MISSION
In keeping with the University mission, Student Affairs will develop and retain a diverse student body and provide the best student services in California, in support of academic success and lifelong learning.

VISION
By 2006, the division of Student Affairs will provide the best student development services in California.

To realize this vision, we will
1. Assess and respond to students’ needs;
2. Foster intellectual, emotional, physical and spiritual growth within the University community;
3. Promote an awareness of and appreciation for cultural difference;
4. Promote educational opportunity and equity;
5. Build a professional team of diverse, knowledgeable, caring and responsive managers and staff;
6. Enhance cooperation and communication among all of our departments and programs;
7. Respond effectively to change and serve as a recognized agent for change within the University community;
8. Provide an appropriate level of student services at CSU Stanislaus-Stockton;
9. Encourage students to feel empowered and respected as full members of the campus community, and to see the campus as an exciting and attractive place.

2003-2004 PRIORITIES

Operational
   - Facilities
   - Technology

Programmatic
   - Advising
   - Career Services
   - Student/Peer Leadership

Advocacy
   - Disabilities
   - Stockton Services

The Division of Student Affairs is dedicated to providing access to information for all members of the community. If you would like this document in an alternate format, please contact us at (209) 667-3177. This document is also available in accessible format on the Student Affairs website (www.csustan.edu go to Student Affairs).
VICE PRESIDENT’S MESSAGE

Stacey Morgan-Foster, JD

THE IMPORTANCE OF COMMITMENT AND CLARITY

Supporting the learning-centered mission of the institution is always evident in the work of faculty and staff in Student Affairs. This commitment is the sine qua non of a professional student affairs organization dedicated to student success. This year, more so than others, this commitment was reinforced during the State’s budget crisis.

Appropriately so, California State University, Stanislaus responded proactively to the California State budget deficit by endeavoring to preserve the core academic functions while still providing baseline student support services. In Student Affairs, the Student Affairs Council worked collaboratively to develop reduction scenarios that provided essential services, continued momentum for Career Services, and impacted the fewest number of employees.

We were faced with a challenge: how to cut the budget while trying to develop a new department and fund burgeoning benefits lines. To do this, staff, faculty and managers had to be flexible, creative and cooperative. More importantly, they demonstrated trust in their colleagues and loyalty to the institution through their open budget discussions and honest appraisals of priorities. Having experienced budget reductions at other institutions, I was quite impressed with the magnanimity of all those in Student Affairs, in other campus divisions, with faculty members, and especially with student leaders and the managers of auxiliary and/ or self-support units in Student Affairs.

Student Affairs reduced its budget by 8.5%, or $255,510 in 2003-2004. A partial list of actions taken to meet this reduction includes the following: moving to on-line publications where possible, eliminating staff development and reserve funds, shifting responsibility for the childcare coordinator to ASI, decreasing operations money across the board for all units, decreasing the outreach budget, reducing the time base for several staff in the Student Leadership Department, decreasing funding for student programming, eliminating a vacant clerical position in Tutoring, and reclassifying vacant positions in Disabilities Support Services and First Year Programs/Advising to entry level positions. Due to conservative fiscal management in the prior year, the Division was then able to backfill some of the operations lines with one-time money in order to continue services. No staff members in Student Affairs were released in this process; although, there were some reassignments made to address high priority service needs.

Demonstrating this commitment was possible because the personnel in Student Affairs had clarity about the campus mission, the division’s mission, our core functions, and our priorities. What we had been building upon over the past three years enabled us to see clearly what we needed to do to meet our goals.

Sometimes people wonder about the usefulness of priority setting and assessments. Some ask, why spend all this time planning and evaluating? The answer this year should be apparent. Without the strong assessment and planning activities, Student Affairs would have struggled to identify how best to meet our mission during a budget reduction. Our commitment would have been diluted, because we would not have had the clarity about what to do.

To those in Student Affairs, I thank you for your resolve and your generous nature. We should all be proud of living up to our principles and continuing to support strongly the academic mission of the institution through high quality and thoughtful student support services.

2003-2004 will also unfortunately be remembered as the year that saw the beginning of the Scott Peterson case, in which a Modesto resident was charged with murdering his pregnant wife. The campus became involved in pretrial publicity when results of a student survey from a Fall 2003 Sociology class were presented in court for the change of venue hearing. Shortly afterwards,
anonymous students admitted to the Modesto Bee that they had fabricated survey data. The subsequent investigations involved both student conduct and faculty/research review. Student Affairs professionals appropriately pursued discipline for academic misconduct regarding students in this class with the cooperation of the Dean’s Office in the College of Arts, Letters and Sciences. As of the end of the annual report year, 2004, some cases were still in progress. The developmental approach used by the Coordinator of Student Discipline proved to be productive in encouraging student cooperation and accountability. Although an unpleasant chapter, this episode reinforced the important role Student Affairs plays in helping students learn from their mistakes and in upholding standards of academic integrity.

The annual report that follows identifies general accomplishments, goals, priorities and service indicators for Student Affairs departments. It also makes note of progress toward achieving the Western Association of Schools and Colleges (WASC) goals for our upcoming campus assessment process. It is organized according to major sub-units of Student Life (reporting to Fred Edmondson, Dean of Students/Associate Vice President) and Retention Services (reporting to Ron Noble, Senior Director of Retention Services).

In closing, I also want to thank the members of the senior team: Fred Edmondson (Dean of Students/AVP), Ron Noble (Senior Director of Retention Services), and Jennifer Humphrey (Executive Assistant). Their leadership talents, support and guidance have been essential in helping to achieve our goals. I also would like to publicly thank Christine Snyder, Staff Assistant, whose assistance and patience are invaluable assets to me personally and professionally.

Respectfully submitted,

[Signature]

Stacey Morgan-Foster, JD
Vice President for Student Affairs
STUDENT LIFE
Fred Edmondson, Ed.D.

STUDENT LEARNING, GROWTH AND LEADERSHIP

The Student Life unit encompasses seven departments: Counseling Services, Associated Students, Housing and Residential Life, Judicial Affairs, Student Leadership and Development, Student Health Center, and the University Student Union. These offices provide a broad range of services and programs to the student body with a primary focus of student development and growth.

Reflection upon the challenges and achievements the unit has faced and addressed throughout the 2003-2004 academic year reaffirms the Student Life commitment to student success even while in the midst of budgetary constraints and limited personnel support. Our many successes speak to the Student Life professionals’ creativity, genius, and dogged tenacity to accomplish their goals as they meet the needs of our students.

This past year marked the emergence of the newly remodeled Carol Burke Student Lounge as one of the premier study spaces available on campus. Through a consultative process spanning several years and involving multiple campus constituencies, the Union successfully renamed the lounge after the late former Director, Carol Burke. The passage of a student fee referendum also allowed the Union to plan for future operational needs. In addition, membership and participation in the Union Program Board grew, resulting in a marked increase in student programming for the campus.

Through a redesign of the Counseling Services Client Satisfaction Survey (to permit scantron readability) the department enhanced their capacity to assess client satisfaction, therefore improving their response to student need. Wellness presentations at CSUS Stockton included sessions on Stress Management and Well-Being. Overall outreach to students enrolled at the Stockton campus increased and paralleled an increase of eight percent (8%) to the overall client contact statistic for Counseling Services. This signified a total client contact of 2,575 individuals for the 2003/2004 year.

The Student Health Center welcomed students to their newly remodeled and impressively re-designed Center. The Center received full three-year accreditation from AAAHC, as well as, the lab receiving accreditation from COLA. Overall student participation in the Student Health Advisory Council increased and provided valuable student input into the nature and scope of services available to students on campus. In total, the Center had over 10,256 patient visits or an average of 1,026 patient visits per month of operation.

For the first time, the on-campus housing complex opened at 100% occupancy generating additional revenue for operational costs and student programming. Selected student residents served as hosts to a record number of high school students participating in the Stanislaus Express Program. The peer-to-peer interaction between the students provided program participants with valuable knowledge about the college experience. The year-long process to implement the Faculty-In-Residence Program came to fruition with the successful selection of the first faculty member to live on-campus among the student population. This exciting program will enrich the learning environment for Village residents.

The restructuring of the Associated Students, Inc. (ASI) Senate expanded the scope of student representation to include special interest groups and served to foster broader student participation. Elected student leaders ably represented the CSU Stanislaus student body on matters pertaining to their education including budget, access, and quality. As a result, student turnout for the annual student body election was the highest in several years at 12%. In an effort to provide professional development, the ASI also provided online diversity and harassment training for staff.

In consultation with the Turlock Teen Advisory Council and under the guidance of the Student Leadership and Development (SL&D) Office, students in the Student Leadership Program, demonstrated their creativity and organizational skills by planning and holding the first annual TeenFest Health and Job Fair. SL&D successfully completed their first CSU audit addressing Student Activities and Judicial Affairs. A continued high student demand for access to the Student Leadership Program led to the successful awarding of funds through the campus Instructionally Related Activities Committee. These funds supported the
Student Leadership Program Summer Institute which hosted over sixty (60) students. SL & D continued to take the lead role in the planning and implementation of various student programming including: Late Night Stanislaus, Convocation, Commencement, and the Stockton Eighth Grade Initiative. Through their involvement in the campus Celebrations of Diversity program the department also collaborated with the City of Modesto and the Modesto Junior College.

The 2003/2004 academic year has been a year of insight and growth where creativity, imagination, and resourcefulness have been encouraged and explored. Limited resources and increased student need have led this to be a challenging and demanding year; however, Student Life has continued to embrace the concept of high quality programming to meet the needs of our student body and our campus community. This has been a year of enhanced partnerships and community involvement. Programs such as the Stockton Eighth Grade Initiative (SEGI) and the Federal GEAR UP grants have been characterized by collaborative and active working partnerships with education and business interests up and down the central valley including Merced and Stockton. Attention and detail have also continued to be focused on prevention planning for alcohol and other drug usage. The City of Turlock became an active member of the campus Alcohol and Other Drug Committee and these representatives bring insightful and valuable perspectives from members of our local community.

Student Life has enhanced its programming for students through the Office of Student Leadership & Development, the Union Programming Board, and the Associated Students, Inc. Delivery of high quality service remains a constant as demonstrated by Counseling Services and the accreditation of the Health Center. Vital contributions have also been made to the campus learning community through the developmental and accountability roles assumed through the Office of Judicial Affairs. Student Life remains a supportive and effective contributor to the University's mission, as well as being an outstanding contributor to our learning community.

Respectfully submitted,

Fred Edmondson, Ed.D.
Dean of Students/Associate Vice President for Student Affairs
ASSOCIATED STUDENTS, INCORPORATED

Cari Stammler, M.Ed.
Director
University Student Union 2nd Floor, (209) 667-3833
Email contact: cstammler@csusan.edu

MISSION
The Associated Students, Inc. (ASI) of California State University, Stanislaus is the official voice of the students. Our mission is to serve the students in all matters pertaining to the quality of their education.

ACHIEVEMENTS
Recruitment/Participation

❖ Reorganization of the Senate structure to include special interest groups along with student representation from academic colleges.

❖ 894 students, approximately 12% of the Student Body voted in the annual Student Body Election.

❖ Recruitment and appointment of more than 13 students to ASI Senate Seats

Mascot Initiative

❖ Achieved ten percent (10%) response rate from students on campus mascot survey providing the guiding force for pursuing the Mascot Initiative.

❖ Implemented a student, faculty and staff opinion poll during the annual Student Body Elections reaching over 1,000 students, faculty and staff.

❖ Moving forward in cooperation with Development and University Relations to solidify a campus Mascot and the establishment of a Campus Pride Campaign

Training

❖ Implementation of an annual staff wide online diversity and harassment training

❖ Enhancement of Recreation and Wellness Staff Training with focus on risk management, policies and procedures

❖ Redesign of Senator Orientation and implementation of governing board mandates

Programming

❖ Warrior Day, Homecoming, Club Faire, ASI Info Day, Make a Difference Day, Lap Swim, Aerobics, Active for Life, Blood Drive, Late Night Stanislaus Co-sponsorships, Wellness Week, Intramurals and Wellness Challenge all remain staples of our efforts to enhance student life on campus

DEPARTMENT CONTRIBUTIONS TO WASC GOALS

❖ Co-Curricular Education Growth: The Associated Students has implemented a new representation structure, which includes representation for Stockton, Diversity, Athletics, Residential Life, and Graduate students (among others) in order to better reach out to specific populations for the betterment of assessing student needs.

❖ Student Services Coordination and Administration: Annually, the ASI Recreation and Wellness Program conducts a student needs survey focused around the types of events and activities they would like to see provided on campus. Recruitment of two Stockton Senators continues to be a goal for ASI in order to have specific representatives to formulate a process and plan by which to assess needs for Stockton students.

2004/2005 DEPARTMENT GOALS

❖ Textbook Initiative: With the continued rising costs of student textbooks, it has become apparent that an initiative to investigate and respond is much needed at not only the campus, and state level, but the national level as well.

❖ Campus Pride Campaign: Students desire to become and to represent themselves as CSU Stanislaus Warriors with pride and conviction not only as students, but as alumni as well.

❖ ASI Awareness: It is important for all students, faculty and staff to be aware of all the services available to students through the Associated Students.
Student sub-committees have been formed centered around each of these goals to develop a purpose, outcome, and a plan to achieve or work towards said goal. It is the hope of each of these committees to impact the quality of student life for the better.

**LONG-TERM DEPARTMENTAL PRIORITIES**

*Operational*
- ASI Awareness
- Communication
- Recruitment
- Shared Governance

*Programmatic*
- Leadership Development
- Newsletter
- Recreation and Wellness Program
- Book Exchange
- Take A Ride Program

**SERVICE INDICATORS**

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<th>2002/03</th>
<th>2003/04</th>
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<tr>
<td>Books Exchanged</td>
<td>1,082</td>
<td>829</td>
<td>940</td>
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<th>STUDENT ADVOCATE</th>
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<td>Contacts/Cases</td>
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<td>NA</td>
<td>187</td>
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<td>Club Program Allocations</td>
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<td>$12,000</td>
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<tr>
<td>Wellness Programs</td>
<td>NA</td>
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<table>
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<tr>
<th>INTRAMURAL PARTICIPATION</th>
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<tbody>
<tr>
<td>Teams</td>
<td>Players</td>
<td>Teams</td>
<td>Players</td>
</tr>
<tr>
<td>Basketball</td>
<td>19</td>
<td>174</td>
<td>18</td>
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<td>Softball</td>
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<td>49</td>
<td>10</td>
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<tr>
<td>Volleyball</td>
<td>15</td>
<td>113</td>
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<thead>
<tr>
<th><strong>Academic Year</strong></th>
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</thead>
</table>


COUNSELING SERVICES

Shikana Temille Porter, Ph.D.
Director
MSR Suite 210, (209) 667-3381

MISSION

In order to assist students in achieving their educational and personal goals, Counseling Services offers year round comprehensive professional mental and behavioral health services.

ACHIEVEMENTS

Our unit achievements (in bullets) are reflective of our 2003/2004 departmental priorities as listed below. Those with a double asterisk (**) are indicative of the Counseling Services priorities that are aligned with the Division of Student Affairs and/or University priorities.

Technology**
- Continued to enhance Counseling Services website with more helpful links to student resources

Student/Peer Leadership**
- Continued offerings of outreach and consultation to student leaders, clubs and organizations
- Collaborated with ASI Recreation and Wellness to offer the first Self-Care Faire to campus community

Marketing and Communication
- Continued to inform the campus community about structural and philosophical changes within the unit
- Continued to post outreach and consultation activities on e-mail lists, in the student newspaper, radio and in campus departments

Professional Development
- Continued to work towards allocation of funds to help offset some of the expenses related to CEU’s for professional staff
- Participated in Health Center CME Teleconferences

Career Services**
- Continued to assist in the transition of Career Services through provision of referrals, new location information, consultation with the new Director with regards to an historical overview of this unit

Stockton Services**
- Provided outreach on the Stockton Campus in the form of presentations on overview of Counseling Services, Stress Management and Well-Being

DEPARTMENT CONTRIBUTIONS TO WASC GOALS

- **Co-Curricular Education Growth:** Counseling Services monitors the ratio of FTE’s to Counselors in order to insure that we remain compliant with the International Association of Counseling Services (IACS) standard of one Counselor for every 1,500 students. This year we began the discussion of planning for future IACS Accreditation of the Counseling Center.

- **Student Services Coordination and Administration:** After consultation with other CSU Counseling Center Directors, we revamped our Client Satisfaction Survey, and reformatted it in a scantron readable way that was more consistent with Teaching Faculty evaluations. The new Student Opinion of Counseling Effectiveness will allow us to assess the student’s perception of services received as well as give us feedback on strengths and areas for improvement. We are also exploring the possible use of a reliable and valid outcomes measure (the POAMS: Psychotherapy Outcome Assessment and Monitoring System) to help us gauge progress of individual clients, examine aggregate student data, and better plan for outreach programming needs.

2004/2005 DEPARTMENT GOALS

** Indicates a priority that was identified by the Student Affairs Division and/or University.

^^ Indicates a priority that was identified by the WASC report.

Operational
- **Personnel Support**: Review potential to hire another counselor and a part-time administrative assistant in order to meet essential direct service needs and improve morale.
- **Village Success**: Continue to participate in residential advisor training, and offer proactive strategies for resident well-being and personal growth.

- **Stockton Campus**: Continue to offer at least one outreach program for Stockton campus per semester as well as identify other possible appropriate service needs.

- **Policies & Procedures**: Our Policies and Procedures Manual update will be completed by December 1, 2004 and viewed as an organic document that we will continually review, revise and as needed.

**Programmatic**

- **Student /Peer Leadership**: Continue to offer training to student assistants specifically on the confidential nature of Counseling Services and Student Affairs related functions in general.

- **Campus Life**: With access to adequate mental and behavioral health services, students will create designs for daily living and cognitive patterns that are aligned with a sense of purpose, value, well-being and personal success.

**SERVICE INDICATORS**

<table>
<thead>
<tr>
<th>KEY SERVICE INDICATOR</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Referral Appointments</td>
<td>23</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Personal Counseling Appointments</td>
<td>1,247</td>
<td>1,512</td>
<td>1,870</td>
</tr>
<tr>
<td>Academic Counseling Appointments</td>
<td>22</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>International Student Appointments</td>
<td>172</td>
<td>467</td>
<td>410</td>
</tr>
<tr>
<td>Intakes/Walk-In Appointments</td>
<td>279</td>
<td>340</td>
<td>241</td>
</tr>
<tr>
<td>Outreach/Workshop Client Contacts</td>
<td>1,200</td>
<td>1,155</td>
<td>942</td>
</tr>
<tr>
<td><strong>Total Number of Client Contacts</strong></td>
<td><strong>1,743</strong></td>
<td><strong>2,363</strong></td>
<td><strong>2,575</strong></td>
</tr>
</tbody>
</table>
MISSION
The mission of the Student Health Center (SHC) is to provide prevention, education, and healing services to enhance student learning and improve retention.

ACHIEVEMENTS
Our unit achievements (in bullets) are reflective of our 2003/2004 departmental priorities as listed below. Those with a double asterisk (**) indicate the Health Center priorities that interface with the Student Affairs divisional priorities and/or the University’s priorities.

Facilities**
- Completed the Student Health Center renovation
- Forwarded the new building feasibility study to the Facilities Planning Department for space consideration in our effort to consider long-term strategic planning

Accreditation Issues and Continuous Quality Improvement (CQI)**
- Re-organized, further defined and implemented the CQI program
- Passed AAAHC survey with a full three-year accreditation as well as passed the COLA accreditation survey for the Laboratory

Outreach and Marketing
- Collaborated with other campus departments in health promotion programming including an innovative partnership with campus/community members on responsible drinking and serving alcohol

Professional and Staff Development
- Instituted Annual orientation for all employees and completed the final series of the SFSU CME teleconferences for professional staff
- Re-instituted nursing preceptorships to undergraduate nursing student

Student Involvement**
- Revitalized and supported Student Health Advisory Committee (SHAC) in their development

Staffing, Recruitment and Year-Round-Operations**
- Re-established clinic RN role for front-line management, triage and clinic support

DEPARTMENT CONTRIBUTIONS TO WASC GOALS
- Co-Curricular Education Growth: It is the goal and expectation of the Student Health Center staff that a student’s participation and use of health services will result in increased knowledge of health related matters as well as adoption of healthy lifestyles and self-care practices for a lifetime. These goals have been translated into measurable learning outcomes that are tracked annually. In addition, through our CQI program, the Student Health Center routinely assesses student’s needs and develops and targets our programs for our student’s specific health concerns.

- Student Services Coordination and Administration: The Student Health Center has traditionally held after-hours services at least two days/week at both the Turlock and Stockton sites. We have found increased utilization of this evening time over the years. Our services in Stockton, although more limited in primary medical care, offer health promotion and prevention services nearly halftime. Our CAS assessment concentrated on our Stockton services with adjustments made in several areas including staffing. We continue to re-assess student needs especially those of our Stockton and evening students. Through our annual data collection, we have noted an increase in graduate student utilization of health services and through surveys such as the National College Health Assessment survey we hope to tailor our programming to meet their needs.
Instructional and Support Facilities: The Student Health Center is currently pursuing the prospects of a new state-of-the-art facility after completion of the feasibility study. We are also considering the space allocations in Stockton with the possibility of expansion in the future.

2004/2005 DEPARTMENT PRIORITIES

** Indicates a priority that was identified by the Student Affairs Division and/or University

^^ Indicates a priority that was identified by the WASC report

Operational

- **Personnel Support**: During these difficult budgetary times, our staff felt personnel support was important. This would be implemented through enhancing staff morale, open and timely communication and creative solutions to staffing if possible.

- **Stockton Clinic**: Our Stockton Health Services have been very successful and continues to grow in numbers of patients served as well as health promotion activities. This was identified as a priority to continue to manage future and appropriate growth both in space and staff as well as appropriate programming and services.

- **Technology**: The world in general and the medical field in particular is continually becoming more complex in technology. Our medical database systems, records, web site and other forms of computerized information will need the proper personnel and maintenance to stay current and offer the best service possible. In particular, our web site will need revamping so that it is more easily accessible and maneuverable.

Policies & Procedures: Our Operations Manual has become our living document in carrying out our daily activities and as a useful tool in our teamwork and communication process. We will continue to review, revise and add where needed.

Programmatic

- **Student Involvement**: Involving students in the development, planning and structure of our campus health program is essential to make to more meaningful and better utilized. Priorities include continuing to support and assist our Student Health Advisory Committee (SHAC) and Peer Health program in support of Student Leadership.

- **Outreach and Marketing**: Enriching campus life through our outreach preventive health programming will be a priority. Educating our campus not only about health lifestyles but about ourselves in our marketing will be important. We would like to be creative and innovative in these approaches and tie them into our learning outcomes.

2003/04 TOP TEN DIAGNOSES

1. Family Planning (including birth control, women's annual exams)
2. Allergies
3. Upper Respiratory Infections (colds)
4. Depression
5. Sprains and Strains
6. Anxiety
7. Sinus Infections
8. Skin Infections
9. Throat Infections
10. Common Warts

SERVICE INDICATORS

<table>
<thead>
<tr>
<th>KEY SERVICE INDICATOR</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Patient Visits</td>
<td>8,803</td>
<td>9,683</td>
<td>10,256</td>
</tr>
<tr>
<td>% of Eligible Students Using SHC</td>
<td>45.80%</td>
<td>47.80%</td>
<td>47.40%</td>
</tr>
<tr>
<td>% of Patients Seen Same Day Service Requested</td>
<td>31.00%</td>
<td>29.70%</td>
<td>35.80%</td>
</tr>
<tr>
<td>% On-Campus Residents Using SHC</td>
<td>NA</td>
<td>NA</td>
<td>71.00%</td>
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<tr>
<td># of Influenza Vaccines Given</td>
<td>387</td>
<td>537</td>
<td>715</td>
</tr>
<tr>
<td>Total # of Visits to Stockton Health Services</td>
<td>283</td>
<td>621</td>
<td>768</td>
</tr>
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</table>

Academic Year
MISSION
The mission of Housing and Residential Life (HRL) is to create a learning-centered environment and sense of community to meet the needs of students to advance California State University, Stanislaus goals of excellence, diversity and responsiveness.

ACHIEVEMENTS
❖ Opened with one hundred percent (100%) occupancy and exceeded our goal of ninety-five percent (95%) occupancy for the year with an average occupancy of ninety-eight percent (98%)
❖ Participated financially and programmatically in the Late Night Stanislaus program as alternative programming to alcohol use
❖ Construction of Phase III project continues with anticipated occupancy Fall 2004
❖ Implemented the Faculty-In-Residence Program; selected faculty member for Fall 2004
❖ Completed first year of lease arrangement involving Housing and Residential Life and Auxiliary and Business Services
❖ Initiated process to select Resident Coordinator for Fall 2004
❖ Hosted ninety-nine (99) high school seniors for Stanislaus Express
❖ Scheduled the largest number of summer conference participants in Village history
❖ Selected Resident Advisor (RA) staff to increase from six to nine (6 to 9) residential advisors

DEPARTMENT CONTRIBUTIONS TO WASC GOALS
❖ Co-Curricular Education Growth: The opening of Phase III of Housing will continue to contribute to co-curricular growth with the addition of as many as 296 residents.
❖ Student Services Coordination and Administration: Through the use of Educational Benchmarking we annually assess student satisfaction with various aspects of our services and personnel, student needs regarding housing and dining services.
❖ Instructional and Support Facilities: The Faculty-In-Residence Program (FIR) was developed, approved by the Academic Senate, and the Faculty-In-Residence was selected for the 2004/2005 Academic year.

2004/2005 DEPARTMENT PRIORITIES
Operational
❖ Improve Personnel Support: Add an additional three staff members; a Resident Coordinator, an additional custodian, and a Marketing/Conference Coordinator. We will enhance staff morale through open communication, attendance at conferences when possible, and creative solutions to staffing needs.
❖ Improve Technology: Add a Marketing/Conference Coordinator with proven abilities in the areas of document production, flyers, brochures, and computer knowledge.

Programmatic
❖ Improve Resident Educational Offerings: Use of the Faculty-In-Residence Program will provide additional educational programs and activities.
- **Improve Resident Social Offerings:** Creation of the Resident Coordinator position and an additional three Resident Advisors will contribute to the achievement of this goal.

- **Improve Outreach and Marketing:** The Marketing/Conference Coordinator will contribute to increased marketing and therefore increased resident population and summer conference attendance.

## SERVICE INDICATORS

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<th>2001/02</th>
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<th>2003/04</th>
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<tr>
<td><strong>TOTAL RESIDENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>116</td>
<td>112</td>
<td>139</td>
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<tr>
<td>Transfers</td>
<td>98</td>
<td>60</td>
<td>46</td>
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<tr>
<td>Returning/Continuing</td>
<td>160</td>
<td>172</td>
<td>155</td>
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<td>374</td>
<td>344</td>
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<table>
<thead>
<tr>
<th></th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
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<tbody>
<tr>
<td><strong>SUMMER CONFERENCING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Groups</td>
<td>16</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>
STUDENT LEADERSHIP AND DEVELOPMENT

Brandon Price, MPA
Interim Director
University Union Room 104, (209) 667-3750
Email contact: Bprice@csustan.edu

MISSION
The Office of Student Leadership and Development (SLD) is committed to enhancing the learning environment at CSU Stanislaus. To facilitate this mission we provide students with extracurricular learning and leadership development opportunities.

ACHIEVEMENTS
❖ Coordinated campus Convocation and Commencement Program with the largest audience ever for both events
❖ Coordinated Late Night Stanislaus alcohol alternative program. Had over 1,660 participants.
❖ Expanded Student Leadership Program (SLP) with the addition of a community service partnership. SLP and Teen Advisory Council sponsored TeenFest health and job faire
❖ Student Leadership Program was awarded Instructionally Related Activities funding to expand outdoor leadership training, community service partnership and to support the Student Leadership Program Summer Institute
❖ Participated in audit of Student Activities and Judicial Affairs
❖ Developed Student Organization Advisor Training Program
❖ Developed Student Organization satisfaction survey
❖ Instrumental in the first joint Celebration of Diversity Program with MJC, the King Kennedy Center, and the City of Modesto
❖ Coordinated Activities for Stockton Eighth Grade Initiative Fall and Spring events

DEPARTMENT CONTRIBUTIONS TO WASC GOALS
❖ Co-Curricular Education Growth: Student Leadership and Development encourages students to take what they have learned in the classroom and expand upon it through a variety of co-curricular programs including student clubs and organizations, the Student Leadership Program, Celebrations of Diversity, and community service learning and reflection (MDIS 3010).
❖ Student Services Coordination and Administration: The Office of Student Leadership and Development coordinates the Student Leadership Program, Convocation, Commencement, Late Night Stanislaus, Celebrations of Diversity, along with providing support to 80 student organizations.
❖ Instructional and Support Facilities: SLD is working with the University Student Union to improve general environment in the Student Activities Center for our clients and employees. Space greatly improved with creation of new office for the Union Program Board, allowing full time staff to move into offices in Student Activities and creating a lobby area for student visitors.

2004/2005 DEPARTMENT PRIORITIES

Operational
❖ Personnel Support: Hold weekly staff meetings to improve communications and give employees opportunities to voice concerns or suggestions for improving services. Explore flexible schedules and reduced time base when desired by employees as a possible method of saving the department additional funds without sacrificing services.
† **Improve Assessment:** Develop assessment plan, review all current assessment forms and develop additional forms where necessary to insure that major programs including the student leadership program, club and advisor trainings, Late Night Stanislaus, and the general operation and client satisfaction for the Student Activities Center are being assessed regularly.

† **Improve Policies & Procedures:** Implement a Student Leadership and Development Operations Manual.

† **Risk Management:** Work with Senior Director to create a department specific incident report form. Review emergency procedures with staff.

† **Technology:** Work with the Office of Information Technology to migrate from the current PHP based web server housed in the Student Union to the html based servers housed in OIT to reduce downtime and improve design flexibility of all Student Life sites.

**Programmatic**

† **Student Involvement:** Offer a series of workshops for graduating seniors to ease the transition to graduate school or the working world. Work with coaches to develop ideas to increase student interest and participation in athletic events.

† **Outreach and Marketing:** Work with campus web master to redesign of Student Leadership and Development website. Increase participation at alcohol education / alcohol alternative programs and events.

**SERVICE INDICATORS**

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<thead>
<tr>
<th>STUDENT ORGANIZATIONS</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
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<tbody>
<tr>
<td>Clubs</td>
<td>70</td>
<td>64</td>
<td>67</td>
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<tr>
<td>Fraternities and Sororities</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>83</strong></td>
<td><strong>77</strong></td>
<td><strong>80</strong></td>
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</table>

<table>
<thead>
<tr>
<th>ACTIVITIES AND ATTENDANCE</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
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<tbody>
<tr>
<td>Late Night Stanislaus</td>
<td>1,400</td>
<td>1,420</td>
<td>2,160</td>
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<tr>
<td>Student Leadership Program Participants</td>
<td>56</td>
<td>50</td>
<td>63</td>
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</table>

**PROGRAM HIGHLIGHT**

*Late Night Stanislaus*

An innovative alcohol prevention program, Late Night Stanislaus, provides students with a variety of alcohol-free and fun entertainment options. From 9:00 p.m. to 2:00 a.m. every Friday night during the Fall and Spring semesters, students can partake of free food and entertainment, such as movies, comedians, casino nights, bingo, local musicians, talent shows, and basketball tournaments. The program has grown in popularity since its inception, and now attracts over 100 students each week. In 2002, this program won a CSU award for innovative student program.
UNIVERSITY STUDENT UNION

Alan Brown, MPA
Director
University Student Union 2nd Floor, (209) 667-3827
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MISSION
In support of the University’s mission, the board of directors and staff of the University Student Union (USU) provide a center for social, cultural, and intellectual activities and events, and create opportunities for leadership development through experience in programming for and governance of the Student Union.

ACHIEVEMENTS
The University Student Union continued to work on goals and priorities that would make the Union the venue of choice for students, faculty, staff, and alumni for their events and activities.

- The Union completed the renovation of the new student lounge by installing an audiovisual system to enhance the lounge as a site for programs and activities.
- The Union Board of Directors, working with senior campus administration, completed the process of naming the lounge after the late former director of the Union, Carol Burke.
- The Union expanded its program efforts. Both the budget and number of students involved in the Union’s program efforts, and the programs offered have increased, and the Union Board of Directors and Program Board have made a significant financial commitment to increase multicultural programming for the campus.
- The Union greatly expanded its marketing and outreach efforts; the Board actively recruited new members, published a new brochure outlining the services and activities the Union offers.
- The Union successfully completed the referendum process to increase operational funding for programs and services to Turlock and Stockton.

- The Union worked to advance the Divisional priorities by working closely with the new Career Services Office to host many of its workshops, seminars, and related events; the Union also worked closely with Stockton students and staff to increase events and activities for the Stockton campus.

The indicators show that we were directly affected by the University's and individuals' budget concerns over the last year (see game room and reservation services), but the other services and programs continued to grow.

DEPARTMENT CONTRIBUTIONS TO WASC GOALS

- Co-Curricular Educational Growth: Through its programs, services and activities, the Union contributes to the co-curricular life of the campus. Through its committees, especially the Union Board of Directors, the Union offers structured environment for students to develop and exhibit skills of leadership in a setting that directly affects the operation of a major facility and service to the campus and community. Similar opportunities occur in the Union Program Board and the student employment in the Union.

- Student Services Coordination and Administration: The Union has recognized the needs of special populations and traditionally underserved students. In its budget planning through last semester, culminating in the budget the Board of Directors has approved for 2004/2005, the Union has committed to meeting the need for multicultural programs on campus through the funding of these programs as part of the Union Program Board’s activities, with an addition of a student coordinator to see that the programs come to fruition. The Union has also committed itself to extending its services and hours of operation for the evening students and newly increased resident population beginning in September, 2004.
2004/2005 DEPARTMENT PRIORITIES

The Union has committed to three major goals for 2004/2005:

❖ Develop a full scale action plan for short and long term renovations and expansion, including
  • Work with Facilities staff to develop expansion plan according to Chancellor's Office Guidelines
  • Office Renovation (2nd floor and Student Activities Center)
  • Conference Rooms

❖ Market the University Student Union to the campus population
  • Fill all Union Board positions in a timely manner
  • Encourage higher attendance at Union and Program Board events
  • Develop a Union/Program Board brand to market to the campus
  • Increase awareness of what the Union is, and what it offers the campus

❖ Maintain and improve the Union's information systems and other union resources

SERVICE INDICATORS

The most popular day to day service in the Union, the student lounge and the computer/study lounge, did not exist before 2003/2004, nor has the Union done traffic or customer counts for its services. Our major service indicators are our budget income and expenses.

<table>
<thead>
<tr>
<th></th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
</tr>
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<tbody>
<tr>
<td>Information Desk Income</td>
<td>$9,194</td>
<td>$10,932</td>
<td>$13,033</td>
</tr>
<tr>
<td>Game Room Income</td>
<td>$6,222</td>
<td>$9,081</td>
<td>$5,190</td>
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<tr>
<td>Reservation Services Income</td>
<td>$26,816</td>
<td>$26,947</td>
<td>$22,705</td>
</tr>
<tr>
<td>Union Activities Expenses</td>
<td>$65,592</td>
<td>$94,633</td>
<td>$99,968</td>
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<tr>
<td>Stockton Activities Expenses</td>
<td>$9,575</td>
<td>$12,102</td>
<td>$12,020</td>
</tr>
</tbody>
</table>
RETENTION SERVICES

Ronald Noble, MSW

EXPANSION, FOCUS AND STUDENT SUCCESS

Retention Services continued to redefine its programs and services during 2003/2004. The Division restructured department supervision by shifting Counseling Services to the Student Life portfolio. This shift helped foster and support the continued health and wellness alignment between Counseling Services and the Student Health Center. Career Services was successfully moved from under the umbrella of Counseling Services and restructured as a stand alone department. In January 2004, Career Services moved into its own physical space thus establishing the first stand alone Career Center.

Concurrent with the establishment of the Career Center, Student Affairs was able to identify an in-house student services professional to move to the Career Center and serve as an advisor for students seeking one-on-one career exploration and planning. Student Affairs completed the expansion of the Center by securing the services of Ms. Christine Hollister to serve as the Director of Career Services. The resulting team has dedicated itself to developing services, programming and outreach to attract, inform and serve students, alumni, employers and the campus community.

Disability Resource Services, another department that moved from under the Counseling umbrella (2002), made significant progress in the area of assistive technology for students. New workstations were established to assist students with testing needs. A staff person now acts as a liaison to the Stockton campus making herself available to meet with disabled students and to coordinate services.

In Fall 2004 the Office of First Year Programs and Advising (FYPA) provided service to the largest incoming freshman class through New Student Orientation by providing a comprehensive introduction to the university. FYP&A in cooperation with Educational Opportunity Program (EOP) and Student Support Services Program (SSS) also continued to monitor and advise remediation students. This action helped guide remediation to the highest success level in two years.

EOP screened a record number of program admission requests for Fall 2004. EOP also provided a successful Summer Bridge Program encompassing fifty incoming students.

Members of Retention Services served on key strategic planning committees. We examined strategies to better advise and help guide students toward their educational objectives. Retention Services continued to expand service delivery to first time, continuing and graduating CSU Stanislaus students. Planning and assessment remained at the heart of our focused service delivery.

Retention Services has embraced the core values that underscore dedication to student success and works to promote life-long learning and personal development by providing an avenue for students to acquire the skills necessary for academic success. This success comes from a cohesive collaboration between Retention Services departments, those in Student Life, and those across the entire campus.

Respectfully submitted,

Ronald Noble, MSW
Senior Director for Retention Services
MISSION

The mission of Career Services is to provide a link between the academic preparation that takes place in the classroom and the transition to the workplace. Career Services is a resource that assists students in the process of identifying, developing, implementing, and evaluating career plans, in preparation for employment after graduation, and to employers seeking to recruit well-educated graduates to fill the Central Valley region’s employment needs.

We provide comprehensive services to promote life-long career development with an emphasis on self-awareness, career/occupational exploration, career skill building, post-graduation employment, and graduate or professional school planning. A major focus is to proactively develop, further cultivate, and maintain relationships with a diverse group of employers and organizations. This is in harmony with the campus strategic goals/priorities, through building and supporting mutually beneficial internal and external partnerships.

ACHIEVEMENTS

The major achievement during the transitional time period was getting Career Services established as a separate entity in a new location with identified staffing. This involved the following activities:

• A separate campus website was established; the office suite was furnished.

• Student Employment Services, on-campus interviewing, and the resume referral program were activated on the website through MonsterTRAK.

• The new career counselor provided a classroom presentation on Resumes and Cover Letters and initiated contact with theatre arts faculty for presentations to their students; library resources were expanded with additional books.

• Work was initiated on a stand-alone brochure, which is expected to be completed by Fall 2004.

DEPARTMENT CONTRIBUTIONS TO WASC GOALS

❖ Co-curricular education growth: Career Services is now organized and staffed to support co-curricular education growth. Learning outcomes have been identified. Students will learn how to develop a career plan and occupational options through utilizing individual career counseling services at the Career Services Center, attending one or more workshops on specific career development topics offered throughout the academic year, and completing a resume appropriate for seeking employment following graduation. Students will learn to seek appropriate resources through exploring the Career Services website to collect data and identify options, investigating resource links, reviewing periodicals, books, videos, and occupational materials in the resource library.

❖ Student services coordination/administration: Career Services will perform an internal assessment during 2004/2005 to identify what steps have been taken or are necessary to ensure that the level of services provided is appropriate for targeted student populations.

2004/2005 DEPARTMENT PRIORITIES

❖ Our immediate goal is to finalize the Career Services brochure and distribute to faculty, departments, students, and employers.

❖ We will cultivate an environment at the Career Services Center that is service-centered, welcoming, and promotes student learning.

❖ We will maintain a visible outreach presence on campus and in the community; schedule workshops and presentations in classroom buildings and at the residential Village; meet with college deans and visit departments on an ongoing and regular basis.

❖ We will create a communications plan.
- We will host a fall semester open house as an ongoing annual event for students, faculty, and staff to tour the Career Services Center and become acquainted with our services.

- We will design and implement a tracking process for assessment purposes and year-end comparison reporting.

- We will undergo an assessment of Career Services, utilizing CAS standards.

### SERVICE INDICATORS

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<thead>
<tr>
<th></th>
<th>STUDENTS</th>
<th>EMPLOYERS</th>
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</thead>
<tbody>
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<td>76</td>
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<tr>
<td>Career Fair</td>
<td>1,000</td>
<td>60</td>
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<tr>
<td>Accounting Night</td>
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<td>15</td>
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<tr>
<td>Counselor Appointments</td>
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<td>Workshops</td>
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<tr>
<td>Classroom Presentations</td>
<td>430</td>
<td></td>
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<tr>
<td><strong>TOTAL SERVED &amp; ESTIMATED:</strong></td>
<td><strong>1,887</strong></td>
<td><strong>75</strong></td>
</tr>
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</table>

### PROGRAM HIGHLIGHT

**Student Employment Services**

Effective August 1, 2003 significant changes were implemented to the processes associated with Student Employment Services, one of the programs managed under Career Services. In an ongoing effort to better serve the campus community, all open positions available for student applicants are now posted online for students to access 24 hours a day. These jobs are posted on MonsterTrak, our online job posting partner. We are excited about this upgrade to our service as it allows students increased access to non-work study job opportunities and enables Career Services to provide more timely service to campus departments.

The Student Assistant Job Posting Form (Form 101) is available online and completed by the department to advertise the job opportunity. The form is forwarded to Career Services in MSR-245, where staff will post the position online and in the Career Services Center. Students apply directly to the department that advertised the open position. When a student applicant is hired by the department, that department will complete the Student Assistant Hire Form (Form 105) with the student hired, and deliver the form to the campus Payroll office for processing.

This streamlined process provides improved access to job opportunities for students, and online forms for convenience to the departments seeking to fill their key support positions.
DISABILITY RESOURCE SERVICES

Lee Bettencourt, MS
MSR 210, Phone: (209) 667-3159
E-mail contact: lbettencourt@csustan.edu

MISSION

The mission of the Disability Resource Services (DRS) Program is to provide effective accommodations and support services to assist students with disabilities in actively participating in all aspects of the University's programs and services, and to obtain their educational and professional goals.

ACHIEVEMENTS

- The DRS Program has made significant progress in the area of assistive technology for students with disabilities. Two new computer stations were established in the testing rooms that will allow students with various types of visual and learning disabilities to complete exams independently.

- The DRS Program now has a staff person who acts as a liaison to the Stockton Campus. This staff person is available to meet with disabled students and the staff at the Stockton Center, and is responsible for the coordination of services between the Stockton and Turlock Campuses.

- The DRS Program has made significant progress on the CAS Action Plan by developing and revising policies and procedures for the provision of services to deaf and hard of hearing students. The policies and procedures clearly define the roles and responsibilities of students, interpreters and captioners, and the DRS program.

- The DRS Program is a partner in the new CSU Center for Alternate Media (CSU CAM), which is a system-wide project to provide materials in electronic format for students with print-impaired disabilities. This project will allow the DRS Program to provide materials in alternate formats in a timely and more cost-effective manner.

- The DRS Program has successfully provided sign-language interpreter and real-time captioner services to our deaf and hard of hearing students by recruiting and maintaining a qualified pool of interpreters and captioners. This has resulted in the minimal use of agencies to provide these services, which generally are much more expensive.

DEPARTMENT CONTRIBUTIONS TO WASC GOALS

- Co-Curricular Education Growth: The DRS Program works in a collaborative manner with service area community colleges and agencies in regards to disabled students that will be transferring to CSU Stanislaus. The DRS Program provides projections of the services and associated costs of providing services to administration to assist in budget planning and resource allocation.

- Student Services Coordination and Administration: The DRS Program this year will be conducting a formal assessment of the needs of students with disabilities at both the Turlock and Stockton Campuses. The survey will also include faculty and staff that work with students with disabilities.

- Instructional and Support Facilities and the ADA: The DRS Program has implemented recommendations of the Assistive Technology Report by establishing additional computer stations to allow students to test independently. The department also provided consultation to other campus departments (i.e., the Library and computer labs) on improving access to information and services. The DRS Program in partnership with Facilities Services and EOIR has improved accessibility on campus through the use of ADA Barrier Removal Funds. Recent projects included additional paths of travel, additional handicapped bathrooms, installation of five TDD's and new automatic door openers.

2004/2005 DEPARTMENT GOALS

- Complete a formal survey of students with disabilities at both the Turlock and Stockton Campuses. The survey will also include faculty and staff that work with students with disabilities.

- Provide additional equipment and staff to improve the assistive technology available to disabled students and provide more effective services.
Complete revision of DRS policies and procedures, and update Student Handbook and brochures.

Develop a new webpage for the DRS Program to provide easier access to information on the University website.

Assist in the formation of an Advisory Committee to provide input and review of the services provided by the DRS Program. The Advisory Committee will have representation from various disability groups as well as faculty, staff and community members.

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**SERVICE INDICATORS**

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<tr>
<th></th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
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<tbody>
<tr>
<td>Students Registered</td>
<td>175</td>
<td>193</td>
<td>180</td>
</tr>
<tr>
<td>Exams Proctored</td>
<td>425</td>
<td>512</td>
<td>495</td>
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<tr>
<td>Cost of Accommodations</td>
<td>$88,746</td>
<td>$127,765</td>
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**STUDENTS BY DISABILITY**

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<td>Communication</td>
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<tr>
<td>Deaf/Hard of Hearing</td>
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<td>Learning Disability</td>
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<tr>
<td>Mobility Impaired</td>
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<tr>
<td>Visual Impairment</td>
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<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Other Functional</td>
<td>49</td>
<td>58</td>
<td>55</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>175</strong></td>
<td><strong>193</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>
EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

Ronald J. Noble, MSW
Director
MSR Suite 180, (209) 667-3108
Email contact: r noble@csustan.edu

MISSION
Established in 1969, the mission of the Educational Opportunity Program (EOP) is to serve as the primary vehicle for the CSU in increasing access, academic success and retention, leading to graduation of California’s educationally and economically disadvantaged students.

ACHIEVEMENTS
In line with 2003/2004 priorities, EOP worked closely with Enrollment Services to update admissions deadlines and the review process. EOP successfully aligned its special admission cycle with the campus regular admission cycle. In doing so, EOP was able to respond to applicants in a manner that enabled earlier notification of admission or denial of admission, earlier registration for testing and New Student Orientation and earlier identification of those required to participate in the Summer Bridge Program. Subsequently, EOP was able to secure maximum participation in the Summer Bridge Program for summer 2004. EOP was able to make efficient use of its share of the University exception slots thus allowing admissions to make efficient use of total exception slots allocated to the campus.

"Fast track" admission review for high-risk applicants was also continued. EOP staff members were able to advise those applicants denied special admission on the best route to reduce or eliminate their admissions deficiencies.

EOP provided an enriched learning-centered Summer Bridge Program for special admits identified by the program. In addition to introducing incoming students to the campus community, the program also provided an enhanced parent program in English and Spanish. The program sought to become partners with parents by introducing them to the concepts of faculty expectations, learning communities, teamwork, academic integrity and academic progress toward a degree. Summer Bridge helped parents understand the elements of separation and the new pressure their children would experience as college students.

The program also revised many of its communication tools. Each of the three program advisors revised the correspondence used to communicate with program participants. Better and timelier communication helped attract students to their advisors, helped inform students of mid-semester progress and helped the program advise students during the traditional primary advising periods. EOP staff also revised and published its website and revised other program handouts in both English and Spanish.

EOP admissions requests topped 200 in 2003/2004. Academic advising remains the most requested service by program participants. Advisors also assist students with concerns regarding financial aid, housing, academic choices, and balancing college demands with personal life struggles.

DEPARTMENT CONTRIBUTIONS TO WASC GOALS

Co-Curricular Education Growth: EOP has identified and moved to enact learning outcomes for program participants. Learning outcomes were identified for students based on class level enabling a more systematic monitoring of student progress and success.

The following are EOP goals. With the assistance of academic advisors:

- EOP freshmen will learn to successfully navigate the University landscape and learn to develop academic and intellectual competence while understanding the difference in expectations between high school and college;
- EOP sophomores will continue to persist and make academic progress by working with their advisor to create or update academic plan and begin to work with the Career Center;
- EOP juniors will continue to make academic progress by working with both the program and their academic department to ensure progress toward degree and by updating academic and career plan as needed;
• EOP seniors will meet regularly with department advisor to ensure progress toward degree. Students will seek internships where available or as required by their departments. Students will revise their academic plans if necessary to ensure completion of degree requirements and will apply for graduation and complete the evaluation process in accordance with University graduation application procedures.

Student Services Coordination and Administration:
By virtue of program mandate, EOP does not serve graduate students. The program is designed to serve undergraduates only. In line with 2002/2003 program goals and current admission strategies, EOP has revised its admission policy and does not give program priority to upper division transfer students. Nor does EOP give admissions priority to lower division transfers. This has allowed the program to concentrate resources on the neediest, highest risk EOP student. This has generally included incoming first-time freshman and continuing program participants. EOP participated in the initial phase of the formal division wide assessment process. As part of the assessment process, EOP conducted a survey to determine the level of service need, use and participation among program participants. Action themes will be developed for 2004/2005 based on analysis of assessment survey.

2004/2005 DEPARTMENT GOALS

Programmatic
• Work closely with Enrollment Service to determine appropriate admission timelines in line with Enrollment Plan. Collect, review and respond to applications using timeline that allows for testing, New Student Orientation (NSO), Summer Bridge, Financial Aid and housing decisions.
• Align advising practices with degree exploration and career planning (Career Services).
• Develop/revise printed material to be used for Preview Day, Harambee, Nia Reception and other general campus outreach efforts.
• Update web-site.
• Review and upgrade technology where appropriate.
• Re-envision Summer Bridge delivery.

Operational
• Review and update department communication plan to foster and support open staff communication.
• Review assessment documents and create action themes.
• Update departmental student learning outcomes and revise as appropriate based on action themes and WASC recommendations.
• Begin PeopleSoft conversion discussion and planning.

SERVICE INDICATORS

<table>
<thead>
<tr>
<th></th>
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<td>Applications to EOP</td>
<td>1,210</td>
<td>1,841</td>
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<tr>
<td>Special admit offers</td>
<td>128</td>
<td>141</td>
<td>205</td>
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<tr>
<td>Advising contacts</td>
<td>1,250</td>
<td>1,550 (80 non-EOP)</td>
<td>1,704 (129 non-EOP)</td>
</tr>
<tr>
<td>Summer Bridge class</td>
<td>45</td>
<td>47</td>
<td>48</td>
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</table>
**PROGRAM HIGHLIGHT**

*Summer Bridge Program (SBP)*

The Summer Bridge Program (SBP) is designed to assist new students in making the transition from high school to university studies, and is offered by invitation only to selected Educational Opportunity Program (EOP) applicants. The SBP residential program offers an intensive three-week academic component and social/cultural programs to prepare students for a successful academic career.

Selection for the SBP is based on academic need, primarily in the areas of English and mathematics. Participation in the SBP is optional for some EOP applicants, but for those applicants with the highest academic need in either English or mathematics, or both, participation in the SBP may be considered mandatory and a condition of admission to CSU Stanislaus through EOP.

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**Summer Bridge Program highlights include:**

- Orientation to academic curriculum and university life
- Assessment and skill development in English and mathematics
- Cultural and social exposure and development in a university setting
- Personalized services such as financial aid and academic advisement, CSUS Fall registration, and EPT/ELM testing (as required)
- Networking and community building with other SBP participants

The program is offered at no cost to participants, and is scheduled for the month of July for three full weeks. CSU Stanislaus covers the cost of meals, housing, books and supplies. All participants are expected to reside in the Residential Life Village for the duration of the program, and to participate in all aspects of the program. A SBP orientation is provided to parents as part of the University’s parent programming.
FIRST YEAR PROGRAMS AND ADVISING

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MISSION
In support of the University's mission, the First Year Programs and Advising Office (FYP&A) provides academic advising and support services that remove obstacles to student success, and assists students with adjustment to college life.

ACHIEVEMENTS
- Developed an academic advising plan for CSU Stanislaus
- Conducted an academic advising quantitative research study
- Reorganized New Student Orientation program
- Hired and trained an Academic Support Coordinator
- Provided support for the first year experience program
- Offered test preparation workshops in the Tutoring Center
- Organized a Student Services Faire and Family Fun Day in Stockton
- Improved communication and coordination of math and English remedial program

DEPARTMENT CONTRIBUTIONS TO WASC GOALS
- To support student organization and growth the First Year Programs and Advising Office requires all undeclared students and students on academic probation to complete individual education plans.
- The First Year Programs and Advising Office conducted a survey of all students who filed for graduation to determine what levels of service participation and program satisfaction were obtained.

2004/2005 DEPARTMENT PRIORITIES
- Support the university-wide academic advising planning process.
- Provide peer and faculty support for the faculty First Year Experience (FYE) Proposal.
- Establish procedures to allow students a smooth transition from academic advising to career planning.
- Develop group advising presentations for undeclared students and students on academic probation.
- Improve academic advising technology.

SERVICE INDICATORS

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<tr>
<th>KEY SERVICE INDICATOR</th>
<th>2001/02</th>
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<th>2003/04</th>
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<tr>
<td>TUTORIAL INFORMATION</td>
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<td>Students Served</td>
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<td>Service Hours</td>
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<td>Walk-In Advising &amp; Appointments</td>
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<td>Remedial Students</td>
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<td>Tests Administered</td>
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MISSION
The Student Support Services Program (SSS) will provide the full array of student supportive services to SSS students. Student Support Services participants will be first generation, low income and/or disabled and will have an academic need.

ACHIEVEMENTS
The SSS Program achievement priorities are listed below:

❖ Research and re-write SSS Proposal for 2004
  • The SSS proposal was researched, written and submitted to the U.S. Department of Education by the deadline date of August 30, 2004.

❖ Input, update student files
  • SSS students’ files have been updated continuously for current information. Inactive files have been omitted from the listing.

❖ Financial Aid awards to SSS students
  • 63 program participants received SSS awards for a total of $41,865 for the year. Awards ranged from $400 to $900.

❖ Monitor student progress
  • Students have been monitored through progress reports, calls, email contacts, and one on one intervention.

DEPARTMENT CONTRIBUTIONS TO WASC GOALS
❖ Co-Curricular Education Growth: The Student Support Services tracks student enrollment and progress through the use of progress reports to faculty, BANNER, and student input. Students fill out a need assessment for use with advisors. We monitor program services to each student through contacts and note all contact activities in student files.

❖ Student Services Coordination and Administration:
  Students are assessed for services satisfaction through the use of an exit interview form and year end program evaluation. Services are modified if there is a need that cannot be met otherwise. SSS program services are available only on the CSU Stanislaus main campus.

2004/2005 DEPARTMENT PRIORITIES
SSS department goals are as follows:

❖ Restructure MDIS 1000
  • Restructure and extend class curriculum and learning Service component to cover two semesters.

❖ Coordinate a SSS Summer Bridge Program 2004
  • Director and Staff will design a summer program for 15-20 FTF in the summer of 2005.
  • Staff will coordinate efforts with the Office of Housing and Residential Life and the Student Leadership Program.

❖ Technology
  • Peer Advisors will conduct workshops on basic computer usage.
  • Secretary will use technology based data to track former SSS students.
  • Advisors will monitor student progress through BANNER.
  • Advisors will maintain a comprehensive academic plan for each student.

❖ Faculty Connections
  • SSS Staff will interact with campus faculty members through workshops, seminars and personal contact.

❖ Communication and Marketing
  • SSS will distribute SSS Newsletter to departments and on campus programs.
Advising
- Advisors will monitor and document SSS student progress, update comprehensive academic plan.

Career Services
- Staff will work closer with the Career Center to provide career, internship, job searches and other information vital to SSS students. Staff will coordinate and implement the teacher conference and will recruit students for the Graduate Forum.

Student/Peer Leadership Involvement
- Through training, meetings and interaction, the Peer mentors will continue to train and become empowered.

SERVICE INDICATORS

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<th>TOTAL REGISTERED STUDENTS</th>
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