Celebration, including alumni, campus and community members who have worked with the program over the years.

Admitted 50 first-time freshmen into pilot major-based learning community for students in the College of Engineering and Computer Science.

STUDENT LEARNING OUTCOMES

For the last two years, NSP and Freshman Programs have been participating in a workteam within the Dean of Students Office to help generate learning outcomes for many of the student populations which are served by our programs, particularly student leadership positions. We have articulated specific programmatic learning outcomes and related those to learning outcomes listed in the CAS Standards. While we have been engaged in program evaluation activities, assessment of learning outcomes has not been a strong focus and most information in that area is anecdotal at this point. The current means of collecting this information is through individual contact meetings with lead students where goals and progress towards goals are discussed. Within Freshman Programs, current learning outcome efforts have been focused on classroom learning. Again, both departments will be working to create specific tools in order to collect data during the coming year.

CHALLENGES

Manage staff transitions while continuing to offer high quality programs and services.

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

GOALS

Implement significant restructuring of the General Education advising model for NSO, with the support of the Academic Advising Center as well as the seven undergraduate academic colleges.

Assess the Online Transfer Overview and incorporate changes to the program as needed.

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

Develop more comprehensive parent programs and resources beyond Parent Orientation.

Collaborate with the Student Health and Counseling Center as well as the WoMen's Center/Adult Reentry to develop a new Student Life Orientation presentation focused on the impact of alcohol and sexual assault.

Implement a learning outcomes assessment for Orientation Leaders focused on communication/public speaking skills.

Continue to refine the Orientación Familiar program and other Spanish language orientation services, as well as services for other underrepresented populations.

Overhaul the NSP website. Provide more comprehensive resources for parents as well as information and visitor services.

Develop a research agenda to ensure that necessary data is being collected to assess the impact of NSP programs and services, as well as instruments to measure learning outcomes among student leaders.

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

Continue to provide leadership for campus information services, including convening a meeting of departments that staff information centers to discuss the need for an improved visitor information center at the entrance to campus near Langsdorf Hall.

Admit 50 first-time freshmen into pilot major-based learning community for students in the pre-nursing program.

Recruit peer mentors for all sections of University 100 and enhance the one-week training program held prior to the fall semester.

Continue to share, exchange, and strengthen research results in order to promote learning outcomes of the first year experience.

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

ACCOMPLISHMENTS

Received \$15,000 in funding for two Golden Idea Projects. The first was the EOP Mural Project and Reception designed to educate the campus community about the mission, goals and importance of EOP. The Mural was completed by well known artists and displayed at a campus reception.

The second activity was the EOP Hall of Fame Gala Scholarship Dinner. Four categories of individuals were inducted into the Hall of Fame: Educator of the Year, Friends of EOP, EOP Hall of Fame, and EOP Alumni of the Year. The culmination was a gala attended by 325 guests and two scholarships presented to outstanding EOP students.

STUDENT LEARNING OUTCOMES

Student Academic Services coordinates and supports both academic learning and student development in several programs. The program coordinates study skills courses, seminars, educational workshops (i.e. learning skills, test taking, time management, computer and software classes) and learning communities. This year learning communities were designed to help students develop a strong sense of community during their first year of college. The student cohort, composed of 47 first-time EOP

freshmen students, was involved in a two semester commitment.

Participants attended collaborative study groups in which the content of their general education classes was discussed and study strategies explored. The study groups were conducted by trained learning facilitators who worked closely with the program faculty, and who attended the general education lecture courses with the students. This was the first year that the program utilized a formalized Learning Communities Program and conducted learning outcomes assessment. Assessment completed after fall 2007 indicated:

Students in learning communities earned higher grades than their counterparts in regular classes. The average GPA was 0.5% higher for those in learning communities.

Students in learning communities are less likely to drop out of school than their counterparts in regular classes. This area will be evaluated after a four semester time frame.

CHALLENGES

Ensuring that every student is correctly enrolled in appropriate English and/or mathematics course(s).

Increasing the number of African American males in the College of Engineering and Computer Science.

Increasing the number of African American students admitted to EOP.

GOALS

Seek funding for an 'Early Academic Warning System' for EOP participants.

Develop improved accountability systems to ensure unit budget is updated to avoid cost center overruns and deficits.

Continue to provide data indicating the persistence and graduation rates for EOP exception admit students is equal to or greater than that of exception admits in the California State University (CSU) System.

Increase the participation of EOP/Summer Bridge students in learning communities by 25%. Increase the seven-year persistence and graduation rates for EOP exception-admit students to be equal to or greater than that of exception admits in the CSU by the end of spring 2009.

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 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 educational opportunity, raise academic performance, improve retention and motivate students for success.

ACCOMPLISHMENTS

Through program services, the SSS staff ensured that 90% of participants achieved good academic standing at the end of the academic year.

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

STUDENT LEARNING OUTCOMES

Learning Outcomes Measured

Participants in the SSS program will have a strong knowledge of graduate education, the academic requirements of graduate degree programs and what is included in the application process of such programs.

Assessment Methods Utilized

Fifty-five SSS participants with upper division standing were surveyed in spring 2007 on their knowledge of graduate degree programs and the application procedure. It was found that of the fifty-five (55) participants surveyed only five (5), or less than ten percent (10%), felt they had a strong knowledge of graduate education.

To increase the knowledge of graduate education among SSS participants with upper division standing, SSS counselors provided specific information highlighting graduate education during their individual advising sessions with the participants.

Assessment Results

Following the advising sessions each participant was surveyed again to measure current knowledge of graduate education. One hundred percent (100%) of the fifty (50) participants who met with their counselor and were provided graduate degree program information reported that they felt they have a strong knowledge of graduate education, graduate program requirements and the application process.

CHALLENGES

Ensure first time freshman participants receive intense academic support throughout their first year to avoid academic and administrative disqualification from the university.

Identify outside funding sources to increase services provided to program participants.

GOALS

Develop new incentive program for SSS participants that will increase the use of program services while increasing academic achievement.

Address the comprehensive needs of the participants to ensure at least 48% of each cohort group graduates in six years.

STUDENT HEALTH AND COUNSELING CENTER

MISSION STATEMENT

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

ACCOMPLISHMENTS

Long-term strategic planning was accomplished this year, which culminated in the generation of a Strategic Planning High Priority List.

Celebrated the 50th anniversary of California State University, Fullerton (CSUF) by presenting *Art4Health*, a student and alumni art show in the Student Health and Counseling Center (SHCC).

Chiropractic and Acupuncture specialties were added to the services offered this year.

A new SHCC website was created with more appealing graphics and updated information.

Completed implementation of the National College Health Assessment, with approximately 700 student participants. This assessment assists SHCC staff in determining needed services and current health status specific to CSUF students.

Approximately 45,257 patients checked in for scheduled appointments at the front desk. Nursing staff provided 1,065 immunizations/injections and 1,088 PPD (TB) tests. The Triage Nurses assisted 7,069 students.

Became a HIPAA-compliant entity as designated by the California State University Chancellor's Office.

Incorporated the HIPAA privacy training video into the SHCC new employee orientation.

During the 2007-08 school year there were 3,622 visits to the Physical Therapy & Sports Rehabilitation department. 42% of the total visits were Intercollegiate Athletic visits, which is approximately the same as last year.

The Physical Therapist and Athletic Trainer presented the Advanced Track Seminar: "Joint Mobilization Techniques for the Extremities" at the NATA 59th Annual Meeting & Clinical Symposia in St. Louis, Mo.

The Family PACT program was fully implemented this fiscal year with the appointment of a program coordinator in June 2007. With the increase in providers and student awareness of program benefits, the Family PACT program revenue and student enrollment has steadily increased making the program highly successful.

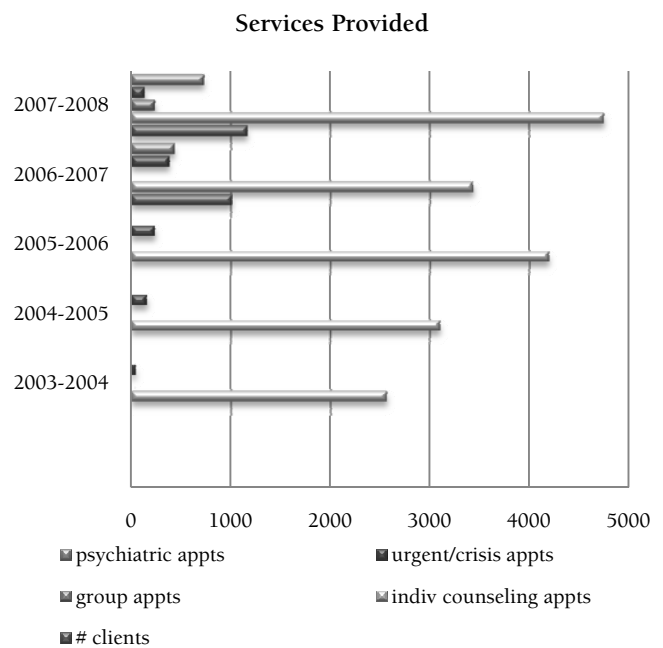
15,904 laboratory tests were processed between June 1, 2007 and May 31, 2008. About 60% of the tests (9,520 tests) were performed at our in-house laboratory (in-house tests).

Rapid Flu test was added to the in-house lab test menu during the flu season this year. This waiting test has helped our providers to confirm the diagnosis of flu A or B on the same day of the visit.

Implemented the scanning of lab requisition forms and lab copies of reports (from reference lab) in the move toward paperless records.

Counseling and Psychological Services (CAPS) served 1,164 students for a total of 5,848 appointments: 4,750 individual, 237 group, 134 urgent/crisis, and 727 psychiatry appointments. In keeping with our brief treatment model, 81% of clients were seen for five or fewer counseling sessions, and 97% for ten or fewer (see Chart D).

Chart D:
CAPS Services Provided - Five Year Comparison



At first contact (i.e., brief clinical screening), 74% of students reported impairments in daily functioning, particularly of concentration, sleep, appetite and academic and/or work performance. A slight majority of students presenting at CAPS had received prior counseling.

Substance Abuse and Mental Health Services Administration (SAMHSA) grant project: Counselors and graduate trainees received training in suicide assessment and treatment planning; three staff were trained to lead QPR suicide prevention workshops; an electronic system was implemented to track suicidal ideas and behavior and related diagnoses (e.g., depression).

Chaired a campus-wide Students of Concern work group that developed recommendations for an on-going committee to review and intervene in situations of disturbing student behavior; developed a resource manual for the campus community.

STUDENT LEARNING OUTCOMES

The Training Coordinator developed a pilot program of individualized learning objectives for graduate practicum students (e.g., demonstrates increased competence in making diagnoses and formulating treatment plans; developed strategies to keep sessions focused). The learning objectives were used by trainees' for self-assessments at the beginning and end of the training year and by supervisors to informally evaluate and discuss with trainees. Feedback from this pilot project is being used to develop a consistent assessment of learning outcomes for graduate trainees.

CHALLENGES

The size of the facility has increasingly become an issue, with more space needed for increase in staffing and specialty services to meet the needs of our patients.

Sufficient clinical resources for a university of 37,000: particularly challenging are the limited number of psychiatric hours and the case management time required for students whose needs far exceed our service capacity.

The increasing frequency of counseling students at serious risk of harm to self or others or of serious functional impairment is a concern. Some of these situations require collaboration with other units such as University Police and Legal Counsel.

Many students' lack of health insurance challenges our ability to refer to appropriate off-campus services and impedes students' ability to follow-through.

GOALS

Prepare for Accreditation Association for Ambulatory Health Care (AAAHC) re-accreditation and site visit in January 2009.

Implement the *Art4Health II* art show during the fall semester of the 2008-09 academic year.

Continue transition toward Electronic Health Records (EHR).

Implement internal alarms and surveillance cameras, with University Police guidance, to increase security and safety at SHCC.

Implement Titan Card, debit and credit cards for payment of services.

Implement scanning of charts for electronic storage of archived information for fast and easy access to on-site information.

Install key-card reader hardware along Medical Records/ Front Desk entrances to provide extra security of protected patient information.

Help implement a Students of Concern behavioral review committee.

Effectively manage the increase in requests for service expected as a result of the SAMHSA sponsored anti-stigma campaign in fall 2008.

STUDENT LIFE

MISSION STATEMENT

The Student Life Programs and Services Department coordinates and provides the following programs and services: a) training for student club and organization members in organizational leadership and development; b) advising on event planning and coordination of campus activities; c) student organization advisor training and orientation; d) manages and supports resource centers for the dissemination of information on university policies and procedures that govern campus activities and facilities reservations and serves as the location for reserving campus facilities and outdoor space; e) facilitates and develops opportunities for student participation in community service and civic engagement and participation in community service projects and in-service learning that benefit the broader community; f) coordinates and advises the Sports Club Inter Club Council; g) coordinates the Co-curricular Achievement Record and efforts to promote general student involvement on campus; h) assists the Dean of Students Office in developing and enforcing policies that govern campus life and responding to concerns/complaints from students, faculty and staff in coordinating student organization judicial affairs; and i) provides advising to the ASI Elections process.

ACCOMPLISHMENTS

Revised and launched database for the 2007-08 academic year student organization recognition process utilizing web based tools and successfully disseminated and implemented Executive Order 1006 (EO 969) requirements to campus constituents. Recognized 268 student organizations.

Processed over 700 requests for Use of University Grounds for off-campus constituents.

Continued to collaborate with the University Conference Center to provide assistance to recognized student organizations and campus departments processing 9,844 Student Organization Resources Center (SORC) EMS bookings including organizational meetings and special events.

Facilitated student organization training. Provided 42 training workshops in four main categories: 1) Blueprints; 2) Online Recognition Application; 3) A Co-Curricular Education (ACE); and 4) Transitional Leadership indicating a 56% increase in organizational development efforts.

Revised Blueprints workshop and trained 385 student organization members in event planning and university policies and procedures.

Hosted the 11th Annual Student Life and Advisor Appreciation Reception for Advisors and Student Organizations with over 170 students, faculty, staff and administrators in attendance.

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

Developed and launched ACE, a web-based marketing resource to assist with the promotion and documentation of campus involvement and development of a Co-curricular Achievement Record (CAR).

Completed an analysis and assessment on effective communication learning outcomes for student clubs and organizations.

Created a new "Get Involved" website and developed promotional resources to encourage greater campus involvement.

Electronically disseminated the Student Organization Campus Policies and Procedures handbook to student organization presidents and advisors.

Responded to various community and campus complaints from students, staff and faculty. Intervened on various occasions to resolve complaints and conflicts related to campus activities.

Provided advising to the Associated Student, Inc. (ASI) elections process and Elections Commissioner, ASI Elections Program for fall 2007 and spring 2008. Record elections results were recorded for each election.

Scheduled and coordinated CPR and First Aid training for representatives of all Sports Clubs.

California State University, Fullerton was named to the Presidential Community Service Honor Roll with Distinction for the hours of service contributed by the campus community, including service coordinated by the Volunteer & Service Center (VSC).

Dramatically increased the number of student volunteers by 67% (2,217) and the number of service hours by 48% (11,008). This was accomplished without significantly increasing the number of volunteer opportunities, but rather recruiting and retaining more student volunteers for existing projects.

560 students, faculty, staff and community members attended the 4th Annual Social Justice Summit which featured 24 workshops on a wide range of topics, nationally renowned keynote speakers, and a resource fair.

Collected 1,155 food items during National Hunger and Homelessness Awareness Week food drive, a 24% increase over last year's record-breaking collection.

The Blood Drives engaged 710 individuals as volunteers and/or blood donors who contributed a total of 1,195 hours of service and the collection of 446 units of blood. This represents a 67% increase in the number of donors and a 62% increase in the number of units collected. Earned a Special Recognition Award from the American Red Cross Blood Services.

Significantly increased participation in Project Earth and number of return volunteers overall, building outstanding team rapport and commitment to environmental issues.

STUDENT LEARNING OUTCOMES

Learning Outcomes Measured:

The Student Life Programs department has integrated the use of learning outcomes to assess overall program effectiveness as well as student satisfaction from club and organization members. Student organization involvement covers a wide variety of skill development due to the broad spectrum of categories of organizations that a student can participate in. The learning outcome measured was effective communication. Effective communication components included working in diverse populations, teamwork, collaborations, delegation of responsibilities and task to others, participation in conflict, event planning, and written communication.

Assessment Methods Utilized:

A Student Organization Resource Center Customer Survey was administered to a total of 257 student organization members using ZOOMERANG software. Questions identified correlations in student development through student involvement in student organizations. Further, they were also designed to evaluate the effectiveness of the overall customer service offered by Student Life Programs. A five point Likert scale was used to assess learning outcomes achieved (Strongly Agree, Agree, Disagree, Strongly Disagree, N/A).

Assessment Results:

Over 87% of the 257 member participants surveyed indicated that their involvement in student organizations contributed to the increase in their effective communication. Results from the survey identified three component areas of effective communication, mostly with marked improvement by students in organizations and clubs. These three skill component areas were teamwork (93%), event planning (92%), and working with diverse backgrounds (90%). Furthermore, the component areas which students in organizations and clubs revealed as the least developed or demonstrated were participation in organization conflict (12%), and written communication (12%).

Result Incorporation:

The assessment results will be used to enhance trainings for student organizations. In addition, training components for advisors will be redesigned to better equip advisors to assist their student organization officers and members with skill attainment and/or enhancement in the learning outcome areas.

Volunteer & Service Center

Learning Outcomes Measured:

The Volunteer & Service Center worked with its student leaders, called Project Directors, to establish and measure individual learning outcomes during the fall and spring semesters for a total of twenty four (24) project directors each semester involving eight projects. Qualitative measures were utilized by the VSC Coordinator to measure learning outcomes, including individual and group reflection meetings at the beginning and end of each semester, as well as ongoing observation/discussions throughout the semester. Through various methods including content analysis and contextual observations the following learning outcomes were assessed: communication skills, managing self, ability to work as member of team, civic/social responsibility and engagement, program management, and leadership development.

Assessment Methods Utilized:

Interns wrote out learning contracts that listed their activities/assignments and skills/learning objectives at the start of each semester and were formally evaluated on this at the end. Feedback was provided both by the VSC Coordinator and co-Project Directors to identify and measure learning outcomes. Project Directors worked in their project teams (2-4 student leaders per team) to complete a final written Project Evaluation Report on the following topics: Communication skills, Managing self, Teamwork, Civic/social responsibility and engagement, Program management, and Leadership development.

CHALLENGES

Monitoring off campus visitors including: vendors, petitioners, and various solicitors.

Securing additional funding to schedule training for student organization members and staff and faculty advisors.

Advising sports clubs to ensure appropriate risk management practices and the certification of First Aid and CPR. Securing funding to cover liability insurance for all club sports.

Handling the increased number of volunteers with same number of volunteer projects; this results in some students being placed on waitlists and ultimately being unable to participate in particular events.

Continuing to find alternative sources of funding for Social Justice Summit and to supplement other VSC project needs.

GOALS

Redesign the Student Life website to offer greater services to student organizations and advisors.

Increase communication efforts for student organizations via semester newsletters.

Provide Blueprints Workshops, Advisor Trainings, Student Organization Online Recognition Trainings, How to Recruit New Members Workshops and Transitional Leadership Trainings.

Establish and develop greater methods to assist with the evaluation and documentation of student learning outcomes utilizing the ACE website and other assessment tools.

Effectively advise and manage emerging clubs.

Develop online registration for volunteer events to make the sign-up process more efficient, ensure accurate information is collected, and enable volunteers and VSC Coordinator to keep track of volunteer involvement.

Increase sponsorships and external funding for VSC programming and events.

Expand number of service projects to accommodate increased demand for volunteer opportunities.

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 campus IT planning.

ACCOMPLISHMENTS

Reviewed and approved 863 portal messages. This represents a 241% increase compared to 2006-07 and a 312% increase compared to 2005-06.

Reviewed and approved 192 Bulletin Board messages. This represents a 50% increase over 2006-07.

Coordinated 606 website updates inclusive of updating content, building new website, re-development and redesigned existing websites. This represents a 221% increase in the number of requests compared to 2006-07.

Moved the Clubs and Organization System project was moved to production.

Completed the redesign of the Vice President for Student Affairs website.

The funding for the implementation of Learner Web was approved and Technology Services is currently working closely with the Student Leadership Institute and Information Technology (IT) to implement this project.

Technology Services has been actively participating in all campus-wide IT projects including but not limited to: Content Management, Accessibility, Microsoft Office 2007, Information Security, etc.

Technology Services has been very active in many IT projects within the division of Student Affairs including: Developing new application for the Social Justice Conference on-line registration; Implementation of Titanium for Counseling and Psychological Services (CAPS); Web database and survey for the International Office to prompt study abroad program among economically marginalized Students. This project required selecting data from Financial Aid database as well as populating the web database; New website for Student Leadership Institute; Redesign of University Blues website; Immigration conference website and e-commerce application; and McNair website redesign.

Provided educational resources on e-portfolio and collaborated with the Career Center to explore Simplicity e-portfolio product.

Promoted the potential of Web 2.0 within the division and beyond. Conducted a pre-conference workshop at the National Association of Student Personnel Administrators (NASPA) National Conference. Provided a presentation for CAPS on new and emerging technologies.

Continued to review and resolve compliance with ADA requirements for the division. This close monitoring has resulted in a significant improvement in compliance for the Division of Student Affairs.

Chaired the Division Technology Committee. The Committee was essential in the coordination of the following division-wide projects: Facilitate and manage Microsoft Office 2007 for the division; Continue to update the Google Search Engine by updating the keywords and phrases for various departments; Review and test various Content Management applications recommended by IT; Review and take action on the Security Report; Organize and work with various departments within the division to provide the pertinent information in preparation of the Information Security audit.

Instrumental in reconvening the NASPA Technology Knowledge Community and accepting the role of "Chair Elect" for this community.

Attended several on-line seminars and conferences to enhance knowledge and learn more about issues related to security, new software, on-line education, new and emerging technologies.

CHALLENGES

Inadequate technical support/staff resources for completing all the necessary/desired system projects.

Inconsistency in the technical resources for various departments within Student Affairs.

GOALS

Complete the following projects: University Blues website; McNair website; Alcohol and Other Drugs website; Guardian Scholars website; Immigration Conference website; Title V Cohort Students Database web application; WoMen's Center/Adult Reentry website redesign; Greek Life website redesign; Complete Campus Portrait and move to production all the updates of the Vice President's website.

Implement LearnerWeb for the Student Leadership Institute.

Active participation in implementation of all IT projects in Student Affairs such as the Google Application, Information Security, Campus rollout of Microsoft Office 2007, iLinc, etc.

Continue to provide resources, gain and share knowledge for an inclusive and comprehensive e-portfolio, explore the potential of blackboard community, Google/Titan Application, etc.

Complete and move to production the iTunes University project and explore other similar projects.

Ensure full compliance with ADA Requirements.

Ensure that computer security issues and concerns are being addressed as a priority within the division.

Upon availability of technical resources, complete all approved system enhancement projects for the Dean of Students.

In conjunction with IT, maximize the search capability for all departments within the Division of Student Affairs through the implementation of the new Google Search appliance.

Promote utilization of campus portals and Bulletin Board within the Division.

Contribute to the task force of campus web standard and training.

Enhance the overall knowledge of the division on new and emerging technology such as podcasts, blogs, etc.

UNIVERSITY LEARNING CENTER

MISSION STATEMENT

The mission of the University Learning Center is to create learning opportunities outside of the classroom that involve collaborative activities for students, faculty, and staff. The goal of the University Learning Center is to support the academic enterprise and ensure that every student has the opportunity to succeed.

ACCOMPLISHMENTS

During the first academic year in the new location in Pollak Library, the University Learning Center (ULC) staff provided 15,600 tutorials, a 39% increase over the previous academic year of 10,800 tutorials.

42 students participated in the Educational Opportunity Program (EOP) Learning Community. At the end of one academic year, 95.24% were retained with a group GPA of 2.51.

59 students enrolled in the Engineering and Computer Science (ECS) Scholars program during the fall 2007 semester. At the end of one academic year, 43 students (72.88%) of the original 59 were retained in the program with a group GPA of 2.55.

CHALLENGES

Increase the use of Federal Work Study for ULC tutors by 20%.

GOALS

Increase the study group attendance in the ECS Scholars Program and the EOP Learning Community by 30%.

Increase the physical space occupied by the ULC to accommodate at least four more study tables.

Increase the number of study groups offered by the ULC from 15 to 18.

WOMEN'S CENTER /ADULT REENTRY

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.

ACCOMPLISHMENTS

Increased the number of campus participants in sexual assault education prevention programs by 36%.

In collaboration with the Human Services Department, implemented the newly developed Intimate Partner Violence Track. The class is full each semester.

Increased attendance at the Annual Domestic Violence Conference by 21% over the previous year.

Increased networking and outreach efforts by 22% in order to educate more women and men on sexual assault and dating violence prevention.

GOALS

Establish and implement Veteran's Student Services office.

Increase collaborations with departments across Student Affairs as well as Academic Affairs.

Update and launch revised Universityblues.org website.

Increase workshop and Domestic Violence Conference attendance by 10%.

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. 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 college-based and department-based scholarship committees. Marketed scholarship opportunities by displaying posters, flyers and banners in each college, and pushing portal messages to students.

Continued to serve on the Campus-Wide Probation Advising Team and identified or conducted college-based interventions for probation students.

Contributed to the campus 50th Anniversary celebration by serving on planning committees, and coordinating events that specifically targeted student involvement.

Created behavioral issues protocol for all colleges in collaboration with Counseling and Psychological Services.

Contributed to division and campus initiatives through service to various divisions and committees.

Organized college awards ceremonies and Dean's List notification to recognize outstanding student scholastic and leadership achievements.

Continued to promote co-curricular learning within the colleges by advising Inter-Club Councils and individual student clubs and organizations.

Collaborated with Financial Aid to edit the scholarship guide and coordinate the management of scholarship selection, awards and follow-up with scholarship donors.

Continued to work with college Directors of Development to provide additional resources and fundraising opportunities for students.

GOALS

Explore the feasibility of hosting a campus-wide event sponsored by the Assistant Dean program.

Establish a set of learning outcomes for the Assistant Dean program that supports the Division of Student Affairs learning domains.

Continue to market the Assistant Dean program, including updating the website, and explore opportunities to present the Assistant Dean model at regional and national conferences.

Research new ways to utilize technology to further enhance the Assistant Dean's connection to students, faculty and staff.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE ARTS

ACCOMPLISHMENTS

Successfully collaborated with each department chair to review and update the view sheets facilitating the submission of revised sheets to University Marketing and Communications.

Established a working relationship with the Associate Director in the Student Health & Counseling Center and a part-time Art faculty member enabling the implementation of a successful Art-4-Health exhibition with over 50 submissions from current students, faculty and alumni.

Reorganized and enhanced the development of the Arts Inter Club Council (AICC) incorporating teambuilding, diversity appreciation, policy interpretation and collaboration workshops into the meetings.

Served as a Commencement Co-Coordinator with the Associate Dean. Successfully implemented an improved event serving over 375 graduate candidates, shortening the length of program time while maintaining a high quality event.

Implemented a phenomenal Arts Week through the collaborative efforts of the AICC, College of the Arts (COTA) student organizations, MESA Cooperativa, Associated Students, Inc.(ASI) and the Music Department resulting in a week-long program with more than 15 events; including a concert by famous Latin Jazz artist, Poncho Sanchez.

Successfully implemented an inaugural Arts Alumni Mentor Luncheon in collaboration with the Career Center focusing of student leadership as the primary component for program development.

Partnered with New Student Programs, the Academic Advisement Center, Freshman Programs, the Center for Careers in Teaching and department faculty to enhance the incoming student experience for students within the Arts disciplines.

Served as a strong student advocate providing one-on-one advisement and counseling to over 45 students within the college.

Enhanced the marketing of scholarships to incoming students, high school art teachers and community college counselors.

CHALLENGES

Leadership development of the AICC general members.

Ability to communicate events, policies and opportunities to COTA students.

Compiling meaningful student data and administering assessment/evaluation of programs.

Clear outline of probation advisement and processes for each department.

GOALS

Establish strategic plan to design and implement an ARTS Ambassador Program. Identify key students within the college to serve as college liaisons and representatives at various campus and community events.

Continue to implement and enhance the leadership development component of the AICC.

Establish consistent meetings with the ARTS Associated Students, Inc. Board of Directors to better identify and meet the needs of COTA students.

Increase collaboration efforts with COTA faculty and AICC students to implement more events during the 5th Annual ARTS WEEK in March of 2009.

Create and disseminate a COTA eNewsletter to students, faculty and staff.

Increase learning outcomes assessment efforts in order to enhance program experience.

Partner with each department to formalize probation and disqualification advisement.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF COMMUNICATIONS

ACCOMPLISHMENTS

Improved the advising services offered to the 3400 majors in the college. Continued to oversee the college Advisement Center (AC) and made enhancements and upgrades in the physical space (computers in workstation; bulletin boards, and resource material wall displays).

Continued to work with the college webmaster to ensure web presence for student, staff & faculty recognition. The top accomplishment was the redesign of the AC website with new multimedia components (the result of a \$8000 Retention Grant).

Garnered positive reviews and feedback for having directed an ambitious Recognition Reception & College Open House program, part of the university's 50th Anniversary Kick-Off Weekend.

Continued to serve as one of three CommWeek advisors who direct and orchestrate one of the largest college-wide annual events.

Showcased student success by increasing the recognition of student leadership and academic achievement within the college. Continued to develop and coordinate Leadership Development Awards & Scholarships, including the CommWeek - Laura Min Jackson Award of Excellence.

Planned and implemented College of Communications hands-on activities for the Kids to College program hosting approximately 480 sixth-graders during four visitation dates.

CHALLENGES

Identify additional strategies to reach more students and involve them in co-curricular activities.

Identify resources to support student assistants for the college advisement center.

GOALS

Develop learning outcomes for Student Organizations Accessing Resources Communications InterClub Council (SOAR-ICC) student leaders.

Continue to develop multimedia components for the college AC website.

Develop a peer advisor position to support service to a growing number of communications majors.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF EDUCATION

ACCOMPLISHMENTS

Established the Student Affairs Resource Fair for the Credential student orientation held each semester.

Provided resources and training for new student organization faculty advisors.

Developed training manual for new College of Education Assistant Dean.

Successfully transitioned a new Assistant Dean for Student Affairs into the College.

Collaborated with the Director of Development to advertise scholarships, increase the scholarship application pool and process scholarships and awards. Coordinated college-based scholarship review committees.

Continued to encourage student participation in leadership and volunteer opportunities.

Promoted the Assumption Program of Loans for Education in collaboration with Financial Aid.

Contributed to the Literacy Festival for the 50th Anniversary celebration.

Promoted the search for new student club officers for all three College of Education student organizations.

Worked with Credential Admission Coordinators and Advisors to create new opportunities to meet prospective and continuing College of Education students.

Attended a two-day “Managing Workplace Conflict” workshop.

CHALLENGES

Increase interaction with prospective and continuing College of Education students.

GOALS

Develop enrollment management plan and supporting marketing strategies and materials.

Increase student membership and involvement in College of Education clubs and organizations.

Collaborate with Edwin Carr Fellows to charter a College of Education Alumni Association chapter.

Update College of Education “current student” tab on the website, including adding student organization information.

Expand college outreach and increase student access to university and community resources.

Explore new ways to partner with the Center for Careers in Teaching.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

ACCOMPLISHMENTS

Established first-year learning communities for Engineering and Computer Science (ECS) students: the ECS Scholars.

Advised and counseled ECS students with matriculation information, academic goals, problem solving, and resolution of complex student issues.

Conducted individual and group Probation Advising workshops to educate students about academic standing issues, disqualification consequences, study skills, and campus resources.

Served as Advisor to the ECS Inter-Club Council, providing ongoing leadership guidance, development of a budget, conflict negotiation and resolution, and election of new officers.

Assisted student leaders by providing support and advisement to student organizations in the College of ECS.

Supervised the Outreach Coordinator, the Retention Coordinator, the Graduate Assistant for Enrollment Management and the ECS Web Designer.

Worked with ECS personnel throughout the year to coordinate College of ECS and California State University, Fullerton events and recruitment efforts.

Coordinated ECS scholarship.

Realized a 20% increase in the number of ECS applications received, admitted and registered.

Obtained funding for the Eisenhower Fellowship Grant for eight ECS students for a total of \$60,000.

Coordinated several major events including Welcome Event for Returning Students, Fall Preview Day, Professor for a Day, ECS Week, MESA Events, Welcome to Cal State Fullerton Day, Kids to College ECS Visit and ECS Spring Awards Brunch.

CHALLENGES

Continue to increase collaboration with the other Assistant Deans throughout the university.

Continue to increase collaboration with campus personnel/offices throughout the university.

GOALS

Provide leadership development and training to the Retention Coordinator; actively contribute to the success of the ECS Scholars Learning Community and plan for continued growth of the program.

Provide leadership development and training to ECS-ICC general council and officers; increase communication and collaboration among member organizations.

Revisit enrollment management plan in order to identify new undergraduate recruitment strategies, and provide recruitment leadership training to the ECS Outreach Coordinator.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

ACCOMPLISHMENTS

Co-presented at the Knowledge is Power III Student Affairs Professional Development Conference.

Helped the InterClub Council to allocate travel funds for the first time.

Facilitated the combined Colleges of Humanities and Social Sciences/Health and Human Development 50th Anniversary "Careers in the 21st Century" event for the Career Center.

Conducted college presentations for seven Transfer (200 students) and nine Freshmen (426 students) College Orientations and five Student Life orientations (193 students) through New Student Programs.

Became a SafeSpace Ally.

Participated on a panel about the Assistant Dean program for Sun Yat-Sen University.

Recruited new college student writers for the Student Newsletter.

Collaborated with Career Center staff on two “What Can I do with a Major in CHHD” workshops.

Participated in training of staff and student leaders for University Outreach, New Student Programs and Titan Ambassadors.

Coordinated Student Affairs 50th Anniversary Picnic with the ASI Block Party.

Co-taught a section of Compass for Freshman Programs.

Represented the college on the Welcome to Cal State Fullerton Day Committee and served on the college’s Going for the Gold planning committee.

Served as the college representative on the Campus Wide Probation Advising team.

Coordinated the fall and spring Dean’s List notification and College’s Bulletin Board listing to honor students who have attained academic excellence in the college.

Co-coordinated the Assistant Dean’s Mid-year retreat.

Conducted three days of interactive learning activities for the Kids to College program and for the Boys and Girls Club of America.

Provided probation advising for pre-nursing students.

Coordinated department representation at the Graduate and Professional School Fair and Welcome to Cal State Fullerton day, where the College placed third in the Titan Spirit award.

Coordinated the college’s scholarship committee, where \$1,500 in student awards were provided at the College level.

Worked with the Library staff on the Mission and Goals Initiative to improve college students reading, writing, and information technology expertise.

Advised the Inter-Club Council and met with the Executive Board bi-weekly; served as a resource for all college faculty advisors and student organizations.

CHALLENGES

Identify a space for students and student leaders to gather in the Education Classroom Building.

GOALS

Participate in the implementation of Fullerton Future Nurses learning community.

Coordinate the college’s goals for students on probation.

Assist with the transition of the new Associate Dean.

Work with the new Director of Development to increase number of scholarships and student applications.

Implement learning outcomes with the InterClub Council.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

ACCOMPLISHMENTS

Awarded Retention Initiative for Supplemental Instruction for two “gateway” courses.

Offered six comprehensive Probation Workshops utilizing techniques learned during “On Course” training.

Advised the Humanities and Social Sciences (H&SS) Interclub Council (ICC) through its first comprehensive week-long H&SS Week Event, which included faculty lectures and a student research symposium.

Offered “Brown Bag” Lectures with our H&SS faculty and liaisons from the Career Center and Counseling and Psychological Services in the Student Access Center (SAC).

Continued to offer a monthly “Pizza with the Dean” in the SAC, the African American Resource Center and the Chicana/o Resource Center.

Addressed incoming Freshman and Transfer Students at 14 New Student Orientation (NSO) events, as well as five Student Life Orientations.

Sat on the Campus-wide Transfer Student Orientation Team that successfully petitioned the Academic Senate to make Transfer Orientation mandatory for the first time.

Continued to publish an H&SS newsletter online each month that is distributed to all H&SS students via their portal.

Collaborated with the College Dean in offering a strong incentive to the H&SS faculty to promote 100% attendance at each of the NSO sessions.

Hosted an H&SS Faculty authors mini-lecture and book signing event in the SAC.

Expanded participation within the H&SS ICC.

Received acceptance for a conference program and a poster session submitted to the Regional National Association of Student Personnel Administrators (NASPA) Conference in Long Beach this fall. The program and poster session deal with the success of the Assistant Dean Program.

Co-hosted a successful alumni event for our students in collaboration with College of Health and Human Development (HHD) and the Career Center.

Coordinated H&SS' efforts during Welcome to Fullerton Day.

CHALLENGES

Despite progress made by the faculty, H&SS fell short of our goal of 100% participation at NSO.

Provide full-time staff for academic advising within the college.

GOALS

Offer Monthly Faculty/Student series on "What it is like to be an American in the 21st Century".

Offer several "Brown bag" lunch and lectures sessions in collaboration with our campus liaisons.

Continue to support monthly "Pizza with the Dean" sessions.

Offer probation workshops for all H&SS Students on academic probation.

Expand the H&SS Week Events.

Continue taking the lead role for H&SS during Welcome to Cal State Fullerton Day.

Plan a spring series with the H&SS ICC leadership for several "My Last Lecture" sessions with selected faculty.

Work closely with our Director of Development to help raise funds for various student projects.

Seek additional funding through retention initiatives to assist in the creation of new retention services.

ASSISTANT DEAN FOR STUDENT AFFAIRS COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

ACCOMPLISHMENTS

Worked closely the Title V Coordinator and staff as they transitioned into the college. Attended department faculty meetings to introduce the coordinator. Continued to meet bi-weekly with the coordinator and attend the Peer Mentor events.

Continued to direct the Student Affairs Policy Committee to complete review of existing policies with the goal of President's Advisory Board (PAB) approval. The Committee met several times in the fall semester. Policies were reviewed and approved.

Contributed to programmatic aspects of the 50th anniversary events. Participated in the University Wide Open House and special Fall Preview Day event.

Created a program specifically for Natural Sciences and Mathematics (NSM) students and parents: "Finding Success as a Science and Math Major". Feedback from the participants was positive and a second event is planned for August 2008.

CHALLENGES

Retention of science and math majors.

GOALS

Work with the members of the TEST: UP Grant to implement programs targeting transfer students.

Develop objectives and implementation strategies to retain more students in science and math majors.

Continue to direct the Student Affairs Policy Committee in the role of offering policy review for Student Affairs Departments.

Serve on the WASC Task Force SE-2.

Continue implementation of the Edison Scholars Program.

ASSISTANT DEANS FOR STUDENT AFFAIRS IRVINE CAMPUS

MISSION STATEMENT

The Student Affairs program at the Irvine campus has the following specific goals: To contribute to the recruitment, enrollment, retention and graduation of students through the provision of essential services that support involvement in active learning and academic success; To encourage comprehensive student learning and development by, creating and facilitating experiences, programs and other opportunities to extend instruction beyond the classroom, providing intentional co-curricular learning experiences through counseling, mentoring, workshops and programs that directly contribute to the personal and academic goals of Irvine Campus students; To 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; To represent the Division of Student Affairs.

ACCOMPLISHMENTS

Collaborated in the development of the proposed Memorandum of Understanding (MOU) for the Strategic Transfer Acceleration Resources (STAR) Initiative between California State University, Fullerton (CSUF) Irvine Campus (IRVC) and Irvine Valley College.

Successfully reclassified the Assistant Coordinator Student Programming position.

Established new community connection by sponsoring an event for the Irvine Chamber of Commerce.

Hosted the spring 2008 *Legacies* Series focused on portrayal of Native Americans in the media, specifically mainstream Hollywood films.

Strengthened relationship with Associated Students, Inc. and Titan Student Union which provided stronger presence and funding to support student events and programming at the IRVC.

CHALLENGES

Adequate staffing to provide students support services.

Food and health/wellness services for students.

GOALS

Initiate discussions with CSUF departments for collaborative ideas to address dedicated staffing needs for IRVC student services.

Initiate discussions with CSUF Philanthropic Foundation and the Student Affairs Director of Development to develop appropriate fundraising activities and increase outside contributions to scholarship and unique programming funding at IRVC.

Assign higher priority to the presentation, maintenance and updating of the website. Continue utilizing the website as a primary source of information and communication to students, staff, faculty and community.

Develop strategic opportunities for faculty to be involved in student engagement inside and outside the classroom.

Restructure Learning Assistance/Tutoring services to meet the specific needs of IRVC.

Continue the development and broaden the scope of the *Legacies* Program to incorporate classroom and community involvement and participation.

Seek approval for temporary Recreational Facility.

Initiate and be more intentional in developing stronger collaboration with Assistant Deans in each college to provide more college presence at IRVC and promote department student organizations participation at IRVC.

Serve as a proactive influence in incorporating technologies that provide effective communication, i.e. podcasting, Facebook, etc.

ASSISTANT DEANS FOR STUDENT AFFAIRS MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

ACCOMPLISHMENTS

Collaborated with the Mihaylo College of Business and Economics (MCBE) Associate Dean of Academic Programs and Faculty Development to compile draft document on dealing with student issues. Document will be included in the college faculty manual.

Managed the budget for the Assistant Deans for Student Affairs programs.

Continued to serve on Student Affairs Staff Development Committee.

Facilitated logistics in hosting annual Academy for Business Leadership (an external entity providing training for high school students).

Organized and coordinated college presentation/activity for the Kids to College Program.

Participated in the Student Leadership Institute as a workshop presenter discussing the importance and skill of public speaking.

Represented the Assistant Deans as a member of the Student Affairs Technology Committee and the Student of Concerns Ad Hoc Committee.

Served as co-lead of the Quad activities during the California State University, Fullerton (CSUF) 50th Anniversary Kick-Off Weekend.

Improved Business Inter-Club Council (BICC) communication with faculty by including BICC officers in the annual all-faculty forum.

Collaborated with the Career Center on two major events for Business Week 2008. Business Week 2008 was overall very successful with close to 1,300 students in attendance and increased faculty involvement.

Chaired the search committee for the Assistant Dean for Student Affairs in the College of Education.

Emceed the Beta Gamma Sigma Induction Ceremony and successfully recruited new inductees to start honors chapter on campus.

Recruited over 20 student ambassadors to assist with the CSUF Professor for a Day event.

Strategized with other assistant deans on a university-wide scholarship campaign. Additional efforts included college portal announcements, flyers and faculty marketing brochure. Scholarship application pool increased by 19%.

Coordinated and led college-based and department-based scholarship committees. Organized MCBE Scholarships and Awards Ceremony held at the Titan Student Union.

Served on University Future Scholars Committee to review scholarship applications for freshmen and transfer applicant pool.

Served as a new member of the President's Scholars Advisory Board Committee.

Collaborated with the Student Affairs Director of Development to promote new corporate scholarship and to select the recipient.

Nominated as the Advisor of the Year by the BICC.

Served on newly-formed College Commencement Committee and implemented recruiting strategy for two commencement speakers. Assisted in both commencement days.

Coordinated and emceed both fall and spring Dean's Honor List Receptions with increased attendance in both events.

Worked with college assessment coordinator to improve Tutoring Center survey.

Accomplished timely move from student club area and tutoring center in preparation for the move to Mihaylo Hall.

CHALLENGES

Develop a "culture" of the new space with the clubs and organizations. Streamline "recommended" policies and procedures relative to the use of all new designated student spaces in Mihaylo Hall.

Establish policies and procedures related to the display cases within the two smaller buildings of Mihaylo Hall.

Collaborate with the Economics Department to create the Tutoring Center as one unified resource for students.

GOALS

Implement policies and procedures related to the new student lounge, business honors and graduate student lounges; the breakout rooms and recruiting areas within the new facility.

Ensure successful installation of card swipe machines for common student areas.

As a member of the Mihaylo Hall Dedication Committee, involve many of our students and clubs in college celebrations.

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