

STUDENT AFFAIRS ANNUAL REPORT 2008-09

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STUDENT AFFAIRS

MISSION

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

VISION

The Division of Student Affairs will transform students into engaged, citizen scholars. To realize this vision, we will

- Assess and respond to students' needs;
- Foster intellectual, emotional, physical, spiritual, and civic development as part of the University experience;
- Promote an awareness of and appreciation for differences;
- Promote educational opportunity and equity;
- Build a professional team of diverse, knowledgeable, caring, and responsive managers and staff;
- Enhance cooperation and communication among all of our departments and programs, utilizing best practices and implementing evolving technologies;
- Respond effectively to change and serve as a recognized agent for change within the University community;
- Respect and empower students as full members of the campus community;
- Recognize the Associated Students, Inc. as the official voice of the students and encourage a student role in the University's shared governance structure;
- Cultivate a vibrant campus culture;

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 alternative format, please contact us at (209) 667-3177. This document is also available in accessible format on the Student Affairs

website (<http://www.csustan.edu/studentaffairsassessment/>).

VICE PRESIDENT'S MESSAGE

2008-2009 Annual Report

POSTCARDS FROM THE PAST AND FUTURE

Dear Colleagues:

It's true. This was a tough year financially for the state of California and for higher education. I am sorry to say that next year will be difficult as well. In the pages of this report, you'll see that we accomplished much over the year, despite the uncertainty and budget challenges. I know that sometimes we feel frustration over the current situation. However, let's not forget to put this present situation into context.

This institution has endured past hardships and has thrived throughout its 50 year history. Your Student Affairs predecessors struggled without resources and recognition, and they kept going. They got midnight calls about student suicide attempts, requests from parents who wanted to change Johnny's Theatre class to something "useful" such as Fortran Programming, and demands for complicated reports from the Chancellor's Office during the first week of the semester. They are now retired and enjoying the benefits of their labors, sending you postcards from their recent trip through the Panama Canal, or describing the lovely sunset from their deck in Alaska, or bragging about their granddaughter in Little League. You'll get there. Think about them and know you can survive and thrive just like they have.

Sometimes they felt like people did not even notice what they did when they were here and did not acknowledge them, but they kept going, and it got better. The hard truth is also that we sometimes feel that people do not notice what we do. But guess what? To paraphrase Jurassic Park: "Life finds a way." Or, more specifically, "Results find a way." When something is so good and so right, no amount of distraction can obscure it.

We recently received a draft of the report from the Southern Regional Education Board (SREB). This organization sought out our campus last year to study because our graduation and retention rates exceed the predicted models. While this accomplishment is due in large part to the dedication of the faculty, it would have been impossible without your contributions . . . specifically, your contributions and collaborations with others to support a campus-wide commitment to student success. Let me share with you selections from this report:

"Significant challenges faced the institution over the years, yet many faculty and staff members seem to have reveled in overcoming them. . .

There is almost universal dedication to work cohesively, collaboratively, and respectfully as one team to ensure student success . . .

One person summarized: It simply is our tradition here, our culture. CSUS is unique in its devotion to student success."

So, I congratulate you and all your predecessors for your efforts over a concerted period of time to bring this institution to the place it is—a good place all in all.

No one knows exactly how the budgetary winds will blow except that they will not be blowing any money our way any time soon. We will have to implement more cost saving measures and more reductions, and these will have real effects on all of you—they already have. While I am not trying to be distracting, I do want you to focus on your mission, what we are here for, why we all are committed to CSU Stanislaus. No, this is not a *Little Match Girl* story about a hallucination of glory. I would like to invite you to imagine the postcards that your students might send you in the future (if they weren't so self absorbed and busy with their lives . . . just as you were when you got on with living).

I've taken the liberty of drafting some postcards for you based upon real experiences. These are messages that you might eventually receive or maybe the student wanted to write but never got around to it. So here goes:

Dear Housing staff: I'm at another university now, and I live on campus. Things are not good here. I don't feel like anyone knows me. This week, there was a beating in my building. Last week, my RA was sent to the hospital for stress. The week before, a resident tried to kill herself. The food sucks. I really appreciate now how much you all did for us. When I was in the Village, I felt like there were people who knew what was happening and would intervene. Not sure I always agreed with your decisions, but. . . I just wanted to tell you how much I appreciate now the way you do what you do. Thank you.—Amber

Dear Ms. Herrera: *At first, I was not very happy with you when you would not hire me as a tutor because I could not pass that math test you had. Now that I am a supervisor of a department, I realize how important it is to have*

standards and require people to achieve. I eventually passed the required test and became a tutor. Having to work for that job and then doing it according to your specifications was very irksome to me at the time. Now, I know you instilled in me the ability to achieve. Thank you. — Geraldo

Dear Jill: would you please write a letter of recommendation for me? I am applying to be a police officer—don't laugh. I know that we met under bad circumstances, but I would appreciate it if you would vouch for my character. I learned a lot from our talks. I did not really know I was screwing up my life so much until you and the soccer coach double teamed me and made me do all that community service. Hey, the United Samaritans are regular tax donations for me now! Yes, I promise: My kids will never smoke marijuana. Not just because I am trying to suck up to you for a reference, but because you really helped me. You were not judgmental about me as a person, but you had no problem telling me I was wrong. I think the words you actually used were, "You have royally screwed up your life." Now, I want to be in a position that I can help others and maybe even use your lines. They worked, right? —Thanks much!—Mark

Dear Wanda: I am writing to you to commend you for your referral of Dina to my organization. Dina has been a wonderful intern, and she has modeled all the appropriate behavior for our other interns. I wish we had 10 of her. I did not know that she was a former foster youth and just assumed that you had sent out your honors student. How shallow I was. Yes, she is a former foster youth, but she is also an honors student. I am a seasoned professional, yet I have much to learn. Assumptions and stereotypes need to be stowed away. What I can say is this: anyone coming

*with Wanda's blessing will be fabulous. Best
Regards, Steve*

Dear Cesar: Just a quick note to let you know that I had all my tattoos removed finally! Well, at least the ones that were showing on my wrists and neck. Thanks for all those long talks. The Peace Corps decided that I might be useful as an English teacher in Africa. Wow!!! Can I email you for advice? -Lilly

Dear Tiffany: I'm getting married! OMG! What am I supposed to do? How many bridesmaids should I have? Do I have to let my smelly old great aunt cut the cake? Who is supposed to pay for the flowers? Help!!!! You've already been through this, so I know you will give me such good advice. In sisterhood—Grace

Dear Helena: do you remember me, Rosie? I was there for 3 years in SSS. Then I got pregnant and left. Now I have a wonderful 5 year old son. I am coming back to school. Can you help me get back in? Do you think they would want me? Is Jessi still there? Tell her I said hi. She is so sweet. My son's name is

Jared. He is beautiful and very smart. I very much want him to have a mama who is smart also, at least with a degree to prove it. Let me know if you can help me. — Rosemary

Dear Dr. Berkow: I just wrote a check to the University during their annual fund raising campaign. I specifically asked that it be directed to Counseling Services. I know it is unusual for past patients to donate to their shrinks. Well, you guys were all awesome, and I am alive thanks to you. No drugs, no alcohol. My life is totally changed. Thank you. By the way, I'm running for board of supervisors. Can I count on your vote?--Donald

Clarissa: *hope you remember me. I am now married, got my degree in liberal studies and a teaching credential, was in the Sociology Club. The school I'm teaching at is wondering if any clubs might want to help with the drug free night*

next week. It would involve handing out free items and giving guests nametags. Can you help me find some student volunteers?— Janet
p.s. can you check out my graduation clearance? I keep having dreams that I am 3 units short.

Dear Dean Noble: This is a difficult and special letter to write. You might remember me as one of your cases in the computer science department. You were very helpful in getting my classes taken care of and you spent an awful lot of time with me helping me get through my senior year. Basically, it's this: my dad died last month. I'm now like the head of my family (weird, right?). I am scheduled to be inducted into the local young professionals' club, and everyone else has their dad introduce them. Would you do that for me? I know, it sounds weird. . . since I'm Vietnamese, and you're. . .well . . . you are not Vietnamese. Thank You.—Tran

You all do wonderful things that you think are unnoticed. KEEP DOING THEM. Keep collecting those real and virtual postcards.

Thank you for all that you do. I know that in any given day, you've done much that is unseen by the larger university world. But to that particular student you are serving, **YOU** have made a difference and you are noticed . . .

(even if they do forget to write).

Sincerely,



Stacey Morgan-Foster
Vice President for Student Affairs

ADVISING RESOURCE CENTER

Lee Renner, M.Ed., Senior Director

MSR 180, (209) 667-3304, www.csustan.edu/studentlife/ARC.asp

MISSION

The University advising mission at California State University, Stanislaus is to provide current students academic advisement that is accurate, consistent, and timely so that students can develop meaningful educational plans compatible with career and life goals. In support of the University's mission, the Advising Resource Center provides academic advising and support services that remove obstacles to student success and assists students with the many adjustments to college life.

SERVICES AND PROGRAMS

- **Academic Advising and Review** – All CSU Stanislaus students receive accurate and timely advice regarding campus information and services, general education, university-wide requirements, major changes, student petitions and appeals, academic probation, academic disqualification and reinstatement, and graduation evaluations.
- **Athletic Advising** – All student-athletes receive academic support services including tutoring, individual education planning, and monitoring of athletic eligibility.
- **Faculty Initiatives** – The department works closely with Academic Affairs to enhance student learning by establishing learning communities, offering educational workshops, and identifying meaningful strategies to improve student success.
- **Orientation** – This program helps students get off to a good start by providing structure for delivery of important academic information, jump-starting social interaction, and beginning the process of academic integration.

- **Parents Program** – Parents receive information regarding the campus policies, services, and resources for students through periodic publications and at Parent Orientation. They are also encouraged to participate in campus life with select family events throughout the year.
- **Peer Advising** – Students trained as student ambassadors to the campus assist new students with resource referral, course scheduling, and adjustment to life as a CSU Stanislaus student.
- **Re-entry Student Services** – New re-entry students meet seasoned students to obtain campus information and assistance with career, life, and academic planning.
- **Peer Interns** – Graduate students are trained to assist undergraduate students on academic probation with course scheduling, University procedures, and resource referral.
- **Remedial Services** – Entering students who do not qualify for freshman English or math are guided to complete appropriate remedial courses within their first year at CSU Stanislaus.
- **Testing Services** – Students and the general public can take state, national, and university-wide test administrations at the CSU Stanislaus campus. We offer EPT/ELM, ACT, SAT, MSAT, NTE, MAT, TOEFL, and WPST test administrations.

UNIT ACHIEVEMENTS

- All staff attended PeopleSoft training.
- Increased early placement testing for incoming students by 5%.
- Reorganized orientation by college and/or major.
- Contracted with all new remedial students to complete their remediation requirement within their first year at CSU Stanislaus.

- Provided academic advising for 157 remedial students.
- Developed workshops on advising student athletes.
- Completed the Support Unit Review utilizing the CAS assessment tool.

- Increased electronic communication with student athletes
- Piloted expanded walk-in hours.
- Developed department brochures and updated G.E. planning guides.
- Created new advisor log process.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Telephone Calls	6,698	4,882	3,616*	5,429	3,427
Walk-In Advising & Appointments	3,903	3,349	3,968*	5,003	3,962
Remedial Students	731	832	871	862	273
Graduation Evaluations	1,600	1,295	1,470	1,659	1,056
New Student Orientation Participants	2,150	2,250	1,966	2,314	1,975
Parent Orientation Participants	n/a	485	350	280	275
Stanislaus Parent Association Members	n/a	225	300	450	530
Tests Administered	4,704	4,777	5,432	5,172	5,202

*Represents advising calls only

STUDENT LEARNING OUTCOMES

REMEDIAL & PROBATION ADVISING

Learning Goals – Remedial and probation students will learn to appreciate institutional expectations; identify areas of academic strength and weakness; determine academic decision needs; discover and use campus resources; and understand University policy regarding remediation and academic standing.

Learning Outcomes – Remedial and probation students will:

- Improve subject matter competency.
- Accept greater personal responsibility.
- Develop effective self-management strategies.
- Overcome self-defeating patterns.
- Establish effective study skills and seek help and assistance when needed.
- Learn to set both short-term and long-term goals.

UNDECLARED MAJOR ADVISING

Learning Goals – Students will learn to explore life and career goals, research various fields of study, and develop and implement a formal academic plan.

Learning Outcomes – Students will:

- Learn the general education and University-wide requirements.
- Explore and utilize University resources.
- Develop a formal individual education plan.
- Declare a major, minor and/or concentration.

STUDENT ATHLETE ADVISING

Learning Goals – Student-athletes will learn to improve their academic performance, understand University-wide and National Collegiate Athletic Association (NCAA) requirements, and learn the University resources.

Learning Outcomes – Student-athletes will:

- Use the Tutoring Center.
- Improve their subject matter competency.
- Make continuous progress towards degree.
- Maintain NCAA eligibility.

TESTING ADVISING

Learning Goals – Non-exempt freshmen students will learn and know the University testing requirements.

Learning Outcomes – Non-exempt freshmen will learn:

- Testing exemption requirements.
- Advantages to early testing.
- Their math and/or English course placement level.

NEW STUDENT ORIENTATION (NSO)

Learning Goals – All students will make new friends, navigate the University, learn academic success strategies, and understand what it takes to graduate in a timely manner.

Learning Outcomes – New students will:

- Take a campus tour and learn about University resources.
- Receive advising, planning, and scheduling assistance.
- Gain knowledge of university policies and graduation requirements.
- Interact with other new students, faculty, and staff members.

PARENT ORIENTATION

Learning Goals – Build trust between parents and campus resources providing student support.

Learning Outcome – Students of parents who attend parent orientation will exhibit a greater level of self-reliance and independence than the general population.

PEER ADVISING COURSE

Learning Goals – Students develop a deeper understanding of University-wide resources and requirements, and enhance their guidance, leadership, and communication skills.

Learning Outcomes – Student leaders will learn to:

- Guide new students regarding general education and University-wide requirements.
- Assist new students with exploring and utilizing University resources.
- Enhance their oral presentation and leadership skills.

2009/10 DEPARTMENT PRIORITIES

- Streamline the front counter procedures.
- Organize the front reception area and update the reception binder.
- Upgrade existing registration process for testing.
- Research online advising for ARC.
- Improve PeopleSoft access with Enrollment Services.
- Create a listserv for student athletes.
- Expand walk-in hours for all students.
- Develop advising-related power-point presentations.

Byron A. Kamp, MBA, Executive Director

University Student Union 202, (209) 667-3827, <http://www.csustan.edu/ASI/>

MISSION

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

SERVICES AND PROGRAMS

- **Book Exchange** – An alternative program for students to buy and sell books.
- **ASI Programming-**
 - * **Special Events** – Warrior Day, Warrior Welcome Concert, Homecoming, Student Leadership Awards, and Late Night Stanislaus.
 - * **Warrior Squad** – An ASI student volunteer group which promotes student involvement, campus life, and student advocacy.
 - * **Warrior Fanatics** – An ASI student volunteer group which promotes campus pride and works to increase campus involvement.
- **Recreation and Wellness Programs** – Intramural program, lap swim, group exercise classes, wellness programs and workshops, and blood donor drives.
- **Student Organization Funding** – Provides funding and support services for student organizations and clubs.
- **Student Advocate** – Assists students with grade appeals and other related issues, navigating university policies and procedures.
- **Government Relations** – ASI serving as the official voice of the students, not only on-campus, but off-campus as well as with local, state and federal elected officials.

UNIT ACHIEVEMENTS

- **ASI Programming** – ASI Programming continued to make many strides this year. Warrior Squad continued to build upon their previous events yielding the biggest Homecoming ever on the CSU Stanislaus campus. This was the first year of the Warrior Fanatics group, which worked hard to create a student section in the gym by painting a section of the bleachers red and giving it the official title of, “Fanatics Section.” Both programming groups worked hard to increase campus pride and involvement by having activities in the quad, establishing “wear red on Wednesdays” and other special programs on campus.
- **Recreation and Wellness Programs** – The Recreation and Wellness program continued to build upon the previous year’s increase and offered a wide variety of programs. Special attention was paid to the issues more applicable to our campus population and included such events as: alcohol and substance abuse awareness, sexual health awareness, and stress awareness. Our donor blood drives were very successful, netting 350-400 donations. The intramural program experienced significant growth. The average amount of rosters submitted for each semester was 65, an increase of approximately 50% from previous years. Also growing was the group exercise program, which expanded from two classes per week to four classes per week. The program is expected to double in the coming year and utilize the new Student Recreation Complex facility. The lap swim program maintained a steady participant rate throughout the year.
- **Student Government** – Members of the ASI Senate worked on achieving priority

registration for student athletes and others. In addition the ASI Senate approved the creation of a new student assistant position, the Sustainability Coordinator. The cost for this position is being split between ASI and USU.

- * Participation in weekly Senate meetings and committee meetings.
- * The opportunity to write agendas.
- * Opportunities for chairing ASI committee and sub-committee meetings.
- * Serving on campus wide committees.

STUDENT LEARNING OUTCOMES

- ASI students will develop and understand basic elements of program/event management and implementation.
- All students will develop and enhance their public speaking skills.
- ASI students will learn basics of parliamentary procedures and effective meeting management.
- Students will learn to work collaboratively with each other. They will seek involvement with others and will be inclusive in the process. They will learn how to contribute to the achievement of an agreed upon group goal.

LEARNING OUTCOMES PROGRESS

- The following are learning opportunities students have through the Associated Students, Inc.: Welcome Back Concert, Warrior Day, Homecoming, intramurals and sports tournaments, Associated Students Senate and Executive Offices, leadership retreats, open forums, the Book Exchange, Wellness Programs, activities and events in the Quad, and Info Day.
- Examples of intentional elements to increase public speaking skills and opportunities:
 - * Student Senators give oral reports during Senate Meetings.
 - * Staff conducts team building exercises and icebreakers during staff meetings.
 - * Members of the organization speak in formal settings, such as the Academic Senate, on campus committees, and at Commencement.
- Examples of parliamentary procedure and meeting management learning includes:
 - * Attendance at New Senator Orientation.

2009/10 DEPARTMENT PRIORITIES

- ASI's priorities encompass all its components: Senate; Programming and Special Events; Recreation and Wellness; and Student Leadership.
- Assess the ASI Wellness Program efforts and develop a plan to make Wellness Programming more collaborative and more effective.
 - Actively participate in the planning of the USU renovation and expansion project.
 - Develop plans, in cooperation with the USU Board of Directors, to collaborate with various programming efforts.
 - Assess the ASI Recreation Program and develop a comprehensive program utilizing the Student Recreation Complex, the intramural field, Warrior Gym, campus swimming pool, and other facilities as needed.
 - Make ASI Government Relations a dynamic campus force through lobbying for federal, state and local issues important to students and the campus community.
 - Create a sustainability program that will conduct research and develop ways and means to increase awareness and improve practices both within ASI/USU and the campus.
 - Develop and produce quality programming primarily for students, but also for faculty, staff and the local community. Our programs should reflect the diversity of our campus, accomplish the standard of expected quality and meet a wide variety of learning objectives established by the USU Program Board.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Book Exchange					
Student to Student Monies	\$41,000	\$43,567	\$42,205	\$22,147	No data
Books Exchanged	947	987	902	450	No data
Student Advocate Cases	200	210	208	68	12

INTERCOLLEGIATE ATHLETICS

Milton E. Richards, Ed.D., Director of Athletics

Warrior Arena, (209) 667-3016, www.WarriorAthletics.com

MISSION

The mission of the Intercollegiate Athletics program at California State University, Stanislaus is to sponsor a highly successful Intercollegiate Athletics program at the National Collegiate Athletic Association (NCAA) Division II level that positively promotes California State University, Stanislaus while assisting the institution in fulfilling its commitment to community service.

The goals for Warrior Athletics are:

1. To achieve a student-athlete graduation rate that exceeds that of the general student body.
2. To positively promote CSU Stanislaus through an Intercollegiate Athletics program that operates within the rules and regulations of the California State University, NCAA and California Collegiate Athletics Association (CCAA).
3. To field teams that win national and conference championships.

SERVICES AND PROGRAMS

The Department offers an intercollegiate sport program that competes at the National Athletic Collegiate Association (NCAA) Division II level.

- *Men's/Women's Soccer*
- *Men's/Women's Cross Country*
- *Women's Volleyball*
- *Men's/Women's Basketball*
- *Women's Indoor Track & Field*
- *Softball*
- *Baseball*
- *Men's Golf*
- *Men's/Women's Outdoor Track & Field*

- *Women's Tennis*

In addition to sponsoring 14 DII varsity athletics programs Warrior Athletics supplement the campus tutoring program by assisting at-risk student athletes (those with a grade point average of less than or equal to 2.25) and first-time student-athletes in earning their college degree.

UNIT ACHIEVEMENTS

- **Graduation** – Warrior student-athletes graduate at a higher rate than the general student body and post an academic success rate of 76%. APR measures the percentage of students who receive athletic grant-in-aid and participate in intercollegiate athletics at CSU Stanislaus that earn their degree. Warrior student-athletes also consistently post a 3.0 grade point average in the classroom for all teams.
- **Competitive Success**
 - * The Warrior Softball team won the NCAA West Region Championship and advanced to the NCAA DII Super Regional Region tournament losing to eventual National Champion Dixie State.
 - * The Warrior Baseball team was ranked number 1 in the nation for four weeks.
 - * Three baseball players, Kyle Loretelli, Dakota Watts, and Eric Federico, were selected to continue their playing careers on the professional level in the Major League draft.
 - * Track & Field athlete Kasey Burlingham won the NCAA DII championship men's pole vault championship.
 - * Twelve Warrior student-athletes earned All Western Region honors.

- * Three Track & Field Warrior student-athletes were named to the NCAA Division II All American Team.
 - * Twenty-nine student athletes earned California Collegiate Athletic Association (CCAA) all conference awards.
 - * One student-athlete won the CCAA most valuable player award.
 - * Student athletes won three CCAA freshmen of the year awards.
 - * Head Men's Golf Coach John Cook was named NCAA DII West Region Coach of the Year.
 - * Men's Golf tied for the West Region Championship with eventual National Champion Sonoma State and finished sixth in the Nation.
 - * Women's Tennis finished second in CCAA Conference and advanced to the NCAA national Championship finishing 25th in the nation for the first year tennis program.
 - * Successfully passed an increase in the athletics student-fee referendum designed to support Warrior Athletics.
- **Academic Excellence**
 - * Student-athletes at California State University Stanislaus graduate at a higher rate than the general student body based on the 2002-03 rate 56%-52%.
 - * The overall Grade Point Average (GPA) for all Warrior student-athletes is 3.06.
 - * Forty-seven student-athletes were named to the All Academic list for their achievements in the classroom. To be eligible for the award student-athletes must:
 - Be a varsity letter winner who competed in one of 13 CCAA-sponsored sports during the 2008-09 academic year.
 - Have a GPA of 3.40 or higher in a minimum of 24 semester or 36 quarter units completed at the certifying institution during the 2008-09 academic year.
- * Forty seven Warrior student-athletes posted GPAs of 3.4 or better:
 - * Thirty-five had 3.5 or higher.
 - * Twenty-eight had 3.6 or better.
 - * Twenty-one had 3.7 or better.
 - * Thirteen had 3.8 or better.
 - * Five had 3.9 or better.
 - * Three had perfect 4.0 grade point averages.
 - * The Women's Soccer team received the National Soccer Coaches Association of America Team Academic Award.
 - * By posting a 3.36 grade point average the Women's Cross Country team earned UST FCCCA All Academic Team Honors.
- **Fundraising** – Despite a difficult economy we were able to generate in excess of \$450,000 in private support for Warrior Athletics.
 - * Special Events, including the annual Warrior Association Crab Feed, and Guaranty Bank Open golf tournament grossed \$53,000 and \$28,000 respectively and were instrumental in the overall athletic development campaign.
 - * The campaign to sell two hundred reserved seats in the SRC soccer/track stadium continues to make progress with 106 seats sold to date.
 - **Community Services**
 - * Habitat for Humanity – The Women's Soccer team participated in the Habitat for Humanity program by assisting in the renovation of houses in the Turlock/ Modesto area.
 - * Make-A-Wish Foundation – The Student Athletic Advisory Committee (SAAC) continued its mission of serving the community by working to raise money for the Make-A-Wish Foundation. SAAC has been, and continues to be a significant force in both the conference

and national campaigns in NCAA Division II Athletics in working to raise

- * Henry’s March – SAAC and multiple teams participated in Henry’s March to benefit the Children’s Craniofacial Association.
- * Elementary School Mentoring – Multiple teams participated in mentoring programs at local elementary schools to support and encourage students to be college-bound and to encourage reading at all levels.

STUDENT LEARNING OUTCOMES

- Students will learn to focus on the “Student” in the term student-athlete by participating in academically related programs such as tutoring and enhanced study hall.
- Student-athletes will persist to graduation at a rate higher than the general student population.
- Student-athletes will learn leadership skills by participating in campus student leadership groups such as the Student Athletic Advisory Committee and the Associated Students, Inc.
- Student-athletes will learn the value of civic engagement by participating in community service projects.

LEARNING OUTCOMES PROGRESS

- The Department of Athletics has tangibly increased the quantity of tutoring available

funds for this worthy cause.

to all student-athletes to encourage academic success.

- The Department of Athletics has worked with multiple student and administrative groups to develop a voice with both student organizations and administrative groups on campus. This resulted in a greater number of our student-athletes “extending” themselves to areas outside of their comfort zone.
- The Student Athletic Advisory Committee has focused its efforts on getting more student-athletes involved in community service projects. Larger numbers of student-athletes participated in community and external activities to be visible and to give back to the surrounding area.

2009/10 DEPARTMENT PRIORITIES

- **Engage Staff to Participate in Outside Activities** – The Department of Athletics will work to engage staff members and outside entities to participate in extramural activities in support of the University and its constituents.
- **Raise Student and Staff Expectations** – The Department of Athletics will raise its expectations of student success, staff development, and its contribution to the campus community.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Student Athlete Average GPAs	2.92	2.97	3.03	3.02	3.06
Tutoring/Study Hall Hours	120	185	250	400	400
Community Service Projects	4	5	7	7	10
All Conference Athletes	23	22	28	43	29

CAREER SERVICES CENTER

Christine Hollister, MPA, Director

MSR 245, (209) 667-3661, www.csustan.edu/Career

MISSION

We are the primary career planning, preparation, and job search resource for students and new graduates. Services and programs are designed to promote student learning through identified resources and purposeful staff guidance. To support these efforts, we proactively develop and maintain relationships with a diverse group of employers for internship and job opportunities.

SERVICES AND PROGRAMS

- **Resource Library** – Includes occupational information, books, videos, periodicals, and graduate school materials.
- **Recruiting Services** – Provide pre-interview employer information sessions, private interview room for On-Campus Interview Program, Resume Referral Program, and orientations to prepare and coach students for on-campus interviews.
- **Website** – Contains job listings, Hot Jobs, internship links, Upcoming Events page, links to local/regional job fairs, self-guided assessment (FOCUS), salary surveys, career exploration links, specialized pages for alumni, veterans, and families.
- **Workshops** – Provide guidance on resume and cover letter writing, effective interviewing, business etiquette, job search strategies, choosing a major, and transitioning from college to work.
- **Opportunities to Meet Employers** – Includes Career Fair, Accounting Night, CIS, Criminal Justice & Civil Service, and Human & Health Sciences networking receptions for students and employers; job shadowing and mentoring placements; internships; community service opportunities; and alumni networking.
- **Student Employment Services (SES)** – Provides job postings and guidance for departments to hire student assistants.
- **Career Counseling** – Offers mock interviews, job search strategies, resume review, individual and group counseling by appointment or walk-in, and presentations to campus clubs and student leadership groups.
- **Summer Employment Guide** – Publishes part-time, full-time, and summer employment opportunities; plus “How To” search tips.
- **Computer Workstations On-Site** – Provides students with access to the web, job links, and salary research.
- **Academic Services** – Includes new and transfer student/parent orientation presentations, classroom programs, faculty e-mail announcements, and the Faculty Outreach Program (optional career presentations in lieu of cancelling class).

UNIT ACHIEVEMENTS

- Welcomed 1,082 first-time student visitors to the Career Services Center.
- Increased employer contacts, locally and regionally, by 15% (158).
- Provided key letter of support to E. & J. Gallo Winery’s nomination for the *Exemplary Voluntary Efforts Award* to recognize their fair and equal recruiting and hiring practices of CSU Stanislaus graduates.
- Secured a record 16 company sponsors and 83 recruiters (36 were alums) for the *Accounting Night* event hosted by the Career Center with 117 students served.
- Provided key letter of support to the CSU Stanislaus *Robert Noyce Scholarship Program* proposal to the National Science

Foundation, citing the support that students engaged in this program will have through the Career Services Center.

- Hosted fall open house and tours in conjunction with campus *Welcome Week*.
- Conducted mail survey of 2008 graduates to collect and publish employment data.
- Collaborated with the Business Advisory Board of the College of Business Administration to successfully place students participating in the *Job Shadowing and Mentoring Program* through the Career Services Center.
- Hosted the first cohort of high school students participating in the *Teens in Action Leadership Program* in collaboration with community employers and City of Turlock, including providing a career presentation during lunch and tour of campus.
- Collaborated with the College of Business Administration to support their *Meet the Firms Night*, by preparing students with resume assistance prior to the event, promoting the event to students, and

inviting Career Services employer contacts to participate.

- Completed the 2008-2009 Support Unit Review utilizing the Council for the Advancement of Standards (CAS) assessment tool.
- Provided 5th annual campus-wide workshop on *Student Assistant Hiring* and invited additional panelists from Work Study, Academic Affairs, and Payroll.
- Provided keynote presentation for the Faculty Mentor Program's *Career Conference*.
- Expanded the Internship Program to include a fall survey of all CSU Stanislaus enrolled students through the *National Association of Colleges and Employers* to collect information about internship participation and experience.

SERVICE INDICATORS (STUDENTS/GRADUATES ONLY)

Key Indicators	2004/05	2005/06	2006/07	2007/08	2008/09
On Campus Recruiting (OCI)	126	217	404	394	257
Career Fair, Accounting Night, Criminal Justice Expo, HHHS Expo	1,130	1,074	1,072	1,350	1,209
Appointments/Individual Assistance	865	1,780	1,915	3,260	2,487
Workshop Attendance	66	79	132	297	37
Classroom/Clubs Attendance	751	415	286	733	763
New Student Orientations	1,085	1,457	2,138	2,765	3,200
Use Career Center Facilities/Info Sessions	842	2,300	2,875	3,931	3,564
Total Service Contacts:	4,865	7,322	8,822	12,730	11,517

SERVICE INDICATORS (OTHER DATA)

	2004/05	2005/06	2006/07	2007/08	2008/09
Recruiter Firms Attending Expos	20	21	44	57	47
OCI Recruiter Firms (Each Day)	38	48	65	53	39
Company Tables on Quad (Each Visit)	31	37	32	44	20
Firms at Career Fair	84	98	95	93	49
Student Job Posts (SES) not Unit 11	130	141	202	300	372
Student Job Posts (SES) Unit 11	n/a	15	9	13	8
Job Postings (Other; not SES)	877	1,793	2,320	2,051	1,864
FOCUS Self-Guided Assessment Online	143	296	534	557	676

STUDENT LEARNING OUTCOMES

- Students will learn how to develop a career plan and occupational options through utilizing career counseling, attending workshops on specific career development topics, 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.
- Students will develop practical competence through identifying internship opportunities and obtaining experience relating to their degree by serving in an internship.
- Students will learn career development skills through utilizing online self-assessment tools to examine interests, values, and their unique career and life goals.

LEARNING OUTCOMES PROGRESS

- Number of students using the Career Services Center represents new and repeat student visits seeking appropriate resources. More than 3,560 student visits to the Career Center were reported.
- The reduction in career counseling staff from 2 to 1 resulted in fewer students being seen for individual appointments; however, the more than 2,485 seen represents repeat student visits seeking guidance from professional staff on how to develop a career plan and to research occupational options.
- Student attendance at recruiting events represents enhanced outreach efforts which have garnered attention and students are learning about internship and job opportunities first-hand from recruiting employers.

2009/2010 DEPARTMENT PRIORITIES

Based on the findings of the 2008-2009 unit assessment, three priorities were identified: Financial Resources, Campus & Community Relations, and Assessment. Given these priorities, the following are the goals for 2009-2010:

- Evaluate and modify staff assignments in light of 08/09 midyear cut in staffing.
- Evaluate programs and service delivery in light of budget reductions.
- Conduct faculty needs assessment to determine where communication can be improved and if consolidating campus efforts can be supported.
- Expand ways for students and graduates to self-report internships/employment.
- Evaluate and articulate learning outcomes coupled with an assessment system to measure what students learn.
- Continue outreach to faculty, academic departments, and clubs to more fully integrate career services into the broader educational mission.

DISABILITY RESOURCE SERVICES

Lee Bettencourt, MSW, LCSW, Interim Director

MSR 210, (209) 667-3159, www.csustan.edu/DRS

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.

SERVICES AND PROGRAMS

- Assist with registration for courses and provide letters to faculty.
- Provide textbooks and course materials in alternate formats.
- Provide interpreting and captioning services for deaf and hard-of-hearing students.
- Out-of-class testing accommodations and proctoring assistance.
- Provision of assistive technology for students with disabilities.
- Advising and guidance to support academic success.

UNIT ACHIEVEMENTS

- Assisted with the successful application of an EnACT grant to support faculty in the development of accessible course curriculum.
- Implemented new procedures for students of DRS to receive priority registration, allowing all DRS students to receive advanced registration and eliminating the need for filling out Add forms.
- Participated in committee meetings and trainings to establish effective support services for returning "Wounded Warriors."
- Provided input and recommendations to the Academic Senate related to the

SERVICE INDICATORS

- recently passed resolution on "Recording of Lectures" for students with disabilities.
- Developed written protocol for DRS staff to assist students and the public, when seeking information on DRS services.
- Completed the Support Unit Review utilizing the (CAS) assessment tool.
- Provided training and outreach for resident advisors, tutors and faculty on working with students with disabilities.
- Completed 2009 Survey of students registered with the DRS program. Based on the 34 completed surveys, students indicated a high degree of satisfaction with the services provided by the DRS program and staff.

STUDENT LEARNING OUTCOMES

- **Persistence and Academic Achievement.** Students with disabilities will learn how to access specific campus resources, (i.e., the Tutoring Center, Academic Advising, Student Support Services, etc.) to assist them with their academic coursework, and to successfully complete their degree.
- **Inter/Intra Personal Competence.** Students with disabilities will develop and increase their self-advocacy and communication skills by being able to effectively discuss their accommodation needs with their instructors.
- **Knowledge Acquisition, Integration, and Application.** Students with disabilities will learn about different career options related to their major and how to conduct career research and planning.
- **Civic Engagement.** Students with disabilities will be encouraged to participate in student organizations, governance, and leadership positions, in order to develop a sense of civic engagement.

	2004/05	2005/06	2006/07	2007/08	2008/09
Registered Students	196	213	210	196	201
Alternate Format (hours)	475	1,057	1,118	1496	1,264
Interpreter/Captioner (hours)	1697	1,540	843	1,701	1,654
Testing Assistance (hours)	911	783	754	1,067	1,051
Cost of Services	\$110,952	\$64,124	\$44,516	\$99,095	\$117,960

LEARNING OUTCOMES PROGRESS

- **Persistence and Academic Achievement.**

Students are informed both verbally and in writing about campus resources that are available to assist them and how to access these services. Data will be gathered in the next student survey to evaluate student's knowledge and use of available campus resources.

- **Inter/Intra Personal Competence.**

Students are provided with information on how to effectively communicate with their instructors regarding their accommodation needs. Data will be gathered in the next student survey to evaluate student's ability to advocate for their accommodation needs.

- **Knowledge Acquisition, Integration and Application.**

Disability Resource Services staff periodically discusses with students their progress on career research and planning as it relates to their major. The staff also refers all students to the Career Services Center to ensure that they are aware of this campus resource. Data will be gathered in the next student survey to evaluate student's effectiveness in developing future career plans.

- **Civic Engagement.**

All students are provided with information on the importance and benefits of being involved in civic engagement activities. Students are also provided with information on the types of clubs, organizations, and governance activities that they may

become involved with at the University. Data will be gathered in the next student survey to evaluate the number of students who are involved in civic engagement activities.

2009/10 DEPARTMENT PRIORITIES

- Continue participation in the "Accessibility Technology Initiative" and the EnACT Grant to ensure the effective accommodation of the technology needs and instructional materials for students with disabilities.
- Participate in the Campus Accessibility Team to review campus data regarding campus access in open areas to identify barriers to access for individuals with disabilities.
- Identify methods for improving service delivery to deaf and hard-of-hearing students, and ways to contain costs.
- Develop and implement training materials for student assistants that are utilized in assisting students with disabilities.
- Continue the development of collaborative activities with community resources to assist students with the assessment of possible learning disabilities and attention deficit hyperactivity disorder.
- Establish a Disability Services Advisory Committee consisting of students, faculty, and staff to provide input on improving services to students with disabilities.

EDUCATIONAL OPPORTUNITY PROGRAM

Lee Renner, M.Ed., Director

MSR 180, (209) 667-3108, www.csustan.edu/EOP

MISSION

The Educational Opportunity Program (EOP) is an admission-based program that increases access, academic excellence, and retention of California's historically underserved low income, first-generation college students. The EOP program is a crucial part of the overall mission of the university. EOP provides an array of support services including Summer Bridge, Promise Scholars, and developmental academic advising. These programs and services encourage students to make conscious connections between the acquisition of skills and their application to academic, social and professional lives.

SERVICES AND PROGRAMS

- **Special Admissions** – Serves as the primary vehicle for admission to students who are not regularly admissible to the University.
- **Regular Admissions** – Serves as the primary academic support system for regularly admissible, first-generation students admitted to the University through the program.
- **Summer Bridge/Transition Experience** – Three-week residential program that provides a college transition to incoming freshmen and gives them an opportunity to improve their math and English skills. Offered only to incoming freshmen admitted through EOP with math and English deficiencies. The program offers a new student orientation, an English 1000 course, a math preparatory course, room & board, and the opportunity to retake the EPT/ELM free of cost to each participant.
- **Promise Scholars Program** – Provides college-bound students from foster care environments with knowledgeable and

trained counselors to provide a seamless transition to postsecondary education. The program ensures that youth from foster care are identified and receive the support they need to be successful. The coordinator works with a network of campus programs to provide necessary resources to all Promise Scholars participants.

- **Academic Advising** – Provides comprehensive advising to assist students in their matriculation, retention, and eventual graduation.
- **Financial Aid Assistance** – Provides grant funding to eligible EOP students. On a case-by-case basis, offers support and assistance to EOP students seeking to appeal suspension of financial aid or reinstatement from such suspension.
- **Probation and Disqualification Workshops** – Requires mandatory participation in probation or disqualification workshops for those EOP students who find themselves in either of these academic standings.

UNIT ACHIEVEMENTS

- Completed successful transition from Banner to PeopleSoft.
- Offered English 1000 course during Summer Bridge with a 78% Pass Rate.
- Awarded a \$285K Congressional-Grant for Promise Scholars.
- Developed a Promise Scholars website for the foster youth program.
- Promoted Promise Scholars Program throughout the CSU system.
- Participated in the 40th anniversary celebration of EOP.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
EOP Admissions Applications	2,075	2,700	3,139	2,876	3,050
Special/Total EOP Offers of Admissions	210	225	104/238*	101/218	78/160
Advising Contacts	1,665	1,803	2,379	13,528**	4,814
Non-EOP Student Contacts	63	70	180	9,289**	1,442
Summer Bridge Participants	53	50	42	41	41
Telephone Calls	n/a	n/a	n/a	4,461	2,359

* Began distinguishing special admissions from the total number of EOP admission offers in 06/07.

** Large increase in numbers due to including the preparation of progress reports, application reviews, committee reviews, emails, phone calls, and EOP applicants in 07/08; in 08/09 counted only appointments and walk-ins.

STUDENT LEARNING OUTCOMES

• First Year Student Advising Plan.

* Individual Academic Plan – All incoming EOP students will learn how to develop and construct an individual academic plan that will help them persist to graduation.

* Remedial Student Advising – All EOP students requiring remedial coursework will be advised on remediation requirements and closely monitored to ensure remedial progress and fulfillment of remediation requirements.

• Second Year Student Advising Plan.

* Major Review – All second year EOP students who have selected a major and will meet with their advisors to review fulfillment of general education and prerequisite requirements.

* Major Selection – All second year undeclared EOP students will meet with their academic advisors to review their academic record to assist in major selection. EOP will refer second year undeclared students to Career Services for additional assistance with major selection.

• Continuing Student Advising Plan.

* Referral to Major Department – Although EOP will continue to advise and monitor academic progress of all EOP students through graduation, EOP will refer all continuing students with declared majors to their major

departments for appropriate and specific advising within the major.

LEARNING OUTCOMES PROGRESS

• Required EOP Advising.

* All EOP students are required to meet regularly with their assigned EOP academic advisor. First-time freshmen are required to meet with their advisors monthly for their first year. Second year and continuing students are required to meet with their advisors at least once per semester.

• EOP Progress Reports.

* Progress reports are requested for all first year students to monitor academic progress in all coursework.

* Academic progress for continuing students on academic probation is also monitored through the use of EOP progress reports.

2009/10 DEPARTMENT PRIORITIES

- Increase Math Retention with ALEKS (a self-paced computer program) for Summer Bridge participants.
- Streamline EOP admissions with Enrollment Services and Financial Aid.
- Design and implement Promise Scholars application and student-counselor brochure.
- Develop a PSP mentoring program with MSW students and community leaders.
- Host the first Promise Scholars orientation and reception on September 10, 2009.

FACULTY MENTOR PROGRAM

Kathy Shipley, M.A., Director ♦ Clarissa Lonn-Nichols, MPA, Coordinator

C-107D, (209) 667-3021, www.csustan.edu/FMP

MISSION

The mission of the Faculty Mentor Program (FMP) is to encourage faculty-student interaction outside-the-classroom through mentoring relationships that improve academic achievement, increase student retention rates, and improve the graduation rates of educationally disadvantaged students.

SERVICES AND PROGRAMS

To ensure that student and faculty participants are provided opportunities for interaction in addition to formal classroom environments, FMP provides a program that includes events and meetings in a variety of cultural, social, and recreational environments. Faculty mentors consistently support students in roles such as advocate, resource, facilitator, and friend.

- **Faculty Mentors** – Facilitate faculty to student out-of-classroom interaction through mentoring.
- **Monthly Events** – Provide monthly interaction events for protégés and mentors.
- **FMP Summit** – Develop a Summit program for mentors and protégés (given the fiscal constraints in lieu of an Annual Retreat) that includes comprehensive workshops designed around issues of personal growth and development.
- **Faculty Training** – Develop and present mentor training for faculty interested in joining the program. The training includes FMP history, background and campus resources. Faculty growth and development of interpersonal skills continues through mentoring relationships, participation in FMP activities, and continuing mentor training.

- **Annual Awards Celebration** – Host the Annual Awards Celebration recognizing graduating protégés and their families, recipients of honors and scholarships and awards presented to mentors by the FMP Student Organization.
- **First Year Experience (MDIS 1040)** – Provide instruction for two sections of MDIS 1040 (First Year Experience). This introductory seminar explores the relationships between two linked academic courses; supports academic adjustment, and skill enhancement; and connects students with faculty, peer advisors, and campus resources and services. Students have the opportunity to reflect on course content individually and in groups and to define their learning goals.

UNIT ACHIEVEMENTS

To ensure that student protégés and faculty mentors have interaction outside-the-classroom environment, the FMP Board of Directors designs and supports a variety of cultural, social, and recreational events. In 2008/09, FMP hosted 61 events that:

- Provided opportunities for faculty mentors and student protégés to develop personal relationships.
- Developed unique learning communities to promote a connection to the campus.
- Offered retreats and conferences centered on providing students and faculty with information, training, and skill development.
- Hosted experiences grounded in student-faculty interactions to encourage discovery, intellectual integrity, personal responsibility, global awareness and enhance life-long learning.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Students with Mentors	115	143	152	182	131
Number of Program Events	11	15	17	20	61
Participants at Annual Retreat*	49	45	55	34	45
Attendance at Awards Celebration**	62	81	84	68	52
Attendance at Career/Graduate School Conference	n/a	n/a	n/a	36	63
Number of Mentor Trainings	2	2	1	1	1
New Faculty Mentors Recruited	n/a	n/a	n/a	11	13

*Includes students and faculty

**Includes students, family members, and faculty

STUDENT LEARNING OUTCOMES

- **Inter/Intra Personal Competence.**

Through educational and social activities with faculty and fellow protégés, students enhanced their social skills and built professional relationships.

- **Practical Competence.** By enrolling in the MDIS 1040 course, students developed learning communities that supported and strengthened their connection to the campus.

- **Knowledge Acquisition, Integration, and Application.** Through unique experiences with faculty mentors, students learned about intellectual integrity, personal responsibility, and global and self-awareness.

- **Humanitarianism.** Through FMP activities, student protégés learned to be comfortable working with a diverse group of people, including other students and faculty.

- **Knowledge Acquisition, Integration, and Application.**

FMP offered unique experiences for protégés to meet with faculty mentors and to develop lifelong learning skills to facilitate future professional endeavors. FMP initiated, with leadership from protégés, a new student organization, FMP Student Organization (FMPSO), which provides an experiential leadership and learning opportunity for protégés. Mentors provided advisement and support through mentoring and teaching self-governance, programming, budgeting and organizational skill building.

- **Humanitarianism.** FMP offered retreats, workshops, and conferences centered on providing students and faculty with training, information, and skill development.

LEARNING OUTCOMES PROGRESS

- **Inter/Intra Personal Competence.** The FMP offered a broad variety of organized out-of-classroom meetings that fostered an environment for intellectual, cultural, and artistic enrichment.

- **Practical Competence.** In addition to the organized out-of-classroom meetings, students and faculty often met in groups and individually which enhanced the mentoring relationship and learning community.

2009/10 DEPARTMENT PRIORITIES

- Increase the number of active faculty mentors by recruiting new faculty and retaining trained mentors.
- Enhance the focus on one-to-one mentor protégé mentoring.
- Prioritize program events and reconstruct the program operation in responding to budget crisis.
- Strengthen students' overall connection with campus community by sharing resources with Student Leadership and Development.

HOUSING AND RESIDENTIAL LIFE

Jean Grech Condé, M.Ed., Director

Village Housing Office, (209) 667-3675, www.csustan.edu/StudentHousing

MISSION

The mission of Housing and Residential Life is to provide safe, affordable, and well-maintained housing facilities, which foster and support programs and services that promote academic success and personal development in the residential population.

SERVICES AND PROGRAMS

• **Operational.**

- * Provide food and shelter to students who live on campus.
- * Maintain facilities in a safe and clean condition.
- * Maintain 95% occupancy in order to be fiscally solvent.
- * Maintain policies and procedures that ensure a safe and comfortable living environment and promote community responsibility.

• **Programmatic.**

- * Offer opportunities for students to be involved in their living community.
- * Promote leadership among student residents.
- * Provide programs that encourage educational, cultural, and social development.
- * Promote an environment that encourages health and wellness.

• **Supplementary Programs and Services.**

- * Operate a profitable summer conference program.

UNIT ACHIEVEMENTS

- Implemented, through StarRez, a roommate selection process that allows residents to select their own roommates based on information provided by resident profiles.
- In addition to roommate selection, residents can now select which room they

would like to reside in for the upcoming year.

- Introduced mobile device modules to the Housing Team, these devices allow work orders and room inventory to be taken while in the field.
- Re-roofing project for Phase 1, Phase 2, and the Community Center roofs.
- Streamlined multiple housing systems in an effort to be virtually paperless; some of these systems include the application, room condition reports, and resident correspondence.
- Shifted the focus of our marketing campaign from print to an electronic and web campaign while striving to maintain professionalism, good presentation, and consistency.
- Emphasized the retention of the resident population by introducing “Birthday Balloons”.
- Increased off-campus programming by floor, which encouraged residents to become more involved within the Village Community.
- Completed the Support Unit Review utilizing the CAS assessment tool.
- Contributed to two campus dialogue programs aimed at getting students and faculty to address a significant topic in higher education.

STUDENT LEARNING OUTCOMES

- **Scholarship** – Develop intellectual competence. Students will:
 - * Develop and utilize effective learning strategies and study tools.
 - * Learn to integrate academic disciplines.
 - * Interact with faculty outside of the classroom.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Occupancy					
Freshmen	238	247	287	252	248
Transfer Students	94	77	87	70	98
Continuing Students	231	281	289	272	229
TOTAL	563	605	663*	594	575
Summer Conference Revenue	\$210,432	\$213,355	\$202,153	\$235,421.	\$120,000
Educational Programming Events	25	43	17	61	50
Community Activities	87	91	52	79	142

**Housing increased capacity through the addition of 15 beds to meet demand*

- **Leadership** – Exercise influence and counsel. Students will:
 - * Expand leadership skills through involvement in activities and programs.
 - * Exhibit ethical behavior and leadership while engaged in academic and co-curricular activities.
- **Citizenship** – Participate in civic and campus life. Students will:
 - * Develop a sense of belonging.
 - * Learn to navigate the University environment.
 - * Develop awareness of and participate in campus community service projects.
 - * Develop an appreciation and understanding of others while interacting with people of diverse backgrounds, cultures, and viewpoints.
- **Relationship** – Establish and maintain healthy interactions. Students will:
 - * Make a successful transition to campus life.
 - * Engage in discussion and exchange of ideas with peers.
 - * Develop an awareness of one's own behavior and how it impacts others.
 - * Develop a sense of responsibility for personal behavior.
 - * Develop skills, interests, and habits that nurture physical and emotional well-being.

LEARNING OUTCOMES PROGRESS

- **Scholarship** –
 - * Recognized and awarded residents who accumulated a first semester grade point average of 3.5 or above; this year 144 residents received recognition.
 - * Provided residents who had a grade point average of 2.0 or below with opportunities to help improve their study skills; made multiple referrals to various on-campus programs that could assist with academic difficulties.
 - * Promoted a weekly study night for residents in which a tutor was provided for Math and English.
 - * Assigned a resident advisor the collateral assignment of Educational Coordinator; under this assignment a Village Education Facebook page was created that allowed residents to connect on an educational and social basis; study groups were organized to allow residents with the same major to study together and provide support to one another.
 - * Endorsed the Faculty in Residence (FIR) program by providing multiple events sponsored and attended by the FIR; programs ranged from hosting viewing parties for the Presidential debates to touring a historic movie theater; resident participation was at an all time high for FIR sponsored events.

- **Leadership** –
 - * Village Varsity Mentors returned to campus early for an all day training session which focused on promoting the relationship between mentors and their freshman mentees; the Director of Counseling participated in this training to increase awareness of obstacles freshman may face during their first year of college.
 - * Village Council elected additional members and promoted more activities to Village Residents; council members were responsible for managing their budget and planning events for The Village and local community.
 - * Successfully maintained the Peer Conduct Review Board which heard cases throughout the year.
- **Citizenship** –
 - * Promoted voter registration for the National Presidential Election; we offered programs to residents to educate and encourage participation in the voting process.
 - * Added a 10th Resident Advisor which allowed for the resident population to be better served with a lower ratio of residents per resident advisor.
 - * We offered a diverse and multi faceted training program to Resident Advisors as part of their training.
 - * Encouraged resident participation in our annual Stanislaus Express events; the goal of Stanislaus Express is to work with residents to develop a sense of communal responsibility while helping incoming residents get acclimated to the Village.
 - * Housing and Residential Life sponsored more collaborative programs across campus such as Up All Night.
 - * Continued the use of bulletin boards located throughout The Village as a form of passive programming.

- **Relationship** –
 - * Implemented roommate agreements that encouraged healthy relationships among roommates; they helped residents learn how to be accountable and responsible.
 - * Promoted building and maintaining peer relationships while dealing with problem solving.
 - * Sponsored multiple programming events that encouraged residents to work with others within their community; we wanted to support students being more comfortable interacting with their peers in both small and large group settings.
 - * Promoted resident accountability and responsibility to help maintain a positive residential community.

2009/10 DEPARTMENT PRIORITIES

- Go Green by creating a social norming campaign to teach residents about sustainability and environmental consciousness.
- Continue the use of various assessment tools to create an action plan that will support short and long term maintenance projects.
- Grow and expand educational programming offerings.
- Continue with the streamlining of policies and procedures to permit more efficiency within the office.
- Maintain consistency throughout all aspects of housing. This includes work orders, staff, marketing, policies and procedures.
- Continue to promote student self-responsibility and accountability.
- To provide seamless resources and services to students by maintaining good communication and strong partnerships throughout campus.
- Develop a written emergency plan that is consistent with the Chancellor's Office policy.

JUDICIAL AFFAIRS

Jill Tiemann-Gonzalez, M.Ed., Judicial Affairs Officer

MSR 340, (209) 664-6531, <http://web.csustan.edu/JudicialAffairs>

MISSION

The mission of the Office of Judicial Affairs is to ensure a productive and safe environment in which students can work, study, learn and live. The office seeks to help students successfully graduate from the campus as responsible citizens. In accordance with these principles, Judicial Affairs holds students responsible for their actions as they proceed through the disciplinary process. We strive to:

- Provide outreach, educational materials and advisement to students, faculty, and staff regarding Title V, section 41301; Executive Orders 969, 1043, and 1006; and other policies.
- Demonstrate care for individual students, their educational aspirations, and personal development.
- Hold students accountable for violations;
- Ensure that students' due process rights are protected.
- Uphold policies to ensure campus safety and academic standards.

STUDENT LEARNING OUTCOMES

Judicial Affairs provides students with developmental learning experiences when found in violation of the Student Code of Conduct. To do this, the office:

- Fosters civic growth and responsibility by encouraging students to make appropriate, ethical, and positive choices;
- Decreases risk behaviors through intervention and appropriate sanctions.

LEARNING OUTCOMES PROGRESS

The Judicial Affairs Office assigns educational sanctions to students found to be in violation of the Student Code of Conduct. These sanctions are designed to provide the student with a learning experience and can include the following:

- Research Papers
- Community Service
- Drug and Alcohol Education Courses
- Psychological Counseling Services
- Academic Advising
- Letters of Apology

Conduct Code Violation	2005/06	2006/07	2007/08	2008/09
Alcohol	1	18	11	4
Drugs	17	12	14	5
Dishonesty – Academic	3	21	3	3
Dishonesty – Forgery	0	4	0	1
Theft	2	1	2	1
Conduct that Threatens Safety	0	1	6	1
Weapon	0	0	1	0
Disruption of University Operations	1	1	0	0
Failure to Comply w/Directions of University Official	0	1	0	1
Damage or Destruction of University Property	1	1	0	0
Misuse of Computer Resources/Copyright Law Violation	0	1	0	0
Total Number of Violations	25	57	37	16

Discipline Actions	2005/06	2006/07	2007/08	2008/09
Student Conduct Hearing	3	3	6	1
Suspension	1	0	1	2
Expulsion	0	1	0	0

PSYCHOLOGICAL COUNSELING SERVICES

Dan Berkow, Ph.D., Director

MSR 210, (209) 667-3381, www.csustan.edu/Counseling

MISSION

The mission of Psychological Counseling Services is to maintain and enhance students' psychological, emotional, and relational well-being. Psychological Counseling Services facilitates a successful experience in academic and social realms for students at CSU Stanislaus.

SERVICES & PROGRAMS

- **Individual Counseling** – Students receive assessment and ongoing counseling in a setting that emphasizes confidentiality and an ethical, professional relationship.
- **Couple's Counseling** – Enrolled students can meet as partners or spouses.
- **Crisis Intervention** – Immediate intervention is offered in situations of an urgent nature, including suicidal thinking or behavior, personal emergency, trauma, and/or need for hospitalization.
- **Workshops** – Psychological Counseling Services offers a variety of interactive, skill-building programs for students, addressing topics such as stress management, coping with anxiety, and healthy relationships.
- **Outreach Presentations** – Outreach is offered to classrooms, organizations, and the campus community to impart educational information.
- **Consultation** – Psychological Counseling Services provides information and assistance to faculty, staff, family members, and students dealing with urgent situations.

UNIT ACHIEVEMENTS

- **Personnel** – During budget-related hiring freeze for permanent employees, hired temporary replacements for two vacated full-time counselor faculty positions. Maintained full service delivery while two full-time permanent positions were frozen.
- **Collaboration** – Collaborated with Housing and Residential Life to present programming during RA Training, as well as mid-year review with RA's.
- **Collaboration** – Enhanced collaboration with Disability Resource Services regarding consultation and service delivery.
- **Collaboration** – Collaborated with Office of Public Safety and Doctor's Behavioral Health Center to systematize hospitalization procedures.
- **Outreach Programming** – Provided outreach programming to assist academic success and stress management.
- **Crisis Intervention** – Provided consistent and immediate crisis intervention responses in spite of multiple personnel changes.
- **Shared Governance** – Supported counseling faculty to sit on, as well as chair, academic committees.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Total Counseling Appt.'s	1647	1841	1748	1839	1706
Walk-in Appointments	319	402	291	n/a	n/a
Consultation Appointments	n/a	n/a	n/a	35	21
Crisis Intervention	n/a	68	102	120	116
Couples	n/a	n/a	n/a	12	2
Indiv. Students Counseled	n/a	n/a	393	400	401
Stdts Seen/Outrch&Wkshp	973	1193	1733	1155	1387
Staff/Fac Seen/Outreach	n/a	n/a	910	625	467

STUDENT LEARNING OUTCOMES

- **Persistence and Academic Achievement.**
 - * Students will receive encouragement and support to persist toward academic goals.
 - * Students will examine and improve their decision-making and follow-through process related to academic goals.
- **Practical Competence.**
 - * Students will develop new strategies for both stress and time management.
 - * Students will self-identify and change areas of weakness that have previously interfered with perceptions of competence.
- **Inter/Intra Personal Competence.**
 - * Students will develop and express new, positive relationship skills.
 - * Students will engage in, and demonstrate benefits from, new self-reflection skills.
 - * Students will learn and employ assertiveness skills to enhance interpersonal interactions.
 - * Students will develop and implement strategies for improved emotional self-regulation.
 - * Students will gain abilities to recognize and value their strengths.
- **Knowledge Acquisition, Integration, and Application.**
 - * Students will receive information through workshops to improve time management and coping with stress.

* Students will integrate new learnings about health and wellness to achieve a healthier lifestyle.

- **Cognitive Complexity.**

* Students will use their counseling interactions to develop a more comprehensive view of their life, a richer understanding of self and others, and an enhanced life plan.

LEARNING OUTCOMES PROGRESS

(Measured via the anonymous survey "Client Evaluation of Counseling Services" and workshop evaluation forms)

- **Persistence and Academic Achievement.**
 - * Students reported that counseling assisted them to remain in school when they were not sure they could otherwise continue.
 - * Students reported that counseling assisted their ability to perform academically.
 - * According to students' self-reports, counseling assisted follow-through toward academic goals.
- **Practical Competence.**
 - * Students developed new strategies to improve their abilities to cope with stress.
 - * Students were able to positively change areas of weakness, as identified by the student.

- **Inter/Intra Personal Competence.**

- * Counseling assisted students to develop and utilize new relationship skills.
- * Students learned and used self-reflection skills to better guide their behavior and decisions.
- * Students used counseling to develop and use new assertiveness skills.
- * Students reported that counseling helped them improve their emotional self-regulation.
- * Students improved their recognition and identification of strengths and positive abilities.
- **Knowledge Acquisition, Integration, and Application.**
 - * Students reported developing a healthier lifestyle in at least one key area (sleep, use of substances, nutrition, exercise, etc.).
 - * Students received information through workshops to improve time management and coping with stress.
 - * Students reported new learnings that helped achieve a healthier lifestyle and improved self-understanding through counseling and workshops.
- **Cognitive Complexity.**
 - * Students reported that they used their counseling experience to develop a more comprehensive view of their life.
 - * Students reported that their experience in counseling improved their self-understanding, understanding of others, and development of a life plan.

2009/10 DEPARTMENT PRIORITIES

- **Personnel** – Hire nine-month replacement for vacated twelve-month counselor faculty position. Lobby to replace second vacated counselor faculty position and continue half-time temporary position. Give attention and consideration to recruitment of diverse and engaged faculty.
- **Collaboration** – Continue collaboration with Disability Resource Services. Collaborate with Housing and Residential Life, including: Resident Advisor Training and Academic Success programming, assisting students to engage in a culture of academic scholarship.
- **Collaboration** – Work with Health Educator and Student Union outreach coordinator on programming to assist students to gain learning in the areas of healthy lifestyle and positive relationships.
- **Shared Governance** – Support counseling faculty in roles related to faculty governance, and during sabbatical semester.

SPECIAL EVENTS

Shannon Egleston, Events Coordinator (*until 10-1-08*)

Jill Tiemann-Gonzalez, M.Ed., Events Coordinator

MSR 340, (209) 667-3931

STUDENT AFFAIRS HOSTS MANY SPECIAL EVENTS FOR STUDENTS, THEIR FAMILIES, AND THE COMMUNITY.

COMMENCEMENT. Commencement ceremonies were held on Friday, June 5 and Saturday June 6, 2009.

The ceremony on Friday, June 5 was held for graduates from the following Colleges:

- College of Business Administration
- College of Human and Health Sciences
- College of Natural Sciences.

The ceremony on Saturday, June 6 was held for graduates from the following Colleges:

- College of the Arts
- College of Education
- College of Humanities and Social Sciences.

Approximately 15,000 people attended the two ceremonies to watch the over 2,300 graduates receive their degrees. In addition, over 670 students received credentials.

WARRIOR GOLF TOURNAMENT. In September, the third annual Warrior Golf Tournament was held at Stevinson Ranch Golf Course to benefit the Warrior Association Athletic Scholarship fund. There were 148 community members who participated in this four-person scramble event, which included lunch, dinner, game contests, and raffle items.

WARRIOR CRAB FEED. The 16th Annual Warrior Crab Feed was held in November to benefit the Warrior Association Athletic Scholarship fund. Over 700 community members enjoyed an evening of salad, bread, pasta, and all-you-can-eat crab. The evening was capped off with both a silent and live auction.

BOTH the Golf Tournament and the Crab Feed are important fundraising events for Athletics. Community support of these events provides athletic talent scholarships. These scholarships allow CSU Stanislaus to provide top-notch student athletes the opportunity to compete and earn a college education.

STUDENT HEALTH CENTER

Bruce Wilbur, MD, Director

Student Health Center, (209) 667-3396, <http://healthcenter.csustan.edu>

MISSION

The mission of the Student Health Center is to provide prevention, education, and healing services to enhance student learning and improve retention.

SERVICES AND PROGRAMS

- **Primary Medical Care and Preventive Health Care Services** – Provide treatment of illnesses/injuries; minor surgical procedures; routine physical exams including annual pap smears; employment or pre-program participation physicals; health education and promotion programs; cholesterol screening clinics; and vaccination clinics.
- **Consultative Psychiatric Services** – Provide essential consultative psychiatric services with a board-certified psychiatrist in Modesto.
- **Pharmacy Services** – Provide low-cost prescriptions and over-the-counter items.
- **Laboratory Services** – Provide common lab screening tests at greatly reduced or no charge; more specialized testing available through our reference laboratory.
- **Off-Site Radiology Services** – Provide no-to low-cost contracted radiology services available by referral to nearby full-service radiology department in Turlock or Modesto.
- **Immunization & Tuberculosis Screening Services** – Provide a wide variety of vaccines including the required entrance immunizations (MMR, Hepatitis B) as well as tuberculosis skin testing.
- **Stockton Health Services** – Provide minor acute primary care including several Clinical Laboratory Information Amendments (CLIA) waived laboratory tests, immunization services, tuberculosis

screening, and health education/wellness programs.

UNIT ACHIEVEMENTS

- **Assessment** – Achieved amongst the highest marks in patient satisfaction in the CSU system-wide Point of Service survey. Continued as an integral part of the University Health Services Oversight Committee. Completed the Support Unit Review utilizing the CAS assessment tool.
- **Partnerships** – Continued partnership with New Student Orientation to improve immunization clearance of new students. Continued coordinating activities with Psychological Counseling Services. Increased planning coordination with Associated Student, Inc. related to health and fitness activities and events. Ongoing partnership with Residential Life to promote healthy lifestyles for housing residents.
- **Year Round Operation** – Successfully completed first full year of year round operation.
- **Technology** – Successful initial transition to CMS/PeopleSoft software package with integration into Medpro practice management software.
- **Campus Health Programming** – Successful hire of a new Health Educator. Initial re-launch of health education successful, with positive student feedback.
- **Student Involvement** – Maintained a functioning Student Health Advisory Committee (SHAC) under the guidance of the Health Educator. Initiated a Peer Health Educator program with four students participating.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Total Number of Patient Visits	10,314	10,844	11,430	10,908	10,804
% of Eligible Students Using SHC	46.8%	51.2%	47.2%	44.6%	41.0%
% of Patients Seen Same Day Service Requested	32.1%	77.7%*	69.0%	no data	58%
% On-Campus Residents Using SHC	75%	73%	67%	62%	no data**
# of Influenza Vaccines Given	322	561	692	400	370
Total # of Visits to Stockton Health Services	613	571	570	579	468
Total # of Contacts to Health Promotion Services	n/a	n/a	4,265	n/a	1,438

*Open Access Scheduling implemented

** No resident data available from CMS/PeopleSoft software

STUDENT LEARNING OUTCOMES

- Students will demonstrate healthy lifestyle and self-care awareness through participation in one or more of the following: a) preventive vaccination clinics (influenza vaccine); b) cholesterol screening clinics; and c) pap smear testing.
- By participating in the cholesterol-screening clinic, students will acquire basic knowledge about cardiac risk factors, determine their level of risk, and reduce risks as appropriate to promote their health.
- As a result of reading the Stockton health promotional displays, Stockton students will acquire knowledge on a variety of health topics and change behaviors to promote a healthy lifestyle.

LEARNING OUTCOMES PROGRESS

- **Healthy Lifestyle** – Compared to last year, flu vaccines decreased 8%. The cost of the vaccine remained at a price reflecting actual acquisition cost. The decreased vaccination rates reflected a nationwide trend of modest vaccination rates in a mild flu year. There was stable student participation in cholesterol screening. Cervical cytology total tests decreased 13% compared to the previous year. This is likely due to multiple factors such as clinician availability, cost, and alternative local sites with free testing. Unlike the 2007-2008 academic year, a health educator was on staff at the SHC.

This likely helped maintain participation in the cholesterol screening clinics but did not appear to significantly influence student participation for influenza vaccination and cervical cancer screening at the SHC.

Cholesterol-screening – There was significant improvement in the learning outcomes related to the cholesterol screening clinics, especially apparent from fall to spring. A majority of students surveyed learned something or planned to make a positive behavioral change as a result of the learning activity. This is thought due to involving the peer health educators and the health educator in the cholesterol clinic process, with more opportunities for interactive learning for the students.

Stockton health promotional displays – The self-reported rate of learning from the information was stable at 100%. Readiness for change increased from 98% to 100% when comparing over the previous year. A relatively small number of students were surveyed. The small changes reflect likely sample variation in an already successful health promotion program.

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2009/10 DEPARTMENT PRIORITIES

OPERATIONAL

- Adjust operation for anticipated reduction in student enrollment. Due to the state budget situation and the subsequent cuts to the CSU budget, student enrollment is expected to decline. Demand for services is expected to remain level or increase due to financial pressures on students potentially including loss of private insurance.
- Respond effectively to pandemic influenza. Faced with the first influenza pandemic in 41 years, the SHC will continue efforts to respond effectively to the influenza pandemic with all of its available resources.
- **Personnel Support.**
Continuing cross training staff remains a high priority for the upcoming year. More time is expected to be spent on staff organization and development including emergency preparedness. Support for professional development for all staff as well as recognition of achievement and outstanding staff contributions will continue to be implemented.
- **Assessment.**
Assessment activities will be ongoing throughout the year related to preparation for upcoming fall 2009 reaccreditation inspections for the clinic and the laboratory
- **Facilities.**
Minor facilities updates may be made to reduce infectious disease risks that will be encountered during the influenza pandemic.

PROGRAMMATIC

- **Campus Health Programming.**
Continue the initial positive results from restarting the health education program and the peer health educator program. Increase collaboration with other key campus stakeholders for health programming regarding alcohol, mental health, influenza, sexual health, and nutrition.
- **Student Involvement (Learning and Engagement).**
Increase student involvement in the Student Health Advisory Committee (SHAC). Progress with reestablishing and maintaining SHAC has been limited. New strategies will be tried to solidify SHAC. Continue reviewing and refining learning outcomes.
- Continued development and support of our Student Health Advisory Committee and the Peer Health Advocate Program.

STUDENT LEADERSHIP AND DEVELOPMENT

Gabriel Bolton, Interim Director

University Union 104, (209) 667-3778, www.csustan.edu/sac

MISSION

The Office of Student Leadership and Development is committed to enhancing the learning environment at California State University, Stanislaus. To facilitate this mission we provide students with extracurricular learning and leadership development opportunities.

SERVICES AND PROGRAMS

- **Student Leadership Program (SLP)** – Prepares students for leadership roles within the campus community and beyond. SLP provides a learning experience designed to identify and foster individual leadership potential and civic responsiveness in students. The Student Leadership Program combines effective leadership training with integrative service skills training to equip students with the essential tools needed to meet the personal and societal challenges of the new millennium.
- **Fraternity and Sorority Program** – Leading, learning, and serving is what Fraternity and Sorority members at CSU Stanislaus do best. Students build life-long friendships and gain many benefits from participating and becoming a member of the fraternal experience, including scholarships, education, community service, philanthropy projects, leadership opportunities, peer education, and social events. Members work together and participate in campus and community activities, along with hosting large events such as charity drives, annual Halloween and football tournaments, participating in Big Brother/Big Sister mentoring and tutoring programs, and more.
- **Student Organization Advisement/Program** – There are 69 student organizations that are active on campus. Student Leadership and Development supports these student organizations that represent categories such as political, pre-professional, social, cultural, and recreational. Some of the membership benefits of being involved with a student-run organization are friendships, mentors, academic and character development, self-governance, and diversity awareness.
- **Co-Curricular Lecture Series** – Designed for students, campus colleagues, and community members to actively engage in learning about issues that are currently affecting our community. This past year the program offered two open forums titled “Exercising Your Voice: How Do Concepts of ‘Change’ Impact Your Life?” and “Obama’s First 100 Days.” Our goal is to explore current issues looking at history, culture, economics, politics, and share personal and professional perspectives. Speakers include faculty, staff, and community members.
- **Professional Guest Speakers** – Speakers discussed risk management issues such as sexual violence, hazing, and campus and personal safety.
- **Thirsty Thursdays** – Provides educational information to students regarding the dangers and consequences of alcohol and drug use. Working with University Police Department, Student Health Center, and Stanislaus County alternating two Thursdays a month and providing a variety of different information.

- **Sober Important Person Garden (SIP)** - Receiving grant money from Student Affairs and *Avoid the 12*, SLD provided Breathalyzer tests and free food to all students attending Warrior Day. Students who were below the legal limit were able to enter the garden and receive food and prizes. Students commented that the space provided rewards to those who do not participate in consuming alcohol.
- **Warriors Up All Night** - Partnering with Associated Students and Student Union we have implemented a new event that takes place the beginning of each semester. This carnival type atmosphere will focus on providing students with an entertaining, free, and social program.
- **Friday Night Warriors (previously Late Night Stanislaus)** - Provides free food, games and entertainment. During the fall semester, the program is hosted every other Friday night, and provides students with the chance to participate in fun activities and meet new friends. Featured events are; craft night, comedy shows, BINGO, open mic nights, and intramural games.
- **Student Leadership Awards** - In conjunction with Student Affairs we ensure that the events are executed successfully.
- **Constitution Day** - Through lecture series, educational documents, and interaction with the student population we provide continual education and promotion of the Bill of Rights and the Constitution.
- **R25/Quad Reservations** - responsible for coordinating reservations and equipment for student organizations, campus departments, and local vendors, which total over 50 per week.

UNIT ACHIEVEMENTS

- Increased Student Leadership Program participants.

- Increased Friday Night Warriors participants.
- Greek philanthropic donations total \$7,500.
- Increased Greek Life participation by 35%.
- Partnered with Stanislaus County, University Police Department and Student Health Center to create Thirsty Thursdays.
- Received grant funding from Student Affairs and *Avoid the 12* to create the Sober Important Person Garden at Warrior Day.

STUDENT LEARNING OUTCOMES

- **Knowledge Acquisition, Integration, and Application.** Participants of the Student Leadership Program will acquire basic knowledge in the principles of integrity, communication, self-awareness, self-discipline, and time management.
- **Humanitarianism.** Students who participate within a Student Organization will be comfortable working with students of varying backgrounds.
- **Civic Engagement.** Participants of both the Student Leadership Program and Student Organizations will understand the principles of shared governance.
- **Practical Competence.** Students who participate in the co-curricular lecture series and professional development workshops will have detailed knowledge of their career and educational options upon graduation.

LEARNING OUTCOMES PROGRESS

- Provided additional professional and volunteer experiences to increase civic engagement opportunities.
- Expanded the Co-Curricular Lecture Series to include one per semester, which specifically focused on civic engagement and humanitarianism.
- Expanded the variety and number of Student Leadership workshops to meet various student needs.

- Students who participate within a Student Organization or Greek Life donated

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Student Clubs	93	93	86	61	58
Students in Clubs	No data	No data	No data	649	570
Greek Organizations	13	13	15	13	16
Students in Greek Orgs	No data	No data	177	242	356
LNS/FNW Attendance	1,960	1,600	1,800	1,950	1,100
SLP Participation	59	60	70	74	77
Seminar Attendance	n/a	425	275	300	450
Thirsty Thursday	n/a	n/a	n/a	n/a	629
SIP Garden	n/a	n/a	n/a	n/a	932

additional time and resources towards community service and philanthropic causes.

2009/10 DEPARTMENT PRIORITIES

- Continue to foster the growth, the number of students that participate, and the diversity of the students that participate in the Student Leadership Program.
- Offer various workshops for student leaders throughout the year and provide more training and skill development opportunities.
- Explore the possibility of bringing SA Link software to campus. This program would combine all clubs and organizations onto one online interface and would give organizations the ability to communicate more efficiently with other organizations

and campus entities through one universal website.

- Revisit having the Leader 2 Leader conference in Spring 2010.
- Update the current student organization charter process and handbook.
- Update website to assist in officer trainings and creating new clubs.
- Create a Greek handbook and more measurable Chapter Standards program.
- Recognize multicultural issues and embrace differences through a broad variety of educational and social programming opportunities.

STUDENT SUPPORT SERVICES

Jessi Reyes Murray, MPA, Director

MSR 230, (209) 667-3220, www.csustan.edu/SSS

MISSION

The California State University, Stanislaus Student Support Services (SSS) Program will identify, recruit, and provide full academic retention services to 250 program participants that have been identified as low-income, first generation, and/or disabled with an academic need. Through a series of services, the program will assist students with developing coping skills, adjustment to the college environment, successful completion of an undergraduate plan of study, graduation, and when possible, application to a graduate school program.

- **Workshops** – A variety of power point presentations on study skills, skills enhancement workshops, seminars, and a teacher conference are offered. Preparation workshops in CBEST and WPST are offered.
- **Tutorial Assistance** – Provide help through the Tutoring Center for one-on-one and group tutoring.
- **Other** – Monthly online newsletter, updated computer lab, financial aid awards, fieldtrips, summer orientation, study groups, and an internship workshop.

SERVICES AND PROGRAMS

- **Academic Advisors** – Assist year-round with academic advising; curriculum planning, career, and personal guidance; and with information and referrals.
- **Writing Specialist** – Graduate student who will assist with grammar, reading and/or writing concerns, facilitate workshops and test preparation in CBEST, WPST.
- **Peer Mentors** – Assist with everyday issues of college life and student social issues. Facilitate workshops.

UNIT ACHIEVEMENTS

- Steps 2 Success has been condensed into a one day Orientation on SSS services and is linked to the Student Leadership Program.
- The first Stockton Eighth Grade Initiative (SEGI) student graduated from the program in spring 2009.
- Fifty-five (55) students received financial aid awards totaling \$36,844 for the year.
- Hired new advisor: 02/01/09.
- SSS graduates for the year: seven in Fall 2008, and 54 in Spring and Summer 2009.
- Successfully used student e-mail to announce SSS workshops, events, activities, services, and to request appointments.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Number of Participants	243	253	258	241	250
Number Tutored/Hours	81/1,041	107/1,433	140/1,668	128/1,417	156/1,412
Received Academic Advising	243	253	238	202	250
Writing Specialist Services*	306	252	281	<i>Position vacant</i>	97
Received Financial Aid Awards	65	58	55	58	55

**Includes a variety of services, i.e.: MDIS 1000, on-on-one tutoring, workshops*

STUDENT LEARNING OUTCOMES

• **Persistence and Academic Achievement.**

Student grades will improve and students will be retained as they make timely progress toward graduation. Students will persist toward a degree program by utilizing SSS services that include study skills/skills enhancement workshops, Summer Bridge for entering freshmen, orientation, tutoring, academic advising, curriculum planning, career guidance, a computer lab and instruction, writing and reading assistance, MDIS 1000, and financial aid awards.

• **Cognitive Complexity.** Incoming students who complete the MDIS 1000 course will learn interactive group skills, note-taking, research methods, and problem-based learning skills. Students will learn through participatory reading groups, interactive class discussions, a service learning component, research foundations, and problem resolution skills. Students will be monitored for classroom participation, professor's concerns, and test outcomes.

• **Humanitarianism.** Students will learn principles of service learning through their participation in the MDIS 1000 service learning component. Students will select a non-profit site for one semester to perform volunteer work. A final report will be submitted at the end of the semester for a grade. Students will be further encouraged to participate in on- and off-campus groups that provide tutoring to K-8 students, clothing drives, and food baskets. Cultural events and activities will be announced, and participation and attendance encouraged and recommended.

• **Knowledge Acquisition Integration and Application.** Students will declare a major, complete required general education curriculum and major requirements within five years. Student

Support Services participants will successfully acquire familiarity and knowledge about their major of choice through research, service learning, internships and use of campus services that can include the major department, their advisor, the CSU Stanislaus catalog, the library, the SSS computer lab, and other available campus resources.

LEARNING OUTCOMES PROGRESS

- Student files are reviewed each semester and monitored for progress toward graduation.
- Students receive a Comprehensive Academic Plan, to be reviewed once a semester for progress.
- Students utilize orientation, workshops, advising, tutoring, Summer Bridge, and Student Leadership Development services.
- The MDIS 1000 course facilitates speakers and promotes service learning.
- Cultural events and activities are actively promoted.

2009/10 DEPARTMENT PRIORITIES

- Update/train on Student Access program.
- Develop new ways to be more inclusive of all student populations.
- Seek out opportunities for in-service training, staff interaction, and clearer communication.
- Create more opportunities for interaction between staff and students.
- Create MySpace for SSS Program to communicate with students more successfully.

TUTORING CENTER

Louisa Herrera, Director

Library Building 112, (209) 667-3642, <http://www.csuatan.edu/Tutoring/>

MISSION

In keeping with the University mission, the Tutoring Center provides academic support to all CSU Stanislaus students. Our goal is to create an open atmosphere of learning for students. We offer free one-on-one and group tutoring to students in all disciplines at all levels of proficiency. This is done with the purpose of encouraging dialogue among students in order to share techniques for academic success. The Tutoring Center works to accomplish its goals by training and providing undergraduate and graduate peer tutors who are experienced with the academic coursework in the subjects they are tutoring. These peer tutors are caring individuals who want to help others succeed by providing a supportive, judgment-free atmosphere where collaborative learning can take place.

SERVICES AND PROGRAMS

- **Campus-wide Tutoring** – All CSU Stanislaus students can request tutoring in any subject. Students may receive one-on-one or group tutoring.
- **Drop-In Math Center** – Students are offered approximately 33 hours a week of walk-in help for remedial and lower division math classes.
- **Writing Center** – Students can receive one-on-one or group tutoring to assist with writing assignments. Tutors are provided for mandatory English course workshops, and students preparing to take the WPST test.
- **Drop-In Writing Hours** – Students are offered approximately 15 hours a week of walk in help for writing.
- **SSS Tutoring** – All SSS students are offered one-on-one or group tutoring for most subjects.
- **Athletic Study Hall** – Athletes are provided evening study hall.
- **Workshops** – The Tutoring Center offers CBEST (College Basic Educational Skills Test workshops.)
- **On Line Tutoring** – The Tutoring Center offers online tutoring in chemistry and the Writing Center offers online tutoring in writing.

UNIT ACHIEVEMENTS

- Student application was made accessible online.
- Received CRLA (California Reading and Learning Association) Level II certification for Tutoring Center and Writing Center.
- Received 3 year renewal for CRLA Level I certification.
- 12 tutors earned CRLA Level II Certification.
- 20 tutors earned CRLA Level I Certification.
- Offered CBEST (California Basic Educational Skills Test) workshops in December 2008, February, and June 2009.
- Increased service hours by 24%.
- Increased students served by 8%.
- Continued to update policies and procedures to stay within the Unit 11 guidelines.
- Enhanced the online tutoring for Chemistry 1100 and Chemistry 3070.
- Increased hours for online tutoring in writing.
- Provided tutors for Greek Night Event.
- Provided tutors for Stockton Center.

- Provided daily tutoring for the piloted Summer Bridge English 1000 course.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Students Served	2,004	2,210	2,316	2,588	2,798
Service Hours	17,168	18,688	20,470	20,364	25,242
Developmental Math & English Service Hours	6,490	7,219	7,493	5,257	4,815
Writing Drop-In Hours	220	357	482	593	230
Math-Lab Drop-In Hours	1,655	2,565	3,462	2,694	2,528
Tutor Training Hours	669	721	730	1,093	902

STUDENT LEARNING OUTCOMES

- **Persistence and Academic Achievement.**

Students will obtain a deeper understanding of the subject matter, improve their study skills, and raise their grades by participating in one of the following areas: Math Center, Writing Center, one-on-one tutoring, and/or group tutoring. Students will improve performance through questioning and reviewing subject matter.

- **Cognitive Complexity.** The Tutoring and Writing Center offer one-on-one and small group sessions for collaborative learning. Students are able to learn at a pace that is comfortable for them. Students will learn to address and solve problems.

- **Knowledge Acquisition Integration and Application.** The Math Center is open to all students and provides additional assistance outside of the class and independent of the instructor. Students, in a personal setting, will receive immediate feedback and answers to additional questions. The Writing Center offers intensive learning experiences and writers' workshops that focus on collaborative learning and provide students with basic tools for academic success.

- **Inter/Intra Personal Competence.**

Students will engage in problem solving dialogue at every session with their tutors. Experienced tutors mentor other tutors, as well as students. Both tutors and students alike will gain confidence and knowledge

through peer mentoring, helping them to prepare for paraprofessional roles.

LEARNING OUTCOMES PROGRESS

- Students tutored for English 1000 (Introduction to Composition) had a 90% pass rate.
- Of the students who used the Tutoring Center, 94% reported that their grades improved by at least one letter grade.
- Students tutored in Physics courses raised their GPA by an average of 1.61 points.
- Students tutored in Math courses raised their GPA by an average of 1.59 points.
- Students tutored in Chemistry courses raised their GPA by an average of 1.50 points.

(Tutoring Center used a sample size of 376)

2009/10 DEPARTMENT PRIORITIES

- Pilot Chemistry Walk-In Tutoring.
- Pilot Physics Walk-In Tutoring.
- Pilot Math Walk-In Tutoring for Math 1500, 1600 and 1610.
- Make Tutor Application accessible online.
- Apply for recertification renewal for CRLA Program Level II.

UNIVERSITY STUDENT UNION

Byron A. Kamp, MBA, Executive Director

University Union, 202C, (209) 667-3829, <http://www.csustan.edu/usu/>

MISSION

The University Student Union of California State University, Stanislaus strives to be the center of student life on campus. As a not-for-profit organization, run by the students, for the students, we meet the ever-changing needs of our diverse student body by bringing the campus together and offering within our facilities a multitude of services, programs, and events.

DEPARTMENT SERVICES & PROGRAMS

- **Information Desk** – Offers a variety of services to the campus community including: envelopes, postage stamps, bus passes, poster prints, balloons, copies, fax services, Boomer Amusement Park tickets, Universal Studios tickets, Wild Water Park tickets, cinema tickets, Warrior ID's and information dissemination.
- **Game Room** – Offers billiards, table tennis, video arcade games, snack and soda vending, XBOX, Play Station3 and Nintendo Wii gaming consoles, televisions and music in a welcoming, casual environment.
- **The University Student Union Program Board (USUPB)** – A student organization under the auspices of the University Student Union which provides a wide variety of student activities and events to the campus community.
- **Building Custodial Services** – Ensures that the building is clean on both the interior and exterior, keeping the building stocked with necessary supplies.
- **Reservation and Event Services** – The University Student Union maintains several facilities that are available for use by California State University, Stanislaus

alumni, faculty, staff, currently enrolled students, chartered student clubs and organizations and community members. Such facilities include:

- * **Event Center:** This large facility can accommodate up to 350 people in theater style seating and 200 for dining. It is perfect for large group activities, assemblies, lectures, and conferences.
- * **Warrior Conference Room:** This is the most formal of our conference rooms, with large windows that face the north side of the campus toward the Village Lake. It seats 16 at the conference table and 25 people overall.
- * **Stanislaus Conference Room:** This conference room seats 10 people at a conference table and 20 people overall. It is located on the second floor in the University Student Union.
- * **Lakeside Conference Room:** This newly renovated space can provide conference seating for 26, banquet seating for 36, row seating for 45, or classroom style for 30.
- * **The Carol Burke Student Lounge:** The Student Lounge is perfect for informal gatherings, receptions, small banquets, lectures, and other occasions that require an elegant yet flexible setting. The lounge is available in the evenings and on the weekends.

UNIT ACHIEVEMENTS

- **Information Desk** -The Information Desk added a new service to the USU; visitors to the Information Desk can now get 6 Flag Magic Mountain tickets for \$26. A new method for facilitating Warrior ID cards was implemented and

has streamlined the Orientation Day process so that students do not have to wait in line so long.

- **Game Room** – The Game Room installed four new 42” flat screen TVs and added two new Nintendo Wii, one Play Station 3 and one XBOX 360 consoles. The Grand Opening was September 10th with an attendance of more than 300 students. The Game Room income has increased significantly over the 2007-2008 fiscal year. Ice cream floats were given out on Wednesdays to students playing in the Game Room. The Game Room also ran its first Rock Band tournament packing the Game Room with players and students.
- **USUPB** – The USUPB continued to grow in programming this year. The OAP (Outdoor Adventure Program) changed its title to, “Weekend Warrior Program,” and continued to have very successful trips such as Skiing and Snowboarding and attending various sporting events. The USUPB also had the campus’ first ever drag show, which broadened the campus’ horizons and worked to create more diversity in the USUPB programs. Many events were also held in the USU which highlighted our facilities and brought in a flow of student traffic.
- **Building Facilities** – In August of 2009, the Event Center went through a cosmetic overhaul, which included paint, molding, improved lighting and a new sound system. In addition, a new janitorial

contract was negotiated and awarded Capital Contractors out of New York and will take effect August, 1, 2009.

- **Emergency/Safety Training** – Throughout the 2008-2009 academic year the University Student Union worked diligently to train Student Assistants and Full-time staff on the Emergency and Safety procedures for the campus as well as the University Student Union. As a result of these efforts, the University Student Union received the 2008-2009 Safety Award from the University Police Department.

STUDENT LEARNING OUTCOMES

- Students will learn good customer service practices as well as the operation of a campus Information Desk.
- Students will be more versed in working with students, faculty, staff, and campus members on a professional, job-related level.
- University Student Union Program Board student assistants will learn and understand the elements of programming in order to provide the campus with quality events.
- Students will learn to understand the importance of recognizing and articulating personal values and beliefs. They will ultimately learn to identify personal, work and lifestyle values, and understand how they influence decision making.

SERVICE INDICATORS

	2004/05	2005/06	2006/07	2007/08	2008/09
Information Desk – Services Offered	10	12	14	15	17
Custodial Contract – Daily Rates	\$126.89	\$126.89	\$114.68	\$118.32	\$118.12
USUPD – Number of Events	48	51	57	49	42
Facility Hosted Meetings	No data	No data	No data	No data	2204
Facility Hosted Event	No data	No data	No data	No data	590

LEARNING OUTCOMES PROGRESS

- **Learning Outcomes.**

It has been identified that a process must be put in place to determine what exactly is being assessed and what is the desired outcome achievement being measured. As a part of the process the professional staff will determine who the assessor is, what is being assessed based upon what students themselves wish to learn and what we want them to learn and the various methods which can be used to measure and document achievement. The necessary training to implement this process will be completed prior to the beginning of fall semester 2009.

- **Public Relations.**

After substantial student training of the information desk, students gained skills successfully interacting with the public.

- **Emergency/Safety**

Through various training sessions and drills students were taught the correct procedures in dealing with emergency situations. Students are continuously trained on the day to day safety procedures in the building through various trainings and scenarios.

- **Programming**

Students were taught to identify, plan, and implement programming in training sessions. Students acquired knowledge from the actual process of producing events from start to finish.

2009/10 DEPARTMENT PRIORITIES

The Executive Officers, members of the Board of Directors and staff of the University Student Union take the mission and vision of the association to heart. With that in mind the Board met during winter term to begin its strategic planning process which concluded in May with approval of

established goals and budget for the next academic year. The organization's priorities encompass all its components: Union Program Board; Game Room; Information Desk; Business Functions and Reservation and Event Services. Listed below are the 2009/10 USU priorities:

- **Student Union Renovation, Expansion and Facility Improvement**

- * Develop elements needed for a fee referendum which includes gaining campus support, marketing, advertising and costs.

- * Develop concepts for an outdoor stage and a landscaped walkway project.

- * Develop and implement procedures and guidelines to ensure sustainability concepts are included within all facility expansion, renovation and maintenance endeavors.

- * Work at achieving a campus commitment to include food services within the University Student Union.

- **Marketing and Information**

- * With assistance from University Advancement develop and introduce a new USU logo.

- * Refine the ASI & USU Leadership Training program to include additional topics of interest.

- * Expand marketing and advertising efforts by creating new ways and means of communicating with the campus community.

- * Continue with efforts to participate in campus new student orientation sessions.

- * Work with campus colleagues to develop a proposal to implement an activities calendar on the CSU Stanislaus Home Page.