

# MISSION

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

# VISION

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

To realize this vision, we will

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

## 2004-2005 PRIORITIES

### Village Success

#### Personnel Support

- Morale
- Open communication

#### Assessment

- Resource allocation
- Student learning outcomes

#### Campus Life

- Programming
- Environment

#### Advising Student/Peer Leadership

#### Career Services

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

# VICE PRESIDENT'S MESSAGE

*Stacey Morgan-Foster, JD*

## COLLABORATION FOR STUDENT SUCCESS

It goes without saying that the 2004-2005 year was challenging as well as rewarding. Recognizing the effects of a second year of budget reductions, I am grateful to the staff and faculty in Student Mfairs and beyond, who created avenues to provide consistent, quality student support in keeping with the mission of California State University, Stanislaus.

The primary challenge for the year was delivering programs with fewer dollars. The Division reduced its state funded budget by approximately \$300,000 this year. This might have been devastating had it not been for the wonderful teamwork across many departments on campus. Significant support from the self-support and auxiliary units was critical in providing campus life programs, as the majority of the programming budget was eliminated. The ASI, University Student Union, Health Center, Housing and Residential Life, and Auxiliary and Business Services all contributed to campus programming. Through the University's strategic planning process additional money was identified that enabled the Tutoring Center to operate at full capacity, beginning in the fall. Over 250 programs were provided that served 30,000 students. Over 12,000 individual advising/mentoring and tutoring appointments were conducted, and over 14,000 hours of tutoring was delivered. It is also noteworthy that all the campus divisions worked closely to ensure that critical operations were continued and that innovations were not inadvertently lost during the budget disruptions.

The strong commitment to success, which made the above collaborations possible, was recognized when the campus was visited by a team from the American Association of State Colleges and Universities in the spring. As one of twelve state institutions selected for outstanding achievement in graduation rate outcomes, CSU Stanislaus was studied by AASCU as a model for best practice. The results of the study will be published in Fall 2005. Student Mfairs is pleased to have been able to assist with this visit and to have helped to share the story of campus success, which is credited to all members of the community, but especially to the faculty. In the final report (appended to this document), the chair of the review team surmised why CSU Stanislaus was able to attain higher than predicted levels of student success: "The oars are all in the water and they are pulling in the same direction."

There were many department accomplishments this year and many collaborations. They are detailed in this annual report. One particularly significant accomplishment was the opening of the new phase of housing, which increased our available beds by 85% to 654. This new phase allowed us to provide more students with a supportive on-campus experience, and it also enhanced the overall quality of campus life. The expansion also provided the opportunity to launch the Faculty-in-Residence Program, an innovative living/learning collaboration between Student Mfairs and Academic Mfairs.

All of these efforts and collaborations noted above combine to reinforce our commitment to student success. We pledge to continue to move forward with innovative retention and development programs that reinforce the university's place as a leader in undergraduate education.

Respectfully submitted,



*Stacey Morgan-Foster, JD*

Vice President for Student Mfairs

Post script: This annual report would not be complete without acknowledgement of the retirement of President Marvalene Hughes. Her leadership and support for Student Affairs have been appreciated and prized. It has been exciting to realize what we can achieve, and we wish her all the best as she assumes the presidency at Dillard University.

# STUDENT LIFE

*Fred Edmondson, Ed.D.*

## STUDENT LEARNING, GROWTH AND LEADERSHIP

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

This past year has been a challenge and an opportunity for new and exciting change. We have been successful in securing a new director for Counseling Services. In addition, we were able to secure funding and hired a temporary counselor to assist with the growing needs of Counseling Services. Counseling Services worked closely with Housing and Residential Life by providing training for the Resident Advisors and staff. Additional training was provided to the Student Leadership Program for students who are actively involved in leadership development. There continues to be a consistent array of workshops that are offered to our campus community.

Housing and Residential Life strengthened its program through organizational realignment. The Village opened with 300 new beds and was able to exceed the budgeted occupancy by 3%. The Village had 425 residents attend various alcohol education workshops and events throughout the year. Programs included "Alcohol Jeopardy" and a special keynote speaker during our Greek Week activities. Housing and Residential Life successfully completed its first year of the Faculty-In-Residence program, which provided weekly activities that fostered faculty/student interaction. This program helped stimulate intellectual curiosity via educational trips to Yosemite National Park, the Monterey Bay Aquarium, along with various topical discussions in a small group setting.

An exciting accomplishment for the Associated Students, Inc. (ASI) was the passing of a resolution approving and adopting a new mascot that generates campus pride. ASI was able to unveil the mascot to the campus and the surrounding community at their annual Warrior Day event. In addition, ASI was able to get a referendum passed that brought in more funds that could be used to enhance the campus life at California State University, Stanislaus. With these funds ASI is able to offer a "Welcome Back to School" concert, Winter Term Book Exchange, along with other new programming. It is important to note that 72% of the students voted to increase the student fee. The student-to-student exchange of monies hit a record high of \$41,000. The ASI Intramural Program had 1,023 students participate this past year as compared to 773 the previous year. Another accomplishment for this past year includes the establishment of the Warrior Squad, which is a volunteer program to increase campus pride, student involvement, and campus life.

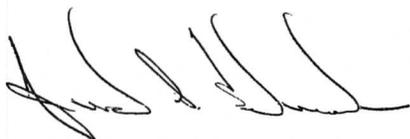
The Health Center was able to make some major strides in strengthening its staff to provide services to meet the needs of a growing housing program and the growing population of the general campus. This past year included the acquisition of a full-time permanent MD and a full-time RN. In an effort to enhance services at our Stockton campus the Stockton Clinic increased its hours and was able to hire a ASA I. Most impressive about the Health Center is that they served 46% of our students and had 10,314 visits. Of those students living in the Village, 75% were seen by the Health Center. It is with the continued growth and the utilization of services that the Health Center, through the completion of its feasibility study, is exploring prospects of a new state-of-the-art facility. The Health Center adheres to the mission of a "learning community" through its Peer Health Education Program, which provides opportunity for student leadership and education. The Health Center actively collaborates with other units to support wellness programming.

The University Student Union (USU) is the "Living Room" of the university and offers the university and greater community the opportunity for the exchange of ideas and learning through its facilities and programming. The Union completed plans for the renovation of the Lobby, and the second floor activities area. The USU successfully provided leadership skill development by students actively participating on the USU Board, Union Program Board, and the Outdoor Adventure Program. In addition, through the enhancement of the Multicultural programs, the USU provided opportunity for the exchange of ideas from diverse perspectives.

The Student Leadership and Development Office (SLD) is designed to develop leaders for our community, state, nation, and the world through providing learning opportunities outside the classroom. An example of this is the awarding of Instructionally Related Activities funds to support outdoor leadership training and Student Leadership Program Summer Institute along with other programs. The learning opportunities were further enhanced with the implementation of a 3 unit, MDIS 2500 Leadership course. Currently, we have 106 student organizations that effectively offer various leadership experiences for those students who want to get practical experience to align with their classroom experience. Moreover, SLD sponsored a Graduating Seniors Program that supported students with preparing for graduate school or the world of work.

As a member of a "learning community," Student Life units strengthened its commitment and focus to learning opportunities for our students. Each unit contributes to the success of our students by delivering consistently high quality services and experiences. Student Life continues to provide opportunities that create intellectual curiosity and growth. Clearly, these efforts are in concert with the mission of Student Mfairs and California State University, Stanislaus.

Respectfully submitted,



**Fred Edmondson, Ed.D.**

Dean of Students! Associate Vice President for Student Mfairs

# ASSOCIATED STUDENTS, INC.

Cari Stammer, M.Ed.

ASI Director

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## 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.

## DEPARTMENT SERVICES

### AND PROGRAMS

- **Book Exchange** - an alternative program for students to buy and sell books
- **Club and Organization Funding**: provides funding/support services for student clubs and organizations
- **Kids' Camp** - weekly summer program for children ages 5-12
- **Recreation and Wellness Program** - intramural program, lap swim, aerobics and wellness workshops
- **Special Events**: Warrior Day, Warrior Welcome Concert, Club Faire, Homecoming, Make a Difference Day, Commencement Reception, Student Leadership Awards and Late Night Stanislaus
- **Student Advocate** - assists students with grade appeals, navigating university policies and procedures
- **Student Government/Representation** - ASI Senate serves as official voice of the students
- **Warrior Squad**: a student volunteer group for the association

## UNIT ACHIEVEMENTS

- **University Mascot/Logo**: ASI took the final steps this year needed to ensure the unveiling of a new University Mascot by passing resolutions approving and adopting the new mascot and university logo. The official introduction and unveiling was held May 13, at Warrior Day 2005.
- **ASI Warrior Squad**: the creation of a student volunteer program for ASI. The ASI Warrior Squad works with the ASI Senate and staff to increase student involvement, campus life, and student advocacy.
- **ASI Fee Referendum**: to provide the ultimate Warrior Experience, ASI asked students to support an ASI fee increase of \$12.50 a semester during our General Elections. Students overwhelmingly (72%) voted to support the fee increase which will now provide our students with a Welcome Warrior Concert, a fully funded Campus Pride Campaign, an addition of two new intramural sports, Winter Term Book Exchange, and much more ...
- **ASI Student Advocate**: Our student advocate had 200 individual cases and 5 entire class cases for 2004/05. Most importantly his work has led to the creation of a uniform syllabus guideline and training for faculty.

# SERVICE INDICATORS

## Academic Year

| BOOK EXCHANGE             | 2001/02   |            | 2002/03   |            | 2003/04   |            | 2004/05    |             |
|---------------------------|-----------|------------|-----------|------------|-----------|------------|------------|-------------|
| Student to Student Monies | \$34,554  |            | \$32,568  |            | \$37,210  |            | \$41,000** |             |
| Books Exchanged           | 1,082     |            | 829       |            | 940       |            | 947**      |             |
| Student Advocate Cases    | 120       |            | NA        |            | 187       |            | 200*       |             |
| Club Program Allocations  | \$14,000  |            | \$12,000  |            | \$12,000  |            | \$8,000    |             |
| WARRIOR DAY               | Students  | Guests     | Students  | Guests     | Students  | Guests     | Students   | Guests      |
| Attendance                | NA        | NA         | NA        | NA         | NA        | 860        | 1786       | 761         |
| INTRAMURAL PARTICIPATION  | Teams     | Players    | Teams     | Players    | Teams     | Players    | Teams      | Players     |
| Basketball                | 19        | 174        | 18        | 150        | 18        | 154        | 25         | 240         |
| Flag Football             | 11        | 86         | 14        | 95         | 13        | 100        | 11         | 79          |
| Indoor Soccer             | 18        | 199        | 24        | 257        | 20        | 230        | 23         | 275         |
| Softball                  | 4         | 49         | 10        | 127        | 11        | 131        | 18         | 257         |
| Volleyball                | 15        | 113        | 22        | 185        | 17        | 158        | 18         | 172         |
| <b>TOTAL</b>              | <b>67</b> | <b>621</b> | <b>88</b> | <b>814</b> | <b>79</b> | <b>773</b> | <b>95</b>  | <b>1023</b> |

## PROGRESS TOWARD LEARNING OUTCOMES

Due to a major reorganization about to happen within, the ASI for the coming 2005/06 year, we will be revisiting our current learning outcomes.

1. *Students will have the ability to identify, and respond to constituent needs and issues.*

*Progress toward goal:* Completed the CAS Assessment of the entire ASI organization. Members of ASI conducted numerous surveys this year regarding: fee referendum, intramural sport needs, mascot information, services used, etc...

2. *Students will use and understand basic elements of program/event development and implementation.*

*Progress toward goal:* Senators and staff all have the opportunity to participate annually in the coordination of Homecoming and Warrior Day. Students have the opportunity to be a part of planning for retreats and special events.

*Future plans:* This learning outcome is the foundation of what ASI is all about. All of our programs will continue to be student run with guidance from full time staff.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

- *Co-Curricular Education Growth:* The ASI moved forward on a fee referendum in order to better anticipate the financial needs of the organization with a growing student population.
- *Student Services Coordination and Administration:* Needs assessments will be a priority of a the new ASI Program Coordinator position once brought on board in July of 2005, specifically reaching out to those who traditionally do not use ASI Services.
- *Stockton:* A student proposal was brought forth to the ASI Student Senate in fall of 2004. From that proposal, the ASI will be moving forward in collaboration with the Student Union and the Stockton Advisory Board to offer a student information desk at the Stockton campus.

# DEPARTMENT PRIORITIES FOR 2005/06

The Associated Students, Inc. Board meets to establish ASI long-term priorities in January of each year.

## Senate Goals:

### Spring 2004

- ❖ Elections
- ❖ Mascot
- ❖ Student Review

### Fall 2004

- ❖ Textbook Cost Reduction
- ❖ ASI Awareness
- ❖ Campus Pride Campaign

### Spring 2005

- ❖ Referendum
- ❖ Campus Pride
- ❖ Elections

## Staff Goals:

### 2003/2004

- ❖ Communication
- ❖ Technology
- ❖ Training
- ❖ Participation

### 2004/2005

- ❖ Total Quality Management
- ❖ Communication
- ❖ ASI Awareness

## Long Term ASI Priorities:

### Organizational

- ❖ ASI Awareness
- ❖ Communication
- ❖ Recruitment
- ❖ Shared Governance
- ❖ Campus Pride
- ❖ Website

### Programmatic

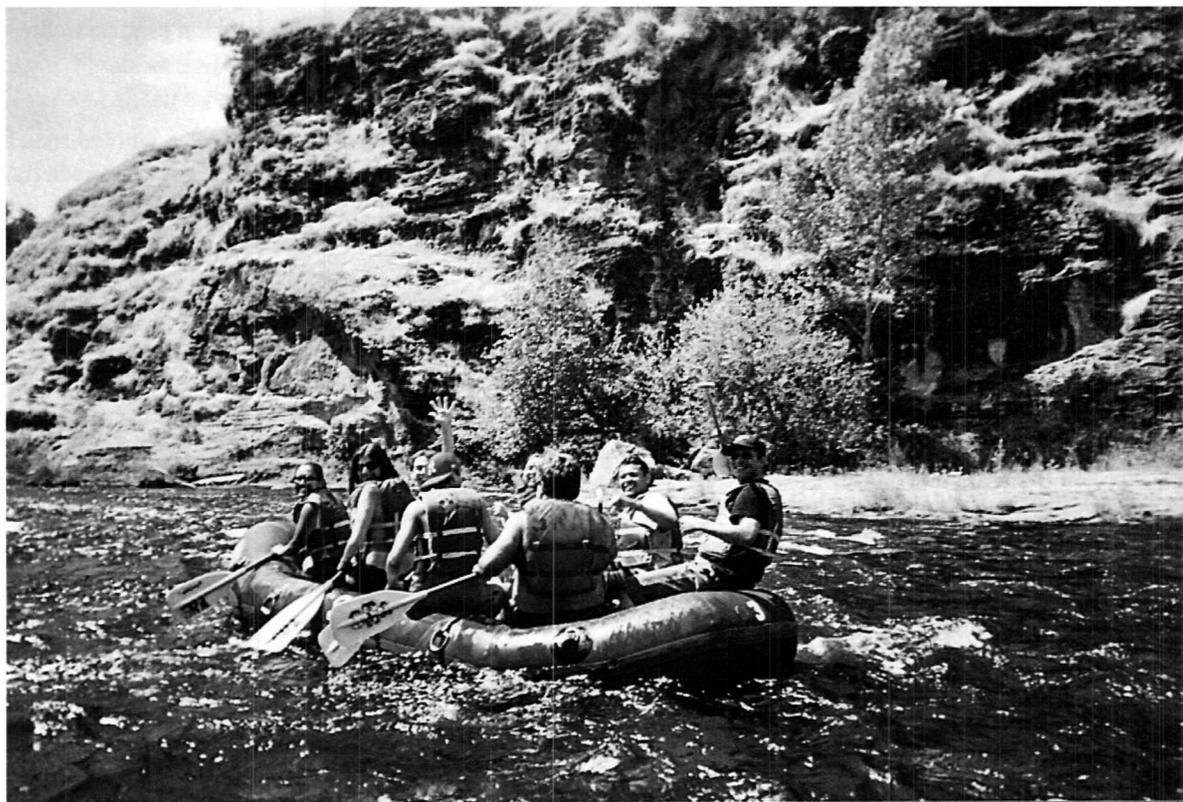
- ❖ Book Exchange
- ❖ Leadership Development
- ❖ Newsletter
- ❖ Recreation/Wellness Facility
- ❖ Take-A-Ride
- ❖ Student List/Review

### Budget

- ❖ Paid Incentives for senators
- ❖ Decrease retreat funding

### Inquiry for feasibility

- ❖ Merge with Union



# COUNSELING SERVICES

Fred S. Edmondson, ED.D.

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## MISSION

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

## SERVICES

- **Individual Personal Counseling:** Provide one-to-one counseling with trained professionals. The Counselors are trained and experienced in dealing with all aspects of personal counseling. Any type of problem or concern can be discussed in a confidential setting.
- **Couples Counseling:** Provides an opportunity to assess and work through problems with roommate, spouse, partner, or friend.
- **Developmental Workshops:** Offers a variety of growth workshops for students with in an environment that is supportive, professionally facilitated and focused on shared concerns.
- **Legal Referral:** Provides a referral service that provides students with a half hour free consultation with an attorney.
- **Study Skills:** Students have an opportunity to explore their current process of studying and look at ways to enhance their skills.

## UNIT ACHIEVEMENTS

Our unit achievements (in bullets) are reflective of our 2004-05 departmental priorities as listed below. Those with a double asterisk (\*\*) are indicative of priorities that were identified by the Student Mfairs Division and/or University. Those with the double (AA) are those priorities that were identified by the WASC report..

### Operational:

- **Personnel Support\*\*** - This academic year Counseling Services received funding and hired a temporary counseling position to assist with the morale and ability to meet essential direct service needs of Counseling Services. In addition, the search process was implemented to hire a permanent Director of Counseling Services. This process will be completed during the month of August for this 05/06 academic year. Funding was provided for Counseling Faculty to add a national conference for professional development.
- **Village Success\*\*** - Counseling Services invested in the success of the Village by delivering training programs for the resident advisors and staff for residents well being and growth. Moreover, Counseling Services was actively involved in crisis intervention on several occasions to assist with promoting campus health in the Village.
- **Stockton Campus<sup>AA</sup>** - Counseling Services provided outreach programming for Stockton campus by participating in the Stockton campus wellness program. In addition, as well as identifying other possible appropriate service needs.
- **Student/Peer Leadership\*\*** - Worked with Student Leadership and Development to provide training for students involved in the Student and Peer Leadership Programs.

### Programmatic:

- **Student /Peer Leadership\*\*** - Continue to offer training to student assistants specifically on the confidential nature of Counseling Services and Student Mfairs related functions in general.
- **Campus Life\*\*AA**- With access to adequate mental and behavioral health services, students will create designs for daily living and cognitive patterns that are aligned with a sense of purpose, value, well being and personal success.

# SERVICE INDICATORS

Calendar Year

| KEY SERVICE INDICATOR                              | 2002/03      | 2003/04      | 2004/05      |
|--|--------------|--------------|--------------|
| Legal Appointments                                 | 12           | 16           | 14           |
| Personal Appointments                              | 1,512        | 1,870        | 1,647        |
| Academic Appointments                              | 32           | 35           | 31           |
| International Student Appointments                 | 467          | 410          | NA           |
| Intakes/Walk-in Appointments                       | 340          | 241          | 319          |
| <b>Total Number of Client Appointment Contacts</b> | <b>2,363</b> | <b>2,575</b> | <b>2,011</b> |

|  |              |            |            |
|--|--------------|------------|------------|
| <b>Outreach/Personal Growth Workshops*</b> | <b>1,155</b> | <b>942</b> | <b>973</b> |
|--|--------------|------------|------------|

\*Includes: Workshops, Parent Orientation Groups, Summer Bridge, SSS Groups, Class Presentations, Campus Clubs, AMP Presentations, Self-Care and Wellness Fairs, and etc.

## DEPARTMENT GOALS OF 2005/06

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

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

### Operational:

- *Personnel Support\*\** - Morale and ability to meet essential direct service needs would greatly be enhanced by provision of funding for a temporary counseling faculty position with a shift to permanent tenure track status, along with the hiring of part-time clerical support.
- *Village Success\*\** - We will continue to participate in RA, training, and offer proactive strategies for residents well being and personal growth.
- *Stockton Campus^^* - We will offer at least one outreach programming for Stockton campus per semester as well as identify other possible appropriate service needs.
- *Policies & Procedures* - Our Policies and Procedures Manual update will be completed by December 1, 2005 and viewed as an organic document that we will continually review, revise and fill in as needed. We will revise the Client Informed Consent Section of the intake form.
- Review assessment process and enhance the implementation of goals derived from the analysis of data.
- We will explore requirements for becoming accredited in the near future.

### Programmatic:

- *Student /Peer Leadership\*\** - Continue to offer training to student assistants specifically on the confidential nature of Counseling Services and Student Mfairs related functions in general.
- *Campus Life\*\*^^* - With access to adequate mental and behavioral health services, students will create designs for daily living and cognitive patterns that are aligned with a sense of purpose, value, and well being.

## A LIFE OF SERVICE

Bob Santos performed many services for CSU Stanislaus in his 25 years of service before retiring in 2005. But his most important service was his loyalty and advocacy for this small state college in Turlock. He believed in CSU Stanislaus with his whole heart and soul, sent his children here, attending innumerable sporting events and always hounded his colleagues with questions about what more could they do for the university.

He was a sensitive, professional counselor with unparalleled integrity. He cared deeply about the plight of the international student and worked tirelessly for the poverty stricken and the hungry in his community (which he is still doing). He is deeply missed, but is enjoying his retirement enormously. We certainly wish him a long, peaceful and happy life.

-Renaë Floyd

# STUDENT HEALTH CENTER

Denice Barr, MSN

Associate Director

Health Center, (209) 667-3396

Email contact: [dbarr@csustan.edu](mailto:dbarr@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.

## DEPARTMENT SERVICES AND PROGRAMS

- ❖ **Primary Medical Care and Preventive Health Care Services** - treatment of illnesses/injuries; minor surgical procedures; routine physical exams including annual paps, employment or pre-program participation physicals; health education and promotion programs; cholesterol screening clinics, vaccination clinics
- ❖ **Pharmacy Services** - low cost prescriptions and over-the-counter items
- ❖ **Laboratory Services** - common lab screening tests at greatly reduced or no charge; more specialized testing available through our reference laboratory
- ❖ **Off-Site Radiology Services** - no to low cost contracted radiology services available by referral to nearby full-service radiology department in Turlock or Modesto
- ❖ **Immunization Services** - wide variety of vaccines including the required entrance immunizations (MMR, Hepatitis B)
- ❖ **Stockton Health Services** - minor acute primary care, immunization services, TB screening and health education/wellness programs available

## UNIT ACHIEVEMENTS

Unit achievements (highlighted) are reflective our 2004-05 department priorities (in bullets). Those with a double asterisk (\*\*) indicate the priorities that interface with the Student Affairs divisional priorities and/or the University's priorities.

- ❖ **Personnel Support\*\*** - conversion of two temporary employees to permanent status, hired full-time MD to start 8/05, sent 6 staff members to the national ACHA meeting 6/05, anticipate hire of full-time RN by 8/05
- ❖ **Stockton Clinic\*\*** - increased hours of operation to 20 hrs/week, hired ASA I as clerical support
- ❖ **Technology** - replaced aging medical equipment (autoclave, crash cart), developed phone hotline, in the process of developing new website
- ❖ **Policies & Procedures** - developed new policies, updated Operations Manual, organizing event planning
- ❖ **Student Involvement\*\*** - supported SHAC and Peer Health Educators, started development of peer health education core curriculum, involved students in physician and RN searches
- ❖ **Outreach and Marketing (Campus Life/ Programming)\*\*** - adjusted planned mobile flu vaccine clinics to flu prevention campaign secondary to vaccine shortage, held 2 cholesterol screening clinics with record student attendance, began campus health education/wellness model review (healthy campus initiatives), utilized different marketing media (Signal, TV station, hotline) to advertise programming, partnered with the First Year Programs and Advising department during new student orientation to facilitate matriculation onto campus.

## SERVICE INDICATORS

Academic Year

| KEY SERVICE INDICATOR                          | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|--|---------|---------|---------|---------|
| Total // of Patient Visits                     | 8,803   | 9,683   | 10,256  | 10,314  |
| % of Eligible Students Using SHC               | 45.80%  | 47.80%  | 47.40%  | 46.80%  |
| % of Patients Seen Same Day Service Requested  | 31%     | 29.70%  | 35.80%  | 32.10%  |
| % On-Campus Residents Using SHC                | NA      | NA      | 71%     | 75%     |
| // of Influenza Vaccines Given                 | 387     | 537     | 715     | 322*    |
| Total // of Visits to Stockton Health Services | 283     | 621     | 768     | 613     |

\*Vaccine shortage year.

## PROGRESS REPORT: LEARNING OUTCOMES

Three of the four of our existing learning outcomes are no longer applicable or have not been further developed. These are being re-evaluated for better measurement. The remaining outcome is discussed:

Student 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; c.) pap smear testing. Progress: Unfortunately this year, there was a severe shortage of influenza vaccine making this segment of the outcome not measurable. Cholesterol screening participation increased by 38% both due to awareness and partnerships with faculty and their course content. Pap testing increased by 3.5%. We continue to see an upward trend of women choosing to obtain their pap at the Health Center.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

\* *Co-Curricular Education Growth:* It is the goal and expectation of the SHC staff that student's participation and use of health services will result in increased knowledge of health related matters as well as adoption of healthy lifestyles and self-care practices for a lifetime. Through our CQI program, the SHC routinely assesses student's needs and develops and targets our programs for our student's specific health concerns. We have begun the process of developing measurable learning outcomes that we plan to track through our health education department and healthy campus initiatives.

\* *Student Services Coordination and Administration:* The SHC has traditionally held after-hours services at least 2 days/week at both the Turlock and Stockton sites. We continue to see increased utilization of this evening time (an 8% increase in Turlock usage). Our services in Stockton, although more limited in primary medical care, offer health promotion and prevention services halftime. Our CAS assessment concentrated on our Stockton services with adjustments made in several areas including staffing. We continue to re-assess student needs especially those of our Stockton and evening students. Through surveys such as the National College Health Assessment survey we hope to tailor our programming to meet the needs of graduate, evening, Stockton and other non-traditional student groups.

\* *Instructional and Support Facilities:* The Student Health Center continues to pursue the prospects of a new state-of-the-art facility after completion of the feasibility study. We are also considering the space allocations in Stockton with the possibility of expansion in the future.

## DEPARTMENT PRIORITIES FOR 2005/06

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

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

### Operational

- *Personnel Support\*\** - Our staff continues to feel that personnel support is important to maintain. Filling our vacant staff positions (RN and MD), continuing open and timely communication, instituting staff input and evaluation of management and supporting professional development for all staff will be or has been implemented.
- *Strategic Plan (5 year) for Campus Growth \*\** - Health Center Role - Multiple factors will need to be considered for our program as the campus grows. These include facilities (including Stockton), technology (computers, database systems, phone systems, website), staffing and partnerships.
- *Assessment\*\*^^* - We will continue our in-depth CQI program and preparation for external re-accreditation (due 10/06). Our CAS assessment will focus on our Health Education department and in developing learning outcomes. Additionally, we will conduct the National College Health Assessment Survey in fall 2005. Overall, we would like to tie our assessment efforts to the WASC goals.

### Programmatic:

- *Campus Programming* - Our main focus will be addressing diversity issues within our program and program offerings. We will also continue development of our campus-wide health promotion program and peer education core curriculum.
- *Student Involvement (Earning and engagement)^^* - Again, development and support of our SHAC and peer education program will be priorities. By developing our learning outcomes, we hope to have more measurable data regarding impact of our program.

# HOUSING AND RESIDENTIAL LIFE

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## MISSION

The mission of Housing and Residential Life is to create a learning-centered environment, sense of community, and meet the needs of students essential to advancing California State University, Stanislaus' goals of excellence, diversity, and responsiveness.

## SERVICES

- *Residential Life:* Village staff working with residents, faculty, and other campus departments to provide a learning centered environment to enhance the educational experience of residents.
- *Overall management of Housing and Residential Life,* including: daily operations, policy and regulation enforcement, advertising and marketing, collections and evictions, provision of custodial maintenance and facility repair, and general fiscal accountability.
- *Summer Conferences:* Coordination of lodging for summer conference groups. Administration of the summer conference program including: promotion, scheduling, and collections.
- *Meal Plan Administration:* Advertisement, posting of charges, and the collection of almost \$825,000 in revenue annually. Distribution of the monthly charge and payment reconciliation to the campus food service provider.

## UNIT ACHIEVEMENTS

- Phase III successfully opened in fall 2004. This apartment style 356 bed complex raised Residential Life at CSU Stanislaus to the next level and proved that Stanislaus has the best residential housing complex within the CSU system.
- The Village exceeded the budgeted occupancy target by 3%.
- 61% of residents responded to the 2004/05 EBI survey to assess resident satisfaction.
- The full-time, on-site Residential Coordinator position was successfully integrated into the operations of the Village. This position provided lead coordination for residential life activities including: student programming, roommate mediation, crisis response, etc.
- A second custodial mechanic was added to ensure the proper custodial maintenance of the facility.
- A comprehensive Housing and Residential Life Operations Manual was drafted and will be finalized in 2005/06.
- A total of 425 residents attended various alcohol education workshops and events throughout the year. Programs included "Alcohol Jeopardy" and a special keynote speaker during Greek Week activities.
- The Village offered residents over 100 events and activities through the year. These included alcohol education, study nights, socials, dances, BBQs, sports, etc.
- The Faculty-In-Residence program actively worked with residents and sponsored weekly activities ranging from movie critiques to trips to Alcatraz, the Legion of Honor Museum, Yosemite National Park, and the Monterey Bay Aquarium.

## SERVICE INDICATORS

| OCCUPANCY    | 2001/02    | 2002/03    | 2003/04    | 2004/05    |
|--------------|------------|------------|------------|------------|
| Freshman     | 116        | 112        | 139        | 238        |
| Transfer     | 98         | 60         | 46         | 94         |
| Returning    | 160        | 172        | 155        | 199        |
| Continuing   | NA         | NA         | NA         | 32         |
| <b>TOTAL</b> | <b>374</b> | <b>344</b> | <b>340</b> | <b>563</b> |

| RESIDENT PROGRAMMING            | 2001/02   | 2002/03   | 2003/04   | 2004/05    |
|---------------------------------|-----------|-----------|-----------|------------|
| Alcohol Programming             | NA        | NA        | NA        | 4          |
| Floor Events                    | NA        | NA        | NA        | 14         |
| Late Night Stanislaus           | NA        | NA        | NA        | 2          |
| Move-In Week Activities         | NA        | NA        | NA        | 7          |
| Village Council Events          | NA        | NA        | NA        | 64         |
| Village Varsity Events          | NA        | NA        | NA        | 21         |
| Village Intramural Sports Teams | NA        | NA        | NA        | NA         |
| <b>TOTAL</b>                    | <b>NA</b> | <b>NA</b> | <b>NA</b> | <b>112</b> |

| RESIDENT PARTICIPATION       | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|------------------------------|---------|---------|---------|---------|
| Village Varsity              | NA      | NA      | NA      | 42      |
| Village Council              | NA      | NA      | NA      | 34      |
| Village Discipline Committee | NA      | NA      | NA      | 11      |

| AVERAGE RESIDENT PARTICIPATION BY EVENT CATEGORY | 2001/02 | 2002/03 | 2003/04 | 2004/05 |
|--|---------|---------|---------|---------|
| Alcohol Programming                              | NA      | NA      | NA      | 106     |
| Floor Events                                     | NA      | NA      | NA      | 19      |
| Late Night Stanislaus                            | NA      | NA      | NA      | 275     |
| Move-In Week Activities                          | NA      | NA      | NA      | 202     |
| Village Council Events                           | NA      | NA      | NA      | 36      |
| Village Varsity Events                           | NA      | NA      | NA      | 20      |
| Village Intramural Sports Teams                  | NA      | NA      | NA      | 500     |

## PROGRESS TOWARD LEARNING OITCOMES

### 1. Village residents will develop leadership and self-governance skills.

Residents involved in the Village Council and Village Varsity planned and hosted eighty-five (85) events during the 04/05 academic year. Progressively throughout the year students demonstrated greater self-confidence in voicing their opinions, determining appropriate activities, and responding to resident feedback. By year-end residents had further developed and used organizational, budgeting and accountability skills to improve and adjust program offerings. In doing so they became more articulate, confident, and outgoing.

### 2. Residents will develop a sense of community and responsiveness.

Resident Advisors actively promoted weekly and monthly floor and community events. 85% of the residents surveyed in the EBI survey indicated a significant level of satisfaction regarding the efforts made for their resident advisor to get to know them and involve them in residential life.

A core group of 25-30 residents were able to involve an average of twenty-five (25) residents to attend various on-site and off-campus activities. Resident programming was targeted to late evening hours allowing residents sufficient time to study and still participate in a variety of social and educational programming.

### 3. Residents will gain understanding of diverse backgrounds and cultures.

Through a variety of program offerings residents were able to meet other students representing a broad range of economic, social, and cultural backgrounds. Exposure to the diverse Village community encouraged residents to open their minds and expand their views and perspectives.

In consultation with the Resident Coordinator, residents were also able to actively work together and resolve roommate conflicts. Except for rare instances residents were then able to use their learned skills to resolve issues before further mediation became necessary. In doing so residents gained a broader understanding, acceptance and appreciation of the strength inherent to diversity.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

### Co-Curricular Education Growth

The Faculty-In-Residence (FIR) program serves to provide a real link between residents and the academic experience. Residents are able to interact with a faculty member outside of the context of the classroom, while still within the perimeters of academia. Residential living and involvement allows the FIR to gain a greater understanding of the daily lives experienced by students balancing the demands of work, school, family, and/or social obligations. This nexus of experience serves as a vital source of information as the university seeks to take student learning to a higher level of engagement, critical thinking, and reflection.

### Student Services Coordination and Administration

The Village continues to annually benchmark student satisfaction through the administration of the EBI, a survey administered to 61% of all residents. Feedback garnered from residents will be used to review and revise key areas of operation including: leadership development, resident programming, governing policies and procedures, safety and security, and hours of operation.

### Instructional and Support Facilities

The Village continues to provide a full-service ADA accessible computer lab for residents. The lab is open daily from 8:00a.m. until 11:00p.m. and provides residents with access to the internet, a scanner and unrestricted free printing. This service will be upgraded in 05/06 to include Macintosh, as well as PC computers.

# STUDENT LEADERSHIP AND DEVELOPMENT

**Katie Olivant, MBA**

Director

University Union Room 104

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## MISSION

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

## UNIT ACHIEVEMENTS

- Coordinated campus Convocation and Commencement Program. Hosted the largest audience ever for both events.
- Coordinated Late Night Stanislaus alcohol alternative program, over 2,000 students attended.
- Student Leadership Program was again awarded Instructionally Related Activities funding to expand outdoor leadership training, community service partnership and to support the Student Leadership Program Summer Institute.

- Sponsored Graduating Seniors Program. Workshops included: applying for graduation, selecting graduate schools, career search techniques, interview skills, personal finance, etc.
- Coordinated Activities for Stockton Eighth Grade Initiative Fall and Spring events.
- Expanded trainings for student organization faculty advisors.
- Revised and improved club chartering process, club officer trainings and student organization handbook.
- Successfully petitioned for MDIS 2500 Leadership course units to be increased from two to three.
- Completed CSU audit process and implemented audit recommendations.
- Implemented ATS grant program and hired student intern to coordinate program.

## SERVICE INDICATORS

| STUDENT ORGANIZATIONS | 2002/03 | 2003/04 | 2004/05 |
|-----------------------|---------|---------|---------|
| Clubs                 | 64      | 67      | 80      |
| Greeks                | 13      | 13      | 13      |
| TOTAL                 | 77      | 80      | 93      |

| ACTIVITIES        | 2002/03 | 2003/04 | 2004/05 |
|-------------------|---------|---------|---------|
| LNS Attendance    | 1420    | 2160    | 1960    |
| SLP Participation | 50      | 63      | 59      |

# DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

- *Co-Curricular Education Growth:* Student Leadership and Development encourages students to take what they have learned in the classroom and expand upon it through a variety of co-curricular programs including: student clubs and organizations, the Student Leadership Program, Celebrations of Diversity, Graduating Seniors program, and community service learning and reflection.
- *Student Services Coordination and Administration:* The Office of Student Leadership and Development coordinates the Student Leadership Program, Late Night Stanislaus, Celebrations of Diversity, and alcohol and drug education programming, along with providing support to 90+ student organizations.
- *Instructional and Support Facilities:* The Office works with the University Student Union to improve general environment in the Student Activities Center for our clients and employees.

## DEPARTMENT GOALS FOR 2005/06

### Operational

- *Personnel Support* - Hold weekly staff meetings to improve communications and give employees opportunities to voice concerns or suggestions for improving services.
- *Improve Assessment* - Continue implementation of assessment plan to ensure that major programs, including the Student Leadership Program, club and advisor trainings, Late Night Stanislaus, co-curricular programming and the general operation and client satisfaction for the Student Activities Center are being assessed regularly.

- *Policies & Procedures* - Improve and implement Student Leadership and Development Operations Manual. Improve office filing system organization for easier accessibility.
- *Risk Management* - Work with Associate Vice President to create a department specific incident report form. Coordinate with Public Safety, Facilities and other campus offices to ensure appropriate and effective procedures are in effect for student club and organization events.
- *Technology* - Revise Office web site, in coordination with University web site plans. Develop technology plan for Office to guide computer and other technological purchases.

### Programmatic Offerings:

- *Student Involvement* - Develop a co-curricular program (tentatively called "Share and Tell") in conjunction with academic departments and clubs. Enhance SLP programmatic offerings for increased participation throughout the academic year.
- *Outreach and Marketing* - Work with campus web master to redesign Student Leadership and Development website. Develop newsletter for improved communication with SLP participants and student club and organization officers. Increase participation at alcohol education / alcohol alternative programs and events. Increase participation at Graduating Senior program events. Create campus awareness of and generate audience for new co-curricular program (Share and Tell).

# UNIVERSITY STUDENT UNION

Alan Brown, M.A.,

Director

University Student Union, Room 203

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## MISSION

The University Student Union of California State University, Stanislaus strives to be the center of student life on campus. As a non-profit organization, run by the students for the students, we meet the ever-changing needs of our diverse student body by bringing the campus community together and offering within our facilities a multitude of services, programs, and events.

## UNION SERVICES AND PROGRAMS

- 1. Information Desk-provides personal and telephone service to the campus on all activities, events, and services. Also sells stamps, tickets, copies, prints from Union computer lab, bus passes as a service to the University community.
- 2. Computer lab-provides open access personal computers for students. Printing service from computers provided at Information Desk.
- 3. Game Room-provides recreational and informal meeting space and activities for students.
- 4. Programs and Activities-the Union Program Board and the Stockton Board plan, sponsor, and implement a wide range of social, cultural, recreational, and co-curricular programs.

- 5. Meeting and Activity spaces-provides meeting, conference, and activity space for student, faculty, staff and community organizations to hold their programs and special events.
- 6. Lounge and office space-provides space for individuals, student organizations, and the administrative support to those organizations to meet, interact informally, and do the work they need to do to implement the out-of-class educational program of the University.

## PROGRESS TOWARD LEARNING OurCOMES

- 1. Students will demonstrate leadership skills through the following activities: Through the Program Board students learn to plan, budget, and implement programs encompassing the wide range of interests that are represented in the CSU Stanislaus student body. The Program Board chair has successfully led a large and diverse group of students through her skills in leading them through meetings, planning sessions, and small group and one-on-one interactions. Other members also lead smaller groups joined by a common interest in a particular type of program, e.g. art, outdoor activities, etc. Through the Union Board of Directors students learned to manage an independent corporation dedicated to their needs. Student members of the Board worked with other students, faculty, and staff in the Board's committees (Policy, Budget, Renovations, Development) and in the Board itself to develop leadership skills and the ability to work with a diverse group to achieve common goals.

## SERVICE INDICATORS

|                              | 2001/02  | 2002/03  | 2003/04  | 2004/05   |
|------------------------------|----------|----------|----------|-----------|
| Information Desk Income      | \$ 9,194 | \$10,932 | \$13,033 | \$ 11,036 |
| Game Room Income             | \$ 6,222 | \$ 9,081 | \$ 5,190 | \$ 2,933  |
| Reservation Services Income  | \$26,816 | \$26,947 | \$22,705 | \$ 26,190 |
| Union Activities Expenses    | \$65,592 | \$94,633 | \$99,968 | \$151,769 |
| Stockton Activities Expenses | \$ 9,575 | \$12,102 | \$12,020 | \$ 13,412 |

## CONTRIBUTION TO WASC GOALS

- **Co-Curricular Educational Growth:** Through its programs, services and activities, the Union contributes to the co-curricular life of the campus. Through its committees, especially the Union Board of Directors, the Union offers structured environment for students to develop and exhibit skills of leadership in a setting that directly affects the operation of a major facility and service to the campus and community. Similar opportunities occur in the Union Program Board and the student employment in the Union. The Union is increasing its emphasis on the growth of students through cooperative efforts with ASI and the Student Activities Center, enhancing the committee function and structure of its constituent organizations, and through expanding training efforts in all its student positions.
- **Student Services Coordination and Administration:** The Union has recognized the needs of special populations and traditionally underserved students. The Union has begun to meet the need for multicultural programs on campus through the funding of these programs as part of the Union Program Board's activities. The Union has extended its services and hours of operation for the evening students and newly increased resident population. The Union has also completed a major survey of students on issues concerning the programs and operations of the Union, which will inform the actions of the Board of Directors and Program Board in their planning for 2005/06 and beyond.

## UNION PRIORITIES FOR 2005/06

The Union will contribute to the programmatic priorities of the Division by continuing to enhance and expand programs for students, especially in the newly created areas of art and multicultural programs.

The Union will enhance the environment of campus life by refining and expanding services to the University community, by fully participating in the development of the Warriorcard J.D. and cash card system and the implementation of the campus-wide reservation and scheduling system.

The Union will complete existing renovation projects, explore additional projects to improve the Union's services and facilities, and continue to evaluate the need and content of an addition to the Union as part of the University's revised Master Plan.

## PROGRAM HIGHLIGHT –



## REMEMBERING CAROL BURKE

Carol Burke, former Director of the CSU Stanislaus University Student Union, died in 1999. Her many friends and colleagues on campus had since then sought a way to honor her memory and the many contributions she made to the Union and to the campus.

Carol had recognized the need for a student lounge in the Union, creating a space where students could meet informally, study, and just hang out between classes. Although the current lounge was developed some years after her death, many realized that naming the lounge after her would be an especially appropriate honor.

After many fits and starts, the Union Board of Directors in October, 2003 formally requested that the student lounge be named in honor of Carol Burke. The Board gathered statements of support from her friends and colleagues, and the formal endorsement of the idea from the Associated Students, the Vice-President of Student Affairs, and many others. Finally, in the spring of 2004, President Marvalene Hughes approved the naming of the Union's lounge as the Carol Burke Student Lounge.

A formal dedication ceremony, with many Carol's family and friends in attendance, was held on April 28th, 2004. A plaque was unveiled which announced to all the reasons for the naming of the lounge. It says in part " ...She was a person who always put students first, and in return, the students of California State University, Stanislaus dedicate this lounge in her honor. May her work, spirit, and passion live on forever."

# RETENTION SERVICES

## EXPANDING PATHWAYS TO STUDENT SUCCESS

Retention Services is now comprised of seven main departments: Career Services, First Year Programs and Advising, the Tutoring Center, Disabilities Resources, Student Support Services (SSS), the Faculty Mentor Program and Educational Opportunity Program (EoP). Testing, and Summer Bridge are administered through these departments. The Tutoring Center coordinates with the Math and English departments to provide special labs for students.

Retention Services moved closer to creating a seamless integration of programs and services for students. Continuing to expand the focus and quality of services, the Tutoring Center was spun out from First Year Programs & Advising to stand as an independent department. Louisa Herrera, who had coordinated services since the inception of the Center, was promoted to Director of the Tutoring Center. Armed with regular clerical support, Louisa is now able to concentrate on new ways to serve student needs.

First Year Programs & Advising was successful in replacing two exiting advisors while continuing to expand New Student Orientation and established procedures to allow students a smooth transition from academic advising to career planning. Disability Resource Services announce that Mauricio Molina received the 2005-2006 Dale M. Schottler Scholarship for Visually Impaired students. Mauricio is one of 15 recipients who were awarded \$5,000.00 from a pool of applicants from all 23 campuses. EoP worked closely with Enrollment Services to align its special admission cycle with the campus regular admission cycle. In doing so, EoP was able to respond to applicants in a manner that enabled earlier notification of admission or denial of admission, earlier registration for testing and New Student Orientation and earlier identification of those required to participate in the Summer Bridge Program. SSS was refunded for another four years and also created the Steps 2 Success program for the summer of 05.

Contact, outreach, welcome, scholarship. Expanding pathways to student success means continually exploring ways to engage and serve students outside the classroom to help them bond with the University, bond with the faculty, secure a major course of study, explore career options, engage in practical experience and graduate.

At the very heart of Retention Services is the essence of student engagement, collaboration and a desire to help students navigate the challenging landscape of higher education. Student Services professionals strive to assist students by demystifying and offering services that touch the very core of student needs. Needs we will continue to assess.

Respectfully Submitted,



Ronald J. Noble, MSW

Senior Director for Retention Services

# CAREER SERVICES

*Christine Hollister, MPA*

*Director*

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## MISSION

Career Services assists students in the process of identifying, developing, and implementing career plans in preparation for employment after graduation. We help students explore job options, build resumes, cover letters and interview skills, and strategize a job search. To support these efforts, we proactively develop and maintain relationships with a diverse group of employers for internship and employment opportunities. This is in harmony with the campus strategic goals and priorities, through building and supporting mutually beneficial internal and external partnerships, and is reflected in unit achievements.

## DEPARTMENT SERVICES AND PROGRAMS

- *Resource Library:* occupational information, books, videos, periodicals, and graduate school planning.
- *Employer Recruiting Services:* pre-interview employer information sessions, private interview rooms (On Campus Interview Program), resume matching (Resume Referral Program), and orientations to prepare students for on-campus interviews.
- *Web-site:* job listings (MonsterTrak), scrolling announcements, internship links, Upcoming Career Events page, links to local/regional job fairs, self-guided computerized assessment program (FOCUS), salary surveys, career exploration links, and Alumni Services page.
- *Workshops:* resume writing, cover letters, effective interviewing, business etiquette, job search strategies, transitioning from college to work, and choosing a major.
- *Meet the Employers:* Career Fair, Accounting Night (informal networking reception for accounting firms, students, and faculty), job shadowing, internships, community service opportunities, and networking with alumni.
- *Student Employment Services:* on-campus job postings.

- *Career Counseling:* mock interview coaching, job search strategies, resume review, individual and group counseling by appointment or walk-in, and presentations to campus clubs and student leadership.
- *Summer Employment Guide:* part-time and full-time jobs, and "How To" search tips.
- *Computer Workstations on site:* job and salary research, and Web access.
- *Academic Services:* new/transfer student/parent orientations, classroom presentations, email newsletter for faculty, Faculty Outreach Program (regular visits to support faculty, deans, chairs; optional career presentations in lieu of canceling class).

## UNIT ACHIEVEMENTS

- Accomplishments were realized in several primary areas, including increased visibility, improved department efficiencies through space planning, tracking systems and policies, and increased participation from all constituent groups.
- Career Services brochure is completed and used as a resource to constituents.
  - Career Center is welcoming; promotes student learning through resources and guidance.
  - Career Services maintains a visible outreach presence on campus and in the community through presentations, signboard, posters, table tent cards, emails, faculty and classroom visits, workshops, meet-the-firms events, press releases, career-related magazine distributions, enhanced website, faculty outreach, and department visits.
  - Career Services hosted a fall open house and tours for students, faculty, and staff.
  - Tracking system and policies are implemented to support assessment and reporting.
  - Discussions continue on a unit communications plan initiated during the year.
  - Career Services completed an internal assessment to ensure appropriate level of services.

# SERVICE INDICATORS

| KEY INDICATORS (# of students)     | 2003/04      | 2004/05      |
|------------------------------------|--------------|--------------|
| On-campus recruiting (oCI)         | 76           | 126          |
| Career Fair/ Acctg Night (est)     | 1,102        | 1,130        |
| Counselor Appointments             | 244          | 865          |
| Workshop Attendance                | 35           | 66           |
| Classroom/Clubs/Student Leadership | 430          | 751          |
| Orientations                       | 0            | 1,085        |
| Use of Career Center Facilities    | NA           | 842          |
| <b>TOTAL:</b>                      | <b>1,887</b> | <b>4,865</b> |

## PROGRESS TOWARD LEARNING OUTCOMES

Career Services is organized and staffed to support co-curricular education growth. Learning outcomes were identified in Sept., 2004 and re-visited in staff meetings throughout the year. We also formalized specific methods for assessing outcomes in 2005/06. Services and programs are designed to promote outcomes through identified resources and purposeful staff guidance:

- ∴ Students will learn how to develop a career plan and occupational options through utilizing individual career counseling services at the Career Services Center, attending one or more workshops on specific career development topics offered throughout the academic year, and completing a resume appropriate for seeking employment following graduation.
- ∴ Students will learn to seek appropriate resources through exploring the Career Services website to collect data and identify options, investigating resource links, reviewing periodicals, books, videos, and occupational materials in the resource library.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

- ∴ *Co-Curricular Education Growth:* Director has included in strategic plans and budget for systematic additions to staffing, upgrade/acquisition of equipment and occupational library resources, and added an interview room to plan for and accommodate student growth.
- ∴ *Student Services Coordination and Administration:* Career Services has completed an internal assessment during 2004-05 to identify what steps have been taken or are necessary to ensure that the level of services provided is appropriate for targeted student populations.

## DEPARTMENT PRIORITIES FOR 2005/2006

Career Services will implement CAS Assessment recommendations, develop and staff an internship program, and recruit a Career Counselor.

# DISABILITY RESOURCE SERVICES

Lee Bettencourt, MSW

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## 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.

## DEPARTMENT SERVICES AND PROGRAMS

- Assistance with registration for courses and providing letters to faculty
- Providing textbooks and course materials in alternate formats
- 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
- On-going support and guidance to assist students with academic and professional goals

## UNIT ACHIEVEMENTS

- Development and implementation of system to provide course materials in electronic format for students with print impairments
- Installation of two new workstations to provide for assistive technology needs for disabled students
- Development and revision of policies and procedures for the provision of services to deaf and hard-of-hearing students
- Complete revision and updating of all policies and procedures relating to the provision of services to all students with disabilities
- Increased presence at the Stockton campus providing more opportunities to meet with students in regards to their accommodation needs
- Completed phase one of web page development by organizing material and documents to be placed on the DRS web page

## SERVICE INDICATORS

|                             | 2001/02  | 2002/03   | 2003/04  | 2004/05   |
|-----------------------------|----------|-----------|----------|-----------|
| Students Registered         | 175      | 193       | 180      | 196       |
| Alternate Formats (hrs)     | 98       | 220       | 130      | 475       |
| Interpreter/Captioner (hrs) | 2,023    | 2,976     | 1,501    | 1,697     |
| Testing Assistance (hrs)    | 810      | 939       | 1,006    | 1,114     |
| Cost of Services            | \$88,746 | \$127,765 | \$72,603 | \$110,952 |

## PROGRESS TOWARDS LEARNING OUTCOMES

1. *"Students will learn how to access specific campus resources to assist them with their academic coursework."* - At the time of initial registration with DRS students are provided with information regarding various academic resources on campus and how to access these services. DRS is in the process of developing a plan for systematic reinforcement of this information and assessment of student's knowledge and use of these resources.
2. *"Students will develop/increase their self-advocacy skills by being able to discuss their accommodation needs with their instructors."* - Issues of self-advocacy are repeatedly addressed with disabled students through the interactive process. Facilitation of the interaction between students and their instructors is also provided by DRS through both written and verbal communication.
3. *"Students will learn about different career options, and how to do career research and planning."* - All students registering with DRS are provided with information on the services available through the Career Center. Also, DRS is in the process of developing workshops on "Career Planning" for students with disabilities. DRS is also developing a plan for systematic reinforcement of this information and assessment of students' knowledge in this area.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

- *Co-Curricular Education Growth:* All students registering with DRS are provided with information on co-curricular activities available to students and are encouraged to participate.
- *Student Services Coordination and Administration:* DRS has increased the frequency of visits to the Stockton Campus to be more available to students to discuss and address their accommodation and services needs.
- *Instructional and Support Facilities related to ADA:* The DRS Program has implemented procedures for providing materials in electronic format for students. The Office of Information Technology has provided information to all faculty, and training opportunities related web accessibility for people with disabilities. The campus has continued to complete ADA barrier removal projects as funding is available. The campus will also be completing a new campus survey and plan for removing all ADA barriers.

## DEPARTMENT PRIORITIES FOR 2005/2006

- Further development of providing materials in alternate format to include MP3's.
- Completion of phase two of DRS web page to include going live with all information.
- Develop new system for scheduling and tracking of interpreters and captioners.
- Further development of objectives to support learning outcomes and systematic assessment of student learning.

## FEATURED STUDENT



The department of Disability Resource Services at California State University, Stanislaus is pleased to announce that Mauricio Molina is the recipient of the 2005-2006 Dale M. Schottler Scholarship for Visually Impaired students. Mauricio is one of 15 recipients who were awarded \$5,000.00 from a pool of applicants from all 23 campuses.

Mauricio began his career as a postal carrier for the United States Post Office in San Jose, California. In 1993 he was officially diagnosed with Retinitis Pigmentosa, a debilitating disease of the eyes. He continued his employment with the postal service until he was forced into disability retirement due to his condition in June of 2001.

At that time, Mauricio and his family moved to Modesto where he began attending Modesto Junior College in the Spring of 2002. He graduated with an Associates Degree

in April 2004 with a GPA of 4.0 and transferred to CSU Stanislaus in the Fall of 2004. He is currently a Junior and majors in History with aspirations of becoming a teacher. Mauricio has maintained his 4.0 GPA at CSU Stanislaus every semester.

He has brought many wonderful attributes to the campus as well as the department. He has been described as an excellent student, very sharp, hard working, and highly motivated. A professor of Economics describes him as "one of the best students I have had in these classes in over 15 years of teaching them at the university level." He is a role model to other students and conquers any obstacle with confidence and professionalism.

Mauricio and his wife Debbie have two daughters. Their oldest, Stacey, 19, is currently attending Modesto Junior College and Samantha, 14, is a Freshman at Beyer High School. Mauricio's wife, Debbie, works for Sylvan Union School District with special needs children and attends Modesto Junior College as well.

Disability Resource Services and Student Affairs are honored to have a student of Mauricio's caliber. We want to wish him continued success with his academics and career.

# EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

**Ronald J. Noble, MSW**

Director

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## MISSION

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

The Educational Opportunity Program (EOP) within the division of Student Affairs, provides a comprehensive array of services to support student success at CSU Stanislaus with graduation as the goal for all EOP students.

## SERVICES AND PROGRAMS

- *Special Admissions* - EOP serves as a vehicle to assist students, not regularly admissible to the university, in being admitted.
- *Eligibility Planning* - Ineligible applicants are advised as to making up deficiencies for future admissions.
- *Summer Bridge/Transition Experience* - EOP provides an intensive three-week transition program for first time freshman students. The mandatory residential program provides an opportunity for students to experience the college environment prior to the start of each fall semester. The program also offers targeted ELM/EPT preparation.
- *Academic Advising* - EOP provides intrusive advising to assist students in their matriculation, retention and eventual graduation.
- *Financial Aid Assistance* - EOP provides EOP grants to eligible EOP students. Probation, Appeals, Reinstatement Workshops and Advising

## UNIT ACHIEVEMENTS

In line with 04-05 priorities, EOP published a department web-page and began the ongoing process of assessing information and access with appropriate links to other Student Affairs pages and the campus directory.

EOP transitioned two employees to the department from other areas within the division. The transition required training on the admission application process while integrating new procedures in line with the department goal to better serve the applicant pool.

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

EOP worked closely with Enrollment Services to align its special admission cycle with the campus regular admission cycle. In doing so, EOP was able to respond to applicants in a manner that enabled earlier notification of admission or denial of admission, earlier registration for testing and New Student Orientation and earlier identification of those required to participate in the Summer Bridge Program. Subsequently, EOP was able to secure maximum participation in the Summer Bridge Program for summer 2005. EOP was able to make efficient use of its share of the University exception slots thus allowing admissions to make efficient use of total exception slots allocated to the campus.

EOP admissions requests again topped 2,000 in 2004-2005. Academic advising remains the most requested service by program participants. Advisors also assisted students with concerns regarding financial aid, housing, academic choices and balancing college demands with personal life struggles.

# SERVICE INDICATORS

| KEY INDICATORS             | 2001/02 | 2002/03             | 2003/04             | 2004/05            |
|----------------------------|---------|---------------------|---------------------|--------------------|
| Applications to EOP        | 1,210   | 1,841               | 2,214               | 2,075              |
| Special admit offers       | 128     | 141                 | 205                 | 210                |
| Advising contacts          | 1,250   | 1,550 (80+ non-EOP) | 1,704 (129 non-EOP) | 1,665 (63 non-EOP) |
| Summer Bridge Participates | 45      | 47                  | 48                  | 53                 |

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

### *Co-Curricular Education Growth:*

EOP has identified learning outcomes for program participants. Learning outcomes were identified for students based on class level enabling a more systematic monitoring of student progress and success. With the assistance of academic advisors:

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

### *Student Services Coordination and Administration:*

By virtue of program mandate, EOP does not serve graduate students. The program is designed to serve undergraduates only. In line with 02-03 program goals and current admission strategies, EOP has revised its admission policy and does not give program priority to upper division transfer students. Nor does EOP give

admissions priority to lower division transfers. This has allowed the program to concentrate resources on the neediest, highest risk EOP type student. This has generally included incoming first time freshman and continuing program participants.

EOP participated in the initial phase of the formal division wide assessment process. As part of the assessment process, EOP conducted a survey to determine the level of service need, use and participation among program participants. Action themes will be developed for 04-05 based on analysis of assessment survey.

## DEPARTMENT GOALS FOR 2005/06

- ❖ Work closely with Enrollment Services to integrate new on line EOP application.
- ❖ Develop data storage and file review strategy for on line process.
- ❖ Collect, review and respond to applications using timeline that allows for testing, NSO, Summer Bridge, Financial Aid and housing decisions.
- ❖ Align advising practices with degree exploration and career planning (Career Services).
- ❖ Update printed and web-site material to be used for Preview Day, Harambee, Nia Reception and other general campus outreach efforts.
- ❖ Review and upgrade technology where appropriate.
- ❖ Review assessment documents and implement action themes.
- ❖ Update departmental student learning outcomes and revise as appropriate based on action themes and WASC recommendations.
- ❖ Continue PeopleSoft conversion discussion and planning.
- ❖ Align common campus to campus and program to program practices.

# FACULTY MENTOR PROGRAM

Marty Giaramita, Ph.D.

Director

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## MISSION

The Faculty Mentor Program's (FMP) mission is to encourage faculty-student interaction through a mentoring relationship that improves academic achievement, increases the retention rate, and improves graduation rates of underrepresented minority students. A unique and comprehensive faculty training program provides faculty tools to promote faculty-student out-of-class interactions that have been shown to have a positive learning effect on students and faculty.

## DEPARTMENTSER~CESAND PROGRAMS

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

- ❖ **Provide students with faculty mentors**
- ❖ **Monthly events:** students and faculty are provided the opportunity for out of classroom interaction.
- ❖ **Annual retreat:** students and faculty attend comprehensive workshops based on contemporary issues which develop personal growth and development of students.

- ❖ **Faculty training:** mentors are orientated and trained in a variety of issues such as mentoring, university resources, and student needs. Faculty growth and development of skills continue through the mentoring relationship, participation in proteges activities and on going mentor trainings.
- ❖ **Annual Awards Celebration:** Provides a recognition ceremony where students, their families and faculty honor student achievements.
- ❖ **First Year Experience (MDIS 1000):** A student-centered course that introduces college-level modes of discussion, analysis, argument, and orderly presentation. The course content is based on contemporary issues. Students are offered the opportunity to translate their personal values into effective career and life choices.

## UNIT ACHIEVEMENTS

- ❖ Retained and graduated students, specifically at risk students (first generation college attendees, economically or environmentally disadvantaged students).
- ❖ Fostered and increased informal individualized contact between students and faculty.
- ❖ Enhanced student support by providing trained faculty mentors who assist students through their academic careers.
- ❖ Offered comprehensive and innovative programs that prepare students to be active leaders in their future endeavors.

## SERVICE INDICATORS

|   | 2001/02                       | 2002/03                       | 2003/04                       | 2004/05                       |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| # of Students with Mentors              | 92                            | 173                           | 113                           | 115                           |
| # of Events                             | 13                            | 13                            | 11                            | 11                            |
| # of Mentor Trainings                   | 3                             | 3                             | 3                             | 2                             |
| # of Participants at Annual Retreat     | 49 Students & Faculty         | 54 Students & Faculty         | 50 Students & Faculty         | 49 Students & Faculty         |
| # of Participants at Awards Celebration | 82 Students, Family & Faculty | 75 Students, Family & Faculty | 61 Students, Family & Faculty | 62 Students, Family & Faculty |

# PROGRESS TOWARD LEARNING OUTCOMES

- Present opportunities for the building of relationships between faculty and students including the sharing of information and cultural experiences. FMP offers a variety of organized out of classroom meetings that foster an environment for this to take place.
- Develops unique learning communities that promote connection to the campus. In addition to the organized out of classroom meetings students and faculty often meet in groups and individually to further enhance the mentoring relationship and learning community.
- Offer a unique experience that will be utilized in future professional endeavors and assists in life long learning. FMP retreats, forums, and conferences are centered on providing students and faculty with feasible information and skills.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

- *Co-Curricular Education Growth:* Student growth is dependant upon the amount of resources such as annual allocation of funds and number of active mentors. The board of directors of FMP has been successful in maintaining lottery funding in addition to actively perusing additional funding to support an increase in the number of students and faculty participating in FMP. In addition the board of directors of FMP has developed a more assessable mentoring training process to allow more faculty to take part in FMP as a mentor.

- *Student Services Coordination and Administration:* FMP students and mentors are assessed in a broad informal format. Annually retreat participants are requested to participate in an assessment. FMP measures its success by the number of students that are retained and graduated from CSU Stanislaus.

Since its inception in spring 1987 FMP has an average annual continuation rate of students is 94.9%. A total 1,280 Proteges have participated in FMP, 595 students have graduated from CSU Stanislaus, and 271 students are currently enrolled at CSU Stanislaus are working towards graduation.

## DEPARTMENT PRIORITIES FOR 2005/06

### *Maintain our 2004-2005 Goals (See above)*

- Program growth by increasing the number of students and faculty participating in FMP.
- Reinstatement a graduate forum that will center on students learning. Information will be provided by various campus resources and mentors on the diverse higher education programs, their requirements, and their accessibility.
- Reinstall a cultural/career conference which will allow students to develop their skills in various areas which will better prepare them for future endeavors. This is dependant on an increase in financial resources.

# FIRST YEAR PROGRAMS AND ADVISING

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## MISSION

The University advising mission at CSU Stanislaus is to provide current and prospective 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 First Year Programs and Advising Office provides academic advising and support services that remove obstacles to student success and assists students with adjustment to college life.

## SERVICES

- ❖ *Academic Advising and Review* - All CSU Stanislaus students receive accurate and timely advise regarding campus information and services, general education, university-wide requirements, major changes, student petitions and appeals, academic probation, academic disqualification and reinstatements, and graduation evaluations.
- ❖ *Faculty Initiatives* - We work 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.
- ❖ *Peer Advising* - Students trained as student ambassadors to the campus assist new students with resource referral, course scheduling and acclimation to CSU Stanislaus.
- ❖ *Re-entry Student Services* - New re-entry students meet seasoned students to obtain campus information and assistance with career, life and academic planning.
- ❖ *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.
- ❖ *Stockton Services* - Students can receive many of the same advising services at the CSU Stanislaus-Stockton campus. In addition, student activities, career counseling workshops, career fairs, testing workshops, are also provided.
- ❖ *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.

## UNIT ACHIEVEMENTS

- ❖ Supported the university-wide academic advising planning process.
- ❖ Provided peer and faculty support for the faculty First Year Experience (FYE) Proposal.
- ❖ Established procedures to allow students a smooth transition from academic advising to career planning.
- ❖ Developed group advising presentations for undeclared students and students on academic probation.

# SERVICE INDICATORS

| <b>ADVISING INFORMATION</b>              |      |      |      |
|--|------|------|------|
| Telephone Calls                          | 6031 | 8000 | 6698 |
| Walk-In Advising & Appointments          | 4766 | 9230 | 3903 |
| Stockton Walk-In Advising & Appointments | 576  | 380  | 357  |
| Remedial Students                        | 651  | 701  | 731  |
| Graduation Evaluations                   | 1500 | 1500 | 1600 |
| New Student Orientation                  | 2131 | 2167 | 2150 |
| <b>TESTING OFFICE</b>                    |      |      |      |
| Tests Administered                       | 5792 | 4967 | 4704 |

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS

To support student organization and growth the First Year Programs and Advising Office requires all undeclared students and students on academic probation to complete individual education plans.

The First Year Programs and Advising Office conducted a survey of all students who filed for graduation to determine what levels of service participation and program satisfaction were obtained.

## DEPARTMENT GOALS FOR 2005/06

- Implement new academic advising plan.
- Develop new Parents' Program for CSU Stanislaus.
- Improve FYP&A communication with all members of the campus & community.
- Obtain all department freshman course preference lists for NSO.
- Hire and train an Academic Support Coordinator and a Parent's Program Coordinator.
- Conduct desk audits on SSPII positions and evaluate for possible reclassifications.

## UNIT ACHIEVEMENTS

- Utilized the research data from the academic advising survey to support the academic advising planning process.
- Academic Advising plan to be circulated through faculty and student governance starting in fall 2005.
- Improved communication with area high schools regarding ELMjEPT testing requirements.
- Advised first time freshmen over the telephone and pre placed them in courses prior to attending NSO.
- Organized second annual Family Fun Day in Stockton.

# STUDENT SUPPORT SERVICES

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## MISSION

The California State University, Stanislaus Student Support Services 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.

## DEPARTMENT SERVICES AND PROGRAMS

- ❖ **Academic Retention Services** - academic advising, curriculum planning, career/major guidance. Each student has an outlined comprehensive academic plan made available.
- ❖ **Retention Workshops** - Professional Staff and Peer Mentors facilitate study skills and skills enhancement workshops throughout the academic year.
- ❖ **MDIS 1000** - a retention based college survival course for SSS students
- ❖ **Tutorial Assistance** - SSS provides extra tutorial time through the University tutorial center.

- ❖ **Events and Activities** - year end reception, fieldtrips, orientation, financial aid and Pre-grad school prep workshops.
- ❖ **Computer Lab** - used by SSS students for research, study or homework.
- ❖ **Awards** - Active SSS students can receive an SSS financial award.

## UNIT ACHIEVEMENTS

- ❖ Submitted the SSS proposal. Received refunding notice in May 05 for 2005-09.
- ❖ Student files were continuously updated and are up to date
- ❖ 67 Financial aid Awards were disbursed for a total of \$40,000 for the year
- ❖ Student progress was monitored closely, 71 SSS students graduated in 04-05
- ❖ Steps 2 Success was successfully funded for the summer of 05
- ❖ SSS Summer Program will link to the Student Leadership Program in summer 05

## SERVICE INDICATORS

| KEY SERVICE INDICATOR                  | 2002/03 | 2003/04 | 2004/05 |
|--|---------|---------|---------|
| 1 of SSS participants                  | 238     | 247     | 243     |
| 1 who received Tutoring/Hours Provided | 72/1369 | 95/1163 | 81/1041 |
| 1 who received Academic Advising       | 238     | 247     | 243     |
| 1 who received WS Assistance           | 300*    | 313*    | 306*    |
| 1 who received Awards                  | 60      | 63      | 65      |

\*includes workshops/MDIS and one on one

## PROGRESS TOWARD LEARNING OUTCOMES

Students will improve their college experience by the following:

1. Students will visit their assigned SSS/PM Advisor on a more regular basis.
2. Students will be referred to the tutorial center for tutoring and lab attendance.

*Progress toward goals:*

- Students review their personal comprehensive academic plan at the beginning of the academic year, meet regularly with their AA/PM to assess and update academic progress. In 2004/05 71 SSS students graduated. 240 ended the year in good academic standing with a 2.0 and better, 0 were disqualified and 3 ended the year on probation.
- A total of 1,041 hours of tutoring was provided to 81 students referred to the tutoring center; 268 tutorial hours were in math and 323 hours were used for tutoring English.

## DEPARTMENT SPECIFIC CONTRIBUTIONS TO WASC GOALS RELATING TO:

- *Co-Curricular Education Growth:* Low income, first generation students with academic need for services were recruited; an academic comprehensive plan is implemented for the current academic year. Students are enrolled in the MDIS 1000 which is a college survival course.

- *Student Services Coordination and Administration:* Students fill out an SSS needs assessment, see their assigned advisor and meet with Peer Mentors. Appropriate support services are recommended, students are monitored throughout the academic year. Students are referred to on campus departments and offices when appropriate and needed.

## DEPARTMENT PRIORITIES FOR 2005/06

These should relate to the Divisional and University priorities for 2005/06 and further promote the divisional response to the above noted WASC recommendations.

- Become more inclusive of all student populations. Advisors will be assigned to work with student groups.
- Seek outside funding for the Summer Bridge Program.
- Provide more opportunities for in service training, staff interaction and communication as funding allows and the university offers.

# TUTORING CENTER

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## MISSION

The CSU Stanislaus University Tutoring Center mission is to promote and encourage academic excellence by supporting and personalizing student learning. The Tutoring Center provides professional individual and group tutoring for most subjects.

## DEPARTMENT SERVICES

- ❖ *Campus-wide Tutoring* - All CSU Stanislaus students can receive one on one or group tutoring in most subjects.
- ❖ *Remedial Services* - The Tutoring Center provides intensive support for Pre-baccalaureate math and English courses.
- ❖ *Drop-In Math Lab* - Students can walk in the Math Lab and receive help with most Math classes.
- ❖ *Writing Center* - Students can receive regularly scheduled one on one or group tutoring to assist with writing assignments.
- ❖ *Drop-In Writing Hours* - Students can walk in and receive help with writing.
- ❖ *WPST Portfolio* - Structured weekly group tutoring prepares students who failed the WPST test multiple times.
- ❖ *SSS Tutoring* - All SSS students can receive one on one or group tutoring in most subjects.
- ❖ *Test Preparation Workshops* - The Tutoring Center provides intensive preparation workshops for CBEST and CSET tests.

## UNIT ACHIEVEMENTS & ACCOMPLISHMENTS:

- ❖ Hired and trained an Administrative Support Assistant.
- ❖ Increased service hours 14%.
- ❖ Achieved a 70% pass rate for students enrolled in CBEST workshops.
- ❖ Offered additional tutorial hours in evenings and Friday afternoon.
- ❖ Created new CSET workshop.
- ❖ Developed and implemented a new payroll system.
- ❖ Hired an intern assistant coordinator to assist in the writing center.

## PROGRESS MADE TOWARD LEARNING OUTCOMES

Assess student satisfaction and success through student evaluation forms. According to students tutorial evaluation responses 92% of students improved their grade by a least one grade level after using the tutoring center.

### GOALS: 2004/2005

- ❖ Instituting all tutorial services to be funded on state side.
- ❖ Hire an Administrative Support Coordinator.
- ❖ Conduct a self-assessment of tutoring services.
- ❖ Acquire a new card scanner system to track tutorial services provided.

## TUTORIAL INFORMATION

| QUICK FACTS/STATS             | 2002/03 | 2003/04 | 2004/05 |
|-------------------------------|---------|---------|---------|
| Students Served               | 2,073   | 1,994   | 2,004   |
| Services Hours                | 17,366  | 15,055  | 17,168  |
| Math Lab Drop-In Visits       | NA      | NA      | 1,655   |
| Writing Center Drop-In Visits | NA      | NA      | 220     |

