

# Student Affairs Annual Report

## 1998-1999

- *Associated Students*
- *Athletics*
- *Assistant Deans for Student Affairs*
- *Career Planning & Placement Center*
- *Counseling & Psychological Services*
- *Dean of Students Office*
- *Disabled Student Services*
- *Enrollment Management/University Outreach*
- *Financial Aid Office*
- *Housing and Residence Life*
- *International Education & Exchange*
- *Student Academic Services*
- *Student Diversity Program*
- *Student Health and Counseling Center*
- *Student Affairs Research Center*
- *Vice President for Student Affairs Office*
- *Women's Center/Adult Reentry*



**CELEBRATING  
FORTY YEARS OF  
EXCELLENCE**

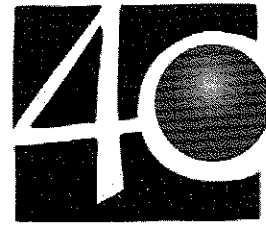


C A L S T A T E  
**FULLERTON**



C A L S T A T E  
FULLERTON

Vice President Student Affairs Office  
(714) 278-3221 / Fax (714) 278-5300



CELEBRATING  
FORTY YEARS OF  
EXCELLENCE

October 1999

Dear Reader:

It has been a year of accomplishment and excitement in Student Affairs! We have continued to focus on realignment of services, new staff and a renewed sense of purpose and direction. Major division-wide accomplishments this year include the hiring of a full complement of Assistant Deans for Student Affairs, the revitalization of the University Learning Center, and continued work on two construction projects (Housing and Student Health & Counseling Center). Our work also included the centralization of the budget and human resources functions across the division and the development of a new, comprehensive judicial affairs program focused on academic integrity. A continued focus on collaboration with departments and divisions across the campus has resulted in the opening of a new Honors and Scholars Support Services office and a record number of enrolled students for the fall semester of 1999. Student Affairs has also been given the opportunity to welcome the Department of Athletics, which joined the division on July 1, 1999.

As a part of our ongoing evaluation efforts, each department in Student Affairs has compiled information on its accomplishments, continuing challenges and goals. In this 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. Having recently completed my second year on campus, I am proud to be working with a group of people who are extremely dedicated to the task of serving students. Please take the time to read about our accomplishments of the past year, challenges that we currently face, and about our goals for 1999-2000. We are pleased to share this information with you.

Sincerely,

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

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# STUDENT AFFAIRS MISSION STATEMENT

Student Affairs enhances and supports the academic mission of the University. The Student Affairs mission encompasses the dual paradigms of student development and student services and includes building alliances between the classroom and other aspects of campus life. As a partner in the educational enterprise, Student Affairs contributes to the comprehensive educational experience of students. Through myriad services, programs and activities, the intellectual, vocational, personal, social and cultural development of all students is encouraged. Through these programs and services, students are assisted in acquiring the knowledge, skills and insights that facilitate life-long learning, a sense of personal and interpersonal competence and human understanding.

As a resource for students, administration, faculty, staff, alumni, and the broader community, Student Affairs provides a wide variety of university services. These services meet the needs of students as they progress through their college experience and also include problem solving, research assistance and consultation. With a diverse and comprehensive set of responsibilities, Student Affairs contributes to the campus community a special perspective about students, their experience, and the campus environment.

## STUDENT AFFAIRS SERVICES TO STUDENTS AND THE BROADER 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 medical care 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 crises.
- 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 students who, without such assistance, would not be able to meet their degree objectives.
- Provide a comprehensive intercollegiate athletics program, focused on the positive development of the student athlete and on providing campus community athletic events.

# STUDENT AFFAIRS STAFF INFORMATION

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WOMEN'S CENTER/ADULT RE-ENTRY

Director

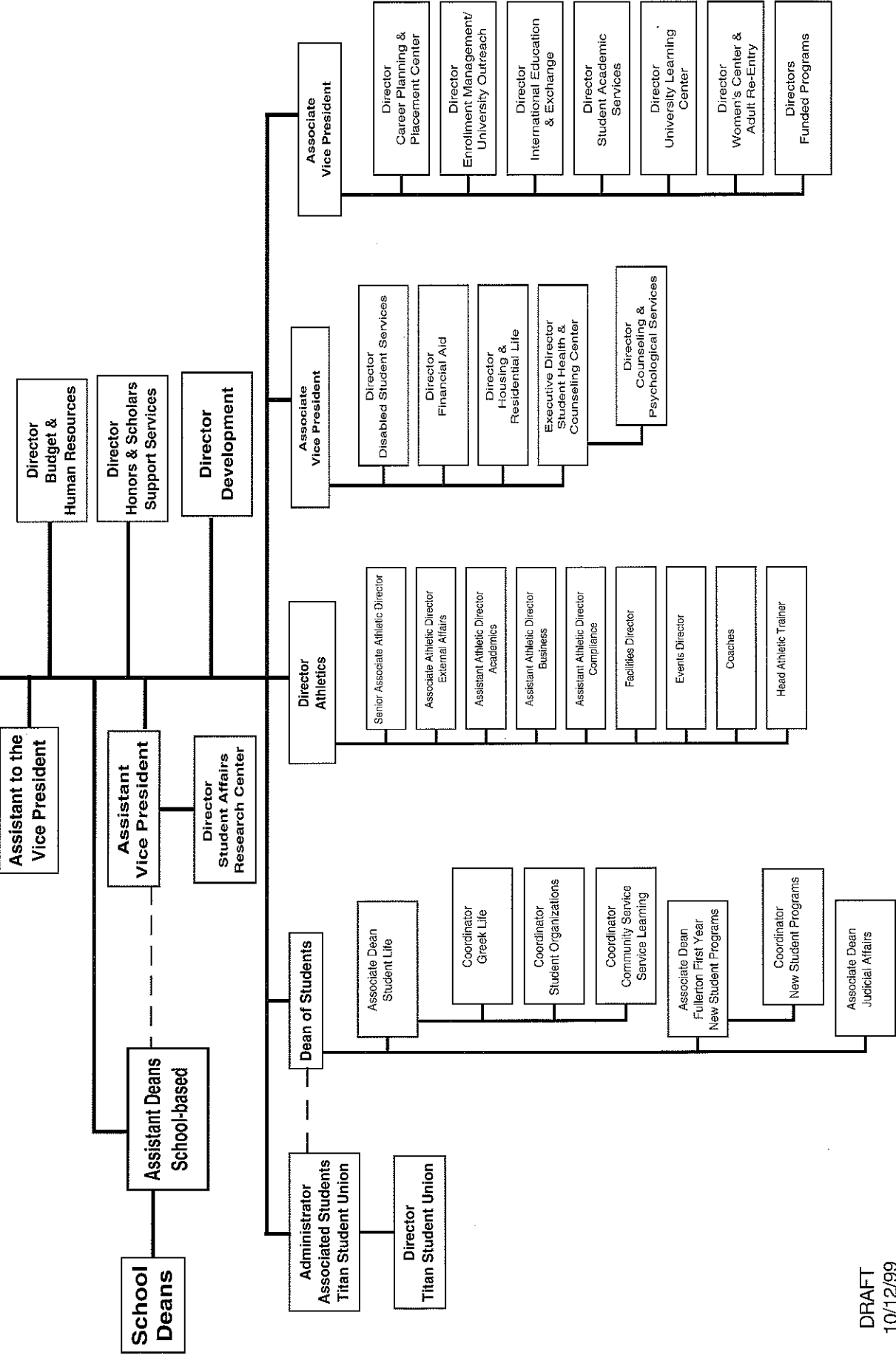
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# Division of Student Affairs Organizational Chart



## Vice President for Student Affairs



# 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.

## 1998-99 ACCOMPLISHMENTS

- Continued reorganization of student services and programs on campus to maximize effectiveness in providing service to students.
- Revitalized the learning assistance services on campus by opening the University Learning Center and by providing leadership in the coordination/connection of all campus learning assistance functions.
- Strengthened and expanded the quality and nature of services in the Career Planning and Placement Center; hired a new Director, strengthened connections between the Center and the Schools and increased outreach to alumni.
- Completed a feasibility study to determine the appropriateness of constructing additional on-campus housing. Study determined that there is a high need for additional on-campus housing. Renovated existing housing facilities.
- The Student Affairs Research Center produced 16 research reports on issues related to students. Assisted in the creation of the Council for Institutional Research, a body to oversee public distribution of institutional research.
- Improved public relations efforts by producing and distributing broadly a 1997-98 Annual Report and by completing and publicizing the Student Affairs web site.
- Continued to improve communication, cooperation and collaboration with the other Vice Presidential areas as well as other university stakeholders (i.e. Associated Students, Alumni, Academic Senate) to enhance student services and student development.
- Began planning for a new "College Student Leadership Institute/Center."
- Expanded efforts in University Outreach, including an emphasis on recruitment of the "best and brightest" students from targeted high schools.
- Continued the growth and development of activities in the Student Health and Counseling Center, including significant progress on the design of the Student Health Center addition. Conducted successful searches for new Directors in the Student Health and Counseling Center and in Counseling and Psychological Services.
- The Judicial Affairs program has been moved from the Vice President for Student Affairs office to the Dean of Students Office and has been strengthened by the addition of a new, full-time judicial officer.
- Created the Student Affairs Budget and Human Resources Office to assist in the day-to-day management of Student Affairs.
- Provided leadership and assistance with university-wide activities and programs such as commencement, Honors Convocation, Student Fee Advisory Committee and the WASC re-accreditation process.

- Started the Guardian Scholars, a program designed to provide a supportive educational environment for students who have aged out of the foster care system.
- Provided leadership in implementing the program "Many Voices, One Song", a month-long, campus-wide celebration of diversity in October 1998.

## 1998-99 PUBLICATIONS

- 1997-98 Annual Report

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

### Federal Grant Awards

• Upward Bound - Santa Ana	\$260,000
• Upward Bound - Norwalk and Whittier	\$202,500
• Upward Bound Math & Science - Anaheim	\$202,500
• Ronald McNair program	\$192,500
• Gear Up! Anaheim	\$196,800
• Student Support Services	<u>\$202,282</u>
Total Federal Grants	<b>\$1,256,582</b>

### State Grant Awards

• Workability IV contract with California State Department of Rehabilitation	\$96,000
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### Other Fundraising Accomplishments

• California Campus Compact for CLASC	\$18,200
• Camp Titan Fundraising	\$22,802
• ASI Children's Center	\$4,400
• Titan Shops Scholarship Donation to ASI	\$6,550
• TSU/Council Travel Donation	\$1,000
• Weber Scholarship	\$10,000
• Kathleen E. Faley Memorial Special Games	\$40,000
• Crestar Bank - printing of Parent Loan information	\$900
• Bank of America subsidized travel expenses and honorarium for training by CPA	\$6,000
• Educaid - printing of 20,000 copies of the FFELP (Federal Family Educational Loan Program) materials	\$2,200
• General Electric Corporation, Elfun grant - CLASC	\$10,000
• NAFSA: Association of International Educators' Cooperative Grants Program - "Families Across Cultures"	\$1,000
• Jenkins Family Foundation	\$37,000
• Hahif Family Foundation	<u>\$2,000</u>
Total Fundraising	<b>\$162,052</b>

Total Outside Funding Generated by Student Affairs: **\$1,514,634**

## 1998-99 WORKSHOPS/PRESENTATIONS

Robert Palmer presented at the National Association of Student Personnel Administrators, Regional Conference, "CSUF School-based Assistant Dean Program: Model Program Balancing Student and Academic Affairs," Santa Barbara, CA, Fall, 1998

Robert Palmer presented at the Excellence in Higher Education conference, "Academic Affairs-Student Affairs: Creating Synergy for Learning-School Based Assistant Dean's for Student Affairs: Supporting Student Success in the Academic Setting," Miami University, FL, Fall, 1998

Kandy Mink facilitated the CSUF Executive Vice President's staff retreat, February 1999, Palm Springs, CA

## CONTINUING CHALLENGES

- Work to inform campus community about the role of Student Affairs and our programs and services.
- Insure productive and efficient use of all available technology including web based delivery systems.
- Appropriate and efficient use of existing physical space, including space that has cross-divisional uses.
- Manage multiple priorities and maximum use of talent and time available.
- Foster teamwork among Student Affairs department leaders and continue to maximize collaborative efforts.

## 1999-2000 GOALS

- Create and implement a student-focused research agenda, including common practices in evaluation and assessment across the division. Include education and goals in learning outcomes assessment in this plan.
- Finish design plans for the Housing addition and begin preliminary construction projects with the goal of additional housing opening by fall 2001.
- Begin construction on the Student Health and Counseling Center addition with the goal for completion by the summer of 2001.
- Open the new Honors and Scholars Support Services operation. Create and implement a comprehensive student support program for honors and scholars students, including honors program participants, President's Scholars and Guardian Scholars.
- Create and implement a comprehensive plan for fundraising and development in the division, utilizing the new Director of Development for Student Affairs.
- Create and implement a comprehensive staff development program for division employees.
- Continue public relations efforts through publications such as the annual report, division brochure, newsletter and web site improvements.
- Incorporate Athletics into the division, insuring a sense of team across the division.
- Continue to improve the programs and services of the University Learning Center, with focus given to cross collaboration between programs and services that provide learning assistance across campus.
- Develop and open the Student Leadership Center, including securing outside funding for the project.

- Effective coordination of outreach efforts across campus, including school based activities.
- Implementation of division-wide accounting software and common budget formats.
- Creation and implementation of campus-wide academic integrity program.
- In collaboration with the Department of Educational Leadership in the School of Human Development and Community Service, introduce a proposal for a concentration in Higher Education/Student Affairs Administration for the M.S. in Education, and assist the Department in obtaining approvals from all appropriate campus committees.
- Explore the feasibility of improving/expanding recreation and athletic facilities.
- Continue to increase collaboration both within and outside of the division of Student Affairs.
- Participate as a division and as individual Student Affairs units in the University's 40th anniversary celebration.

# ASSISTANT DEANS FOR STUDENT AFFAIRS

## MISSION STATEMENT

The Assistant Deans for Student Affairs assist students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the Division of Student Affairs within the academic units. 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 the total university experience.

The Assistant Deans for Student Affairs seek to engage members of the university in the process of student advocacy, community building and collaborative learning ~ thus facilitating student success. (Vision Statement)

## 1998-99 ACCOMPLISHMENTS

- Formation of a new Vision Statement
- Creation of Assistant Dean Tag Line (Facilitating Student Success)
- Secured clerical support
- Acquisition of a program budget
- Completion of Assistant Dean program brochure
- Initiation of Enrollment Management literature development and coordination
- Participation in CSUF hosted Academic Decathlon
- 1999 CSUF Staff of the Year Award: Kevin T. Colaner
- Initiation of Assistant Dean Newsletters in a collaborative fashion.
- Increased involvement in university wide activities such as New Student Orientation, Enrollment Management events, etc.
- Secured funding for Enrollment Management graduate assistants

## SPECIAL PROJECTS

The Assistant Deans played key leadership roles in the success of the seven academic schools. Some examples are:

- CSUF Guardian Scholars program
- School-based Enrollment Management Training model for student assistants and graduate students
- Grand Central Art Center in Santa Ana's Artist Village
- Opportunity Center for Science and Math students
- Social Service Agency, Orange County, CSUF Partnership in Education
- Garden Grove Satellite Campus
- Probation Advisement Program

## PUBLICITY

The Assistant Deans utilized the following methods to promote the program and increase visibility to its constituencies both on and off campus:

- Regional and National conference presentations
- Poster and powerpoint presentations
- "A Response to Specialization & Fragmentation within the Academy: the School-based Student Affairs Model", Kevin T. Colaner, Submitted to: NASPA Exemplary Programs

- Brochures
- Newsletters
- Promotional Flyers
- Polo Shirts reflecting Tag Line
- Banners
- Special events (faculty-student events, picnics)

## 1998-99 WORKSHOPS/PRESENTATIONS

National Association of Student Personnel Administrators, Regional Conference, "CSUF School-based Assistant Dean Program: Model Program Balancing Student and Academic Affairs," Santa Barbara, CA, Fall, 1998

Excellence in Higher Education, "Academic Affairs-Student Affairs: Creating Synergy for Learning-School Based Assistant Dean's for Student Affairs: Supporting Student Success in the Academic Setting," Miami University, FL, Fall, 1998

## 1999-2000 GOALS

- Increase professional development opportunities.
- Increase Public Relations to Promote Assistant Deans Program to Faculty, Staff & Students.
- Develop a Stronger sense of team among Assistant Deans, Deans, and Vice President.
- Increase research, assessment and evaluation efforts.
- Finalize and Implement "School Enrollment Management Plan".
- Pursue resources as appropriate for staffing, budget and physical space from school sources.

## ASSISTANT DEAN FOR STUDENT AFFAIRS: SCHOOL OF THE ARTS LEA M. JARNAGIN

### 1998-99 ACCOMPLISHMENTS

- Designed and coordinated a comprehensive residential component for the Grand Central Art Center.
- Developed an enrollment management plan for the school. Coordinated outreach events. Designed school-specific marketing materials and promotional items.
- Coordinated Fall Preview Day and Welcome to Fullerton Day school activities.
- Designed and administered commencement survey of School of the Arts graduates for 1997-98 and 1998-99. Realized dramatic increase in response rate for 1998-99.
- Assisted faculty and staff in the school with numerous complex student issues.
- Assisted faculty with disciplinary matters and on-going concerns.
- Coordinated a classroom-based instruction project involving theatre students and entertainment arts students. This project has now become an annual day-long training program..

- Created the Dean's Picnic. The first year was very successful with nearly equal representation in visual and performing arts from all constituency groups.
- Developed and published the first issue of the School of the Arts newsletter focused on involvement opportunities and accomplishments of students from all majors.
- Assisted students in the development of new student organizations in the school (Theatre and Music). Advised student organization officers and faculty advisors.
- Increased involvement of student organizations in campus events.
- Worked with School of the Arts Departmental Associations Council representatives and Board of Director's representatives to strengthen presence of the school in Associated Students.
- Coordinated orientation programs for first year, transfer and adult re-entry students in the School. Prepared and delivered orientation programs to parents/families of new students. Assisted students with registration process. Coordinated faculty involvement for major advisement.
- Participated in the planning and implementation of the Student Affairs Network.
- Co-developed program brochure for Assistant Deans for Student Affairs program.
- Coordinated web development project for Assistant Deans program.
- Provided Student Services Orientation workshop, Spring 99.
- Presented on Gay, Lesbian, Bisexual issues for Student Leadership Institute, Fall 98/Spring 99.
- Mentored two graduate students interested in the field of Student Affairs.

## 1998-99 PUBLICATIONS

- School of the Arts newsletter, Spring 99

## 1998-99 WORKSHOPS/PRESENTATIONS

- NASPA Regional Conference, Santa Barbara, November 98. "A Real Balanced Act: Integrating the Minority Undergraduate Fellows Program to Your Institution", and "Professional Involvement: A Prerequisite for Our Balancing Act".
- NASPA National Conference, "Minority Undergraduate Fellows Program", New Orleans, March 99.

## CONTINUING CHALLENGES

- Increase sense of community in the school
- Continued assessment of students needs
- Increased interaction with performing arts faculty, staff and students

## 1999-2000 GOALS

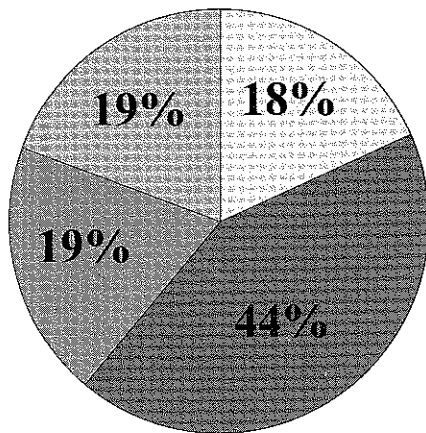
- Publication of four issues of School of the Arts newsletter
- Continue development of student organizations and increase participation in university-wide events
- Assess staff/faculty perception of Assistant Dean effectiveness
- Publication of article in professional journal highlighting Assistant Dean program
- Increased evaluation/assessment activities
- Assumption of supervisory responsibility



# 1998-99 COMMENCEMENT SURVEY SCHOOL OF THE ARTS

## Will You Plan To Attend Graduate School?

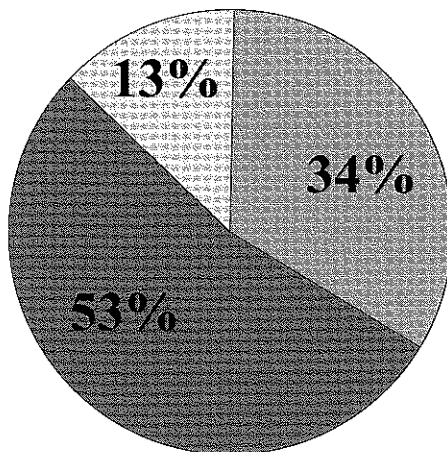
N=103



- Plan To Go
- Plan To Go In The Future
- No Plans To Go To Graduate School
- N/A

## Will You Begin A Job In the Field of your Major?

N=101



- Have A Job
- Looking For A Job
- Volunteering

**ASSISTANT DEAN FOR STUDENT AFFAIRS:  
SCHOOL OF NATURAL SCIENCE AND MATHEMATICS  
DANIEL H. W. STALLINGS - 1998-99**

**1998-99 ACCOMPLISHMENTS**

- Continued development of consistent Assistant Dean program with full-time position
- Development of a stronger sense of community within NSM, through Student Affairs picnic, NSM Fall Reception, spring Opportunity Center Open House, and Associated Students Representatives production of NSM Newsletter
- Creation of the Opportunity Center for Science and Mathematics Students, to provide "One-Stop" services for students in leadership, scholarship, undergraduate research and post-graduate opportunities
- Developed collaborative partnership with federally-funded grant programs providing undergraduate research opportunities; integrated into the Opportunity Center
- Received donation of student-use computers and printer from Hewlett Packard
- Successful inaugural publication of DIMENSIONS: The Undergraduate Research Journal in the Natural Science & Mathematics; designed and developed an effective student driven Editorial Board process, with peer review, and faculty advisory roles
- Provided and coordinated effective scholarship workshops to increase student awareness, access and preparation for successful application; provided significantly increased application to Assumption Program of Loans for Education (APLE)
- Coordinated and co-developed additional recruiting materials, particularly department viewsheets, utilizing new format
- Design of a draft of an overall NSM enrollment management plan; provided input in development of university enrollment management plan
- Increased participation and coordination in on & off-campus yield and recruitment events, including Young Black Scholars, President's High School Counselors' dinner, high school college fairs, Community College Science Dean's Roundtable, Fall Preview Day and Welcome to Fullerton Day
- Facilitated student-driven re-design of NSM Inter-Club Council, completed a constitution, election of officers, and successfully received an allocated budget; overall increased support of school-based organizations
- Developed additional career path resources for non-pre-medical students; collaborated with Career Planning and Placement Center and Center for Careers in Teaching
- Expanded and cataloged library resources on internships and graduate schools, including credible and relevant web-based resources (e.g. NextWave)
- Designed and coordinated survey of 4,500 NSM alumni, with 20% response rate, utilizing both paper and web-based response options
- Successful execution of 16th Annual NSM Awards Banquet
- Participation in team-teaching a University 100 section in Fullerton First Year program

**1998-99 PUBLICATIONS**

- DIMENSIONS: The Undergraduate Research Journal in the Natural Sciences & Mathematics (Advisor)

## CONTINUING CHALLENGES

- *Securing full-time clerical support and direct access to photocopy facilities for the Opportunity Center operations*
- *Securing long-term fiscal support for DIMENSIONS*

## 1999-2000 GOALS

- *Continue to provide students with quality advisement, counseling and other support services deemed necessary for effective learning which contribute to student success, retention and graduation*
- *Continue to foster the development of school-based academic student organizations*
- *Support changing structure and function of NSM Inter-Club Council (ICC); foster an expanded leadership role for Associated Students Representatives*
- *Foster additional development of DIMENSIONS and an effective Editorial Board*
- *Completion of recruitment materials, including viewsheets, school brochure, traveling display, effective & current world wide web presence, etc.*
- *Complete NSM Enrollment Management plan, including department level goals and strategies; development of NSM Faculty Advisory Board; development of retention and academic at-risk strategies; build strong communication with community college transfer centers*
- *Replace aging computers with equipment which is compatible with campus standards*
- *Secure funds to maintain current library resources on career and graduate school options*

## ASSISTANT DEAN FOR STUDENT AFFAIRS:

## SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

YURI S. BETANCOURT

## 1998-1999 ACCOMPLISHMENTS

### COMMUNITY BUILDING

- *Successful Fall 1998 Open House - received positive feedback from students, faculty, and staff*
- *Coordinated an ECS week for Spring 1999 in conjunction with the National Engineering Week which included MESA Day, Career Day, and ClubFest*
- *Formulated an ECS newsletter recognizing students who were placed on the Dean's Honor List*
- *Coordinated a successful end of the year ECS Brunch to recognize outstanding students and scholarship recipients - received positive feedback from those who attended*

### ENROLLMENT MANAGEMENT

- *Developed an outline for ECS Recruitment and Retention Efforts and Strategies*
- *Attended numerous Transfer Days at local community colleges*
- *Coordinated and implemented a Community College Counselor Workshop (Fall 1998)*
- *Distributed ECS literature and brochures to high schools and community colleges (with*

assistance from the University Outreach Office)

- Distributed information packages (ECS video, Engineering literature, brochures, posters, pencils, and candy jars-filled) to top feeder and local high schools with assistance from the Teacher Education Program and Community Colleges
- Implemented an Adopt-a-Community College program with ECS faculty members
- Developed and coordinated follow-up letters from ECS Dean to prospective students who have applied (Spring and Fall 1999) to CSUF with a declared ECS major
- Developed and coordinated follow-up letters from ECS Departments to prospective students who have been admitted (Spring and Fall 1999) to CSUF
- Developed and implemented Open House sessions for prospective ECS students for Spring and Fall 1999 in January and February 1999
- Coordinated ECS efforts for Fall Preview Day (1998) and Welcome to Fullerton Day (1999)
- Advised the ECS Inter Club Council

## SPECIAL PROJECTS

- Team-taught Fullerton First Year Univ. 100 for 2nd year
- Coordinated and advised the Fullerton First Year's Peer Mentor Program
- Planning committee member for the Academic Decathlon task-force
- Managed and maintained Assistant Dean for Student Affairs program budget
- Co-edited the 99-00 CSUF Student Handbook
- Planning Committee Member for the National Orientation Directors Association's National Conference (October 2000) in San Diego, California

## 1998-1999 PUBLICATIONS

- ECS Brochures - distributed at high schools and community colleges with assistance from the University Outreach office
- ECS Posters with detachable inquiry postcards for outreach - posted at high schools and community colleges with assistance from the University Outreach office
- ECS Newsletter (Spring and Summer - NSO)

## 1998-1999 WORKSHOPS/PRESENTATIONS

- "Student and Academic Affairs: A Partnership in Advising" - American College Personnel Association, Atlanta, Georgia - March 1999
- "Co-curricular Achievement Record: Supporting the Academic Curriculum" - American College Personnel Association, Atlanta, Georgia - March 1999
- National Orientation Directors Association Region II Scholarship Coordinator and Southern California State Coordinator - presented awards and served on a panel at the Regional Conference in Tucson, Arizona - February 1999
- "Continuing Orientation as an Enrollment Management Strategy" - First Year Experience & Students in Transition Conference (West), Irvine, California - January 1999

## CONTINUING CHALLENGES

- Clear definition of the role of the assistant dean within the academic setting; communicating role to faculty and staff members
- The need for assistance with enrollment management responsibilities - specifically with Transfer Fairs and College Fairs

## 1999-2000 GOALS

- Continue enrollment management efforts and strategies for ECS
- Hire an enrollment management graduate assistant
- Work with the ECS Inter Club Council on revising constitution and distribution of budget
- Involve current ECS students in our outreach and recruitment efforts and strategies

## ASSISTANT DEAN FOR STUDENT AFFAIRS:

## SCHOOL OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE

NANCEE L. BUCK

## 1998-99 ACCOMPLISHMENTS

- Initiated HDCS Enrollment Management literature development and coordination
- Coordinated registration and follow-up efforts with CSUF Partnership in Education-Social Services Agency, Orange County students
- Designed School-based Enrollment Management training/outreach model
- Coordinated Assistant Dean Overviews for Educational Opportunity Program Undeclared Students
- Designed Poster and Powerpoint presentation for Assistant Dean program workshops
- Participated in the writing of HDCS proposal: Using Technology to Serve and Track "At Risk" CFCS Students: A Collaborative Approach
- Facilitated WASC Focus Group
- Participated in the The Grantsmanship Center training, San Diego, CA
- Designed and Coordinated HDCS Marketing prose and tools
- Assumption Program of Loans for Education-Coordination-103 @ \$11,000  
Cal Grant T Award Coordination, \$154,000

## 1998-99 PUBLICATIONS

- \* HDCS Marketing brochures, student recognition and recruitment

## CONTINUING CHALLENGES

- Continue conversation with the HDCS Division of Education and Financial Aid regarding the services for potential teachers, funding of APLE, CAL Grant T and the establishment of a database for state reports.
- Need: Student Affairs research articles to be put in their final form to distribute to school community
- Continue plans for Master of Science in Education/Student Development emphasis
- Collaborate on article about Assistant Dean model, NASPA Journal
- Write assessment tool for measuring Asst. Dean impact in school
- Continue conversation with the Career Planning and Placement Center about meeting the needs of HDCS students

## 1999-2000 GOALS

- Training, mentoring and staff development for Assistant Deans
- Present Assistant Dean model to Executive Committee-Student Affairs
- Enrollment Management Hires, Train and Yield (Top 10 Feeder High Schools & Community Colleges-CSUF Undeclared Student Cohort)
- Social Services, Orange County, handbook completion and distribution
- Major Tip Sheets-School Fact Sheets and Powerpoint Presentation for presentations and orientations

Continue to:

- Survey HDCS graduating students
- Chair HDCS Honoring Our Own awards program, Student Advisory Board, Scholarships, New Student Orientations chair, Fall Preview Day, and Welcome To Fullerton Day Committees.
- Co-chair HDCS Commencement

## ASSISTANT DEAN FOR STUDENT AFFAIRS: SCHOOL OF COMMUNICATIONS PEGGY GARCIA BOCKMAN

### 1998-99 ACCOMPLISHMENTS

- Became familiar with School programs, majors, procedures & processes
- Established standing meeting schedule with Dean and school administrators
- Served as member of School Executive Committee
- Regularly attended faculty meeting in both departments
- Scheduled individual meetings with faculty in both departments
- Began initial steps to develop School enrollment management plan
- Served as an advisor & liaison to task force; contributed to a highly successful 1999 CommWeek

### FORGED ALLIANCES WITH FACULTY/STUDENTS/OUTSIDE COMMUNITY

- Debate coaches/Daniel Webster Project/HS debate tournament
- Undergraduate advisors and sequence heads
- Daily Titan - interface with advisor, writers, editors, student staff
- ADClub advisor & executive board
- Student organizations through advisement & meeting attendance
- Southern California high school journalism conference

### PROVIDED ADVISEMENT TO STUDENT GROUPS

- Served as resource/provided referrals to club officers (between school & university)
- Assisted in the development of 3 new/dormant clubs in mass communications club list/directory (paper & web format)
- Began efforts to establish WEB presence for all active student organizations

### CONTRIBUTED TO SCHOOL PUBLICATIONS

- Developed student orientation guide for NSO I & II

- Updated School brochure and developed companion bookmark
- Designed a monthly newsletter for students (Comm newsletter provides template for other schools; secured reduced funding for all schools)

## WEBSITE DEVELOPMENT: PROVIDED OVERSIGHT OF STUDENT RESOURCES SECTION

- Updated school scholarship information/linked Financial Aid scholarship booklet
- Upgraded school club directory
- Began efforts to establish web presence for all school clubs/organizations
- Hired student technician to assist in outreach/recruitment/retention subsections of school website
- Partnered with web coordinator to further develop CommWeek web information
- Coordinated New Student Orientation programs for fall and spring semesters  
Involved Dean, Associate Dean, Chairs and faculty advisors in NSO workshop presentation and registration advisement sessions in our computer labs

## REASSESSED AND IMPLEMENTED A NEW PROBATIONARY ADVISEMENT PROGRAM

- Collaborated with school faculty and Admissions & Records counselor to provide workshop content
- Designed survival guide
- Developed workshops tailored to student/faculty needs
- Established workshop schedule to accommodate evening students & "at risk" students

## CONTINUING CHALLENGES

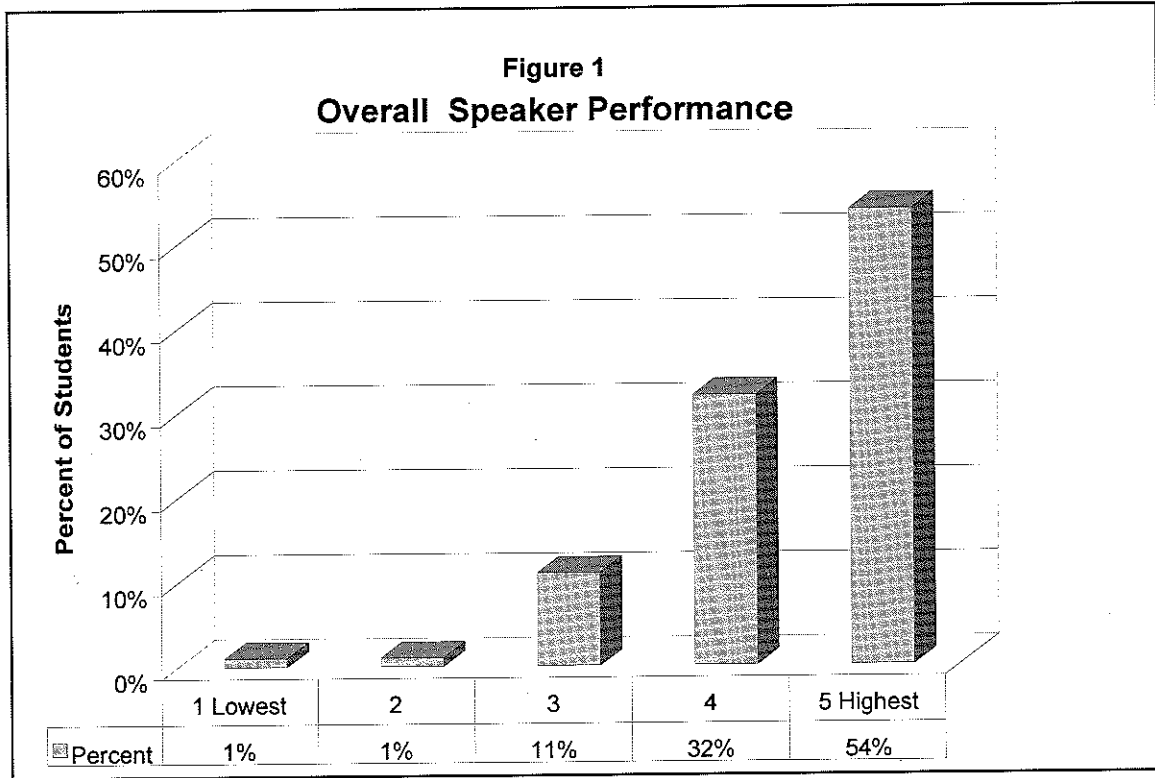
- Continue integration efforts to better serve student affairs and academic affairs partnership
- Limited budget allocated to program by VPSA and by the School
- Need for two graduate assistants and two student assistants

## 1999-2000 GOALS

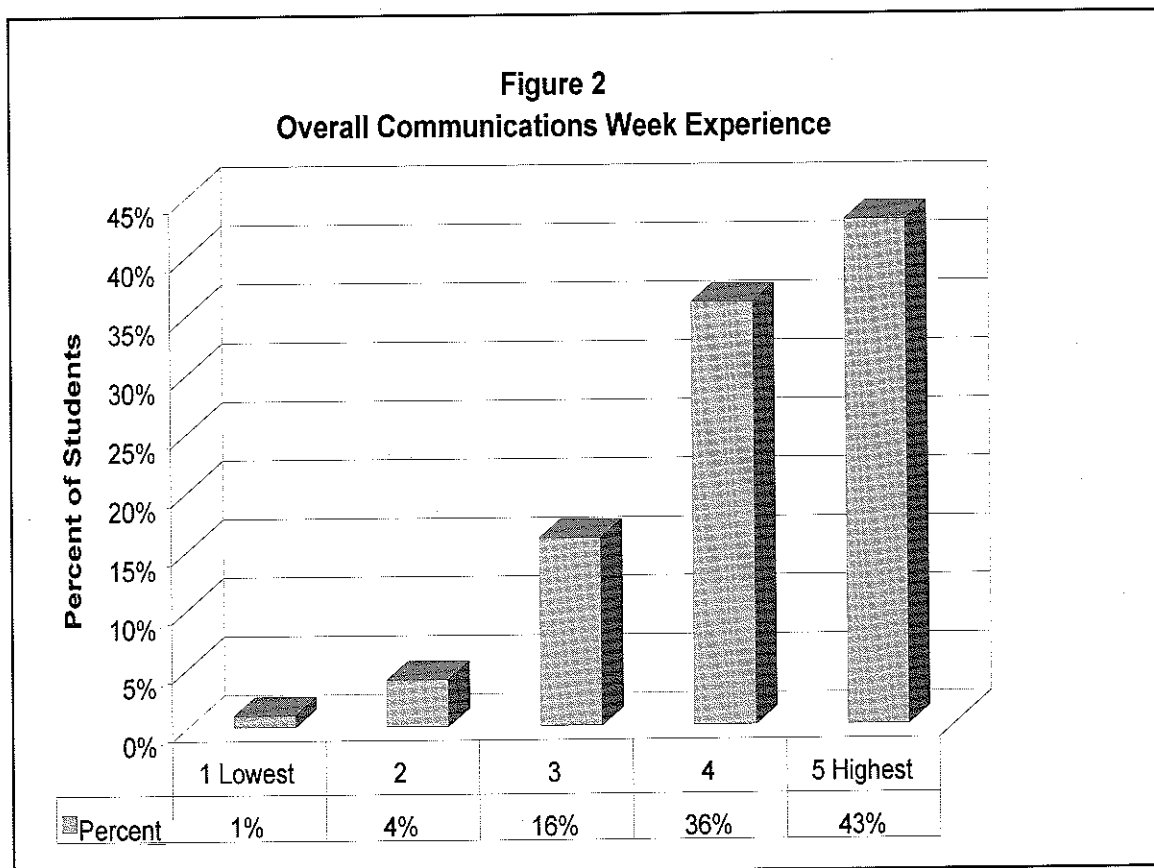
- Work collaboratively with School staff and faculty to further develop enrollment management plan
- Continue to provide students with quality advisement, counseling and other support services that enhance learning and promote retention and graduation rates
- Develop plan to further provide meaningful academic advisement to a larger number of students
- Continue to improve quality of publications; guide the development of a comprehensive, coordinated publication plan for outreach, recruitment and retention
- Continue to design qualitative and quantitative evaluation methods for all programs and projects
- Continue to foster the development of school-based student organizations
- Continue to advise and retain a larger percentage of our "at risk" probationary students
- Continue to develop students resources section on School website with emphasis on utilizing it as a outreach tool
- Continue to forge partnerships with Student Affairs directors to provide increased services to students in the School
- Continue to promote student leadership development as a cornerstone of the Comm Week experience

# COMMUNICATIONS WEEK 1999

AS SHOWN IN FIGURE 1, OVER HALF THE STUDENT RESPONDENTS RATED THE OVERALL COMMUNICATIONS WEEK SPEAKER PERFORMANCE AT THE HIGHEST LEVEL, AND 86% OF RESPONDENTS RATED THE OVERALL SPEAKER PERFORMANCE WITH A 4 OR A 5 ON A SCALE OF 1 TO 5, WITH 5 BEING THE HIGHEST RATING.



AS SHOWN IN FIGURE 2, 79% OF STUDENT RESPONDENTS RATED THEIR OVERALL COMM WEEK EXPERIENCE WITH A 4 OR A 5 ON A SCALE OF 1 TO 5 WITH 5 BEING THE HIGHEST.





**ASSISTANT DEAN FOR STUDENT AFFAIRS:  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
KEVIN T. COLANER - 1995-99**

**1998-99 ACCOMPLISHMENTS**

- Continued to foster the development of the school based student organizations within the School of Humanities & Social Sciences.
- Coordinated all scholarship and awards for school. Continued to provide the necessary structure for the H&SS Scholarship and Award Committee to review and select scholarship recipients. Represent the school on the university-wide Scholarship Committee.
- Continued to coordinate and/or provide logistical support for H&SS special projects, such as the Awards Banquet, First Quarter Scholarship Fund, Commencement, Fall Preview Day, Welcome to Fullerton Day, and other projects as designated by the Dean's Office and/or the Vice President for Student Affairs.
- Increased the stature and visibility of the Assistant Deans Program.
- Continued the tradition of soliciting funds for the Schweitzer First Quarter fund.
- Assisted H&SS student organizations in developing fundraising strategies.
- Assisted Golden Key in raising several thousand dollars in sales from several fundraisers throughout the year.
- Served on the NASPA regional conference planning committee.
- Successfully implemented the Guardian Scholars Program
- 89 percent success rate of student retention in first academic year of program
- Six scholarships awarded for 1999-00 academic year
- Hosted Fall Kick-Off event and Spring Recognition Event
- Worked collaboratively with Project MISS and the Daniel Webster Project to promote these programs and assist them with fundraising
- Developed five-year plan for Guardian Scholars Program
- Developed mission statement and program goals

**1998-99 WORKSHOPS/PRESENTATIONS**

- [9/22/98] Fullerton YWCA: Presented "On Being Your Best", a motivational speech about developing a positive attitude.
- [2/26/99] Cal Tech Leadership Retreat: Presented "Building an Attitude of Excellence."
- [4/10/99] Golden Key National Honor Society Western Regional Conference: Presented a workshop on the important role of the treasurer in the chapter organization and a workshop on motivating members.
- [5/8/99] Sigma Phi Epsilon Parents Club Event: Welcome address on behalf of the university

# SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

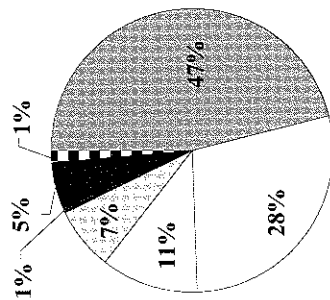
## 1998 COMMENCEMENT SURVEY

## 1999 COMMENCEMENT SURVEY

Are You Planning To Attend Graduate School?

N=459

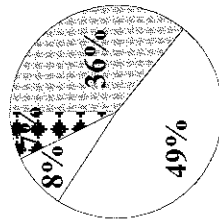
- Yes
- Yes-In The Future
- At CSUF
- Elsewhere
- Graduate Student
- No
- No Response



Will You Go To Graduate School?

N=530

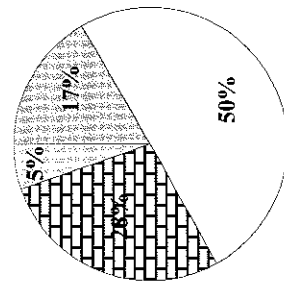
- Plan To Go Next Year
- Plan To Go In The Future
- No
- No Response



Will You Begin A Job In The Field Of Your Major?

N=410

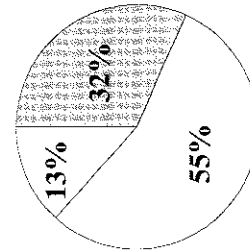
- I Have A Job
- I Am Looking For A Job
- I Do Not Expect To Find A Job In My Major
- No Response



Will You Begin A Job In The Area Of Your Interest?

N=520

- I Have A Job
- Looking For A Job
- No Comment



## CONTINUING CHALLENGES

- Finding time to continue to do all existing responsibilities while adding new and expanded responsibilities each semester.
- Limited resources allocated to programs.

## 1999-2000 GOALS

- Continue to provide students with quality advisement, counseling and other support services deemed necessary for effective learning which contribute to student success, retention and graduation.
- Increase efforts to improve publications in the School of Humanities & Social Sciences.
- Continue to foster the development of the school-based academic student organizations within the School of Humanities & Social Sciences.
- Continue to coordinate all scholarships and awards for school.
- Continue designing qualitative and quantitative evaluation methods that will assist student affairs staff, faculty and others to better understand the behavior of individual students and groups of students.
- Continue to coordinate and/or provide logistical support for H&SS special projects as designated by the Dean's Office and/or the Vice President for Student Affairs.

## ASSISTANT DEAN FOR STUDENT AFFAIRS: MISSION VIEJO CAMPUS

LYNNE K. McVEIGH

## 1998-99 ACCOMPLISHMENTS

- Increased the stature and visibility of the Assistant Dean.
- Increased communication with Disabled Student Services and improved the delivery of services to disabled students.
- Streamlined the delivery of services to Teacher Education applicants.
- Increased frequency of outreach/advising visits to Saddleback College.
- Collaborated with SBAE to hire a .5 BAE Academic Advisor.
- Added additional programs offered in collaboration with Titan Student Union staff.
- Collaborated with Dean of Students staff to increase Associated Students candidate visibility at MYC.
- Collaborated with Dean of Students staff to improve the technology used to enable students to vote in ASI elections.
- Became a member of the Saddleback College Special Services Advisory Committee.

## CONTINUING CHALLENGES

- Increasing work load
- Need for a graduate student
- Lack of clerical support
- Advocating a more planned, integrated approach to scheduling classes
- Ongoing communication with disabled students.

- Scheduling examinations for disabled students.
- Continuing to provide a small college atmosphere as enrollment increases.
- Providing one-stop services for students.
- Providing accurate, timely information to the Counseling staff at Saddleback College.
- Reminding the larger university community that CSUF has a branch campus.
- Work with the Center for Careers in Teaching to publicize the newly developed degrees that lead to the Multiple Subject Credential.

## 1999-2000 GOALS

- Provide additional cultural co-curricular programs.
- Continue to represent the Mission Viejo campus on various university committees.
- Develop Student Affairs components/needs in conjunction with planned move to El Toro Marine Corps Air Station or another suitable location.
- Develop student data relevant to WASC.
- Collaborate with TSU to develop fall family welcome program.
- Collaborate with academic departments to offer student orientation programs previously offered only at the Fullerton campus.
- Increase availability of career services, especially those available via computer.

## ASSISTANT DEAN FOR STUDENT AFFAIRS: SCHOOL OF BUSINESS ADMINISTRATION AND ECONOMICS RAY MURILLO

### 1998-1999 ACCOMPLISHMENTS

- Developed a working relationship with Mr. Bill Mitchell, Senior Vice President, The Irvine Company.
- Developed a working relationship with the National Society of Hispanic MBA's, Orange County Chapter.
- Successfully organized and planned major events such as the Scholarship Donors Thank You Luncheon, Dean's Honor List Receptions, Business Week, Awards & Scholarship Ceremony.
- Successfully maintained the SBAE Mentor Program participants at fifty (25-mentors/25-mentees).
- Continued the school's commitment to offer support for probationary students. In fall 1998, 811 students participated in the grammar workshops. 429 probationary students were invited to participate in an intervention workshop in spring 1999. 179 students attended a workshop while 185 received advisement from the Business Advisement Center. Workshop evaluations were overwhelmingly positive in all categories: availability and convenience, length of workshop, usefulness of workshop, and preparation of speakers.
- Produced various professionally printed programs for the Scholarship Donors Thank You Luncheon, Dean's Honor List (fall & spring), Business Week, Awards & Scholarship Ceremony.
- Increased SBAE scholarship fund by ten percent.

## 1998-99 WORKSHOPS/PRESENTATIONS

- National Association of Student Personnel Administrators, Region VI Professional Development Committee, "Serving the Diversity of Learners: Cultural Centers on Campus," University of California, Irvine, October 30, 1998
- 12th Annual National Conference on Race and Ethnicity in American Higher Education, "Cultural Centers on College Campuses: A Model for Long Range Planning," Memphis, TN, June 3-7, 1999
- 12th Annual National Conference on Race and Ethnicity in American Higher Education, "How to Move the Latino Agenda Forward in Your Institution: Strategies to Assist Non-Latino Administrators in Working with Latino/a Students," Memphis, TN, June 3-7, 1999

## CONTINUING CHALLENGES

- Expectations of continually adding new programs while maintaining a demanding workload.
- Limited resources for programs and projects.

## 1999-2000 GOALS

- Increase student and faculty involvement in Business Week.
- Increase SBAE scholarship fund by ten percent.
- Increase SBAE Mentor Program participation by twenty percent.
- Implement SBAE Newsletter to keep the business students informed of SBAE and university activities.
- Continue to serve as an advisor for the Business Inter-Club Council that is the umbrella for 12 or more clubs.
- Continue to coordinate the SBAE Tutoring Center and increase services throughout the year.
- Continue to offer support for probationary students while implementing preventive steps to decrease the amount of probationary students.
- Develop a student/faculty mixer and forum to take place each semester.
- Develop publication for SBAE student services (i.e., student organizations, tutoring center, mentoring program, special events, etc.).
- Develop and implement SBAE Dean's Scholars Program.
- Continue to serve on SBAE and university committees.

# 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.

## 1998-99 ACCOMPLISHMENTS

### STAFFING

- Hired newly-funded position of Assistant Director for Titan Student Union. (Title recently changed to Titan Student Union Director.)
- Employed qualified candidate to fill vacant Accounting position.
- Employed newly-funded position of Special Events Manager.
- Completed implementation of Board-approved organizational staffing/realignment structure.
- Conducted first retreat for ASI/TSU management personnel.

### ACCOUNTING/BUSINESS OPERATIONS

- Conducted comprehensive review of all ASI accounting, cash handling, payroll and financial policies, procedures and practices. Developed and implemented a wide range of policies, procedures and practices to improve the overall effectiveness of the Accounting department.
- Established goals and target dates.
- Employed accounting firm to conduct unrelated business income tax analysis for ASI.

### PUBLIC RELATIONS

- Assigned responsibility for marketing, advertising and public relations to full-time staff and begin development of a long-term effort to create an increased awareness of ASI/TSU programs, services and support to University community.
- Implemented the ASI newsletter and installed electronic message board at main entrance of TSU.
- Developed and posted initial phase of new ASI website.
- ASI/TSU Recreation Program
- Initiated first phase of a comprehensive review and assessment of ASI/TSU recreation program (ASI Rec Sports).
- Secured first-time TSU funding support for this primarily ASI-funded program.
- Partnered with CSUF Department of Kinesiology to upgrade campus fitness facility.

- Obtained support of ASI Board to eliminate use charges to student users on selected recreational programs.

## CUSTOMER SERVICE

- Increased response time through active follow-up on customer comment cards.
- Conducted extensive "customer counts" to determine usage patterns of offered services.
- Implemented focused customer feedback program in TSU University Conference Center and TSU Games Department.
- Completed food service marketing research effort entitled "Secret Shopper and Wait Time Study." Results indicated general satisfaction among campus customers.
- Conducted all day full-time staff retreat focusing on customer service.

## RISK MANAGEMENT

- In conjunction with ASI corporate attorney and insurance broker, conducted comprehensive review of organizational liability exposures.
- Developed new contracts and agreements, and expanded insurance coverage.
- Increased overall awareness of risk issues among full-time and part-time staff.
- Integrated topic of risk management into student director orientation programs.

## ASI CHILDREN'S CENTER

- Submitted a site recommendation for the proposed new Children's Center to University officials.
- Applied for and received \$35,000 State Department of Education grant for renovation and repair to existing Center.

## COMPUTER TECHNOLOGY

- Conducted review of ASI/TSU computer technology plan.
- Implemented Y2K compliance strategy in accordance with campus Y2K rollout committee.
- Implemented new Y2K compliant computer payroll system.
- Implemented second phase of computer upgrade for 40 computer workstations.
- Purchased server to support ASI website.
- Provided specialized Accounting and HR software training to full-time staff.

## HUMAN RESOURCES

- Implemented new computer payroll program.
- Implemented new labor-saving computerized time clock system for hourly employees.
- Developed new student employee orientation program focusing on mission of the organization and customer service.
- Established trust fund to meet post retirement health benefit legal obligations.
- Student Staff Partnering
- Expanded opportunities for student government leaders and TSU/ASI full-time staff to interact more routinely on a wide range of issues, programs and committees.
- Increased opportunities for appropriate staff input into the student government decision making process.

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

• Camp Titan	\$22,802
• ASI Children's Center	4,400
• Titan Shops Scholarship Donation to ASI	6,550
• Travel Donation (per contract)	1,000
Total Donations Received	\$33,752

## CONTINUING CHALLENGES

- Assessment and improvement of ASI/TSU Recreation Program.
- Finalize research into expansion of fundraising activities for Camp Titan and Children's Center.
- Improvement of overall effectiveness of Accounting operation.
- Expand development of existing ASI/TSU public relations/marketing efforts.
- Work with University officials to finalize site selection of proposed Children's Center.
- Develop timeline for project implementation.
- Continue to develop and maintain successful and effective communication between ASI/TSU administrative staff and student leaders.
- Maintain and expand successful efforts to unify all departments of ASI/TSU.

## 1999-2000 GOALS

- Finalize comprehensive assessment of TSU/ASI Recreation Program to include customer needs assessment and response to findings. Improve overall supervision and customer service to this program.
- Prepare for upcoming Trustee's internal audit of auxiliary organizations.
- Complete accounting manual.
- Hire architect to assist in design phase of new Children's Center.
- Initiate study on possible consolidation of Camp Titan and Titan Youth Sports Camp programs under direction of one individual.
- Work with ASI and TSU student leaders in assessing desirability and other implications of ASI/TSU support for new fitness/recreation center.
- Develop risk management manual to be utilized by full-time and part-time staff in managing their programs and services.
- Assist in the development, implementation and marketing of new ASI/University shuttle service.
- Develop and implement methodology to assess benefits of involvement for students serving in both ASI/TSU volunteer and employment positions.
- Finalize and implement strategies to fully comply with University computer technology rollout program.
- Develop long-range financial planning to project the need for future ASI fee increases.



# INTERCOLLEGIATE ATHLETICS

The Department of Intercollegiate Athletics joined the Division of Student Affairs on July 1, 1999. Represented here are the goals for 1999-2000.

## MISSION STATEMENT

The mission of the intercollegiate athletics program at CSUF is:

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

## 1999-2000 GOALS

### ACADEMIC GOALS

- To achieve a higher graduation rate than in 98-99 both according to NCAA Graduation Rates and including ALL cohorts of student athletes.
- To involve more student athletes in the NCAA Life Skills Program and to increase the opportunities for academic mentoring for student athletes.
- To provide an improved study hall facility which includes computers and adequate supervision.
- To create a Varsity Club which will help to integrate all the student athletes into the general affairs of the average student by giving them a forum for dialogue about issues facing athletes as well as the general student population.

### ATHLETIC COMPETITION GOALS

- To improve from 98-99 the win/loss record of all sports.
- To have the following team sports qualify for Conference and/or NCAA post season competition: Men's Soccer, Men's Basketball, Women's Basketball, Softball, Baseball.
- To have the following individual sports qualify individuals for Conference and/or NCAA post season competition: fencing, wrestling, gymnastics, track & field.

### FACILITIES GOALS

- To complete the renovation of Titan House and move administrative offices to that facility.
- To provide another office for men's basketball & women's basketball so that the three assistants will not be housed in one office.
- To move the soccer and softball teams' locker rooms into the soccer support building.
- To continue in the planning stage for a varsity room and a team room for women's basketball.
- To aggressively pursue the planning for an arena/renovation of the current gymnasium into an arena type facility.

# CAREER PLANNING AND PLACEMENT CENTER

## MISSION STATEMENT

The Career Planning and Placement Center is a lead University and Student Affairs resource to help students 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 the distinctive academic programs of the University and the diverse professional opportunities in the larger community. The quality of the services delivered by the Center should compare favorably to the career services delivered by those offices recognized as the best in the United States.

## 1998-99 ACCOMPLISHMENTS

- Created student computer lab, developed web page and technology infrastructure, and evaluated external software necessary to automate recruiting, job posting and job search support for students in 1999-2000 academic year.
- Expanded participation of employers, graduate schools, and students in University-wide programs during the Fall 1998 and Spring 1999 semesters. For example, there was a 29% increase in organizations participating in campus-wide events in 1998-99 compared to 1997-98.
- Piloted a new partnership with schools and student leaders through support of the Industry Night program with the School of Business Economics in April, 1999.
- Developed a new model to organize outreach efforts linking services to students and employers with industry and school affiliation.
- Successfully enhanced services to disabled students through continued delivery of services through the Workability IV contract, including upgrading technology support in the Career Resource Center.
- Reorganized services and accountability based upon customer service model, including outcomes assessment and "customer" feedback from students, employers, faculty, staff, and alumni.

## 1998-99 PUBLICATIONS

- "Where Have They Gone? An Employment Survey Report of 1997 Cal State Fullerton Graduates"
- "Top 100 Reported Largest Employers of CSU Fullerton Graduates: 1995-1998 Follow-Up Employment Surveys"

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- Success in executing Workability IV contract with California State Department of Rehabilitation led to refunding contract in 1999/2000 for \$100,000.

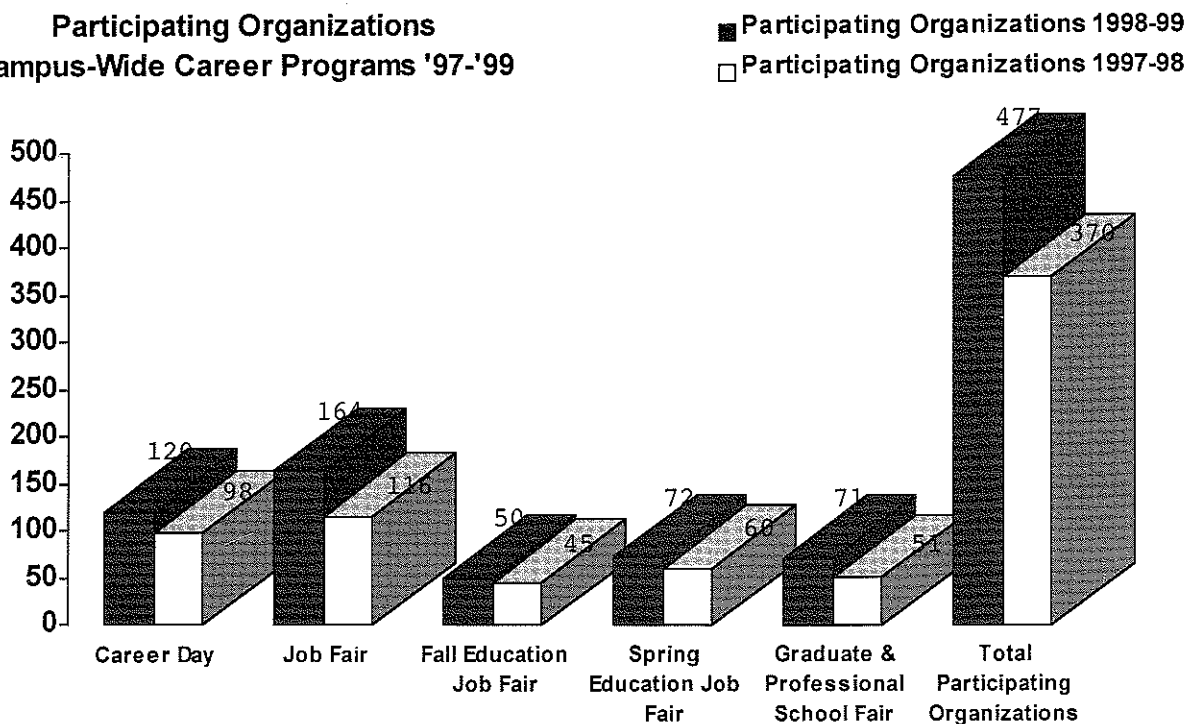
## CONTINUING CHALLENGES

- Build a superior staff team in the upcoming year as measured by outcomes impact and customer satisfaction.
- Enhance quality and credibility of services through targeted program development responsive to the diverse needs of CSUF students.

## 1999-2000 GOALS

- Hire new leadership to manage critical office functions as part of restructuring of office staff and programs, including building and implementing new outcomes assessment and customer satisfaction accountability system.
- Fully automate the job postings, campus recruiting, career library, and student communication area through The Titan Connection, our new Web-based electronic communications system.
- Develop aggressive outreach and enhanced services for key industries through the employer relations effort.
- Develop aggressive outreach to colleges and departments to expand service, target programs, and improve college relations.
- Reorganize office space to create more effective use and build stronger teamwork environment.
- Build credibility across campus through new initiatives and services, including close work with Internships and Financial Aid.
- Create and implement plans for more effective data collection and analysis to support program improvement and serve schools, departments and individual students.

**Participating Organizations**  
Campus-Wide Career Programs '97-'99



# DEAN OF STUDENTS OFFICE

The Dean of Students Office consists of the Community-based Learning and Service Center, New Student Programs, Student Leadership Programs and Services, and Student Organizations and Activities.

## MISSION STATEMENT

The Dean of Students office is dedicated to the creation of 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 the 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.

## 1998-1999 ACCOMPLISHMENTS

### FAMILIARIZED THE CAMPUS COMMUNITY WITH THE FUNCTIONS OF THE DEAN OF STUDENTS OFFICE AND ITS ROLE IN STUDENTS' EDUCATIONAL EXPERIENCE

- Dean of Students Office brochure developed and distributed
- Webpage developed and implemented with links to other programs
- Student assistant and clerical orientation and training plan developed
- PowerPoint presentation on the office and its programs developed and presented.
- Formal and informal meetings held to acquaint students and other campus groups with Dean of Students Office model
- Plans developed with Faculty Development Coordinator on mutually supportive programs
- Three staff members taught in Fullerton First Year program

### OPENED STUDENT INFORMATION AND REFERRAL CENTER

- Clerical position hired; student staff trained
- Modular furniture and walls installed; computer support established
- Planning for future physical modifications underway
- Evening office hours implemented
- Marketing and promotional plan developed and implementation started

### CREATED EFFECTIVE LEARNING ENVIRONMENTS

- Assessment and outcomes integrated into most areas
- Learning opportunities being created and articulated in each component
- Needs assessments being implemented
- Learning community concept established in Fullerton First Year

### IMPLEMENTED THE JUDICIAL AFFAIRS AREA

- Associate Dean for Judicial Affairs hired
- Policies and procedures from other campuses collected

- Meetings with faculty, students, and campus officials underway
- Record-keeping and intake systems are being planned and implemented

## LAI D GROUNDWORK TO ESTABLISH MULTICULTURAL LEADERSHIP CENTER

- Planning and coordination committee established
- Space identified and obtained
- Resources committed to materials for center
- Fund-raising plan in development
- Needs and outcomes assessments in planning stages

## INVOLVEMENT IN COMMENCEMENT ACTIVITIES

- More than 3000 students contacted regarding commencement ticketing issues
- Office provided interface with students, parents and friends affected by commencement changes and conducted regular meetings with student groups
- Two full-time staff, plus other part-time staff, assigned exclusively to commencement duties during an eight week period.

## PLANNED AND IMPLEMENTED NEW STUDENT ORIENTATION PROGRAM CHANGES

- Mandatory academic advisement begun
- Numbers of students in orientation sessions doubled
- Freshman Success program implemented

## 1998-99 PUBLICATIONS

- Co-Curricular Mentor Handbook
- Community-Based Learning And Service Center Programs Booklet, Project Brochure and Tri-Fold Brochure
- CSUF Student Handbook
- Involvement Opportunities For Faculty And Staff Handbook
- New Student Family, Frosh and Transfer Orientation Brochures
- Student Club And Organization Advisor Manual
- Student Leadership Institute Brochure and Newsletter
- "Using Assessment To Improve Freshman Year Experience"-unpublished paper

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- CLASC \$28,200
- New Student Orientation \$3,500, in-kind donations

## 1998-99 WORKSHOPS/PRESENTATIONS

- National Orientation Directors Association Conference:
  - "Marketing Your Leadership Skills for Better Salability," Austin TX, October 1998
  - "Encouraging SPICE: Student Participation in a Commuter Environment," Phoenix, AZ, February, 1999
  - "Family Support Is Not Just Attending Orientation," Phoenix, AZ, February 1999
  - "Icebreakers: Worthwhile or Worthless," Phoenix, AZ, February 1999
  - "Stand By Me: Being a Leader and a Friend," Phoenix, AZ, February 1999
  - "Welcome Weeks: Just Getting Hotter," Phoenix, AZ, February 1999
- American College Personnel Association National Convention:
  - "Student and Academic Affairs; a Partnership in Advising," Atlanta, GA, March 1999
  - "Co-curricular Achievement Record: Enhancing the Academic Curriculum," Atlanta, GA, March 1999

- **Students in Transition Conference:**  
"Continuing Orientation as an Enrollment Management Strategy, Freshman Year Experience," Irvine, CA, January 1999  
"Fullerton First Year -Using Assessment to Improve the Freshman Year Experience of Students," Freshman Year Experience, Irvine, CA, January 1999
- **Assessment Conference:** "Fullerton First Year -Using Assessment to Improve the Freshman Year Experience of Students," Fullerton, CA, March 1999
- **NACA West Regional Leadership Institute**
- **Service Learning National Conference:** "Making It Work on Your Campus"

## CONTINUING CHALLENGES

- *Attracting and retaining staffing and other resources to support rapidly growing, successful programs*
- *Managing and consolidating database; maintaining webpages and other technological support*
- *Collaborating with and integrating existing programs and resources across the campus*
- *Identifying and creating community standards; collecting university policies and procedures*
- *Cultivating outside funding sources to support student programs*
- *Managing potential mandate for service learning for graduating students*

## 1999-2000 GOALS

- *Finalize planning and begin funding Student Leadership Center*
- *Expand the service-learning agenda on campus by increasing programs and services of the Community-based Learning and Service Center*
- *Finalize planning, funding and opening Multicultural Leadership Center*
- *Implement American Humanics certificate program*
- *Reorganize programs to reflect collaboration with and interest in freshman success and transition programs*
- *Build Judicial Affairs program to reflect development of community and community standards*
- *Expand assessment activities to reflect a more comprehensive, long-range plan*
- *Develop a plan for student employment as a learning environment*

## COMMUNITY-BASED LEARNING AND SERVICE CENTER

### MISSION STATEMENT

The mission of the Community-based Learning And Service Center is to provide quality volunteer service to the surrounding community while broadening the knowledge and experience of the servers, developing their character and sensitivity as they become responsible and active members in a democratic society.

### 1998-99 ACCOMPLISHMENTS

#### CREATED EFFECTIVE LEARNING ENVIRONMENTS FOR STUDENTS BY:

- Assisted in the coordination of Fullerton First Year Service-Learning component in the University 100B and Ethnic and Gender Studies courses
- Assisting faculty members in developing and integrating service-learning into existing courses
- Creating a learning environment for personal, professional and leadership development through two retreats and weekly meetings for 23 CLASC project directors
- Evaluation of service-learning students and their agencies show significant satisfaction with service-learning placements and service to the community
- Coordinating and hosting a very successful national service-learning conference
- Placing more than 460 students in service and service-learning sites who volunteered 16,539 hours and served more than 2,000 children, elderly and community members
- Developing and signing the contract for American Humanics program
- Holding the 2nd Annual CLASC Volunteer Appreciation Banquet with more than 100 attendees
- Raising \$39,733 for philanthropic causes such as Camp Titan by IFC & Panhellenic groups
- Providing 2,819 hours of service to the community by IFC & Panhellenic groups
- Providing 3,354 hours of service by 108 Student Leadership Institute leaders and volunteers to implement the Student Leadership Institute that served 450 CSUF students

### 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- Asked for and received \$28,200 in grants, 100% return on time invested

### CONTINUING CHALLENGES

- Serving well all faculty and students interested in service-learning with limited professional staff and funding
- Institutionalizing service-learning on the campus
- Developing and maintaining a comprehensive database system
- Gathering information about all of the service and service-learning activities occurring on campus

## 1999-2000 GOALS

- Implement awards for faculty, students and community partners who excel in service and service-learning activities
- Develop better evaluation system for all service-learning students
- Create a cord or other identification system to be worn at graduation for students who have completed more than 500 hours of service during their tenure here at CSUF
- Attend and present information at faculty department meetings regarding service-learning integration
- Work more closely with the Faculty Development Center to help introduce new faculty about service-learning pedagogy
- Implement the American Humanics, non-profit management certificate program
- Implement the Elfun grant for corporate, community and campus partnership
- Develop plan to implement potential community service mandate

## NEW STUDENT PROGRAMS

### MISSION STATEMENT

The mission of New Student Programs is to provide for continuing services and support that will aid new students in their transition to the university, expose new students to the broad educational opportunities available, and integrate new students into the life of the university. In serving both students and the university, NSP will consider the diversity of the student population and its unique needs, as well as communicate the standards and values of California State University, Fullerton. The immediate support groups for new students such as parents, spouses, children, guardians, partners and others, play an important role in the life of each student, and should be involved and provided with information as appropriate.

### 1998-99 ACCOMPLISHMENTS

- Implemented mandatory academic advisement for freshmen and the Freshman Guarantee Program to assist in enrollment management
- 1,903 freshmen, 483 transfers and 763 family members attended New Student Orientation
- Enrolled 1,338 FTE students in Titan I and 150 FTES during Titan II
- Improved communication with Admissions and Records helped in lifting registration holds, providing information on mandatory academic advisement, and admitting students on-site
- Increased numbers of transfer students participating in NSO
- Delivered NSO information effectively via websites resulting in more than 2,000 visits to the site
- 10 NSO student leaders presented five different sessions at regional professional conferences
- Developed partnerships and shared resources among New Student Programs, Student Information and Referral Center, Center for Careers in Teaching, and Academic Advisement
- 6,986 people participated in more than 1,000 campus tours, either individually or in groups.
- More than 40,000 people used the services of the New Student Information Center
- More than 500 students participated in the Co-curricular Achievement Record (CAR)



- program supported by more than 60 campus mentors with 34 recruited this year
- Trained adult re-entry mentors to support that population
- Gained national interest in CAR program model, resulting in inquiries and consultations

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- Titan Shops donated \$1,000 for New Student Orientation T-shirts, discount coupons, and gift bags for second-part of New Student Orientation (continuing sponsorship)
- Donation of room charge and rental fees from Titan Student Union (continuing sponsorship)

## CONTINUING CHALLENGES

- The need for improved coordination, planning and support with regard to first-time freshman information and matriculation with pertinent units (Admission & Records, Enrollment Management, Academic Advisement, Schools, Testing, University Outreach)
- The continued development of the Student Information & Referral Center and partnerships
- Shortage of personnel, resources and physical space to support expansion of New Student Programs and the Co-curricular Achievement Record program
- Adequate compensation of student staff salary and hours worked during NSO, which includes keeping within payroll policies and guidelines.
- Technical support and interface with other programs, websites, maintenance of on-line programs

## 1999-2000 GOALS

- Redefine the functions and services of New Student Programs to emphasize an orientation, retention and transition model
- Revisit New Student Programs staffing needs and hire individuals to fill vacant positions within the unit
- Revisit the mission and functions of the Student Information & Referral Center, as well as assess the partnerships with the Academic Advisement Center and the Center for Careers in Teaching, in order to define the program and services offered within the Center
- Provide adequate physical space for NSP/CAR staff, and program planning and development
- Have NSP take a primary role in the coordination of policy/procedures and the matriculation of first-time freshman
- Develop a partnership with the Career Planning and Placement Center to link the Co-curricular Achievement Record transcript with students' resumes
- Provide access to the CAR database and transcript via the web so students can view or print records when needed
- Revisit the purpose of the NSP Advisory Committee and use the committee as a forum to discuss issues concerning the coordination and matriculation of first-time freshmen
- Redesign the campus tours self-guided brochure in hardcopy and for use via the web

- Continue to establish New Student Information Center and Student Information and Resource Center as the primary information and referral centers on campus

## STUDENT LEADERSHIP PROGRAMS AND SERVICES

### MISSION STATEMENT

The central mission of Student Leadership Programs and Services is to promote the development of student leadership skills. Students learn and practice leadership methods through planning and conducting meetings and events, public speaking, attending leadership workshops/conferences, and interacting with a culturally and racially diverse population. Students are challenged to become involved in co-curricular committees, organizations, and programs in order to prepare them for future leadership roles. The activities of these groups use both formal and informal means to promote social interaction, community service, and peer outreach. As the hub of leadership education, the Student Leadership Institute uses campus and community resources for a student-coordinated workshop series for students. Students function as leaders and role models for peers, connecting them to other leadership opportunities on campus.

### 1998-99 ACCOMPLISHMENTS

- 891 students participated in a formal leadership development activity through the Dean of Students Office
- An additional 597 students participated in one or more Student Leadership Institute workshops, with 203 receiving certificates of completion for at least 1 of 4 tracks
- Developed partnership between SLI and a political science class offering course credit
- Offered a total of 276 SLI workshops
- Hosted a one-day University Leadership Conference for Student Leaders
- Created a student Director for Alumni position and hosted a Student Leadership Institute Coordinating Committee alumni gathering
- Developed and maintained a fully functioning SLI website including an online application and other pertinent information about the Institute
- Awarded 87 SLI certificates in the fall semester and 116 certificates in the spring semester.
- Began development of collaborative leadership program with an area community college and SLI
- Revised syllabus for SLICC and EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment) for credit experience.

### CONTINUING CHALLENGES

- Recruitment and retention of students
- Budget and staff support for expanding programs and meeting requests
- Recruitment of new presenters for workshops
- Increase the number of specialization tracks that the institute offers
- Increase the numbers of EMBRACE participants and facilitators

## 1999-2000 GOALS

- Implement a comprehensive assessment plan for the Student Leadership Institute.
- Ensure that statistical and historical information is developed and recorded
- Plan celebration of 10th anniversary of Student Leadership Institute
- Create innovative ways of delivering workshops via WWW and on-line workshops
- Increase the number of non-traditional students involved in the Institute
- Continue development of off campus sites at community colleges
- Establish advisory committee for Student Leadership Center
- Begin fundraising for Student Leadership Center
- Participate in community service activity

## STUDENT ORGANIZATIONS AND ACTIVITIES

### MISSION STATEMENT

The mission of the Student Organizations and Activities area of the Dean of Students Office is twofold: (a) providing high quality programs and services that meet the evolving needs of students and the campus community, as well as (b) advising and training the students to ensure their programs are successful. Participation in co-curricular activities develops a sense of community on the campus among students, faculty and staff. It fosters human development and encourages self-exploration. In addition, these organizations and activities promote the retention of students and support the campus learning environment.

Student Organizations and Activities complement the academic programs of the university by enhancing students' overall educational experience. Students are afforded the opportunity to put into practice their leadership skills (communication, planning/organizing) and prepare for future leadership and citizenship roles. Organizations and activities provide students the opportunity to take an active role in assuming responsibility for their own learning and development through co-curricular involvement.

### 1998-99 ACCOMPLISHMENTS

- Presented 14 Blueprints workshops to 300 student leaders
- Provided administrative support for 187 student organizations
- Scheduled over 6,000 student activities (excludes TSU scheduling)
- Developed and presented transition workshop for new club officers
- Published Student Club and Organization Advisor Manual
- Held Recognition Banquet for faculty and staff advisors and presented Outstanding Advisor award
- Presented Dr. Cornel West lecture program as part of Diversity Month activities
- Added quick reference section to Student Handbook and distributed 12,000 copies
- Expanded Titan Welcome Week activities to include faculty/staff/student picnic, a dance and increased opportunity for clubs and organizations to recruit members
- Planned and implemented Fullerton First Year Recognition banquet
- Organized It's Our Small World diversity celebration
- Coordinated distribution of funds to student organizations
- Advised student organizations on program planning, especially Diversity Month
- Published the club directory on-line

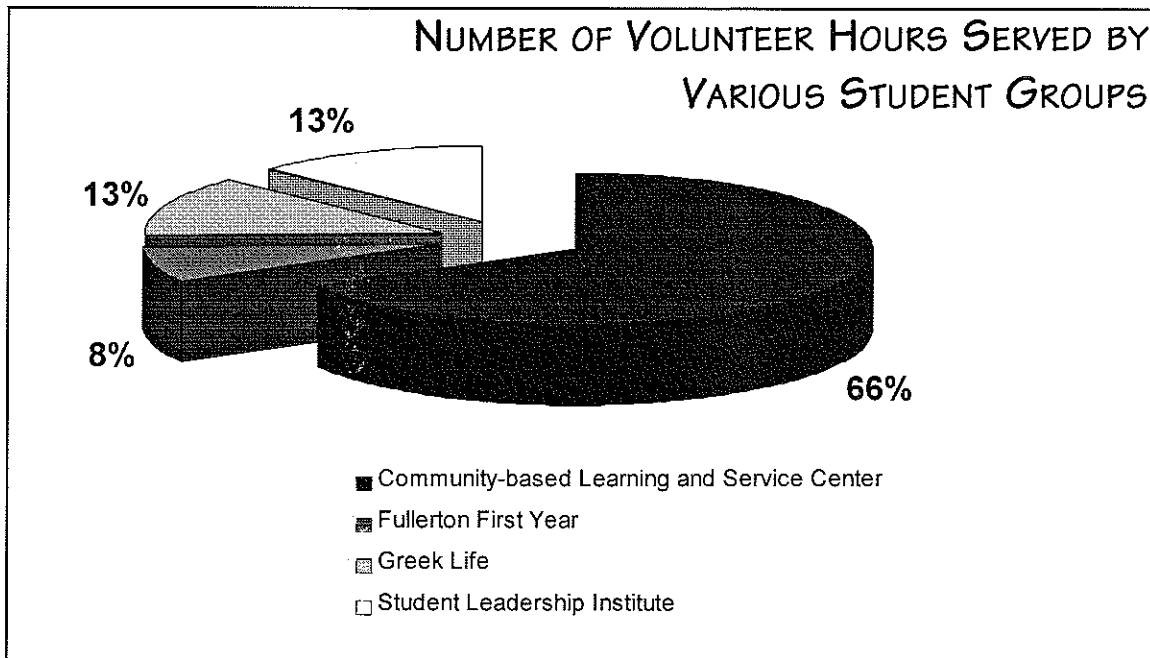
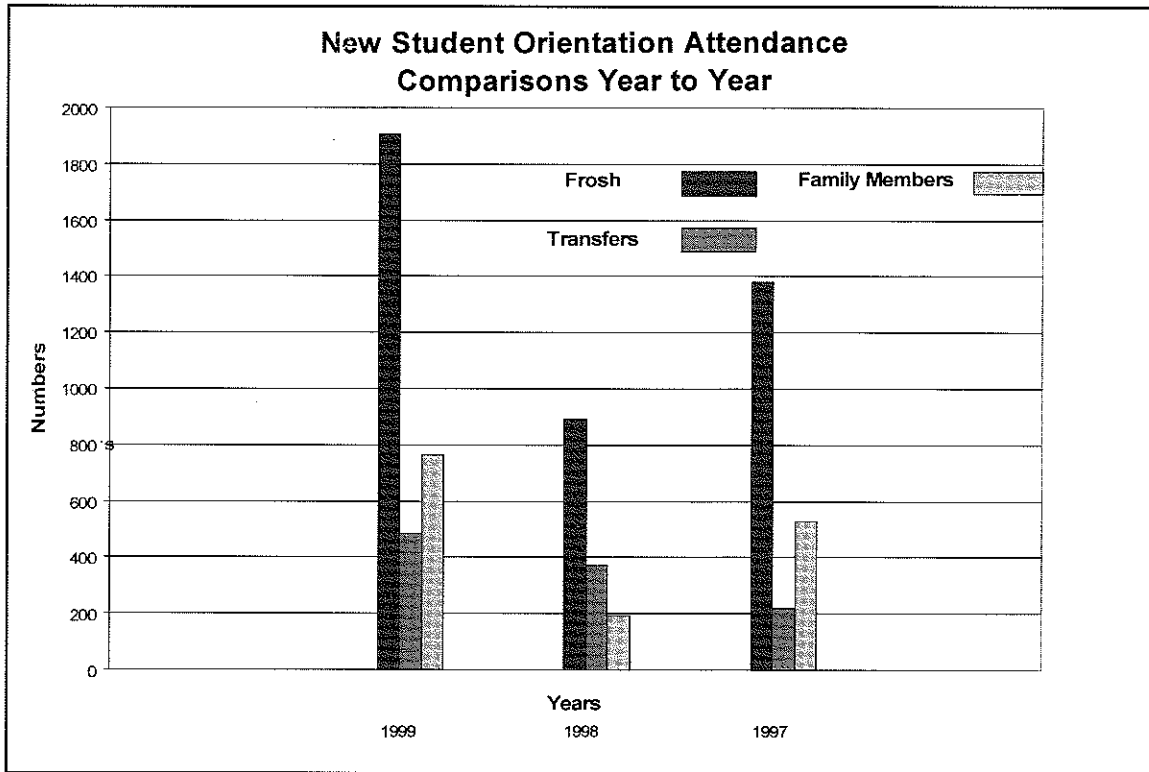
- Afforded student organizations the opportunity to link their existing web sites to the club directory
- Served as resource person for Associated Students committees
- Began reviewing Greek Relationship Statement and plans for a chapter recognition program
- Promoted positive relations and lines of communication between students, the police and community residents and officials
- Conducted joint patrol activities in collaboration with campus and city police
- Redeveloped Greek chapter reporting system to record data about fraternities and sororities, relating to honors, awards, philanthropic activities, educational and social programming
- Developed Greek Endowment Fund through University Advancement that will provide annual scholarship money

## CONTINUING CHALLENGES

- Outreach to clubs, organizations and advisors with resources and workshops supporting their efforts
- Recognition of clubs, organizations and their leadership activities
- Development of comprehensive program planning strategies for campus clubs
- Integration of off-campus and on-campus club goals and activities
- Integration of club activity with Co-Curricular Achievement Record and database
- Assessment and measurement of student life activities
- Maintenance of positive relations between the community and students living in the community
- Increase relationships with local and regional Greek organizations
- Foster a sense of community among student leaders throughout the campus

## 1999-2000 GOALS

- Develop workshop series for club and organization advisors
- Continue development of recognition awards for student groups
- Refine policies relating to campus use by organizations
- Create additional assessment and database activities
- Create Leadership Consulting Team in partnership with SLI
- Create Student Organization Council and newsletter
- Develop integrated scheduling and calendar system capabilities; web calendar
- Approve Greek Relationship Statement



# 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 in all aspects of campus life. The program acts as a catalyst and agent for compliance with Federal and State laws and regulations mandating equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically related services which empower students with disabilities to achieve academic and personal self-determination.

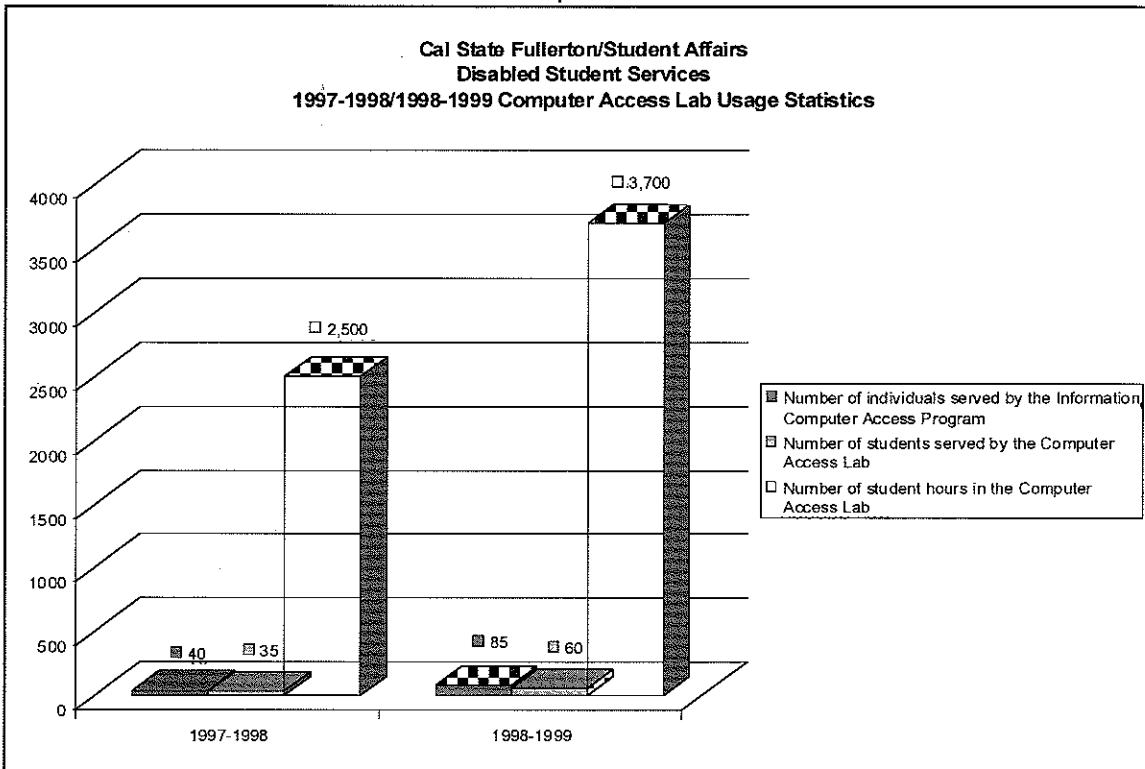
## 1998-99 ACCOMPLISHMENTS

- Coordinated and hosted a special two-part teleconference on "Psychological Disorders in Higher Education", produced by the University of Georgia. Improved collaboration and cross-referral with CAPS program was a very positive outcome of this effort.
- The Information and Computer Access Program successfully absorbed the campus-wide braille transcription responsibility previously fulfilled by the Braille Transcription Center (BTC) Project.
- Substantial progress was made with respect to numerous campus-wide technology project upgrades and their implications for students, faculty, and staff with disabilities.
- Initiated a dialogue with the University Petitions Committee and staff in the Office of the Vice President for Academic Affairs regarding the increasing number of petitions requesting academic adjustments/course substitutions for students with disabilities. Clear guidelines and options were discussed and explored with the goal of a formal policy statement emerging by Spring 2000.
- Collaboration with the new University Learning Center included sharing strategies for working with students with disabilities and more efficient referral and enhanced usage of the varied learning support programs available on campus.
- The Workability IV program continues to provide a much needed and very effective service to students with disabilities who are clients of the Department of Rehabilitation. Contract goals and expectations were exceeded in every category and despite the challenges of the complex and burdensome reporting requirements of the cooperative contract, the program expects to increase the number of students served by 100% and the number of job placements by 300% in 1999-2000.
- On Friday, May 7th, 3,500 special athletes and volunteers participated in the 14th Annual Cal State Fullerton Special Games - Kathleen E. Faley Memorial. In Southern California, this event is second only to the State Special Olympics Competition in number of participants and volunteers.

## 1998-99 PUBLICATIONS

- Dote-Kwan, J., & Senge, J.C. (1998, Summer). The Braille transcription Center Project: A regional approach to braille production in postsecondary education. RE: view Journal, 89-94.
- Senge, J.C. (1988, September). Building a Bridge to College Success in K-12. Information Technology and Disability Journal, vol. 5, no. 3.

- Cunningham, C., Young, G., & Senge, J.C. (1999, April). *Advocacy for K-12 Students with Disabilities: How to Get Everything Except a Bad Rep*. Information Technology and Disability, vol. 6, no. 1-2.
- Senge, J.C. (1999, Spring). *Technology, Braille and Higher Education: Part 1. The Blind Californian*, 8-12.
- Senge, J.C. (in press). *Technology, Braille and Higher Education: Part 2. The Blind Californian*.
- Dote-Kwan, J., & Senge, J.C. (1999). *Preparing for College and Beyond: A Guide for Students with Visual Impairments*, California State University, Fullerton. Note: This eight chapter, 118 page reference guide has been accepted for review by the American Foundation for the Blind for national publication.



### 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- The 14th Annual Cal State Fullerton Special Games - Kathleen E. Faley Memorial raised in excess of \$40,000 in both cash and in-kind contributions. Disabled Student Services provides campus coordination while the Business Resource Advisory Group (BRAG) Board provides fund raising/fiscal oversight.
- The second year of the Workability IV cooperative contract with the State Department of Rehabilitation resulted in outside funding in the amount of \$96,000.

### 1998-99 WORKSHOPS/PRESENTATIONS

- "Survival and Adaptability in American Culture", Saint Anselm's Refugee Center, Garden Grove, September 1998.
- "Preparing for and Transitioning to Higher Education", College Night - Huntington Beach Union High School District, October 1998. Community Advisory Committee - Placentia-Yorba Linda Unified School District, February 1999.

- "Support Services for Students with Disabilities in Post-Secondary Education", CGCEDP Youth Leadership Forum, CSU, Sacramento, August 1998.
- "Access and Accommodation in Postsecondary Education", Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) International Conference, Atlanta, 1998.
- "Information Accessibility for Students with Visual Impairments: Analysis and Final Report of the California Community College Survey and Self-Evaluation", California Association on Postsecondary Education and Disability (CAPED) Conference, San Jose, 1998.
- "The Braille Transcription Center Project: A Regional Model for Postsecondary Education", California Association on Postsecondary Education and Disability (CAPED) Conference, San Jose, 1988.
- "Advocacy for Students with Disabilities: How to Get Everything Except a Bad Rep," California State University, Northridge (CSUN)
- "Technology and Persons with Disabilities" International Conference, Los Angeles, 1999.

## CONTINUING CHALLENGES

- Finalize, print, and distribute a new Student Handbook to be completed Fall 1999.
- Present a formal proposal to the President's Administrative Board for the establishment of the Titan Access Fund to address the timely purchase and deployment of adaptive instructional/information technology for students and employees with disabilities.
- Advocate for and assist the development of an LD/ADD student support group and encourage the increased involvement of all students with disabilities in the "Challengers" student organization.
- Finalize plans and coordinate the space renovation and move of the Computer Access Lab to UH124.

## 1999-2000 GOALS

- Work closely with the campus Web Development Team to ensure optimal access in all aspects of the university's web presence.
- Develop a formal policy, in concert with the University Petitions Committee, addressing academic adjustments/course substitutions with clear guidelines and parameters.
- Upgrade the Computer Access Lab Pentium PC systems to the Windows NT 4.0 operating system and update the MS Office application and system utility programs to the new campus standard.
- Develop a tri-fold brochure describing the DSS program for use on campus and for off campus outreach to increase awareness of our outstanding services.
- Refine the diagnostic process for more precise assessment of LD/AD-HD, including the use of the new WAIS-3 and the revised Woodcock-Johnson due out Winter 2000.
- Improve the retention of our students in the Workability IV program by further development of our case management system.
- Establish an Employer Advisory Board for the Workability IV program to enhance the awareness of employers regarding the skills and abilities of our students and improve direct links to employment opportunities.
- Plan and present a special training program for the campus and community in October entitled "Not Just Ramps".



# ENROLLMENT MANAGEMENT/ UNIVERSITY OUTREACH

In the fiscal year 1998-99, Enrollment Management/University Outreach included Educational Talent Search and Upward Bound.

## ENROLLMENT MANAGEMENT

### MISSION

Increase and improve recruitment processes and materials to represent Cal State Fullerton as the top comprehensive public university in the nation to prospective students, their parents, high school, and community college counselors.

Goal: Provide overall coordination and responsibility for smooth implementation of all provisions within campus recruitment plan. Generate sufficient number of applications to permit campus community to yield adequate number of undergraduate enrollments to meet assigned targets. Provide increased distribution of promotional materials to sites that generate graduate level enrollments and facilitate dialogues pertaining to establishment of set targets for graduate recruitment.

### 1998-99 ACCOMPLISHMENTS

- Enrollment targets for both semesters were achieved.
 

1998-1999 Annual Target: 18,042	Fall 1998: 18,042	Spring 1999: 18,042
1998-1999 Adjusted Target: 18,400	Fall 1998: 18,545	Spring 1999: 18,255
1998-1999 Actual Enrollment: 18,537	Fall 1998: 18,545	Spring 1999: 18,531
- Substantial collaboration across departmental and divisional units was central to exceeding enrollment goals.
- Continued to convene enrollment management committees and work groups to develop strategic short and long-range enrollment goals for campus.
- Refined application, admission, and enrollment data to facilitate more focused school-based development of outreach and recruitment strategies.
- Provided fiscal support and administrative coordination necessary to conduct campus wide application-generation (fall) and enrollment yield (spring) events. Both events attracted larger numbers of prospective students and parents to the campus compared to previous year.
- Convened successful conference directed in collaboration with College Board; over six hundred high school Advanced Placement teachers attended.
- Assisted with hosting duties for the National Academic Decathlon event.
- Convened successful early outreach event that attracted over 3,000 parents and elementary and middle school students. Hosted event in collaboration with regional community-based organization.
- Collaborated with campus student organizations to host over fifteen hundred (1500) high school students at student sponsored outreach and college motivation events.
- Developed mentor/scholarship program in collaboration with local chamber of commerce.

- Director received "Mentor of the Year" award from Men On the Move organization that provides twenty, one thousand dollar scholarships to African-American male high school graduates to support enrollment at four-year institutions.
- Director received "Renovator of the Year" award from Western Association of College Admissions Counseling and recognition for community-based activities designed to increase number of academically prepared male students from African- and Latino-American backgrounds.
- Director selected to present workshop at national conference conducted by National Association of College Admissions Counseling. Presentation uses statistical information to provide an overview of substantive changes in enrollment patterns among "targets" of educational Affirmative Action plans and reviews patterns of faculty diversity at elementary, secondary and post-secondary public and private institutions from 1976 through 1996.
- Increased direct assistance to campus departments in creation and implementation of major and school-specific outreach and recruitment programs.
- Convened first enrollment management retreat to increase campus awareness of specific recruitment and enrollment goals and increase awareness of opportunities for collaboration among school and departmental based operations. Associate and Assistant Deans from each school were afforded an extensive opportunity to dialogue directly with representatives from administrative units involved in recruitment and enrollment activities.
- Completed first major portion of CSU Fullerton Comprehensive Enrollment Management Plan. Outreach and Recruitment sections of this document approved by the Executive Enrollment Management Committee and implementation of yield based activities undertaken.
- Completed over two thousand personal telephone contacts with admitted students
- Provided coordination and facilitation for substantive changes made in new "long-term" enrollment and registration calendar.

## CONTINUING CHALLENGES

- Facilitate implementation of additional portions of comprehensive recruitment plan within scope of fiscal resources.
- Increase coordination between all campus units involved in pre-applicant through student registration processes to increase yield rate of admitted first-time freshmen.
- Facilitate complete renovation of general and school-based recruitment materials.
- Encourage additional collaboration and coordination between campus units involved in outreach, recruitment and enrollment efforts.

## 1999-2000 GOALS

- 1999 Annualized Target: 19,000      Fall 1999: 19,300      Spring 2000: 19,100  
(Combined undergraduate and graduate)
- Targets:
  - 1.1 Increase first-time frosh enrollment to 2500 or above (increase of 200 above fall 1998 FTF enrollment).

- 1.2 Increase enrollments in Natural Sciences and Mathematics by 10% or approximately 120 students.
- 1.3 Increase enrollments in Nursing by 7% or approximately 10 students.
- 1.4 Increase enrollments in Engineering by 5% or approximately 20 students.
- 1.5 Increase enrollments in Teacher Education (Special Ed and Multiple Subjects) by 5% or approximately 25 students.
- 1.6 Increase enrollments of African-American FTF males by 20% or approximately 8 students.
- 1.7 Increase enrollments in University Honors Program by 100 students.
  - Continue efforts to diversify sources of prospective matriculates and increase the number and academic 'preparedness' of first-time frosh and transfer applicants.
  - Maintain close relationships with primary public high school and community college feeders while concurrently developing more productive relationships with California private high schools, out-of-state institutions, and international sources of first-time freshmen and transfer level students.
  - Provide administrative structure to facilitate full integration of state and federal funded pool development, outreach, and recruitment activities.
  - Continue collaboration designed to increase number and scope of external funded programs related to enrollment management.
  - Continue development of campus enrollment management plan focusing during 1999-2000 on the full integration of administrative services related to recruitment and registration into this document.
  - Direct an increasingly proactive and balanced approach to recruitment that continues to recognize the importance of our primary feeder institutions, while also directing modest efforts to determine productivity of recruitment efforts in other regions of the state.
  - New efforts will also be implemented that stimulate an increase in applications and enrollment from students in 'secondary or new' markets areas, namely out-of-state and international freshmen and transfers.
  - Provide statistical information necessary to develop general campus enrollment strategies and school based outreach and recruitment programs.

## UNIVERSITY OUTREACH

### MISSION

The mission of University Outreach/Relations with Schools and Colleges is to identify and attract prospective students for admission to Cal State Fullerton. To accomplish this mission, University Outreach provides services that include pre-admissions, higher education awareness to students, parents, and school counselors, CSU and CSUF presentations, application workshops, student support services, and the dissemination of information to the general public and community about the University's admission process and procedure. University Outreach also hosts programs designed to motivate and encourage students to pursue post-secondary options.

### 1998-99 ACCOMPLISHMENTS

- As of July 8, 1999 the number of undergraduate admission applications received has exceeded last years total by 11.9% from 18,943 to 21,199. The number of first time freshman application exceeded last years total by 17.16% from 8822 to 10336.

- Titan Choices assisted in increasing the number of eligible high school applicants to be admitted to CSUF through program participation and the newly added component, Titan Choices Club. As of June 15, 1999 1,118 CSUF applications were received from seniors attending a Choices 2000 school, compared to 1,037 applications in 1997-98.
- Increased the number of underrepresented community college transfer students admitted to CSUF by 5.8% through on-site admission, transfer orientations, and on/off campus recruitment activities.
- Continued to reduce the number of CSU freshman in need of English and math remediation through the successful efforts of the Pre-collegiate Academic Development (P.A.D.) program. Over 4,300 middle and high school students were provided with tutorial services during the 98-99 academic year. More than three-fourths of the students showed significant gains in their English and/or math course, averaging about .41 grade points per student.
- The Office of the Chancellor gave approval for the PAD program to administer the EPT/ELM exams at five high school sites as alternatives to the conventional administration at a CSU campus. Cal State Fullerton was the first campus to successfully implement this pilot project within the CSU system.
- Collaborated with English and math department and faculty to host the first annual PAD conference designed to address the EPT/ELM standards and remediation policy for incoming freshman to high school and middle school teachers, counselors, and principals.
- Continued to co-host several conferences on and off campus, including "Walk In My Shoes," (Human Relations Commission of Orange County); "College: Making it Happen" (Intersegmental Coordinating Committee); High School and Community College Counselor Conference (Office of the Chancellor); High School Counselor Reception (Office of the President) ; "Fall Preview Day" and "Welcome to Fullerton Day."
- Participated in five consortiums: Santa Ana Networks, STEP, Cal-SOAP, South Coast Higher Education Council (SCHEC), and the Consortium of Southern California Colleges and Universities. Activities included assisting Santa Ana Unified School District with writing the Gear Up grant proposal and hosting the Cal-SOAP annual conference at CSUF.
- Provided a series of parent workshops for the Santa Ana Unified School District. Workshops were held once a month throughout the academic year targeting underrepresented students in grades 9-12 and their parents.
- Two UO staff members were appointed leadership roles in recognized committees. A Student Outreach Coordinator was appointed Chair of the Santa Ana Networks Mentor component and an Outreach Counselor was appointed to the Cal-SOAP Board of Directors.
- Continued to provide support and recruitment assistance for school-based and department needs. An increase in transfer applicants to the Nursing program was attributed to the collaboration with the Orange County Social Services and on-site admission. Outreach efforts also increased the number of African American students by 29%, specifically focusing on exceptional admits for EOP.
- Increased the amount of funds for the department by raising \$10,354.00 by hosting the CSU Counselor Conference on campus and having over 800 participants attend.

## CONTINUING CHALLENGES

- Facilitate recruitment activities and yield events that will increase outreach relations with prospective students in the Orange, Los Angeles, Riverside, San Bernardino, and San Diego County.
- Work with Admissions and Records to develop and implement an on-site admission process to admit EOP applicants on the spot.
- Work in collaboration with the Testing Center to effectively administer the EPT/ELM exams at respective high school sites adhering to all quality control issues and test security.
- Increase development of marketing and recruitment strategies and annual outreach events within budget constraints.

## 1999-2000 GOALS

- Increase the number of undergraduate applications for fall 2000 by 5%.
- Increase the participation in developmental programs by 5%. These programs include: Student Internships Outreach to Under-represented High School Students (Choices 2000), Outreach to Underrepresented Community College Students, and Pre-collegiate Academic Development Program (P.A.S.S.).
- Continue to strengthen the unit's many partnerships with local educational institutions to maximize the efficient use of resources and enhance the opportunities for all learners.
- Balance the budget at the end of the year by  $\pm$  .5%.
- Assess the department's fundraising activities and implement a strategy to increase the amount of funds raised by 25% by year-end
- Increase the number of applications from African Americans by 5% for the Fall of 2000.

## EDUCATIONAL TALENT SEARCH PROGRAM

### MISSION

The pursuit of higher education is paramount to the Educational Talent Search Program (ETSP) at California State University, Fullerton. ETSP offers superior outreach services and knowledgeable staff to ensure that qualified youth with potential for education at the post-secondary level complete secondary school and undertake a program of post-secondary education. ETSP strives to provide services that are conducive to the preeminence of learning in their lives. Through academic and personal counseling, tutoring, assistance with completing applications for college admissions, financial aid and college entrance exams, career fairs/cultural activities and field trips to college campuses, students develop the skills and obtain the information needed to successfully graduate from secondary school and enter a post-secondary institute.

## 1998-99 ACCOMPLISHMENTS

- The unit has been successful in developing recruitment strategies to ensure that our goal of identifying 800 qualified youth from 11-27 years of age will be met by year-end.
- ETSP assessed the needs of each of its participants and prepared Individual Learning Plans by June 30th.
- The unit has been successful in developing budget procedures to ensure that our budget is balanced at year-end.

- Program staff assisted 100% of post-secondary eligible re-entry student participants in applying for financial aid.
- ETSP provided all participants and their parents with information on the requirements and opportunities for financial aid, scholarships, and financial planning through classroom presentations and workshops, individual counseling sessions, and parent conferences.
- Program staff assisted 100% of post-secondary eligible participants in applying for financial aid.
- Intervention strategies for 98-99 resulted in advancing 95% of 6th through 11th graders to the next grade, graduating 95% of the 12th graders, and enrolling 75% of the graduating seniors in post-secondary education.
- Program staff counseled 51 re-entry students resulting in 68% either enrolling in a GED Preparation Program or returning to secondary education to obtain their high school diploma and 8% re-enrolling in a post-secondary institution.
- Educational Talent Search staff members developed a strategic plan to close out the program by August 31, 1999.

## UPWARD BOUND

### MISSION

Upward Bound is a federally-funded, comprehensive educational program designed to assist 50 low-income and first-generation students to acquire the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education. Participants are selected from the Santa Ana Unified School District and participate in academic-year and summer activities.

### 1998-99 ACCOMPLISHMENTS

- 85% of first-year participants maintained a 2.0 GPA; 85% of second-year participants maintained a 2.5 GPA; and 90% of third year participants maintained a 3.0 GPA.
- 100% of Limited English Proficient (LEP) participants moved to the next level of English and maintained at least a 2.5 GPA in English.
- 90% of participants enrolled at least one year in Upward Bound scored at or above average on standardized state achievement exams.
- 100% of participants graduated from high school.
- Three Upward Bound graduates plan to attend CSUF in the Fall of 1999.
- The unit has been successful in developing budget planning and procedures to ensure that our budget is balanced at year end.
- Two CSUF Upward Bound participants were nominated by the project director and selected by the Council for Opportunity in Education (COE) to attend the 10th Annual National Student Leadership Congress (NSLC) in Washington, DC. The two were selected as California delegates, representing Upward Bound and Talent Search TRIO Programs on behalf of the state of California.

- One CSUF Upward Bound Student Assistant/Program Tutor was selected by COE to serve as a staff leader during the NSLC, supervising 10 - 12 Upward Bound/Talent Search participants throughout the week-long Congress.
- The program was able to execute a Spring Break College Tour, visiting various college and universities in San Diego/San Marcos area during Spring Recess.
- The program's services were featured on "Conversations with Larry," a community cable television program serving all of Orange and Los Angeles counties.

## CONTINUING CHALLENGES

- At this time, our summer school courses do not grant our participants with elective credit at the four target schools we serve in the Santa Ana Unified School District. As a result, many participants must choose between Upward Bound summer school and regular summer school if they are planning to get ahead or make-up lower grades. As this continues to challenge our program, we are seriously looking at ways to negotiate credit with the school district, without compromising the quality or creativity of the courses offered through Upward Bound.

## 1999-2000 GOALS

- 95% of participants will maintain a grade point average of a 2.0 or above; 80% of the participants enrolled for at least two years will maintain a grade point average of a 2.5 or above; 85% of the participants enrolled for at least three years will maintain a grade point average of a 3.0 or above.
- 95% of the limited English proficient (LEP) students will maintain a minimum 2.5 GPA in their core English classes. 95% of the limited English proficient (LEP) students will maintain a minimum 2.5 GPA in their core English classes.
- 85% of participants will remain in the program through to high school graduation.
- 95% of participants will graduate from high school.
- 85% of participants will have completed a 4-year college preparatory curriculum upon graduating from high school.
- 95% of participants who graduate from high school will enroll in a postsecondary institution, 65% of which will enroll into a 4-year institution.
- 45% of participants who enter a postsecondary institution will attain a degree and/or a certificate within 5 years of postsecondary enrollment.
- With the assistance of the University Outreach Department, the program will negotiate with the target school districts to arrange for participants to obtain elective credit for Upward Bound summer courses.

# 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 needed to achieve educational goals. Our mission is to remove the financial barriers to education so that applicants may enroll and complete degree objectives. As financial aid professionals, we provide opportunities to learn, we ensure access to higher education, we promote 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.

## 1998-99 ACCOMPLISHMENTS

### TO PROVIDE AN ENVIRONMENT THAT IS SUPPORTIVE, ENCOURAGING, AND WHERE LEARNING IS PREEMINENT.

- 1999-00 planning began on October 16, 1998 with a scheduled staff retreat in which Reflecting, Acknowledging, and Dreaming were the goals of the retreat. Another theme was "Believe, Acknowledge, and Make-it-Happen". Key at this retreat was to celebrate our accomplishments and to acknowledge them prior to moving forward with planning and training for 1999/2000.
- Ten one-day training programs were planned and prepared for staff to enable them to be productive in their job duties, which ensures that financial aid is delivered to students. These workshops included comprehensive agendas which discussed: (1) applying for aid on the WEB, (2) scripting answers to questions asked by students, (3) verification of files and the philosophy as well as tutoring that was provided by a Certified Public Accountant for review of federal income tax forms, (4) loan processing, (5) packaging of awards, and (6) satisfactory academic progress.
- The office has been successful in minimizing "wait" for clients in the reception area by enforcing the "no-wait" policy and calling upon all staff to assist with resolving student issues quickly and efficiently.
- In addition to the ten days of training provided by the management staff, staff has attended workshops and conferences and has been encouraged to work independently to facilitate empowerment, so that student issues can be resolved with a single visit.

### TO ENSURE ACCESS TO EDUCATION BY PROVIDING INFORMATION WHEN NEEDED.

- Two audits of processes were completed to ensure access to education for students. An audit of paper documentation was completed with the goal of eliminating that paper by using an imaging system. This accelerated process ensures that information is provided to students when needed. The second audit was of the process of delivering loans to students. As a result, the term "just-in-time" was coined to identify notifications to students that will provide information to them when "they need it" as opposed to bombarding them with a comprehensive book and expect the student to be able to apply complex rules and policies to their own situation.



- A customer service environment has been emphasized and six of nine required staff have completed a 9-part certificate-training program on customer service. The graduates are Jill Brower, Michael Bussey, Teri Grantham, Shirley Hughes, Lola Morris, and Cynthia Sanchez. Staff responds politely and with complete information to all student inquiries in-person and via telephone and investigates student complaints about information or treatment received. When appropriate, they take action to correct the situation.
- In addition to emphasizing a customer-service environment, several improvements have been made to address complaints received in regards to students having to wait for service. A client services coordinator has been hired who supervises all activity that occurs at the front office counter as well as all telephone services and as a result scripting for answers to student questions has begun, a peer counselor program is being developed with accompanying training materials, and telephone workstations have been upgraded. A telephone specialist is also being recruited.
- A comprehensive WEB site was completed which is reader-friendly and information-filled. The site links to other helpful sites such as the Department of Education for completing applications on-line and the Chancellor's Office where a student can provide personal information and then their estimated eligibility for financial aid is determined.

### TO ENSURE COMPLIANCE WITH REGULATIONS WHICH INCLUDES CREATING ACCOUNTABILITY AND CREATING QUALITY ASSURANCE OF WORK PERFORMED.

- Compliance with regulations was confirmed by the outcome of a successful federal audit where there were no findings. It was a clean audit.
- Accountability and high quality work of staff is required when more than 19,000 applications are received (see financial aid - 1) which resulted in more than \$62 million being disbursed to 10,917 eligible students (see financial aid - 2); a 39.2% increase from \$38 million disbursed in 1994-95.
- 57% of all funding was distributed (see financial aid - 3) to juniors and seniors while only 14% was given to freshmen and a mere 8% to sophomores.
- More than \$12.9 million was paid on behalf of students to the University for registration fee payment, which is \$3.9 million more than in 1995-96.
- 8% or 833 students of all financial aid recipients graduated during 1998/99.
- 91.5% or 9,997 of 10,917 students made satisfactory academic progress.
- Hyundai representatives presented information to students regarding the pros and cons of leasing.
- Merrill Lynch advised students on the merits of investing.
- Consumer Credit Counseling provided information and conducted a presentation on how to "plan a low-cost wedding".

## 1998-99 PUBLICATIONS

- Most written opportunities were reviewed with the goal of creating reader-friendly text in notifications and in scripting topics for in-person and telephone contacts. As a result, several publications have been upgraded: 1) a previous one-page flyer describing financial aid information for distribution by Outreach was expanded to four-pages and was improved visually, 2) the prior-year twelve-page compacted award information booklet was redone and expanded to 22 pages and includes several CSUF photographs and it is text-friendly, 3) a four-page information piece to describe the Federal Work Study process was upgraded and included photographs and CSUF theme items and serves as a companion piece to the award-information booklet.

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- Crestar Bank provided \$900 for printing of Parent Loan information.
- Bank of America subsidized the travel expenses and honorarium for the CPA (Certified Public Accountant) that instructed staff on the philosophy of verification for student financial aid and reading federal income tax forms -\$6000.
- Educaid funded the printing of 20,000 copies of the FFELP (Federal Family Educational Loan Program) information for students - \$2200.

## 1998-99 WORKSHOPS/PRESENTATIONS

- Fifty-one financial aid presentations have been made this fiscal year. Various staff was called upon to make presentations. Power point and overheads were prepared for use at these workshops.
- Seven presentations at high schools were made to disseminate financial aid information.
- One presentation each was made at an elementary school to students and parents, to the engineering and computer science department, a community college, the Student Diversity Program, to the Fullerton First Year program, Orange County Social Services, Fall Preview Day, the CHAMP program, and to the Southern California Edison company.
- Two presentations were made to the Teacher Education Training Center for training purposes.
- Twenty-seven workshops were held for continuing students on how to apply for financial aid by using the paper application or the World Wide Web.

## CONTINUING CHALLENGES

- Attention must be focused on providing high quality mainframe computer notifications that are visually pleasing and of high quality. The Office of Financial aid will be attempting to address this printing issue and will upgrade all student notifications that are produced by the mainframe computer printer.

## 1999-2000 GOALS

**TO PROVIDE AN ENVIRONMENT THAT IS SUPPORTIVE, ENCOURAGING, AND WHERE LEARNING IS PREEMINENT BY SELF-EVALUATING SERVICES PROVIDED TO STUDENTS.**

- To self-evaluate services that are provided to clients for all in-person contacts and telephone contacts with the goal of creating a service-oriented environment. Specifically, service hours will be examined to determine if the hours appropriately serve the university population and a comprehensive peer counselor program will be developed.
- To continue review of all publications with the goal of developing reader-friendly text and to upgrade mainframe computer-printed notifications.

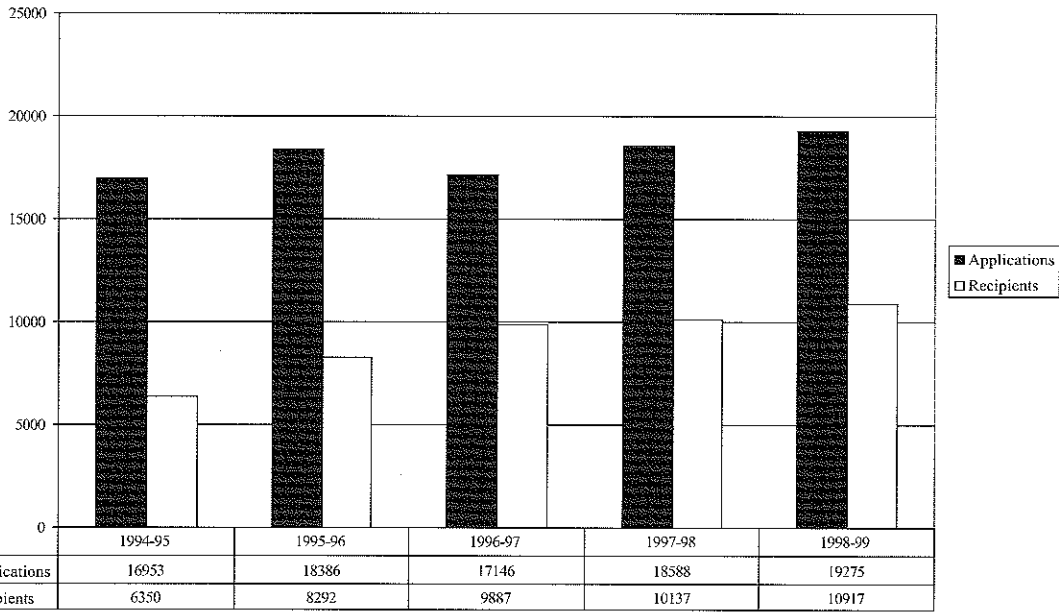
**TO ENSURE ACCESS TO EDUCATION BY PROVIDING INFORMATION WHEN NEEDED BY ACCELERATING NOTIFICATIONS, SELF-AUDITING, AND STREAMLINING PROCESSES.**

- To accelerate the financial aid notification process to all students which includes automating one-semester packaging.
- To audit the work-flow of applicant paper documentation with the goal of streamlining and simplifying the process as a result of implementing COLD technology and imaging.
- To automate the process of participating in the Federal Work-Study program which includes developing a FWS specific screen in SIS+ to aid in streamlining job classification, placement, payment, and reconciliation.
- To review the types of data provided by the NSLDS (National Student Loan Data System) system to determine proper procedures and/or automation that are necessary to resolve all edits, which prevent the delivery of aid.

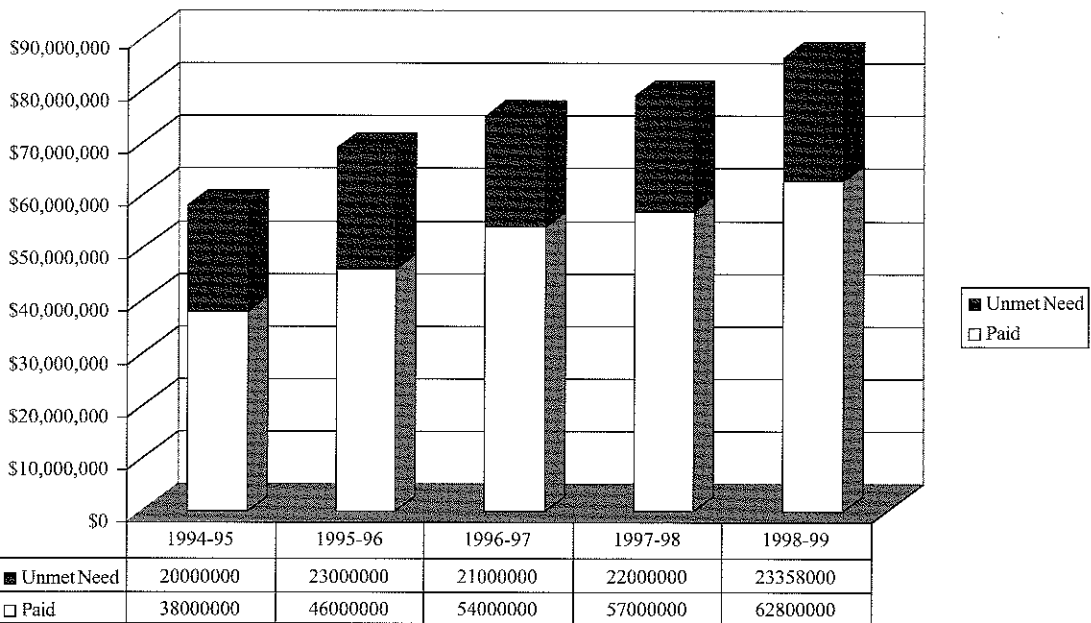
**TO ENSURE COMPLIANCE WITH REGULATIONS WHICH INCLUDES CREATING ACCOUNTABILITY AND CREATING QUALITY ASSURANCE OF WORK PERFORMED.**

- To implement a process for quality control to ensure compliance with regulations.
- To review regulations for processing financial aid during summer terms with the intention of writing procedures and implementing processing of summer aid during summer 2000.
- To determine the feasibility of automating "verification". The project will include visiting other campus offices that enter tax data and allow a computer program to analyze the data and then perform verification in an automated fashion.
- To create a modular training program for staff which includes the cyclical nature of the delivery of aid and begins with dissemination of information to the final delivery of aid. The program will conclude with reconciliation and satisfactory progress.

### CSUF Financial Aid Number of Applications and Recipients 1994-95 through 1998-99



### CSUF Financial Aid Unmet Need and Expenditures 1994-95 through 1998-99



# HOUSING AND RESIDENCE LIFE

## MISSION STATEMENT

The residence halls at Cal State Fullerton exist to provide students with a clean, safe and stimulating environment in which they can pursue their academic programs. The halls also serve as a stimulant for cultural and social education, community living experiences and leadership training.

The California State University, Fullerton Residence Halls exist to:

- provide an environment which allows optimum conditions for the academic pursuits of the residents.
- support the academic programs of the University by broadening the intellectual and cultural interest of the students.
- promote individual and group activities which provide opportunity to exercise leadership abilities in self-governance and community decision making.
- develop a cohesive community where students of all racial, ethnic, and socio-economic groups, and students from varied backgrounds and lifestyles can live and learn together in a pleasant and relaxing atmosphere.
- provide whatever support is needed to ensure the personal growth and academic success of our resident students.

## 1998-99 ACCOMPLISHMENTS

- In conjunction with consultant, conducted "Housing Feasibility Study" which determined that there is:
  - Significant demand to warrant additional on campus housing
  - Significant financial strength and program infra structure to support construction of addition on campus housing
- In addition to regular "summer maintenance", planned and executed \$415,000.00 worth of non state funded capital improvements. Improvements were accomplished within a 75 day period
- Repainted exterior of all buildings
- Resurfaced all pedestrian ways and patios
- Re-upholstered all residence hall sofas and arm chairs
- Need for technology support has been satisfied by developing a positive relationship with the Titan Computer Help Desk and the Titan Card Office
- Maintained 99% occupancy level
- Maintained high level of student satisfaction with residence hall experience

## 1998-99 PUBLICATIONS

- Housing and Residence Life Calendar/Handbook
- Newsletter: Resident Student's Association
- Newsletter: Housing and Residence Life
- Housing Brochure/Application-(new)

## 1998-99 WORKSHOPS/PRESENTATIONS

- Pacific Association of College and University Residence Halls  
PACURH 98 Annual Conference, San Jose State University, November 6-8, 1998
- "Get a Little Closer" Presenters: Eugene Shang, Beau Phillips, Croshoun Austin
- "Release the Beast in You!" Presenters: Martha DeLaLuz, Darlene Muro, Raymond Carlos

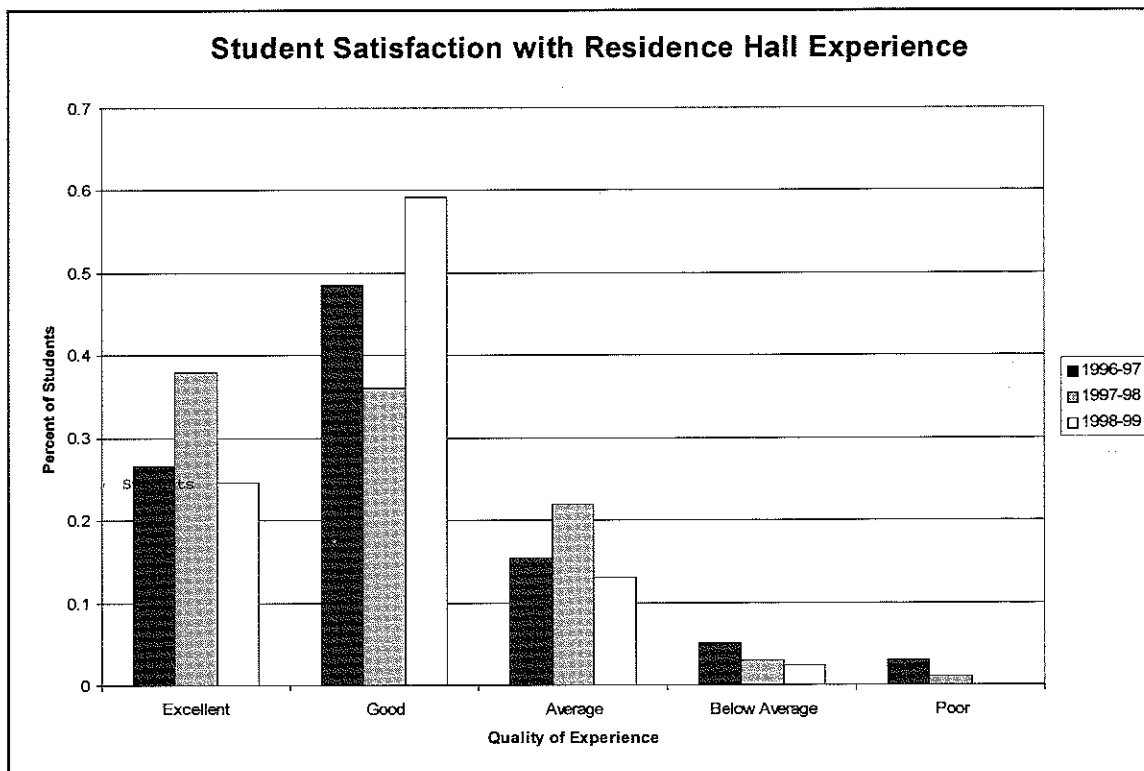
- "Get Your A\*\* Up!" Presenters: Aimee Bezerra, Rick Sanchez, Sylvia Rocha
- "Leading a Diverse Group" Presenters: Jerome Diebolt and Alicia Farmer (Received Top 5 Program Award for the Conference)
- Western Association of College and University Housing Officers  
Southern RAP 99 Annual Conference, Redlands University, February 22, 1998
- "Ice Breakers and Group Games" Presenters: Andrea Chan, Yvette Nueva
- "Resumes and Interviewing" Presenters: Marcela Daltro, Casey Kuykendall

## CONTINUING CHALLENGES

- Increasing faculty involvement in the residence halls
- Meeting the emotional and developmental needs of an ever younger residence hall population
- Responding to and managing the increasing demand for on campus housing until additional on campus accommodations are available

## 1999-2000 GOALS

- Complete the CSU approval process for construction of additional on campus housing
- Implement a strategic plan for bringing on board additional housing which addresses issues of campus/departmental mission, departmental infrastructure, marketing, and maintenance and repair of existing facility
- Review current housing priority policies
- Implement on line application process



- In spite of residence hall folklore and the occasional complaint, Cal State Fullerton students express a great degree of satisfaction with their residence hall experience. Over the last two years more than 74% of students expressed that they had an excellent to good experience living on campus. In 1998-99, 83% of students reported that their residence hall experience had been excellent to good.

# OFFICE OF INTERNATIONAL EDUCATION AND EXCHANGE

## MISSION STATEMENT

The Office of International Education and Exchange serves as a resource to the University community for the development of international and intercultural competencies. These competencies are developed through services to international students in the areas of admissions, orientation, advisement, and cultural programs. U.S. students are served through advisement and information regarding overseas opportunities for work, study and travel. Students who are recent immigrants from Southeast Asia receive services designed to enhance their academic and career success through the Intercultural Development Center. The IDC also arranges for service learning, research and internship opportunities in the community. Faculty and staff benefit from cultural awareness and training programs and cultural seminars. We are advocates for individual students and international/intercultural education in general. Active community outreach efforts link students and scholars with a wide range of community activities and programs.

## 1998-99 ACCOMPLISHMENTS

- Maintained stable enrollment of international students in spite of continued Asian economic crisis. 1170 international students were enrolled in Fall 1998. International students are a foundation of the global perspective on campus and contribute over \$5 million in non-resident tuition.
- Initiated multiple efforts to assist students impacted by the Asian economic crisis; the Work Scholarship Program (partial tuition waivers for 60 students), ASAAP grant assistance (grants for 5 students), facilitated "Special Student Relief" off-campus employment authorization applications to the Immigration and Naturalization Service for 104 eligible international students.
- A record number of 48 students will be studying abroad in 1999-00 through the CSU International Programs or Cal State Fullerton Exchange Programs.
- Collaborated with Academic Affairs in establishing new exchange programs with Okayama University (Japan), Lappeenranta University (Finland), Vietnam National University, and three universities in Thailand. Provided direct support for the CSU Vietnam Consortium.
- Established the "Families Across Cultures" program for personal and academic enrichment support of international graduate students and re-entry resident students.
- Selected five "Cal State Fullerton Ambassadors" who will receive grants covering transportation costs to their study abroad locations. The initiative is funded by Student Affairs to increase the access to and visibility of study abroad opportunities.
- Provided nearly 50 international students with "American Family Friends" through collaborative work with the International Friendship Council, a community volunteer organization. Paula Parker, the volunteer coordinator, was selected to receive the "Community Volunteer of the Year" award from NAFSA: Assn. of International Educators Southern District.
- Student clubs advised by this office achieved high campus visibility through well attended campus events and activities: Partners (International Friendship) and

"T-PAC" (Trans-Pacific Leadership Program).

- A record 120 "Work Scholarships" were awarded, providing partial tuition waivers to international students with financial need in exchange for working for campus departments. This has generated enormous goodwill and has helped to promote an international student presence throughout the campus.
- Collaborated with the Dept. of Speech Communications to implement and present a mandatory credit-granting pre-departure training program for all study abroad participants.
- Pioneered an office-based database, downloading information from SIS+ and entering additional critical information necessary for international student services.
- Appointed to and served on the CSU Systemwide Student Health Task Force, resulting in significant improvements in health insurance options for international and domestic students.

Initiated several significant improvements to ongoing programs, including:

- Ongoing assessment of office services, International Student Orientation Program, and Working in the USA workshops.
- Group advisement options for study abroad and various international student services, resulting in improved access to services for students.
- Significant improvements in the office website, adding most forms and handouts.
- Weekly walk-in advising services for international students.
- Vastly improved Graduation Celebration and Awards Ceremony for Asian American and International Students.

## 1998-99 PUBLICATIONS

- New series of brochures describing Exchange Programs in China, Japan, France, Germany, Taiwan and Mexico as well as a general guide to Study Abroad.
- "Cross-Cultural Perspectives of Commitment: Individualism and Collectivism as a Framework for Conceptualization", *The Southern Communication Journal*, Fall 1998, V. 64, No. 1, Ruth M. Guzley, Fumiyo Araki and Linda E. Chalmers.
- "Eye on Ethics" article in newsletter of NAFSA: Assn. Of International Educators, March/April 1999 issue, authored by Robert Ericksen.

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- \$1000 grant received for "Families Across Cultures" through NAFSA: Association of International Educators' Cooperative Grants Program. Program is designed to provide support and academic enrichment activities for adult re-entry students and international graduate students.
- Seven international students nominated by this office received grants ranging from \$2000-\$5000 for the "ASAAP" ASEAN Student Assistance Grant Program, administered by NAFSA: Assn. Of International Educators
- Two study abroad students nominated by this office received AIEJ Scholarships to study in Japan through the CSU International Programs for 1999-00. Each award is valued at approximately \$7,850.



## 1998-99 WORKSHOPS/PRESENTATIONS

- "Ethical Practice in International Education: Struggling for Answers" Presentation by Robert Ericksen at NAFSA: Assn. For International Educators Regional Conference, Honolulu, HI, December 1998 and Annual Conference, Denver, CO, May 1999.
- "Collaborating and Sharing Resources on International Career Opportunities" session chaired by Lay Tuan Tan at NAFSA: Assn. For International Educators Regional Conference, Honolulu, HI, December 1998.
- "Issues Facing Women Studying Abroad" and "Health and Safety Issues While Studying Abroad" Presentations by Dana Roson at CSU International Programs Regional Orientation.
- "Working in the USA: Model Program for International Students" Presentation by Lay Tuan Tan and Sally Cardenas (Center for Internships and Cooperative Education) at CCEA-CPA (Ca. Cooperative Education Assn. and Ca. Placement Assn.) Conference.
- "Higher Education in the United States and the CSU System" Presentation by Son Kim Vo to newly arrived refugees at the Vietnamese Community of Orange County, October 1998 and February 1999.
- "Globalize Their Careers: Preparing Future Employees" Day-long workshop co-chaired by Lay Tuan Tan in collaboration with Los Angeles World Trade Week and the Southern Ca. International Careers Consortium.
- "Issues Facing Gay and Lesbian Study Abroad Students" Presentation by Robert Ericksen at CSU International Programs Regional Orientation, May 1999.
- "The CSU and Cal State Fullerton" Presentation by Son Kim Vo to the Ministry of Education and Universities, Hanoi, Democratic Republic of Vietnam.

## CONTINUING CHALLENGES

- Increasingly complex and demanding immigration regulations impacting international students and scholars require an inordinate investment of staff resources and time, restrict the activities of international students, and create an unwelcome climate in the country for international students.
- In-house technical support staffing needs limit our opportunities to maximize the use of technology to support students.
- Curriculum of current exchange programs does not articulate well with some students' plan of study, limiting the appeal of study abroad.
- Reducing the marginal social integration and limited campus involvement of some international students on campus.

## 1999-2000 GOALS

- Implement a service learning program, in collaboration with CLASC, which will bring international students and study abroad alumni into local school classrooms to share their experiences.
- Expand the Families Across Cultures program to include more international students, re-entry students and community members.
- Collaborate with Academic Affairs to convene a campus "summit" meeting on the state of international education.
- Implement a series of "community visits" sponsored by the Intercultural Development Center to introduce students, faculty, and staff to the rich diversity of our local communities.

- Integrate the activities of the Intercultural Development Center into the newly approved B.A. in Asian American Studies.
- Pending funding, the IDC will participate in a Housing and Urban Development grant program assessing needs of Orange County residents in the Little Saigon area, in fulfillment of the IDC mission of strengthening links with the immigrant communities of Orange County.
- Offer a greater array of services and workshops with a career focus, in collaboration with the Career Planning and Placement Center, the Center for Internships and Cooperative Education, Southern California International Careers Consortium and other outside entities.
- Conduct research in collaboration Dr. Stella Ting-Toomey, Dept. of Speech Communications, on learning styles of international and minority students and how learning style impacts academic success at Cal State Fullerton.
- Implement an innovative "Self-Help Letter" project whereby students can use guided software to generate letters requested by this office, thereby reducing letter production time and increasing access for students.
- Utilize technology to improve this office's role in the admissions process for international students.
- Upgrade the website and office database.

# STUDENT ACADEMIC SERVICES

For the 1998-99 fiscal year, Student Academic Services was comprised of the following programs: Educational Opportunity Program, MESA Engineering Program, Student Retention Services, Student Support Services, Testing Services and University Learning Center.

## EDUCATIONAL OPPORTUNITY PROGRAM

### MISSION STATEMENT

The mission of the Educational Opportunity Program (EOP) is to improve the access and retention of low income and educationally disadvantaged students and to promote and empower students who have the potential to perform satisfactorily, but may be unable to realize this potential due to educational or economic barriers. EOP uses a multiplicity of resources to develop a variety of services that meet the individual needs of our students. In partnership with several on-campus programs, EOP offers pre-admission counseling, admission assistance, referrals for tutorial and learning assistance, financial aid advisement and summer programs. Only disadvantaged students with a history of low income who need admissions assistance and support services are admitted to EOP.

### 1998-99 ACCOMPLISHMENTS

- The EOP Admissions Office admitted 400 students for the Fall 1999 term, balanced equally between exception and regular admits. Approximately 80% of these students accepted the offer.
- The EOP Admissions Office provided 159 students to Summer Bridge. In an effort to provide gender equity, the Summer Bridge program will be appropriately split between male and female participants with females having the highest participation rates.
- Developed strategies with Outreach for the admission of African American male applicants. These efforts realized an increased number of this population with the assistance of the office of Admissions and Records.
- Developed procedures to increase the number and subsequent yield of eligible applicants to the President's Scholars scholarship program, the Hispanic Scholarship program, the Future Scholars scholarship program, and other scholarship programs administered by the unit, by 5%.
- The EOP Admissions Office converted all admissions processing and record keeping to a computerized system. A more simplified admissions system using the latest in technology was developed. Supporting documents for each applicant are scanned and will be available for rapid access and decision making when needed. It is anticipated that this change will maximize the efficient use of resources.

### 1998-99 WORKSHOPS/PRESENTATIONS

- "Transition Issues Facing the African American Male in Higher Education" Similarities & Dissimilarities" presented at the Students in Transition-West Conference, Irvine, CA.
- "The EOP Process: One Step At a Time," presented at the California Career Education Association Conference, Anaheim, CA.
- "An Interactive Model: Transition Issues Facing the African American Male in Higher Education." 1999 Student Success Conference, San Francisco, CA.

- "EOP: Planning for Success," presented at the Riverside Community College Annual Student Services Day.

## CONTINUING CHALLENGES

- Continue to form collaborative relationships with Admissions and Records in the processing of EOP applicants.
- Increase visibility of EOP services to surrounding area high schools.
- Strategize and develop creative measures for early identification of Summer Bridge students.
- Define and identify the ever changing profile of the new EOP student.

## 1999-2000 GOALS

- Admit 500 students for Fall 1999.
- Recruit 140 students to participate in the Summer Bridge program.
- Develop and produce a new EOP brochure for internal and external distribution.
- Computerize the process by which Admissions and Records transfers data on all interested EOP applicants.
- Facilitate EOP workshops during Fall Preview Day and Welcome to Fullerton Day
- Hire and train a graduate assistant.
- Coordinate staff support for the President's Scholars and Future Scholars.
- Establish, for the first time, a baseline budget to be managed and maintained by EOP Admissions.

## MESA ENGINEERING PROGRAM (MEP)

### MISSION STATEMENT

The MESA Engineering Program (MEP) is an academic support program designed to recruit, retain and graduate students in engineering and computer science. MEP serves educationally disadvantaged students and emphasizes participation by students from groups with low eligibility rates for four-year colleges.

### 1998-99 ACCOMPLISHMENTS

- Created a new Industry Advisory Board (IAB) for the MEP program.
- The MEP students who were on academic probation this past year completed required activities to ensure their educational success.
- Formed collaborative relationships with the following support programs on campus: EOP, ILE, Talent Search, and others.
- Increased scholarship opportunities to \$10,000 this year, and made scholarship opportunities and information available to MEP students.
- Balanced the budget at the end of the year by  $\pm .5\%$ .
- Assessed the department's fundraising activities and implemented a new strategy to increase the amount of funds raised by 25% by the year-end (this included funds raised for goal 4).
- Established a scholarship endowment for the MEP program and met the goal of \$10,000.

## CONTINUING CHALLENGES

- Continue to fund raise to reach the 25% above the "normal" amount of \$12,000.
- Continue collaborative relationships with other support programs on campus such as EOP in the areas of counseling.
- Continue to increase donations to the MEP endowment before the end of the first anniversary date-April 2000.

## 1999-2000 GOALS

- Increase Industry Advisory Board (IAB) participation by re-establishing the following committees: alumni relations, employment, membership, professional development, resources, and special events.
- Increase scholarship dollars for our MEP students
- Increase financial donations to the MEP Endowment
- Increase MEP enrollment to at least 50 Engineering and Computer Science students per year

## STUDENT RETENTION SERVICES

### MISSION STATEMENT

The Student Academic Services Counseling & Retention staff provides services and activities that actively support CSUF missions by promoting the development of the whole student-academically, intellectually, and socially. A research-based program, SAS R&C provides a comprehensive set of "strategic interventions" designed to improve retention at CSUF and the educational outcomes of students. The interventions assume a variety of forms which include - but are not limited to - assessment, course selection, referrals, financial aid assistance, academic skill enhancement, graduate school and scholarship information, and acquisition of computer skills.

## 1998-99 ACCOMPLISHMENTS

- The number of EOP students disqualified was reduced by 27%.
- A cohort study that compared the retention and graduation rates of the EOP students admitted in fall, 1992 with the retention and graduates in the California State University System was completed. The results showed that members of this cohort are continuing and graduating at a slightly higher rate than comparable students system wide.
- A freshman learning community block program for 150 incoming exception admit EOP students was instituted. The one-year retention rate for students in this program was 95.5%.
- In ILE 90% of the students saw their counselors twice each semester.
- To improve service to ILE students, the office staff collaborated closely with the Director of the Developmental Writing in the English Department.
- The budget was balanced at the end of the year within the range of  $\pm .5\%$ .
- A new University Learning Center was established for the fall 1998 semester.
- The unit staff continued to collaborate with faculty, department chairs, CP&PC, Student Support Services, Educational Equity, MESA Engineering Program, International Education and Exchange, and other special programs to enhance the

quality of services to students. For example, an all-day workshop/meeting to enhance coordination among the campus staff who do advising, as well as representatives from other offices offering services to students, was held in late spring.

## 1998-99 PUBLICATIONS

- "Research on Student Learning Outcomes Assessment; Phase II of the WASC Self Study Report" by Jeremiah Moore and Fran Zareh-Smith

## 1998-99 WORKSHOPS/PRESENTATIONS

- Peter Nelson presented "Learning Outcomes for EOP Students and Staff" at the annual EOP Conference in Sacramento, California.

## CONTINUING CHALLENGES

- Implementing a strategy to increase the amount of funds raised by 25% by year-end.
- Establishing a graduate school opportunities program.
- Reducing the use of student assistant funds by 10% and increase the use of work study funds by 10%.

## 1999-2000 GOALS

- To develop learning outcomes for SRS students that support and promote the mission and goals of the university.
- To develop learning outcomes for SRS staff that support and promote the mission and goals of the university.
- To develop a comprehensive plan for staff training and development that connects specifically to these learning outcomes.
- To establish an ongoing system of performance evaluation as a regularly scheduled activity to determine which learning outcomes have been met and which require continued effort to attain.

## STUDENT SUPPORT SERVICES

### MISSION STATEMENT

The Student Support Services (SSS) Program is one of three programs 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 for student success.

## 1998-99 ACCOMPLISHMENTS

- The SSS program has successfully selected and enrolled 150 participants who met the selection criteria and who will benefit from the program. The enrollment count will be maintained throughout the program cycle.

- Within 45 days from program enrollment, an Individual Educational Plan that identified strengths, personal and academic barriers, and a strategy to overcome these barriers was developed for each participant.
- The SSS staff ensured that 100% of participants were offered an aid package which met their financial requirements.
- The SSS staff ensured that 100% of participants would achieve academic success by persisting through three consecutive semesters, taking a full-time class load.
- Sixty percent of participants maintained a minimum G.P.A. of 2.5 throughout participation. Ninety percent are in academic good standing as of spring 1999.
- The SSS staff assisted students in developing a relationship to the university, their peers, and university faculty. The Student Support Services Program sponsored 2 cultural events, one each semester. Ninety percent of the participants attended one or both events.
- A performance report was completed in March assessing the program's progress towards its goals. The report consisted of an evaluation of the effectiveness of the program's plan of operation in bringing about academic achievement with the comparison cohort. It also contained a discussion of modifications and recommendations.
- With the assistance of the budget office, developed long-term budgeting strategy so that the unit will balance its budget at year end by +.5%.

## 1998-99 PUBLICATIONS

- Student Support Services Newsletter - Fall 1998

## 1998-99 WORKSHOPS/PRESENTATIONS

- Transitions Conference West  
Sponsored by: The National Resource Center for The First-Year Experience and Students in Transition University of South Carolina  
Title of Presentation: Transition Issues Facing African American Males in Higher Education: Similarities & Dissimilarities  
Presented by: Trudy J. Keys and Frances Hartdige
- 1999 Student Success Workshop/Conference  
Sponsored by: College Survival/Houghton Mifflin Company  
Title of Presentation: Transitions Facing African American Males in Higher Education: Similarities & Dissimilarities  
Presented by: Trudy J. Keys & Frances Hartdige
- 1999 National Conference on Student Retention  
Sponsored by: Noel-Levitz  
Title of Presentation: How Learning Communities Benefit; Innovative Retention Strategies for "At Risk Populations"  
Presented by: Trudy J. Keys and Frances Hartdige

## CONTINUING CHALLENGES

- Ensure that 20% of participants achieve academic success by graduating after five years; 31% after six years.
- Ensure that 100% of participants are offered an aid package that meets their financial requirements.

## 1999-2000 GOALS

- Ensure that 78% of each year's participants will achieve academic success by persisting through three consecutive semesters, taking a full-time class load.
- Ensure that 60% of participants maintain a minimum GPA of 2.5 throughout their participation. 90% will be in academic good standing at the end of each year.
- To assist students in developing a relationship to the university, their peers, and university faculty, the Student Support Services Program will sponsor 2 cultural events, one each semester. 90% of the participants will attend at least one event.
- Balance the budget at the end of the year by +.5%.
- Assess the department's fundraising activities and implement a strategy to increase their amount of funds raised by 25% by year-end.
- By August 1, generate a report assessing the program's progress towards its goals. The report will consist of an evaluation of the effectiveness of the program's plan of operation in bringing about academic achievement with the comparison cohort. It will also contain a discussion of modifications made to the program upon the recommendation of the evaluators.

## TESTING SERVICES

### MISSION STATEMENT

Testing Services supports the preeminence of learning at California State University, Fullerton by providing information and registration materials for a number of testing programs, and administering a variety of standardized tests to evaluate student learning and development. The tests include those required for admission, placement and graduation. Staff strives to arrange optimal conditions for convenient, accessible and affordable testing, and accurate score reporting and record keeping.

Testing Services supports the counseling services available through the Career Planning & Placement Center by administering a variety of career and psychological tests designed to help students gain a better understanding of themselves, and of their academic goals and career interests. These inventories are administered individually and in classroom settings in response to counselor/instructor referrals. Results are returned to counselors/instructors for interpretation.

### 1998-99 ACCOMPLISHMENTS

- Support staff was involved in a variety of workshops and training sessions offered through Employee Training and Development.
- In response to the implementation of EO665, several EPT-ELM test dates were added to the testing schedule. For the 98-99 testing calendar, 9 EPT-ELM test dates and 1 ELM-only test administration were offered. This is the maximum number of tests allowed by the contract between the Chancellors' Office and ETS for the administration of the EPT-ELM program. The test dates were determined in coordination with the Office of Admissions and Records.
- Testing Services assumed responsibility from the Office of Admissions and Records for the mass mailing to over 11,000 Fall 99 CSUF applicants regarding the EPT-ELM requirement. This resulted in the largest EPT-ELM test ever administered on this campus.



- Due to the changing emphasis on testing, i.e., the implementation of EO665 and the EPT-ELM, the Coordinator worked closely with the Director of SAS on a number of projects.
- The Testing Services web site was completed in September 1998. As with most sites on the web, it has taken on a life of its own with the continual changes and modifications necessary to keep the information up to date. The web page offers extensive information on a variety of tests and includes registration information and sample questions for the more popular CSUF required exams. In addition, there are links to other applicable web sites that provide in-depth information for several exams. Though on-line registration for the EPT and ELM is not available at this time, the registration form is available at the web site and can be downloaded, completed and submitted or faxed for test registration.
- Testing Services budget for operating expenses was balanced within the desired limit.
- Testing Services worked in collaboration with a number of offices and units to provide testing services to students. The majority of these projects centered on efforts to increase compliance with EO665, and the timely testing of students on the EPT and ELM.
- In February 1999, Testing Services moved into University Hall. While the move was challenging, it has proved to be positive and beneficial for both students and staff.
- The Coordinator attended the Fall '98 and Spring '99 Test Officers' Conference.
- The Coordinator served on the first Staff Development and Training Grant Selection Committee.
- During Spring 1999, Professor Diane Schuster requested that the Coordinator speak to her Counseling 517 class (Science of Human Inquire II) on the Coordinator's personal experience of the research process. The Coordinator was enrolled in this course during Fall, 1998.

## CONTINUING CHALLENGES

- Coordinate with other support programs and units in the division of Student Affairs to provide testing services and workshops that are both academically and developmentally related.

## 1999-2000 GOALS

- The Coordinator will make recommendations for campus-wide initiatives that assist the University regarding EO665 compliance.
- The Coordinator will develop activities in consultation with the offices of Enrollment Management, Admissions, and ILE that increase the number of students completing the EPT-ELM, in a timely manner, by November 1999.
- The Coordinator will provide leadership and logistical support to ensure that prospective and continuing students are aware of testing requirements and opportunities.
- A comprehensive unit brochure will be designed and produced by October 1999.

# UNIVERSITY LEARNING CENTER

## MISSION STATEMENT

The mission of the University Learning Center is to support the University mission statement, "where learning is preeminent", by providing an environment in which learning and the creation of knowledge are central to all activities. The University Learning Center will also create learning opportunities outside of the classroom which 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.

## 1998-99 ACCOMPLISHMENTS

- Provided 15 collaborative learning groups for high-risk GE and major classes in fall 98 and 15 in spring 99
  - Conducted individual and small-group tutoring
  - Provided accurate and appropriate referrals to other assistance centers
  - Supplied comprehensive scholarship information and provided assistance with applications
  - Provided a computer assisted learning lab with the following features: Student access to computing, Extended hours of operation, Individualized assistance, Study areas, Internet access, Access to graphic design software, Computer literacy training, Computer assisted instruction in academic subjects and basic skills, On-line test preparation for GRE, CBEST, and ELM, On-line information for graduate schools, On-line career exploration.
  - Purchased the following equipment: NT Server, CD ROM Tower, projector, two laser printers (one color)
  - Student Usage Stats
- |                                     | Fall 1998 | Spring 1999 |
|-------------------------------------|-----------|-------------|
| Collaborative Learning Groups       | 622       | 453         |
| Individual and Small Group Tutoring | 218       | 160         |
| Sociology 101 Web Site Hits         | 4283      | -           |
- Computer Use=Number of card swipes=29,435
  - Collaborative Learning Group Results  
As shown on adjacent tables, students who attended study groups showed higher mean scores than their respective class means.

## CONTINUING CHALLENGES

- Furnish on-line access to tutoring appointments
- Administer on-line placement tests for departments as an aid to academic counseling

## 1999-2000 GOALS

### CAMPUS IMAGE AND OUTREACH

- Establish the Center in its new space on campus; create a campus image for the Center in this space.
- Expand campus awareness of and involvement in the facility.
- Develop in-house documents to be used both across campus and in the Center; for instance: ULC handbook, brochure, newsletter, WEB page, and computer tutorial.

## INSTRUCTIONAL NEEDS AND OUTCOMES

- Coordinate with faculty and other staff to develop a program for all learning assistants that includes pre-semester workshops and follow-up staff development meetings throughout the semester.
- With the assistance of new computer software, gather more varied and accurate information about various uses and the effectiveness of the Center.
- Identify students across campus whose instructional needs could be met more pointedly by the Center.
- Create a regular schedule for all learning assistants and clarify particular responsibilities and expectations for the various ranks (graduate assistants and student assistants) and positions (tutor, Collaborative Learning Tutor, computer assistant).
- Develop and provide workshops on topics identified by students and instructors; for instance: Using Conventional English Grammar, Using MS Word or Netscape, Taking Timed Exams, English Conversation; Making Effective Classroom Presentations.

## LONG-TERM GOAL

- Develop a 3-year plan for the Center in conversation with the learning assistants, Assistant Director, and other Program directors across campus.

**TABLE 1**  
**University Learning Center**  
**Collaborative Learning Group Means versus Class Means**  
**Fall 1998**

Course	No. of Students	CL Group Mean	Class Mean	t Value	Prob.
Anthropology 104	18	2.00	1.98	-	-
Biology 101	32	2.31	2.31	-	-
Economics 201	5	2.60	2.26	.85	ns
Geology 101	13	3.08	2.57	1.49	ns
Geology 310	11	3.00	2.64	1.54	ns
History 110A	11	2.97	2.89	1.03	>.05
History 110B	5	3.80	2.85	4.75*	<.01
History 180	14	3.00	2.30	2.11*	<.05
History 180	28	2.71	2.16	3.27*	<.01
Political Science 100	57	3.05	2.59	3.15*	ns
Psychology 101	14	2.64	2.27	1.38	>.05
Psychology 341	13	3.08	2.69	1.84*	<.05
Sociology 101	45	2.40	1.61	4.94*	<.01

Table 1 displays the comparisons of the Collaborative Study Groups' mean scores to the mean scores of their lecture classes. In each case, the mean score of the study group was equal to or higher than the class mean. In six of the cases, the study group mean scores were significantly higher. No t-test was conducted for Anthropology 104 or Biology 101 because in each case the mean scores were similar. However, the study group in Anthropology achieved a passing average, while the lecture class did not.

\*Significantly different from chance

**TABLE 2**  
**University Learning Center**  
**Collaborative Learning Group Means versus Class Means**  
**Spring 1999**

Course	No. of Students	CL Group Mean	Class Mean	t Value	Prob.
Biology 101	43	2.91	2.42	3.43*	<.05
Geology 101	54	2.69	2.39	1.98*	=.05
History 110B	35	3.23	2.82	3.31*	<.05
History 180	68	1.96	1.88	0.80	ns
History 180	24	2.71	2.28	2.01*	<.05
Political Science 100	60	3.25	2.63	5.37*	<.01
Psychology 341	06	3.00	2.68	1.24	ns

Table 2 displays the comparisons of the Collaborative Study Groups' mean scores to the mean scores of their lecture classes. In each case, the mean score of the study group was equal to or higher than the class mean. In five of the cases, the study group mean scores were significantly higher.

\* Significantly different from chance

## STUDENT DIVERSITY PROGRAM

### MISSION STATEMENT

The mission of the Student Diversity Program is to address the low retention and graduation rates of at-risk students by improving their use of campus academic support services, and by enhancing their academic development and achievement through the provision of additional support services tailored to meet their individual needs.

### 1998-99 ACCOMPLISHMENTS

- Through the aggressive efforts of recruitment staff, enrollment of at-risk students in the program doubled from 178 to 361
- Analysis of the fall 1998 and spring 1999 semesters indicates that 83% of participants improved their GPA
- The number of high schools supported through the Mentoring Network Program for Black Student Success (MNPBSS) increased from 7 to 11
- Completed the design of the "Catch-Back-Plan" to minimize attrition of CSUF at-risk students
- Excluding those who graduated, 93% of Program participants who were enrolled in the fall 1998 term were continuously enrolled through the fall 1999 term

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- Jenkins Family Foundation - \$37,000.00 continuation funding
- Hahif Family Foundation - \$2,000.00 continuation funding

## 1998-99 WORKSHOPS/PRESENTATIONS

- WACAC Annual Conference, Moraga, Calif., May 1999 "Affirmative Action and Representation of Faculty in Education from 1976-1994" "Strategic Use of Faculty in Outreach"
- Institute for Contemporary Leadership Annual Conference, Pomona, Calif., August 1998 "Mentoring in the High Tech Environment"
- Anaheim Union High School District, Los Angeles, Calif., May 1998 "Implementing the Transportation Academy"

## CONTINUING CHALLENGES

- Integrate all facets of the program with other CSUF support services.
- Accelerate retention efforts by placing all students on academic probation into the Program's Catch Back Plan.
- Expand the pool of available professional and paraprofessional mentors from 10 to 15.
- Expand collaborative activities with other institutions to ensure CSUF's prestige in the world of multiculturalism.

## 1999-2000 GOALS

- Double the number of presentations by professionals from community based organizations, private sector businesses, and entrepreneurs.
- Expand the Program's collaborative efforts with the Associated Students by inviting the President and Vice President to all Program events.
- Increase Program diversity by 50% by increasing the number of students of Asian and European heritage.
- Recruit 80% of participants from the pool of students with a cumulative GPA of 1.5 or lower.
- Increase the number of off-campus internships available to participants by 50%.
- Eighty-five percent (85%) of participants will improve their cumulative GPA.
- Ninety-three percent of Program participants who were enrolled in the fall 1999 term will be continuously enrolled through the fall 2000 term.

# STUDENT AFFAIRS RESEARCH CENTER

## MISSION STATEMENT

The Center performs research on students, including survey research, campus climate assessment, qualitative research including focus groups; secondary data analysis such as records review, and database analyses. We also provide consultation to all researchers with special emphasis on the Division of Student Affairs.

## 1998-99 ACCOMPLISHMENTS

- Provided support for those performing student research.
- Performed research on students in the form of reports delivered to the principal investigator or disseminated to the research community. The office created twice the number of reports this year, as compared to last year.
- Provided technical, research design, evaluation, and statistical analysis support to researchers of student-related issues both in and out of Student Affairs.
- Provided assistance to new staff in New Student Programs for handling machine-readable data forms from Orientation.
- Trained staff in Student Health Center on designing an evaluation instrument for assessing health-related behaviors and attitudes, defining the target sample and obtaining research participants, designing the database, training the project director in SPSS v. 9.0, and performing and interpreting statistical analyses of the responses to the survey.
- Designed an evaluation program for the Student Leadership Institute.
- Provided ratings of Campus Retention Initiatives proposals for 1999-2000.
- Participation in the Council for Institutional Research, recently formed, which has allowed for continued coordination among existing research programs on campus.
- Participation in WASC Faculty-Staff Learning sub-committee.
- Participation in Academic Senate Ad Hoc Committee on Assessment .
- Coordinated the CSUF participation in the Harvard University School of Public Health College Alcohol Study
- Coordinated the CSUF participation in the HERI-UCLA (Astin-CIRP) College Freshman Survey
- Created a Web site: <http://sa.fullerton.edu/studentresearch/>. Interest in the site is reflected by high usage data.

## 1998-99 PUBLICATIONS

- Profile of CSUF Students Fall 1998. " Snapshot" of demographic information on CSUF students from Spring and Fall of 1998, from the Statistical Handbook.
- Probation at CSUF 1994 to 1998. Data from Admissions & Records and Analytical Studies was combined and class levels and other variables were analyzed. Current and past intervention strategies were discussed.
- Computer Skills Among First Time Freshmen: Climate Survey. Campus Climate Fall 1998 Data on computer skill levels was analyzed by class and other variables.
- Census of Computer Skills: Student Affairs Staff Before and After Rollout. Measurements were obtained from all Student Affairs staff of their computer and information technology skills at two points in time.

- Pretest- Posttest Assessment of Computer Training Course for CSU Library, May 1999. Students were surveyed on their computer skills before and after library training in computer usage.
- How Far Do Our Students Travel to Cal State Fullerton?: Climate Survey Results. Student travel data was analyzed based on a large random sample taken in the Fall 1998 Campus Climate survey.
- How Many Hours Do Our Students Study?: Climate Survey Findings. The number of hours of study was analyzed by all variables based on a large random sample taken in the Fall 1998 Campus Climate survey.
- Counselor Evaluation for Spring 1999. Personal counselors were evaluated by student clients on a standard counselor evaluation instrument. Delivered to Director of Counseling and Psychological Services.
- Portrait of the First Time Freshman, May 1999. Summary of selected Freshmen characteristics from both Campus Climate Survey and Statistical Handbook, requested by the President.
- Portrait of the Cal State Student, May 1999. Summary of selected student characteristics from the Campus Climate Survey and the Statistical Handbook, requested by the President.
- Sense of Community at CSU Fullerton: A Test of Competing Causal Models. Fall 1998 Campus Climate. Multivariate exploration of which demographic predictors best account for Sense of Community.
- How Many Hours Do our Students Work?: Climate Survey. Student work hours were analyzed by all variables based on a random sample from the Fall 1998 Campus Climate survey.
- Determinants of Student Involvement at CSU Fullerton: Climate Survey. Multivariate exploration of which demographic predictors best account for student involvement.
- International and Immigrant Students' Academic Performance. Comparison of International and Immigrant Students' G.P.A. and English course grades over a period of several years.
- Campus Climate Survey: Overview of Findings. Summary of findings from the Fall 1998 Campus Climate Survey.
- Evaluation of "Comm Week." Analysis of student evaluations of "Comm Week."

## 1998-99 WORKSHOPS/PRESENTATIONS

- In March 1999, "Probation at CSU Fullerton 1994 to 1998", Assessment Conference, Marriott Hotel, Fullerton.

## CONTINUING CHALLENGES

- A need for a permanent research associate in order to maintain or expand the level of research support provided to Student Affairs researchers and to others who investigate issues of concern to students.

## 1999-2000 GOALS

- Maintain level of research, statistical, and evaluation support to those who perform research on students or student issues.
- Maintain level of research findings dissemination.
- Maintain or increase good relations with campus researchers and those who support our research, i.e., SSRC, Office of Analytical Studies, selected faculty.
- Increase electronic accessibility of research information, e.g., our web site.
- Increase dissemination of our research findings at conferences and in journals.

# STUDENT HEALTH AND COUNSELING CENTER

## MISSION STATEMENT

The Student Health and Counseling Center will be an active partner in the academic success of California State University, Fullerton students by:

- Partnering with the student/patient to prevent illness and injury and providing ambulatory health care services.
- Providing the necessary high quality ambulatory health care essential to the physical and mental well-being of students
- Providing education and counseling relative to healthful lifestyles on an in-house and outreach basis to students
- Providing medical expertise and advice to California State University, Fullerton President, Vice President for Student Affairs, faculty and staff

## 1998-99 ACCOMPLISHMENTS

- The Health Center had approximately 36,692 patient visits during 98/99 fiscal year.
- Y2K Report on Health Center equipment was researched, compiled, and presented. This report was used as a model for the campus.
- Committee members reviewed, revised and submitted new fee schedule to Associated Students and to Vice President for Student Affairs for approval.
- Review and comments for new and on-going contracts for year 99/00 started for the first time.
- Revised organizational structure.
- Plans for building addition of Physical Therapy and CAPS continue to be refined.
- Staff participated in Annual Health Fair.
- Several key staff positions were successfully recruited including the Executive Director, Director of CAPS, Pharmacist, Medical Records Director, and Medical Secretary in Director's Office.
- The Health Center provided Camp Titan participants with free physicals (75 children and 45 counselors).
- Provided travel immunizations to faculty/staff who participated in the Fullerton/Fudan Educational Exchange.
- The Health Center is participating, for the second year, in the CSU Benchmarking Project (collecting and analyzing student activity data).
- The Health Center, working with San Francisco State University, offered video conferences to staff.
- Staff participated in the Faculty Mentor Program, served as one of five judges in the Twentieth Annual Southern California College of Optometry Student Research Symposium, presented a workshop to podiatrists on pre-operative History and Physicals and attended the Annual Fullerton-Fudan Seminar in China.
- The SHCC provided ALP Immunizations and MMR Clinic with over 6,000 contacts.
- A new computer system specifically designed for pharmacies, with a patient profile and drug interaction program was installed by Etreby Computer Company.
- Continued open communication/cooperation with the Athletic Department, including the development of volleyball and softball "return to competition" programs.
- Continued open communication/cooperation with the Dance Department in order to understand the physical demands placed on the dancers and better serve their special needs.



- During the 1998-99 school year there were 3,506 visits to the Physical Therapy Department, an increase of over 1,000 treatments over 1998.
- Second half-time radiology technologist position created, thereby enabling the Health Center to have x-ray coverage throughout the week.
- The laboratory staff scored 100% on all areas of laboratory Proficiency Testing.
- Integrated the new Health Promotion Department into the Health Center.
- Reinstated the Health Center's HIV testing program, including staff participation in the HIV counselor certification training and revision of Health Center HIV testing protocol.
- Collaborated with the Women's and Adult Re-entry Center to offer a Women's Health Series.
- Co-coordinated the AIDS Walk CSU Fullerton Walk Team with SHAC (Student Healthy Advisory Committee).
- Offered "Our Bodies, Our Foods," a lecture series and informal support group focusing on body image, nutrition, and eating disorders.
- Initiated a Student Intern Program through the School of Kinesiology and Health Promotion.
- Ongoing development of clinical training program involving Ph.D.'s and M.D.'s from area universities and colleges as well as CSUF students.
- Conducted an assessment of student health needs via focus groups and a questionnaire. A combined number of 356 students participated in the assessment. The Focus Group Report was presented to the Student Affairs Executive Committee.
- Collaborated with UC Irvine, Health Education, to develop a tobacco prevention grant proposal to the State of California.

## 1998-99 PUBLICATIONS

- Rehabilitation Specialist wrote an article on the prevention of snowboarding injuries which was published in the Student Health & Counseling Center Newsletter.
- Physical Therapist wrote a profile of the Physical Therapy Department and its services which was published in the Student Health & Counseling Center Newsletter.
- Titan Health, Spring 1999 (Health Center Wellness Newsletter)
- Health Information Brochures - acquaintance rape, nutrition

## 1998-99 WORKSHOPS/PRESENTATIONS

- Physical Therapist served as an examiner for the National Athletic Trainer Association's Board of Certification in August 1998 and again in November 1998.
- Nutrition - YWCA , Women's Health Series
- Sexually Transmitted Infections - Orange County Youth and Family Services (Youthful Offender Diversion Program)
- Off campus lectures on depressive disorders and anxiety disorders for the nearby Fullerton/Brea/Anaheim Community.
- Participation in Anxiety Disorder Screening Day and Depressive Disorder Screening Days.

## CONTINUING CHALLENGES

- Staffing in Medical Records.
- Replacement and installation of outdated fire alarm system throughout the Health Center. (to be powered by the back up generator)

- Install and setup a form scanning system to scan encounter forms.
- To assist in connecting our computers to the campus backbone.
- Re-evaluation of all specialty services for cost/benefit
- Working toward mandatory clinics for PPD skin tests for all enrolled students. 135 positive PPD's were discovered through our screening clinics.
- Physical Therapy: With an increase in patient visits to the department up by over 1,000 from last year, the department is extremely burdened by lack of space and available equipment.

## 1999-2000 GOALS

- To fill vacancies in Medical Records.
- Preparation for Re-accreditation in January, 2000.
- To accomplish ground breaking for building addition of Physical Therapy and CAPS.
- To combine and monitor two additional departments into the Health Center budget: Health Education and CAPS.
- Preparing the laboratory for the inspection by COLA (Commission on Office Laboratory Accreditation) in January 2000.
- Hire a Nutritionist.
- Implement a Peer Health Education Program.
- Co-sponsor a Women's Health and Wisdom event with the Women's and Adult Re-entry Center.
- Increase collaborative work with GAMMA and the Residence Halls.
- Collaborate with UC Irvine to develop a grant proposal to reduce high-risk drinking.
- Enhance the Health Center's web site.

<b>CSUF Student Health &amp; Counseling Center Pharmacy</b>				
<b>Cost Savings to Students on Medications 1998-1999</b>				
<b>Name of Medication</b>	<b>Quantity Dispensed</b>	<b>CSUF Price</b>	<b>Outside Pharmacy Price</b>	<b>Savings to Students</b>
Amoxicillin 250mg (antibiotic)	30,175	\$1,508.75	\$12,975.25	\$11,466.50
Ibuprofen 400mg (anti-inflammatory)	9,652	\$386.08	\$3,088.64	\$2,702.56
Metronidazole 250mg (antibiotic)	7926	\$317.04	\$3,566.70	\$3,249.66
Doxycycline 250mg (antibiotic)	5967	\$417.69	\$5,160.86	\$4,743.17
Sulfa/Trimeth 800/160 (antibiotic)	5221	\$261.05	\$2,871.55	\$2,610.50
Allegra (antihistamine)	2,875	\$2,673.75	\$4,485.00	\$1,811.25
Ortho Tri-Cyclen 28 day (oral contraceptive)	2403	\$7,209.00	\$80,957.07	\$73,748.07
Desogen (oral contraceptive)	1642	\$4,926.00	\$47,108.98	\$42,182.98
Entex LA (gen) (decongestant)	6788	\$271.52	\$3,054.60	\$2,783.08
Claritin (antihistamine)	1240	\$2,492.40	\$3,298.40	\$806.00
<b>Total Savings:</b>				<b>\$146,103.77</b>
<b>Average CSUF Pharmacy Savings Price Per Prescription Listed:</b>				<b>\$21.68</b>

## COUNSELING AND PSYCHOLOGICAL SERVICES

### MISSION STATEMENT

In support of the University's commitment to be a community where learning is preeminent, the Counseling and Psychological Services staff is dedicated to providing high quality and effective psychological counseling and brief psychotherapy to registered students who are facing problems in their lives, their studies and their relationships. The ultimate objective of CAPS is to contribute in a significant way to student learning and to the development of our students as effective, mature, and responsible adults.

### 1998-99 ACCOMPLISHMENTS

- A national search was conducted to select and hire an experienced, licensed psychologist to serve as the Director of CAPS. The new director began informal consultations with the staff during April, 1999, and officially joined the unit on May 17, 1999.
- The CAPS staff developed and published semester event calendars, listing workshops and groups offered each month throughout the academic year.
- Collaborative programs were expanded between CAPS, the Student Health and Counseling Center psychiatrists, and other interested counselors on campus, primarily staff from the Women's Center and Disabled Students Services. Professional development seminars were scheduled monthly, with case conferences held every other week throughout the year.
- Clinical assessment and diagnostic skills of counselors were enhanced through provision of specialized training sessions and individual consultations with the SHCC psychiatrist and CAPS licensed psychologist.
- Crisis intervention sessions were continued, providing walk-in crisis counseling for students and readily available consultation for faculty and staff.
- Efforts were made to continue the evolution of CAPS as a separate unit within SHCC. Under the leadership of Dr. Charles Buck, Associate Vice President and Acting Director of CAPS, several staffing changes were made during the year.
- The CAPS unit continued to provide quality service to students in need of personal counseling. During 1998/1999, a total of 689 students attended 1747 counseling hours, including 168 crisis sessions. Compared with 1997/1998 data, 96 more students were seen, 303 more counseling hours were offered, and 55 more crisis sessions were conducted. Furthermore, the Student Research Office again conducted an anonymous collection of student-client evaluations of counselors during Spring, 1999, with strong ratings comparable to past years' averages.
- In addition to individual counseling, CAPS counselors provided outreach and preventative services. An average of 56 hours of workshops, support groups and class presentations were provided by CAPS counselors each semester during 1998-1999, comparable to 55 hours of workshops provided in Spring, 1998.

### 1998-1999 WORKSHOPS/PRESENTATIONS

- "Spiritual Cognitive Therapy: Targeting the Core of Psychological Problems", Sherry Bene' Stevens, co-presenter, American Counseling Association World Conference, April, 1999.

- "Anxiety and Depression", Cassandra S. Stringer, Workshop at Borders Books & Music, Brea, May, 1999.
- "Forgiveness", Sherry Bene' Stevens, Workshop at YWCA, Transitional Living, Fullerton, May, 1999.
- Volunteer and Teaching Time, Cassandra S. Stringer, Wings Art Enrichment Program, Sky Country School, Summer, 1998.

## CONTINUING CHALLENGES

- Resolve the conflict inherent in developing and implementing an active promotion and publicity campaign to inform the campus community of the availability of services in the CAPS unit while faced with a staff, significantly smaller than other CSU campuses of similar size, already working at high capacity.
- Continue to evaluate and improve intake, assessment and crisis intervention procedures by considering design of a special intake or triage process whereby counselors rotate on "intake assessment", meet weekly to discuss all intakes, and determine the most appropriate counselor to see each individual client.
- Continue to develop a plan for a supervised professional internship program at the pre- and post-doctoral levels, which ultimately can qualify for accreditation by the American Psychological Association. While such a program would increase service availability by adding counseling interns to the unit, the small number of current staff, licensed and eligible to provide Ph.D. supervision, significantly limits the scope of such a program.

## 1999-2000 GOALS

- Continue work with university administrators and staff to facilitate the completion of the proposed new building for CAPS in 2001.
- Begin design of an attractive, informative CAPS brochure to be ready for distribution with the opening of the new building in 2001.
- Maintain and expand individual counseling services and continue workshop and support group programs similar to previous semesters.
- Update and refine crisis intervention/urgent assessment staffing, protocols and procedures.
- Develop organized outreach targets for the new director, including selected faculty, departmental chairs, assistant deans, residential life personnel, university police, judicial affairs and members of campus crisis committees.
- Obtain access to A&R records for the Director and receptionist to immediately verify student status and, as needed, allow counselor review of students' academic progress.
- Continue to evaluate reception and intake assessment procedures and forms and implement necessary changes and improvements.
- Continue current training program for the receptionist and student assistants, including crisis management and emergency referral procedures.
- By the end of Spring semester, 2000, evaluate ongoing physical, budgetary and personnel needs of the unit to continue to guarantee and improve quality student services. In light of the still recent association of CAPS with SHCC, re-evaluate the success of the satellite unit under the leadership of both the new CAPS director and the new executive health center director.

# WOMEN'S CENTER/ADULT RE-ENTRY

## MISSION STATEMENT

The Women's Center provides education to 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; 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.

## 1998-99 ACCOMPLISHMENTS

- Designed Seminar for Adult Learners (HDCS 300) course Spring 2000, as funded by a Mission and Goals Initiative Process.
- Increased programming and resources for women of color by 20% over last year. Provided innovative and contemporary programming and events this year. Designed: Sistertalk annual luncheon and guest speaker; Chicana Recognition and family night; & hosted "Singing with Attitude." (attendance: 285). Families Across Cultures was co-sponsored with International Education & Exchange to provide a successful support system for adult learners and international graduate students.
- Increased outreach efforts by 125% and provided effective services to community.
- Critical attention paid to balancing community-based programs with the responsibility of maintaining excellent services to students. Successful outreach efforts to the community have provided excellent links beneficial to the community and the university.
- Strengthened links to Academic Affairs, in and out of the classroom by increasing activities by 80% over the previous year. Provided Thirty-two classroom lectures on issues of sexual harassment, sexual assault, gender communication and socialization.
- Lunchtime programming has increased in attendance by 29%.
- Increased number of interns this year by 40%.

## 1998-99 PUBLICATIONS

- Published brochure for Seminar For Adult Learners (HDCS 300).
- Published Women's Center-Adult Reentry Center Calendars, Fall & Spring.

## 1998-99 FUNDRAISING/OUTSIDE FUNDING ACCOMPLISHMENTS

- Overall outside funding efforts yielded:  
\$600.00 in donated new books  
\$10,000 for the Weber Scholarship (Private donor)

## 1998-99 WORKSHOPS/PRESENTATIONS

- Sexual Harassment - Whittier College
- O.C. Social Services, Human Services - Re-entry Issues
- Gender Issues - Whittier College
- Keynote Speech - Soroptimist International, Western Regional Conference, Doubletree Hotel, Costa Mesa. Women & Membership
- Women And Contemporary Issues - Luncheon Speech-Soroptimist International, Fullerton Branch

- Bookstore: Women's Discussion Groups, Monthly
- YWCA - North Orange County. Second Step Programs: Provided Speakers For Program Monthly

## CONTINUING CHALLENGES

- The Center has over committed staff time and planned an excessive number of events and programs. While the programs and events have been excellent, it is the goal of the center to use staff more efficiently and to focus more time on the quality of programming offered rather than on the quantity of programs offered.
- The Center was unable to meet the following goals due to competing commitments for time: to plan and host a graduation event with the American Association of University Women (AAUW chose not to offer this co-sponsored event this year) and conduct survey for Human Services involving adult learners and job placement (the School of HDCS chose to delay the collection of this data.)

## 1999-2000 GOALS

- Develop a collaborative relationship with Women's Studies Department
- Publish at least one article on "Women's Centers - the Year 2000"
- Stabilize the Women of Color Resource Centers by hiring and training a coordinator, establishing annual events and hiring interns or student assistants.
- Provide gender/cultural special events and seminars for the university community with total audience participants of 300.
- Explore fundraising possibilities through links to the community.
- Design, fund and implement a regional symposium on Domestic Violence, co-sponsored with Women's Transitional Living Center & Western State University of Law.
- Design, fund and implement Domestic Violence Training with Western State University of Law.

## ADULT RE-ENTRY CENTER

### MISSION STATEMENT

The Adult Re-entry Center (ARC) at California State University, Fullerton is dedicated to issues of the Adult Learner, and the successful completion of their 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, and to those students who have multiple responsibilities outside of their role as a student. The Center serves as a resource to the CSUF community in providing an educational environment for adult learners' success and retention.

### 1998-99 ACCOMPLISHMENTS

- Increased use of Center services by 125% (from 470 contacts\* in 1997-98 to 940 contacts\*) and decreased wait time for appointments by 75% (from 4-week wait to

1-week wait). This was accomplished by: (1) supervising a Counseling Graduate student from Chapman University who was responsible for preadmission advisement of adult learners who had never attended CSUF - 82 appointments; (2) initiating Adult Reentry Preadmission Workshops - 50 attendees; (3) designing and implementing Adult Re-entry Transfer Orientations - 141 students attended; (4) providing the Adult Learner Series: Strategies for Success - 265 students attended, (5) holding CalWORKS student group meetings - 100 students attended, (6) hosting Fall '98 and Spring '99 Adult Re-entry Center Open Houses; and (7) developing the Adult Re-entry Mentors.

\*The term contacts is defined as CSUF students, prospective students, administration, faculty, staff and surrounding community members.

- Completed a study of the needs of non-traditional and evening students and provided a profile to the Student Affairs Executive Committee. This was the result of a retention funded research study, Profiling and Assessing the Needs of Non-traditional and Evening Students at CSUF.
- Provided students with support services designed to assist in completion of educational goals. Services given priority were based on needs assessment. This was accomplished by: (1) redesigning of the Adult Re-entry Mentors program; (2) focusing the Adult Learner Series content to address specific strategies for success; (3) distributing the Adult Re-entry newsletter, Back to the Future, throughout the campus; and (4) the Adult Re-entry Center Coordinator providing individual appointments to current and prior CSUF student.
- Increased communication with currently enrolled adult learners. This was accomplished primarily with the distribution of the monthly Adult Re-entry newsletter and the web page.
- Increased "internship" participation by 40% to provide student driven programming as demonstrated by the introduction of: (1) the Adult Re-entry Mentors (ARM); (2) the Adult Re-entry newsletter, Back to the Future; (3) the Adult Re-entry Transfer Orientation; and (4) developing policies, procedures, and advisement to assist the needs of students receiving social welfare benefits or CalWORKS SIPS (self initiated program students).
- Implemented a basic concept for the Adult Re-entry Tracking (ART) system. The intent of the system is to track admission and retention of adult learners advised through ARC and to also track the admission and retention rates of the general population of adult learners at CSUF. ART not only provides accountability measures but also provides resource data for future research with this population.
- Increased participation in collaborative campus projects as demonstrated by new activities: (1) HDCS 300 course preparations; (2) Fullerton First Year Instructional team; (3) New Student Programs Advisory Committee; (4) Co-Curricular Achievement Record program; (5) NSP family and student program presentations; (6) Families Across Cultures (7) Mission & Goals and Retention proposals and (8) presenter for various Student Leadership Institute workshops.

## 1998-99 WORKSHOPS/PRESENTATIONS

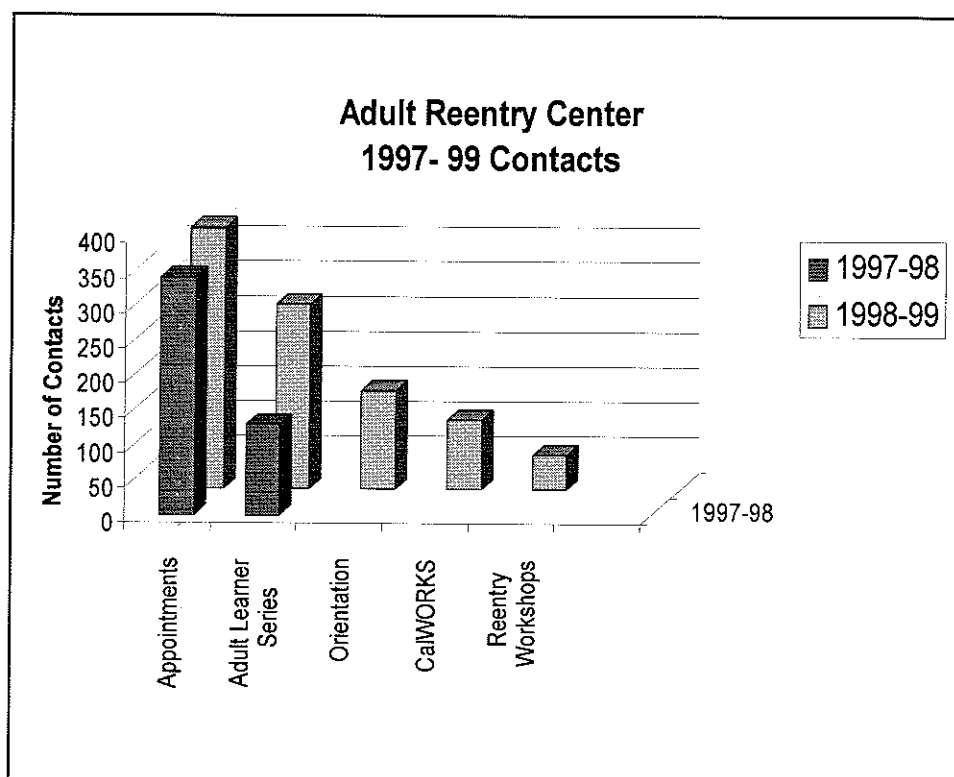
- "Go Back To College" - Borders Bookstore, Brea
- "Adult Student Transfers - From Community College to University" - Fullerton and Cerritos Community Colleges.
- "Spending Time" (Time Management workshop) - Orange County Social Services

## CONTINUING CHALLENGES

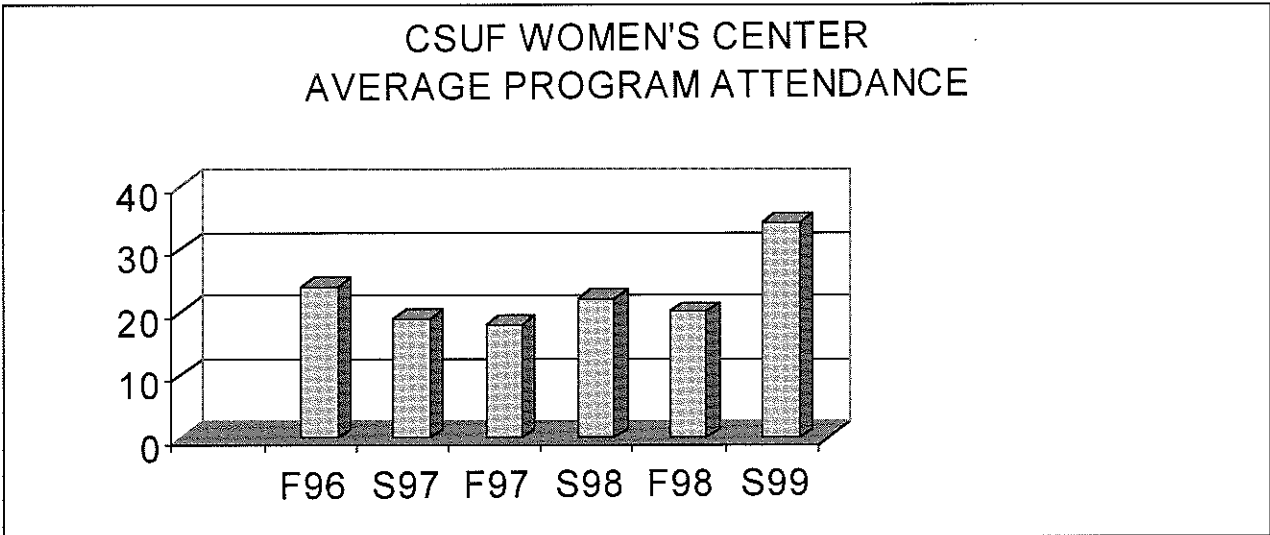
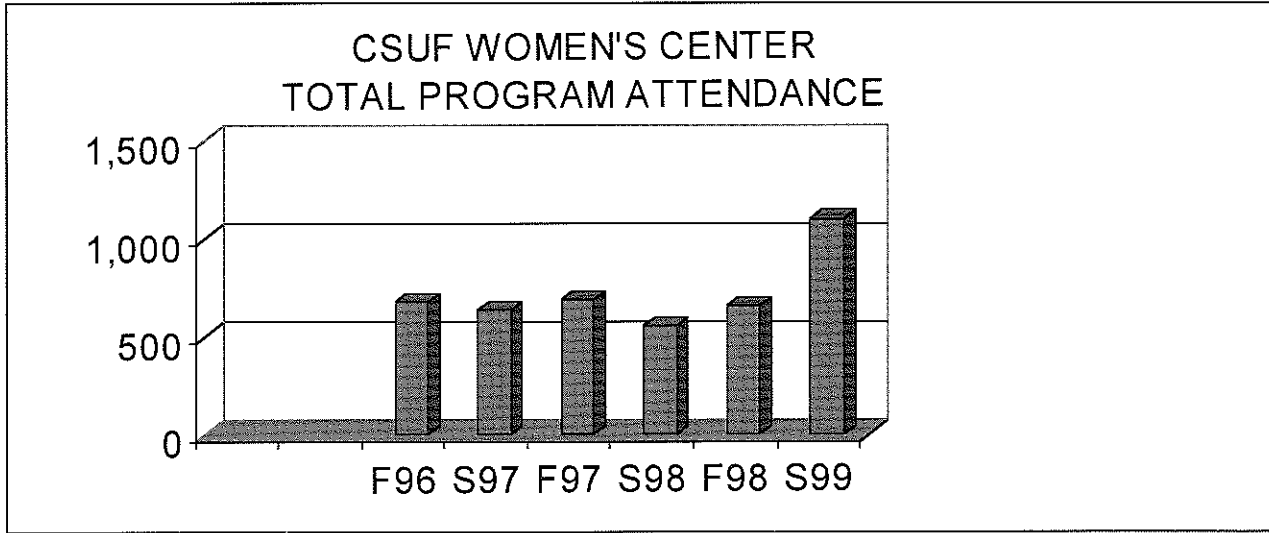
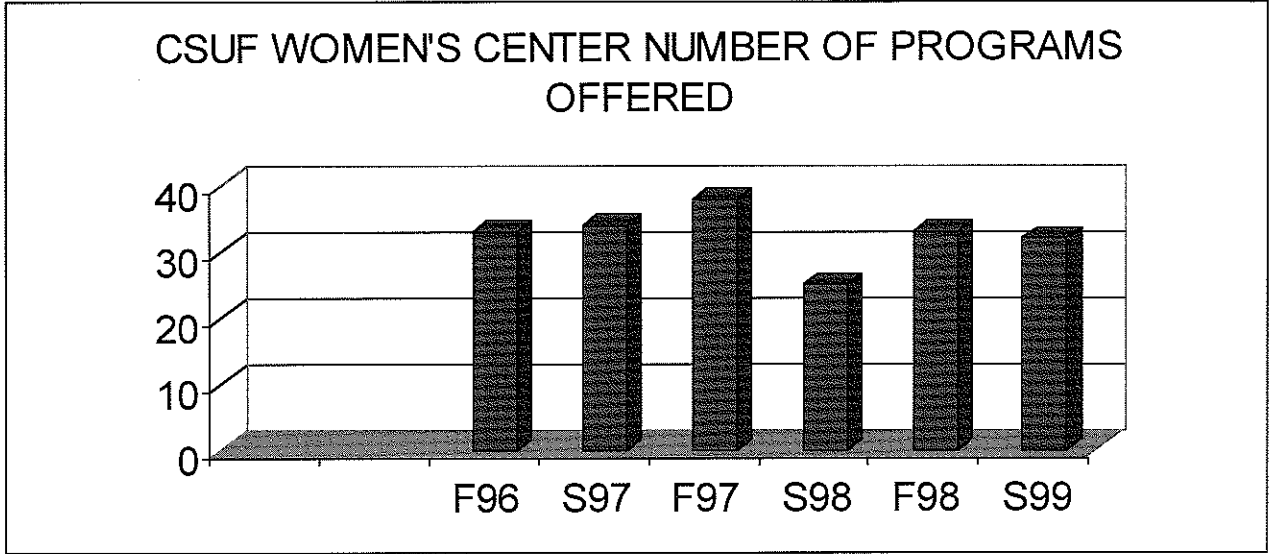
- Present results and implications of retention study - Profiling and Assessing the Needs of Non-traditional and Evening Students - to CSUF community, and at professional conferences. Prepare results for publication in professional journal.
- Develop ongoing needs assessment strategies in order to provide currently relevant and accurate services for adult learners
- Provide Outreach presentations to specific community groups such as community college adult reentry centers and businesses, which offer employees tuition assistance.
- Implement and maintain Adult Reentry Tracking system
- Provide liaison resource for CalWORKS students and CSU system. With statewide legislative changes allowing students to transfer from community colleges to universities, the CSUs will see a dramatic increase in the number of students needing a specific type of support and advisement to maintain eligibility within the welfare system.

## 1999-2000 GOALS

- Hire and train SSP I to advise and follow through (using both individual appointment and group workshop formats) with potential CSUF students who are considered Adult Reentry.
- Increase by 10% communication with potential students, current students, the campus community and surrounding community by developing an interactive web page and Internet communication system.
- Establish a reputation in the higher education community as a resource for Adult Learners in Higher Education Research. Present the workshop, "Profiling and Assessing the Needs of Non-traditional and Evening Students" to CSUF community and to at least one national professional conference. Submit article for publication in professional journal.
- Increase outside funding by 10% by developing a relationship with surrounding businesses that support employee tuition assistance programs.







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