Table of Contents

MISSION.........................................................................................................................2
VICE PRESIDENT'S MESSAGE .........................................................................................3
STUDENT LIFE...............................................................................................................5
ASSOCIATED STUDENTS INC.......................................................................................7
COUNSELING SERVICES ...............................................................................................10
STUDENT HEALTH CENTER ........................................................................................13
HOUSING AND RESIDENTIAL LIFE .............................................................................16
STUDENT LEADERSHIP AND DEVELOPMENT .............................................................19
UNIVERSITY STUDENT UNION .....................................................................................21
RETENTION SERVICES ................................................................................................23
CAREER SERVICES ......................................................................................................24
DISABLED RESOURCE SERVICES ...............................................................................27
EDUCATIONAL OPPORTUNITY PROGRAM (EOP) ........................................................29
FACULTY MENTOR PROGRAM .....................................................................................31
FIRST YEAR PROGRAMS AND ADVISING ..................................................................33
STUDENT SUPPORT SERVICES ..................................................................................36
TUTORING CENTER .......................................................................................................38
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 differences;
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 to 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.

2005-2006 PRIORITIES

Village Success

Personnel Support
- Morale
- Open Communication

Citizenship Development & Academic Achievement
- Student Leaders
- Greek Organizations
- Student Leader Institute

Campus Life
- Programming
- Environment

Retention & Graduation
- Academic Wellness
- Resource Allocation & Stability

Career Services

The division of Student Affairs is dedication to providing access to information for all members of the community. If you would like this document in an alternative format, please contact us at (209) 667-3177. This document is also available in accessible format on the Student affairs website (www.csustan.edu go to Student Affairs).
Vice President’s Message
2005/2006 Annual Report

INNOVATING AND IMPLEMENTING

For the past several years, it has been customary for me to characterize the state of the Division with a term or phrase. In 2003/2004, the term was “recovering”. In 2004/2005 we were “cooperating”. This year, we have moved to “innovating and implementing”.

After significant planning and hard work, the Division improved services in almost all areas and brought to fruition some of the most innovative and collaborative projects in higher education.

The pages of this annual report will describe these efforts in detail. In brief, I would like to highlight several for special attention:

- The American Association of State Colleges and Universities published the results of their Graduation Outcomes Study, in which they selected 12 campuses nationwide to serve as best practice examples of excellence in graduation and retention programming. CSU Stanislaus was the only west coast university selected for this study. Student Affairs coordinated the visit and, with the help of faculty and staff across campus, told the Stanislaus story.
- The students established a fee to construct and run a comprehensive, $16 million Student Recreation Complex, featuring fitness center, soccer, track and field venues, intramural fields, and stadium seating. Sixty-eight percent of students supported this project during a spring referendum.
- The Village expanded summer conferencing, re-established the popular recruitment overnight experience called Stanislaus Express and began a complete overhaul of policies, marketing, and service provision—all aimed toward reaching more students with higher level customer service.
- The Greeks developed a dedication ceremony in which they all pledged commitment toward shared principles of fraternity, philanthropy, equity and responsibility.
- The Academic Wellness project began. This exciting project provides academic advising checkpoints at key times in a student’s university experience to enhance not only retention, but timely degree completion.
- Student leadership efforts and visibility continued with one of Stanislaus’s own students appointed by the Governor to the CSU Board of Trustees. This is the second time in five years that our campus has had a student serve as a trustee.
- The Foster Youth program, called Promise Scholars, was established.
- The Parents Program gained membership and visibility, increasing outreach to parents in order to foster retention support for students.
- The summer Student Leadership Institute continued with record attendance.
- We orchestrated several significant campus events with the help of colleagues in all divisions: the inauguration of our seventh president, Dr. Ham Shirvani, and a record commencement with almost 15,000 guests and graduates.
- Most departments increased service to students: Student Health Center, Disability Services, EOP, Counseling, Career, Faculty Mentor Program, Student Support Services, Tutoring, Associated Students Inc., and University Student Union.
These accomplishments have been consistently pursued by the members of the Student Affairs Division and by our student leaders. Five years ago, the Student Affairs Council proposed what some thought was an audacious vision: “By 2006, the division of Student Affairs will provide the best student development services in California.” I am proud to say that I believe we have met this challenge.

Congratulations to all!

It is a joy to work with such a committed group of professionals and with such exceptional student leaders.

Respectfully submitted,

Stacey Morgan-Foster, JD
Vice President for Student Affairs
STUDENT LIFE
Fred Edmondson, Ed.D
Dean of Students / Associate Vice President for Student Affairs

The Student Life unit encompasses five departments: Counseling Services, the Associated Students, Inc., Student Leadership and Development, the 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.

Counseling Services has taken major steps in the area of technology through the purchase and implementation of an electronic data management system. The technology will allow Counseling Services to better track and report activity and ultimately provide improved and efficient service to our students. In addition, Counseling Services upgraded its computers to better interface with the new technology. Because confidentiality and security are of such critical concerns, Counseling Services purchased a server and firewall. In the spirit of accountability, Counseling Services developed a current policy and procedure manual. With respect to provision of services, the department experienced a 10.5% increase in personal appointments and a 20% increase in intakes/walk-in appointments, and was able to hire an 80% Administrative Support position and a temporary half-time counseling position.

An exciting and major accomplishment for the Associated Students, Inc. (ASI) was playing a key role in the passing of a referendum by 67% that allows for the construction of the Student Recreation Complex. This complex will provide recreational as well as athletic facilities and programming for the current and future students of CSU Stanislaus. In addition, it will provide learning opportunities in the areas of wellness and recreation. Students continue to develop an understanding of the elements of program and event management through their participation in various ASI programs, including leadership retreats, Homecoming, open forums, Book Exchange, Warrior Day, and ASI Information Day. This past year there was a 4% increase in books being exchanged among students. There was an increase of 5% of students participating in the Student Advocate program. In an effort to keep students informed on issues affecting them, ASI held a number of open forums and broadened communication through a monthly newsletter.

The Health Center made a major step toward enhancing health education among our students with the hiring of a Health Educator, who will play a critical role in working with our students in providing workshops and developing a peer education program. To be more efficient and offer better service to our students, the Health Center developed two new operational procedures, including: (1) partnering with the New Student Orientation to streamline the immunization clearance process for new students, which allowed for a decrease in MMR and Hepatitis vaccines by 32% and 70% respectively and (2) developing an Open Access scheduling system, which helped to reduce no-show appointments and enhanced efficiency and customer satisfaction. The Open Access system resulted in 77% of patients seen within 24 hours of when an appointment was requested. The Health Center had a total of 10,844 of patient visits, which is a 4% increase over last year.
Part of the University Student Union (USU) mission is to meet the ever-changing needs of our diverse student body by bringing the campus community together and offering within its facilities a multitude of services, programs, and events. To that end, the USU provides learning opportunities and services for our students through programming and leadership positions. This past year saw the completion of various renovation projects, including the remodel and renovation of the Warrior Conference Room, Union Program Room, Student Leadership & Development Office, and the second floor office area. The various services the USU provides are the Information Desk, Computer Lab, Game Room, meeting, and activity spaces, lounge and office space. This year, the Information Desk had a 21% revenue increase over last year. In addition, there was a 17% increase in the game room revenue over the previous year.

The Student Leadership and Development Office (SLD) is designed to provide learning opportunities to our students through their involvement in various programs and services. Through these activities, students enhance their leadership skills and ability. This year was particularly productive. SLD implemented a co-curricular seminar series, implemented the Leader-to-Leader conference, coordinated the first Greek Dedication Ceremony, implemented a fraternity and sorority Chapter Standards program, developed a weekly alcohol education newsletter, successfully applied for Instructionally Related Activity funds for the Student Leadership Program, and hosted the fourth annual Student Leadership Program Summer Institute. SLD also continued to coordinate the Student Leadership class (MDIS 2500), Late Night Stanislaus, and the club chartering process.

The above serves to exemplify the various approaches Student Life units take to enhance learning opportunities for our students. We are dedicated to the continued skill development and theory-based approach to leadership development. As integral components of a “learning community”, Student Life units strengthened their 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. Clearly, these efforts are in concert with the mission of Student Affairs and California State University, Stanislaus.
MISSION STATEMENT
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.
- **Student Organization Funding** – Provides funding and support services for student 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** – Includes Warrior Day, Warrior Welcome Concert, Club Faire, Homecoming, Make a Difference Day, Commencement Reception, and Student Leadership Awards.
- **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
- **Student Recreation Complex** – ASI senate worked diligently, with students in mind, to perfect the new facility to meet all the needs of students. ASI senate asked students to support a fee increase of $80.00 each major semester during our general elections. Students passed the referendum with a 67% approval.
- **Turlock Discount Program** – The program was conceptualized and developed with the goal of creating a program of mutual benefit for our students and the community. The program will create a partnership and help further integrate the local community with the University community. The discount program will provide free-targeted marketing for businesses in exchange for a small discount to CSU Stanislaus students.
- **“Let Your Voice Be Heard” Campaign** – To better inform our students on key issues affecting them, ASI Senate held a number of open forums and produced monthly newsletters throughout the academic year.
- **Campus Pride Campaign** – ASI started an internal Campus Pride Committee that allocated money to purchase CSU Stanislaus Warriors merchandise, which included Sweatshirts, t-shirts, folding camping chairs, hats, umbrellas, and beanies for giveaways to our students.
## Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student to Student Monies</td>
<td>$32,568</td>
<td>$37,210</td>
<td>$41,000</td>
<td>$43,567</td>
</tr>
<tr>
<td>Books Exchanged</td>
<td>829</td>
<td>940</td>
<td>947</td>
<td>987</td>
</tr>
<tr>
<td>Student Advocate Cases</td>
<td>n/a</td>
<td>187</td>
<td>200</td>
<td>210</td>
</tr>
<tr>
<td>Club Allocations</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$8,000</td>
<td>$14,000</td>
</tr>
<tr>
<td>Warrior Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students/Guests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intramural Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>18</td>
<td>150</td>
<td>25</td>
<td>240</td>
</tr>
<tr>
<td>Flag Football</td>
<td>14</td>
<td>95</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Indoor Soccer</td>
<td>24</td>
<td>257</td>
<td>20</td>
<td>230</td>
</tr>
<tr>
<td>Softball</td>
<td>10</td>
<td>127</td>
<td>11</td>
<td>131</td>
</tr>
<tr>
<td>Volleyball</td>
<td>22</td>
<td>185</td>
<td>17</td>
<td>158</td>
</tr>
<tr>
<td>Total Participation</td>
<td>88</td>
<td>814</td>
<td>79</td>
<td>773</td>
</tr>
</tbody>
</table>

## Progress Toward Learning Outcomes

- Students will develop and understand basic elements of program/event management and implementation.
  - The following is a list of opportunities students are able to use as learning opportunities for program development through the ASI: Warrior Day, Homecoming, Tournaments, Leadership Retreats, Open Forums, Book Exchange, and Information Day.
  - Additional assessment tools exhibiting direct and indirect evidence of progress is needed for this outcome. Examples for direct assessment tools include pre and post tests for Warrior Day and Homecoming Committees, Warrior Squad, Retreat Committee, and Student Staff. Examples of indirect assessment tools include basic participation data and tracking of actual participation in event management.

- Students will develop and enhance their public speaking skills.
  - Examples of intentional elements to participate in public speaking: Student Senators give oral reports during senate meetings, staff were asked to conduct team builders and ice breakers during staff meetings, members of the organization are asked to speak in formal settings, such as academic senate, campus committees, convocation, and commencement.
  - Assessment of actual outcomes of the learning needs to be implemented to show evidence this learning is taking place in direct relation to participating in the Associated Students.

- Students will learn basics of parliamentary procedures and effective meeting management.
  - Attendance at new senator orientation, participation in weekly senate meetings and regular committee meetings. Many are given the opportunity to write agendas and be responsible for chairing committee and sub-committee meetings.
  - Again, assessment of actual outcomes of the learning needs to be implemented to show evidence this learning is taking place in direct relation to participating in the Associated Students.
DEPARTMENT PRIORITIES FOR 2006/07

- Co-Curricular Education Growth – In the spring of 2005, ASI passed a fee referendum in order to better anticipate the financial needs of the organization with a growing student population, allowing for additional co-curricular growth including: expanded recreational sports, events and programs; addition of a Warrior Welcome Back Concert each fall; expanded book exchange hours and services including winter term; and focus on the development of student volunteer group “Warrior Squad.” A general theme this year was to “Provide on our Promise” those items presented through the Referendum.

- Additional attention needs to be given to the connection of the Associated Students to what is happening in the classroom, locally, statewide, and nationally. How are we contributing to a student’s academic, emotional, and social growth through the leadership and work opportunities provided by the association.

- Student Services Coordination and Administration – Much time and effort was spent this year implementing new programs and services under the referendum as referred to above. Future time and effort needs to be given to a needs assessment specifically reaching out to those who traditionally do not use ASI Services, such as graduate students, credential students, nursing students, evening only students, and non-traditional students.

- Instructional and Support Facilities – With a joint effort between the ASI, the Student Union, and the Stockton Advisory Board, the ASI was able to fund the student staffing of the Information Desk at Stockton, which provides much support to the Stockton day-to-day operations.
COUNSELING SERVICES
Daniel Berkow, Ph.D.
MSR 210, (209) 667-3381
Email contact: DBerkow@csustan.edu

Mission Statement
The mission of Counseling Services is to provide professional, ethical, and confidential counseling to students, while emphasizing voluntary, non-coerced participation. Services are offered using a proactive, developmental, and systemically-oriented model. Outreach and consultation for students, faculty, staff, and the wider community, are also provided. Counseling Services supports a multicultural, collaborative, and diverse campus community. Services facilitate a successful experience in academic and social realms for students at CSU Stanislaus. Counselors assist students to develop cognitive and emotional integration, relationship skills, and personal resilience.

Department Services and Programs
- **Individual Counseling** – Students receive assessment and ongoing counseling in a setting that emphasizes confidentiality and an ethical, professional relationship.
- **Couples Counseling** – Enrolled students can meet as partners or spouses to assess and work through difficulties in their communication and relating.
- **Developmental Workshops** – Counseling Services offers a variety of interactive, skill-building programs for students, addressing topics such as stress management, coping with anxiety, and building healthy relationships.
- **Outreach Presentations** – Outreach is offered to classrooms, organizations, and the campus community to convey educative information on a variety of topics.
- **Consultation** – Counseling Services provides information and assistance to faculty, staff, family members of students, and students dealing with situations of concern.
- **Crisis Intervention** – Immediate intervention is offered in situations of an urgent nature, including suicidal thinking or behavior, trauma, and/or need for hospitalization.

Unit Achievements
- **Personnel** – Counseling Services made the following hires, assisting our ability to meet student needs and achieve organizational goals: one temporary half-time counseling position (reduced from temporary full-time in October 2005); one temporary 80% time administrative support assistant; and one permanent full-time Director of Counseling Services. To reduce turnover, increase consistency of performance, and enhance confidentiality, it was decided that students would no longer be employed as support assistants.
- **Technology and Student Services Coordination** – Counseling Services upgraded staff computers, purchased a server and firewall, and arranged for a new electronic data management system, which will be installed early in the next fiscal year. The Department of Institutional Research was consulted to develop a web-based evaluation site that should be in place at the beginning of fall semester 2006.
- **Village Success** – Staff continued participation in Resident Advisor (RA) training and offered proactive strategies for residents’ well-being and personal growth.
- **Policies & Procedures** – Our Policies and Procedures Manual was completed this year. It will be reviewed and revised as needed. The Informed Consent and Consent to Release Information forms were also reviewed and revised this year.

- **Student /Peer Leadership** – Meetings were held with students and staff to educate and strategize issues concerning students’ sexual orientation. Outreach programs addressing leadership issues were presented in a variety of settings.

- **Campus Life** – Students received counseling and education, both individually and in group workshops, to facilitate developmental growth and orientation to wellness, and to assist adequate coping with academic and social demands.

### Service Indicators

<table>
<thead>
<tr>
<th>Appointments</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Appointments*</td>
<td>12</td>
<td>16</td>
<td>14</td>
<td>n/a</td>
</tr>
<tr>
<td>Personal Appointments</td>
<td>1,512</td>
<td>1,870</td>
<td>1,647</td>
<td>1,841</td>
</tr>
<tr>
<td>Academic Appointments**</td>
<td>32</td>
<td>35</td>
<td>31</td>
<td>n/a</td>
</tr>
<tr>
<td>International Student Appointments</td>
<td>467</td>
<td>410</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Intakes/Walk-in Appointments</td>
<td>340</td>
<td>241</td>
<td>319</td>
<td>402</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>68</td>
</tr>
<tr>
<td>Total Client Appointment Contacts</td>
<td>2,363</td>
<td>2,572</td>
<td>2,011</td>
<td>2,311</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outreach, Consultation, Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach and Consultation*** ****</td>
</tr>
<tr>
<td>Workshops and Trainings****</td>
</tr>
</tbody>
</table>

* As of this year, legal referrals are no longer being made by Counseling Services, due to scope of service issues.

** Counseling sessions are no longer being classified as “academic only” in nature, to more accurately reflect the holistic context that counseling provides.

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

**** Prior to 2005/2006, workshops were included with Outreach.

***** Skill-building trainings, such as RA Training, SSS Groups, Workshops on Stress-Management, Academic Achievement
Learning Outcomes
Learning outcomes relevant to Counseling Services include development of coping skills for stress, self-regulation of moods, interpersonal skills, and improved academic focus and persistence. For the next fiscal year, a web-based evaluation form will be constructed and offered to students that will include measures of these learning outcomes.

Progress Toward Learning Outcomes
The evaluation form used in 2005/2006 addressed the learning outcome of academic focus and persistence by having students rate the assistance they received toward achieving academic progress. Students gave no ratings below satisfactory, 40% gave a “satisfactory” rating, 25% a “more than satisfactory” rating, and 35% an “excellent” rating in this area. Academic focus and persistence were addressed through individual counseling and group workshops to assist development of specific skills. Additionally, consultation was provided by phone and in-person with students, family members, and faculty. Students learned new coping skills for self-regulation of moods and for management of stress. They were assisted in group formats as well as through individual counseling and consultation.

Department Priorities for 2006/07
- Counseling Services will focus on providing consultation and training to faculty and staff in areas such as campus safety and managing interpersonal interactions. Service will continue to be provided through sitting on various campus committees.
- Programming will address key issues including retention of students from minority groups, issues of sexual orientation, and awareness of multiculturalism.
- A web-based evaluation instrument will be constructed and made available to students.
- Counseling Services will move to an electronic data-management system using Titanium software.
- Counseling Services will continue to enhance collaboration with the Office of Housing and Resident Life, and through collaboration will expand active participation and contribution to RA training.
- Outreach programming will be reconfigured to address changing student needs.
STUDENT HEALTH CENTER
Denice Barr, MSN
Student Health Center, (209) 667-3396
Email contact: dbarr@csustan.edu

Mission Statement
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 pap smear exams, employment or pre-program participation physicals; health education and promotion programs; cholesterol screening clinics, vaccination clinics.
- **Consultative Psychiatric Services** – No cost psychiatric services with board-certified psychiatrist in Modesto.
- **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 & Tuberculosis Screening Services** – Wide variety of vaccines including the required entrance immunizations (MMR, Hepatitis B) as well as tuberculosis skin testing available.
- **Stockton Health Services** – Minor acute primary care, immunization services, tuberculosis screening and health education/wellness programs available.

Unit Achievements
- **Personnel Support** – Improved efficiency and balanced workloads by realigning front office and clerical staff; promoted 2 staff members; hired Health Educator, computer specialist, and ASA II.
- **Partnerships** – Partnered with NSO, which allowed improved efficiency and streamlined immunization clearance of new students. Results indicated ½ of all students attending orientation cleared MMR and ¾ all freshmen cleared Hepatitis B requirement prior to the start of school. Overall, MMR and Hepatitis B vaccines given decreased by 32% and 70% respectively. Acquired psychiatric consultant by partnering with local psychiatrist.
- **Assessment** – Implemented Open Access scheduling in response to CQI findings of impacted provider schedules and high no-show rates with resultant increase in same-day appointments from 32% to 77% and increased patient satisfaction. Began AAAHC accreditation preparation, administered the NCHA survey and a new web-based survey as well as several quality improvement studies.
- **Facilities** – Addressed several security issues (installed firewall, developed key control policy for secured areas and implemented new confidentiality/security agreement with staff); installed new exterior directional signage.
• **Other** – Hosted the fall 2005 CSU Health Center Director’s Meeting.

### Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # of Patient Visits</strong></td>
<td>9,683</td>
<td>10,256</td>
<td>10,314</td>
<td>10,844</td>
</tr>
<tr>
<td><strong>% of Eligible Students Using SHC</strong></td>
<td>47.80%</td>
<td>47.40%</td>
<td>46.80%</td>
<td>51.20%</td>
</tr>
<tr>
<td><strong>% of Patients Seen Same Day Service Requested</strong></td>
<td>30%</td>
<td>35.80%</td>
<td>32.10%</td>
<td>77.7%*</td>
</tr>
<tr>
<td><strong>% On-Campus Residents Using SHC</strong></td>
<td>n/a</td>
<td>71%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td><strong># of Influenza Vaccines Given</strong></td>
<td>537</td>
<td>715</td>
<td>322**</td>
<td>561</td>
</tr>
<tr>
<td><strong>Total # of Visits to Stockton Health Services</strong></td>
<td>621</td>
<td>768</td>
<td>613</td>
<td>571</td>
</tr>
</tbody>
</table>

*Open Access Scheduling implemented  
**Vaccine shortage year

### Learning Outcomes

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

### Progress Toward Learning Outcomes

- **Students will demonstrate healthy lifestyle and self-care awareness through participation in one or more of the following:** (a) preventive vaccination clinics (influenza vaccine); (b) cholesterol screening clinics; (c) pap smear testing. **Progress:** Compared to past non-shortage years, flu vaccines were down 21%. Cost may be a barrier to some and will consider subsidizing for next year. Cholesterol screening participation increased by 3% both due to awareness and partnerships with faculty and their course content. Pap testing increased 27.5% compared to last year. This is most attributable to increased provider staff by 20%, although there continues to be an upward trend of women choosing to obtain their pap at the Health Center.

- **By participating in the cholesterol-screening clinic, students will acquire basic knowledge about cardiac risk factors, determine their level of risk and reduce risks as appropriate to promote their health.** **Progress:** This is a first ever measurement. Those self-selecting to participate had few risk factors or didn’t know their risk factors. This may have been the reason for participating. About 2/3 of the total participants felt they learned and planned to make changes in behaviors as a result of taking part and 1/3 had already made changes in behaviors. A majority (89%) felt they could use the information to maintain health.

- **As a result of reading the Stockton health promotional displays, Stockton students will acquire knowledge on a variety of health topics and change behaviors to promote a healthy lifestyle.** **Progress:** This is the second year of study on knowledge acquired and readiness for
change. Students self reported learning from the information increased from 98% - 100%. However, readiness for change remained about 83% when comparing the 2 years.

Department Priorities for 2006/07

Operational

- **Personnel Support** – Recruiting, orienting and retaining qualified staff (current ASA I vacancy), continuing open and timely communication including staff input and evaluation of management, and supporting professional development for all staff will continue to be implemented.

- **Year Round Operation** – Plan for year round operation of health services by summer 2007 (staffing and mandatory health fees)

- **Assessment** – Continue in-depth CQI program and strive for a successful external re-accreditation site visit (scheduled 9/06). Under the guidance of the new Health Educator, will expand health promotion to include implementation of healthy campus 2010 initiatives. The CAS assessment will focus on our Health Education department and in developing learning outcomes. Overall, plan to tie assessment efforts to the WASC goals.

Programmatic

- **Campus Health Programming** – Main focus will be addressing diversity issues within the program and program offerings. Will also continue development of the campus-wide health promotion program and peer health advocate core curriculum.

- **Student Involvement (learning and engagement)** – Again, development and support of the SHAC and peer health advocate program will be priorities. By developing learning outcomes, plan to have more measurable data regarding impact of the program.
Mission Statement
The mission of Housing and Residential Life is to provide a safe, affordable, convenient, well-maintained living community with programs and services that foster personal, communal, and academic development and support the institutional mission of California State University, Stanislaus.

Department Services and Programs

Operational
- Provide shelter and food to students who elect to live on campus
- Maintain facilities in a safe and clean condition
- Maintain a 90% occupancy rate in order to be fiscally solvent
- Maintain policies and procedures that ensure a safe and comfortable living environment and promote community responsibility

Programmatic
- Offer opportunities for student involvement in their living community
- Promote leadership among student residents
- Provide programs that encourage educational, cultural and social development
- Promote an environment that encourages health and wellness

Supplementary Programs and Services
- Operate a profitable summer conference program

Unit Achievements
- The Village Housing community has achieved its most basic housing priorities as stated for the last year. Despite significant transitions in leadership, the department provided the operational and programmatic services that are standard in housing programs throughout the country. The staff of the Village rallied to provide residents with a safe, clean, comfortable living environment and programs that support the development of student participants.
- One of the most outstanding achievements of this past year is the effort that went into marketing housing to new and continuing students. Stanislaus Express was the vehicle to introduce potential students to both the University campus community and to housing. Additionally, there was significant effort put into marketing materials to promote housing and residential life as an option. As a result, the residence community will be at full capacity in the fall of 2006.
- Three primary leadership positions were filled. The new Assistant Director of Housing position was hired in November. The Director position was filled in February, and the new Residential Life Coordinator position (a reworking of the Resident Coordinator position) was hired in July.
- Specifications for the food service plan for residents were written by Housing and agreed to by ABS for the first time and will be implemented starting fall 2006.
dining environment has been improved with the installation of acoustical panels in the Village Café.

- The Wellness Committee was established as a new programming body in the spring semester. Students who participated promoted student health and wellness with their peers via an assortment of programs and activities.
- The Police Liaison Program was established this year with very successful results. Officer James Pendergast was assigned to work with residential life staff. One of the most successful programs that came out of this liaison relationship is the effort to educate students to drink responsibly, called S.M.A.R.T. Day.

### Service Indicators

<table>
<thead>
<tr>
<th>Occupancy*</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>112</td>
<td>142</td>
<td>238</td>
<td>247</td>
</tr>
<tr>
<td>Transfer</td>
<td>79</td>
<td>45</td>
<td>94</td>
<td>77</td>
</tr>
<tr>
<td>Continuing</td>
<td>153</td>
<td>162</td>
<td>231</td>
<td>281</td>
</tr>
<tr>
<td>Total</td>
<td>344</td>
<td>349</td>
<td>563</td>
<td>605</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resident Programming</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Programming</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Floor Events</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Late Night Stanislaus</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Move-In Week Activities</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Village Council Events</td>
<td>-</td>
<td>-</td>
<td>64</td>
<td>54</td>
</tr>
<tr>
<td>Village Wellness</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Village Varsity Events</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Faculty-In-Residence</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>112</td>
<td>134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resident Participation</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Village Varsity</td>
<td>-</td>
<td>-</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Village Council</td>
<td>-</td>
<td>-</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Village Wellness</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Village Judicial Board</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average Resident Participation by Event Category</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Programming</td>
<td>-</td>
<td>-</td>
<td>106</td>
<td>125</td>
</tr>
<tr>
<td>Floor Events</td>
<td>-</td>
<td>-</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Late Night Stanislaus</td>
<td>-</td>
<td>-</td>
<td>275</td>
<td>275</td>
</tr>
<tr>
<td>Move-In Week Activities</td>
<td>-</td>
<td>-</td>
<td>202</td>
<td>132</td>
</tr>
<tr>
<td>Village Council Events</td>
<td>-</td>
<td>-</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Village Varsity Events</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>23</td>
</tr>
</tbody>
</table>
Learning Outcomes

Scholarship – Develop intellectual competence
- Develop and utilize effective learning strategies and study tools
- Develop an on-going relationship with an academic advisor or mentor
- Participate as part of a peer-based intellectual community
- Learn to integrate academic disciplines
- Interact with faculty in and out of the classroom
- Exercise academic integrity
- Increase technological skill development to enhance academic success
- Acquire access to resources that support the development of academic interest
- Develop an understanding of the relationship between academic interests and career options

Leadership – Exercise influence and council
- Expand leadership skills through involvement in activities
- Exhibit ethical behavior and leadership in academic and co-curricular activities
- Develop strategies for management and organization
- Demonstrate capacity for leading by example

Citizenship – Participate in Civic and Campus Life
- Develop a sense of belonging
- Learn to navigate the university environment
- Utilize campus curricular and co-curricular resources
- Become aware of and participate in campus and community service projects
- Develop an appreciation and understanding of others while interacting with people of diverse backgrounds, cultures, and viewpoints
- Become a responsible and contributing member of the campus community

Relationship – Establish and Maintain Healthy Interactions
- Make successful transition to campus life
- Develop positive relations with the campus community and invest in their well being
- Engage in discussion and exchange of ideas with peers
- Develop an awareness of one’s own behavior and how it impacts others
- Develop a sense of responsibility for personal behavior
- Develop a sense of understanding of the mind/body relationship
- Cultivate awareness of health and safety related campus and community resources
- Identify and utilize effective stress coping mechanisms to maintain personal balance
- Develop skills, interests and habits that nurture physical and emotional well being

Department Priorities for 2006/07
- Develop a strategic plan for Housing and Residential Life that will define the direction for the future, outline the plan for collaboration with other student affairs and campus units, and raise the standards for programs and services.
- Develop a five-year business plan that includes a buy-out of facilities from ABS and the development of a financial reserves program to finance a thorough renovation of both Phase 1 and 2.
- Outline a plan for a Phase 1 suites renovation for summer 2007.
• Develop a program plan for construction of a new living community dedicated to freshman success.

• Expand the residential life program to be outcomes based. Develop systems for better planning and assessment of programs and services and better stewardship of resources.

• Work collaboratively with ABS and Sodexho to continue improving the quality of the residential dining experience in the Village Café.
STUDENT LEADERSHIP AND DEVELOPMENT
Katie Olivant, MBA
USU 104, (209) 667-3778

Mission Statement
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.

Department Services and Programs
The Office of Student Leadership and Development provides the following services:
- Charters and oversees all clubs and Greek organizations.
- Assists Greek organizations and other student organizations in planning, implementing, and promoting events.
- Advises the Greek Life United Council and College Panhellenic Council, and provides support to and regulation of the development of Greek life on campus.
- Coordinates the Student Leadership Program, including implementation of the Summer Institute and instruction of the Leadership Theory and Development course.
- Coordinates Late Night Stanislaus and other alcohol and drug education programs.
- Facilitates co-curricular programming, including graduating senior workshops, topical seminar series, and the Leader-to-Leader conference.
- Assists in supporting and coordinating Move-In Week, Homecoming, Celebrations of Diversity and New Student Orientations.

Unit Achievements
- Implemented a co-curricular seminar series, with the first one focusing on the Gulf Coast hurricane disasters. Over 400 students attended seven seminars.
- Implemented the Leader-to-Leader conference, which involved over 60 student leaders in teambuilding, networking and skill-building.
- Successfully reapplied for IRA funding for the Student Leadership Program, and hosted 60 students at the fourth annual SLP Summer Institute. Implemented MDIS 2500 leadership class as a three-unit course.
- Created and implemented, in conjunction with fraternity and sorority leaders, the new Chapter Standards Program.
- Facilitated the reorganization and development of the Greek Life United Council.
- Coordinated workshops on hazing and mentoring for Greek leaders.
- Coordinated the first Greek Dedication Ceremony.
- Developed a monthly newsletter to serve as an educational resource for Greeks.
- Developed a weekly alcohol education newsletter, posted on restroom stalls around campus.
- Assisted with the successful Student Recreation Complex campaign.
- Implemented new procedures for reserving Quad space and equipment.
### Service Indicators

<table>
<thead>
<tr>
<th>Student Organizations</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs</td>
<td>64</td>
<td>67</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>Greeks</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77</strong></td>
<td><strong>80</strong></td>
<td><strong>106</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNS Attendance</td>
<td>1420</td>
<td>2160</td>
<td>1960</td>
<td></td>
</tr>
<tr>
<td>SLP Participation</td>
<td>50</td>
<td>63</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>Leader to Leader</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>63</td>
</tr>
<tr>
<td>Seminar Series</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Learning Outcomes
- Students will enhance their cognitive and critical thinking skills.
- Students will further develop on an intrapersonal level in such areas as autonomy, self-understanding, self-esteem, and maturity.
- Students will further develop on an interpersonal level in such areas as communication skills, moral reasoning, and appreciating diversity.
- Students will further develop practical competence for their future careers and in attaining self-sufficiency.
- Students will enhance their understanding of and commitment to civic responsibility.

### Progress Toward Learning Outcomes

Students develop their cognitive, critical thinking, intrapersonal and interpersonal skills, as well as practical competence and civic responsibility through the following activities:
- Participation in co-curricular workshops, seminars and activities such as the Leader to Leader conference, Late Night Stanislaus and other campus events.
- Participation in the Student Leadership Program Summer Institute and MDIS course, which focus on relational leadership skills and teambuilding.
- Creation of a mission and vision, as well as goals, for their organizations.
- Involvement in planning and implementing student organization events and activities.
- Purposeful interaction with peers, faculty advisors, and campus staff.

### Department Priorities for 2006/07
- **Co-curricular education growth** – The Office of Student Leadership and Development will continue to enhance its co-curricular seminar and workshop offerings to enable and encourage students to make links between their academic endeavors and co-curricular involvement. Co-curricular activities for Greek life will be further developed, and the Student Leadership Program will be enhanced to meet the needs of student leaders who have completed the foundational training.
- **Student services coordination/administration** – The Office of Student Leadership and Development will develop a comprehensive assessment plan to ensure that student needs are being met and learning outcomes are being achieved.
• *Instructional and Support Facilities* – Recent renovations to the Student Activities Center space will enable the Office to expand and enhance workspace for student organizations.
Mission Statement
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
- Information Desk – provides personal and telephone service to the campus on all activities, events, and services. Main contact point for Campus WarriorCard System. Sells stamps, tickets, copies, bus passes, and prints from Union computer lab, as services to the University community.
- Computer lab – provides open access personal computers for students. Printing service from computers provided at Information Desk.
- Game Room – provides recreational and informal meeting space and activities for students.
- Programs and Activities – the Union Program Board plans, sponsors, and implements a wide range of social, cultural, recreational, and co-curricular programs for the campus community in Turlock and Stockton.
- Meeting and Activity spaces – provides meeting, conference, and activity space for student, faculty, staff and community organizations to hold their programs and special events.
- Lounge and office space – provides space for individuals, student organizations, and the administrative support to those organizations to meet, interact informally, and conduct the work needed to implement the out-of-class educational program of the University.

Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Desk Income</td>
<td>$10,932</td>
<td>$13,033</td>
<td>$11,036</td>
<td>$14,030</td>
</tr>
<tr>
<td>Game Room Income</td>
<td>$9,081</td>
<td>$5,190</td>
<td>$2,933</td>
<td>$3,426</td>
</tr>
<tr>
<td>Reservation Services Income</td>
<td>$26,947</td>
<td>$22,705</td>
<td>$26,190</td>
<td>$22,235</td>
</tr>
<tr>
<td>Union Activities Expenses</td>
<td>$94,633</td>
<td>$99,968</td>
<td>$151,769</td>
<td>$186,179</td>
</tr>
<tr>
<td>Stockton Activities Expenses</td>
<td>$12,102</td>
<td>$12,020</td>
<td>$13,412</td>
<td>*</td>
</tr>
</tbody>
</table>

*Included in Union Activities for 05/06

Learning Outcomes
- The Union will contribute to specific learning outcomes through students’ active participation in the Union’s events, activities, and services.
- Students will learn through participation in the Union’s lectures, community service projects, art exhibits, and similar activities. They will learn actively through their involvement in the boards, committees, and special project groups where they will develop and hone leadership skills and exercise judgment while assuming primary responsibility for the Union’s operations and programs.
**Progress Toward Learning Outcomes**

Students will demonstrate leadership skills through the following activities:

- **Through the Union Board of Directors**, students learn 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, and Development) and in the Board itself to develop leadership skills and the ability to work with a diverse group to achieve common goals. They are also held accountable to their peers and the University community for the decisions they make.

- **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 leads a large and diverse group of students 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, such as art and outdoor activities.

**Department Priorities for 2006/07**

- The Union will contribute to the programmatic priorities of the Division of Student Affairs by continuing to enhance and expand programs for students, with special attention given to services for Stockton students.

- The Union will enhance the environment of campus life by examining its relationship to the Associated Students Inc. and the proposed Student Recreation Complex and how student participation in decision-making can best be structured. For example, such decision-making opportunities as deciding if to continue as a separate entity or merging with the ASI to form a single student voice.

- The Union will complete existing renovation projects, explore additional projects to improve the Union’s services and facilities, continue to evaluate the need and content of a possible addition to the University Student Union, and will plan for the use of the existing bookstore space when the bookstore moves to its new location.

- In all its processes, the Union will foster the personal growth of individual students through their involvement in the co-curricular educational process.
Retention Services launched new programs in support of newly identified cohorts and initiatives. Individual department reports show significant efforts to work together to guide students through the education maze and help move them towards their educational objectives.

The newest efforts include tracking and services to SEGI students, a parents program, new services to incoming emancipated and former foster youth, and the major effort that the Tutoring Center undertook to transition student tutors into the United Auto Workers union (unit 11).

One of the new programs, Promise Scholars, seeks to help bridge the educational gap for young women and men emancipating and leaving the foster care system. The 2005-2006 EOP application included two questions designed to identify foster youth intending to enter the CSU. This new identifier, coupled with the CSU’s desire to provide a new level of access to this population, provided the avenue to develop the initial services matriculated foster youth will get from the University.

The Academic Wellness Program became the focal point of Retention Services efforts. Each program director donated staff to an ad-hoc committee charged with developing the details for delivering the Check-In, Check-Up, Check-Out, Get-Out, Welcome Back components of the program. In addition to helping undergraduates bond with the University, the Academic Wellness design will allow retention programs to communicate and work together student by student. Each student has the opportunity to move towards selection of a major and exploration of careers with the fully integrated support of all student services.

Retention Services continues to strive to move with the University to provide the best services to students beginning with outreach to varied populations through the acquisition of degree objectives.
CAREER SERVICES
Christine Hollister, MPA
MSR-245, (209) 667-3661
Email contact: chollister@csustan.edu

Mission Statement
Career Services assists students in the process of identifying, developing, and implementing
career plans in preparation for employment after graduation. To support these efforts, we
proactively develop and maintain relationships with a diverse group of employers for internship
and employment opportunities.

Department Services and Programs
- **Resource Library** – Occupational information, books, videos, periodicals, and graduate
school information.
- **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, announcements, internship links, Upcoming Events page, links to
local/regional job fairs, self-guided assessment program (FOCUS), salary surveys, career
exploration links, specialized pages for Alumni Services, Veterans, and Families.
- **Workshops** – Resume and cover letter writing, 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 orientation presentations, classroom
presentations, email announcements for faculty, Faculty Outreach Program (regular visits to
support faculty, deans, chairs; optional career presentations in lieu of canceling class).

Unit Achievements
- CAS Assessment recommendation to establish a Career Advisory Council was implemented
in fall 2005, comprised of employer and faculty representatives.
- Career Center resources were expanded with the addition of multiple wall boards for
Internship/Job postings and career-related announcements, chairs, and new computer and
book acquisitions.
- Ability to expand outreach presence on campus and serve increased student numbers made
possible with the addition of second Career Counselor on staff in late May.
- Career Center hosted fall open house and tours in conjunction with campus Welcome Week.
• Internship Program established on the Career Services website, including links to department faculty coordinators and to the Special Registration form needed for applicable academic credit.
• Veterans’ career services added to website.
• Conducted mail survey of 2005 graduates to collect employment data. Hired first Intern for Career Services to conduct graduate survey and compile resulting data.
• Evaluated website efficiencies, edited programs and content throughout the year, and launched new Career Services website in May 2006.

Service Indicators (students/graduates only)

<table>
<thead>
<tr>
<th>Key Indicators (students)</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus recruiting (OCI)</td>
<td>76</td>
<td>126</td>
<td>217</td>
</tr>
<tr>
<td>Career Fair (est.) + Acctg Night</td>
<td>1,102</td>
<td>1,130</td>
<td>1,074</td>
</tr>
<tr>
<td>Appointments/individual assist</td>
<td>244</td>
<td>865</td>
<td>1,780</td>
</tr>
<tr>
<td>Workshop attendance</td>
<td>35</td>
<td>66</td>
<td>79</td>
</tr>
<tr>
<td>Classroom/clubs attendance</td>
<td>430</td>
<td>751</td>
<td>415</td>
</tr>
<tr>
<td>New student orientations</td>
<td>0</td>
<td>1,085</td>
<td>1,457</td>
</tr>
<tr>
<td>Use of Career Center facilities</td>
<td>not tracked</td>
<td>842</td>
<td>2,300</td>
</tr>
<tr>
<td>Total</td>
<td>1,887</td>
<td>4,865</td>
<td>7,322</td>
</tr>
</tbody>
</table>

Service Indicators (other data)

<table>
<thead>
<tr>
<th></th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firms Attending Acctg Night</td>
<td>15</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>On Campus Recruiters (OCI)</td>
<td>22</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Recruiter Tables on Quad</td>
<td>not tracked</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td>Student Employment Postings</td>
<td>not tracked</td>
<td>130</td>
<td>141</td>
</tr>
<tr>
<td>Job Postings</td>
<td>not tracked</td>
<td>877</td>
<td>1,793</td>
</tr>
<tr>
<td>Recruiters at Career Fair</td>
<td>60</td>
<td>84</td>
<td>98</td>
</tr>
<tr>
<td>Job Postings for Unit 11</td>
<td>n/a</td>
<td>n/a</td>
<td>15</td>
</tr>
</tbody>
</table>

Learning Outcomes

• Students will learn how to develop a career plan and occupational options through utilizing career counseling, attending workshops on specific career development topics, and completing a resume appropriate for seeking employment following graduation.
• Students will learn to seek appropriate resources through exploring the Career Services website to collect data and identify options, investigating resource links, reviewing periodicals, books, videos, and occupational materials in the resource library.

Department Specific Contributions to WASC Goals

• Co-curricular Education Growth: Director has included in strategic plans and budget for systematic additions to staffing, and to upgrade/acquire equipment and occupational library resources to plan for and accommodate student growth.
• Student Services Coordination and Administration: as follow up to the 2004/05 CAS assessment, we continue to implement recommendations and identify steps that are necessary to ensure that the level of services provided is appropriate for targeted student populations.
Department Priorities for 2006/07
Career Services will systematically increase outreach to student organizations, publish graduate survey data, publish new employer and student services brochures, and increase employer contacts for internship and job opportunities.
DISABILITY RESOURCE SERVICES
Lee Bettencourt, MSW
MSR Suite 210, (209) 667-3159
Email contact: LBettencourt@csustan.edu

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

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.

Unit Achievements
- Provided services and accommodations to two-hundred-thirteen students, the highest number of students registered with DRS.
- Hired new Disability Services Advisor to provide services and support for disabled students.
- Increased efficiency and amount of course materials in alternate formats including MP3 format.
- Assisted in the development and provision of campus wide ADA survey to evaluate campus access and accommodations.
- Participated in the Disability Awareness Day in partnership with the University Programming Board.
- Assisted in providing training in the use of EVAC chairs to Building Monitors.
- Developed new DRS brochure to provide an overview of available services and information on campus resources.
- Successfully completed reclassification of the ASA II position to an ASC I.
- Provided training to Resident Advisors on disability awareness.
- Participation on the Business Continuity Planning Committee to develop strategic plans for maintaining essential work functions in the event of a pandemic.

Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Students</td>
<td>193</td>
<td>180</td>
<td>196</td>
<td>213</td>
</tr>
<tr>
<td>Alternate Formats (hrs)</td>
<td>220</td>
<td>130</td>
<td>475</td>
<td>1057</td>
</tr>
<tr>
<td>Interpreter/Captioner (hrs)</td>
<td>2976</td>
<td>1501</td>
<td>1697</td>
<td>1540</td>
</tr>
<tr>
<td>Testing Assistance (hrs)*</td>
<td>805</td>
<td>839</td>
<td>911</td>
<td>783</td>
</tr>
<tr>
<td>Cost of Services</td>
<td>$127,765</td>
<td>$72,603</td>
<td>$110,952</td>
<td>$64,124</td>
</tr>
</tbody>
</table>

*Denotes change in method of calculation from previous years
Learning Outcomes

- Students will learn how to use academic accommodations and assistive technology to assist them with their coursework.
- Students will develop/increase their self-advocacy skills by being able to discuss their accommodation needs with their instructors.
- Students will learn about different career options, and how to conduct career research and planning.

Progress Toward Learning Outcomes

- Accommodations and assistive technology – At the time of initial registration with DRS, each student will have an assessment of accommodation and assistive technology needs. DRS staff will assist students in learning how to effectively use academic accommodations and assistive technology.
- Self-advocacy – DRS staff will instruct students on how to effectively discuss accommodation needs with their instructors. DRS will facilitate the discussion of accommodation needs by providing letters of introduction to instructors, and providing ongoing guidance and support to students.
- Career research and planning – Each student registering with DRS will be provided with information on career research and planning appropriate for their class standing, and will be referred to Career Services. DRS staff will assess and discuss students’ career planning progress during student contacts.

Department Priorities for 2006/07

- Increased facilitation of student involvement in co-curricular education.
- Further development of retention support programming focusing on academic wellness, outreach and possible use of peer support model.
- Increased focus and programming with academic departments on providing accommodations to students.
- Implementation of assessment tools to be used in evaluation of program effectiveness and development.
- Continue to increase information and resources provided through web-based service delivery as opportunities become available.
Educational Opportunity Program (EOP)
Ronald J. Noble, MSW
MSR 180 (209) 667-3108
Email contact: rnoble@csustan.edu

Mission Statement
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.

Department 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 how to make 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** – Provides EOP grants to eligible EOP students.
- **Additional Services** – Assists with Probation, Appeals, Reinstatement Workshops and Advising

Unit Achievements
- **Application Update** – Members of the staff participated on a statewide committee to develop the new on-line, XAP EOP application.
- **Promise Scholars** – EOP developed and initiated services to incoming former foster youth tapping Wanda Bonnell as the program coordinator.
- **Summer Bridge Program** – EOP provided an enriched learning centered Summer Bridge program for special admits identified through the admission process. In addition to introducing incoming students to the campus community, the program provided a 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, 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.
- **Staff** – Successfully reclassified two advisors and one clerical position.
Learning Outcomes
EOP has defined learning outcomes for each segment and level of the population served. Beginning with the pre-collegiate Summer Bridge class and moving through to the senior year, the graduation eligible undergraduate learning outcomes focus on students learning to successfully navigate the University landscape by participating in a variety program activities and workshops. There are specific outcomes outlined for incoming, freshman, sophomore, junior, and senior level students. Graduation component requirements include lower division GE, upper division GE, major prerequisites, major core and concentration requirements, elective/minor requirements. Students sign a contract with the program agreeing to participate and agreeing to allow the program to conduct mid-term reviews. An advising and support matrix is designed to address and meet individual needs. Learning outcomes are designed to inform and empower the student as they move toward degree completion.

Progress Toward Learning Outcomes
- EOP has enhanced communication with students by adding e-mail for improved communication and revising the communication schedule for mid-term review.
- EOP requires all program participants on academic probation to attend probation workshops and complete individual education plans.
- EOP students meet regularly with program advisors to insure progress toward degree and revise education plan if necessary to ensure completion of degree objective. Apply for graduation in accordance with University graduation application procedures.

Department Priorities for 2006/07
- Transition program leadership. Appoint Assistant Director. Define and provide lead responsibilities for Assistant Director.
- Continue conversion to full on-line application, revise document access and storage, and adjust database accordingly.
- Prepare for move to PeopleSoft.
- Upgrade technology where appropriate.
FACULTY MENTOR PROGRAM
Kathy Shipley
C-125B, (209) 667-3749
Email contact: KShipley@csustan.edu

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

Department Services and 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 opportunities for out of classroom interaction.
- Annual retreats – Students and faculty attend a comprehensive workshops based on contemporary issues which develop personal growth and development of students.
- Faculty training – Mentors are trained in a variety of topics such as mentoring, university resources, and student needs. Faculty growth and development of skills continue through the mentoring relationship, participation in protégés activities, and on going mentor training.
- Annual Awards Celebration – Provides a recognition ceremony where students, their families, and faculty honor student achievements.
- First Year Experience (MDIS 1040) – Introductory seminar explores relationships between two linked academic courses; Supports academic adjustment and skill enhancement; and connects students with faculty, peer advisors and campus resources and services. Students will have the opportunity to reflect on course content individually and in groups; and define their learning goals.

Unit Achievements
- Retain and graduate students, particularly at risk students (first generation college attendees, economically or environmentally disadvantaged students).
- Foster and increase informal individualized contact between students and faculty.
- Enhance student support by providing trained faculty mentors who assist students through their academic careers.
- Offer comprehensive and innovative programs that prepare students to be active leaders in their future endeavors.
Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students w/Mentors</td>
<td>173</td>
<td>113</td>
<td>115</td>
<td>143</td>
</tr>
<tr>
<td># of Events</td>
<td>13</td>
<td>11</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td># of Participants at Annual Retreat*</td>
<td>54</td>
<td>50</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td># of Participants at Awards Celebration*</td>
<td>75</td>
<td>61</td>
<td>62</td>
<td>81</td>
</tr>
<tr>
<td># of Mentor Trainings</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*Includes students and faculty

Learning Outcomes and Progress Toward Learning Outcomes
During the 2005/06 year, FMP hosted 15 events in a variety of venues that addressed the following learning outcomes:

- FMP presented opportunities and scholarly activities that promote the building of relationships between faculty and students. FMP provided opportunities for intellectual, cultural, and artistic enrichment. FMP offered a broad variety of organized out of classroom meetings that foster an environment for this to take place. Encouraged personalized individual contact between students and faculty.
- FMP developed unique learning communities that promote connection to the campus. In addition to the organized out of classroom meetings, students and faculty often met in groups and individually to further enhance the mentoring relationship and learning community.
- FMP offered unique experiences for future utilization in professional endeavors and assisted in life long learning that encompasses exploration and discovery through intellectual integrity, personal responsibility, global and self-awareness, and grounded in individual student-faculty interactions.
- FMP offered retreats, forums, and conferences that are centered on providing students and faculty with applicable training, information, and skills.

Department Priorities for 2006/07
- Increase the number of protégés in the program. Increase freshman protégés in program by offering two sections of MDIS 1040.
- Increasing the number of active faculty mentors by offering additional Mentor trainings.
- Reinstated a graduate forum. Information will be provided on various campus resources that will assist them during their academic careers.
- Provide activities to foster faculty-student contact for all FMP participants.
- Develop assessment plan.
FIRST YEAR PROGRAMS AND ADVISING
Lee Renner, M.A. Ed.
MSR 180, (209) 667-3304
Email contact: lrenner@csustan.edu

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 the adjustments to college life.

Services
- **Academic Advising and Review** – All CSU Stanislaus students receive accurate and timely advice regarding campus information and services, general education, university-wide requirements, major changes, student petitions and appeals, academic probation, academic disqualification and reinstatement, and graduation evaluations.
- **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 by providing structure for the delivery of important academic information, jump-starting social interaction, and beginning the process of academic integration.
- **Parents Program** – Parents receive information regarding the campus policies, services, and resources for students through publications and at Parent Orientation. They are also encouraged to participate in campus life activities with select family events throughout the year.
- **Peer Advising** – Students trained as student ambassadors to the campus assist new students with resource referral, course scheduling, and acclamation to CSU Stanislaus.
- **Peer Interns** – Graduate students are trained to assist students on academic probation with course scheduling, University procedures and resource referral.
- **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.
• Provided training for faculty and peers to advise first time freshmen over the telephone and pre-place them in courses prior to attending New Student Orientation (NSO).
• Established procedures to allow students a smooth transition from academic advising to career planning.
• Developed Check-In, Check-Up, Check-Out, Welcome Back advising protocols.
• Educate students on academic probation regarding University policies and procedures.
• Established multiple services for Parents Program designed to assist parents in supporting their students’ education.
• Improved communication with area high schools regarding EPT/ELM testing requirements.
• Streamlined testing information process with Enrollment Services.
• Received approval for the assessment of a mandatory NSO fee.
• Produced two brochures to improve campus and community communication.
• Established a Stockton student information center.
• Hired and trained an Academic Support Coordinator and Parents Coordinator.

Service Indicators

<table>
<thead>
<tr>
<th>Advising Information</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Calls</td>
<td>8000</td>
<td>6698</td>
<td>4882</td>
</tr>
<tr>
<td>Walk-In Advising &amp; Appointment</td>
<td>9230</td>
<td>3903</td>
<td>3349</td>
</tr>
<tr>
<td>Stockton Walk-In Advising &amp; Appointments</td>
<td>380</td>
<td>357</td>
<td>286</td>
</tr>
<tr>
<td>Remedial Students</td>
<td>701</td>
<td>731</td>
<td>832</td>
</tr>
<tr>
<td>Graduation Evaluations</td>
<td>1500</td>
<td>1600</td>
<td>1295</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>2167</td>
<td>2150</td>
<td>2250</td>
</tr>
<tr>
<td>Parent Orientation Participants</td>
<td>n/a</td>
<td>n/a</td>
<td>485</td>
</tr>
<tr>
<td>Stanislaus Parent Association Members</td>
<td>n/a</td>
<td>n/a</td>
<td>225</td>
</tr>
<tr>
<td>Tests Administered</td>
<td>4967</td>
<td>4704</td>
<td>4777</td>
</tr>
</tbody>
</table>

Department Specific Contributions to WASC Goals
• To support student growth the First Year Program (FYP) and Advising Office requires all undeclared students and students on academic probation to complete individual education plans.
• The FYP and Advising Office conducts surveys of all students who filed for graduation to determine what levels of service participation and program satisfaction were obtained.

Department Priorities for 2006/07
• Offer two overnight orientations and seek outside funding sources.
• Increase early testing for first time freshmen.
• Recruit and train graduate interns to support students on academic probation.
• Establish an annual Family Weekend and increase the Stanislaus Parents Association membership.
• Develop an easy to read pamphlet describing the most common problems that many students face that impede their academic success.
- Increase early testing of freshman/entering students who need English Placement and/or Entry Level Math testing (EPT/ELM).
- Provide for a smooth transition with Stockton students services.
- Streamline the remedial registration process with the Enrollment Services Department
STUDENT SUPPORT SERVICES
Jessi Reyes Murray, MPA
MSR 230, (209) 667-3220
Email contact: jrmurray@csustan.edu

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 under-graduate plan of study, graduation and when possible, application to a graduate school program.

Department Services and Programs
- **Academic Retention Services** – Each student has a comprehensive academic plan made available and includes academic advising, curriculum planning, and career/major guidance.
- **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 Student Support Services (SSS) students.
- **Tutorial Assistance** – Provide extra tutorial time through the University Tutoring Center.
- **Events and Activities** – Year-end reception, fieldtrips, orientation, financial aid, and pre-graduation school preparation workshops.
- **Computer Lab** – Set up a mini-lab to be used by all SSS students for research, study or homework.
- **Awards** – Active SSS students may be eligible to receive a SSS financial award.
- **SSS Summer Bridge** – Provide a 2 ½ day orientation to the University and the SSS Program for first time freshmen and transfer students.

Unit Achievements
- Received refunding notice in May 2006 for the 2006/07 year.
- Student files are up to date and are now continuously updated.
- 58 financial aid awards were disbursed for a total of $40,000 for the year.
- Student progress was monitored closely, 71 SSS students graduated in 2004/05.
- Steps 2 Success has been successfully funded for a second year.
- SSS Summer Program will again link to the Student Leadership Program in 2006.

Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td># of SSS Participants</td>
<td>238</td>
<td>247</td>
<td>243</td>
<td>253</td>
</tr>
<tr>
<td># who Received Tutoring/Hours</td>
<td>72/1069</td>
<td>95/1176</td>
<td>81/1041</td>
<td>107/1433</td>
</tr>
<tr>
<td># who Received Academic Advising</td>
<td>238</td>
<td>247</td>
<td>243</td>
<td>235</td>
</tr>
<tr>
<td># who Received WS Assistance</td>
<td>300*</td>
<td>313*</td>
<td>306*</td>
<td>252*</td>
</tr>
<tr>
<td># who Received Awards</td>
<td>58</td>
<td>49</td>
<td>65</td>
<td>58</td>
</tr>
</tbody>
</table>

*includes workshops/MDIS and one on one
Progress Toward Learning Outcomes
Students will improve their college experience by the following:
- Incoming students will participate in the SSS Summer Bridge Program.
- Students will visit their assigned SSS/PM Advisor on a more regular basis.
- Students will be referred to the tutorial center for tutoring and computer lab attendance.

Progress Toward Learning Outcomes
- Students review their personal comprehensive academic plan at the beginning of the academic year, meet regularly with their AA and PM to assess and update academic progress. In 2005-06 SSS students graduated; 237 ended the year in good academic standing with a 2.0 and better; 2 were disqualified; and 14 ended the year on probation.
- A total of 1,433.1 hours of tutoring was provided to 107 SSS students referred to the tutoring center.
  - 396.9 hours in math
  - 504.5 hours in English/writing
  - 531.7 hours covered a variety of other subjects

Department Specific Contributions to WASC Goals
- **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, 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.
- **Instructional and Support Facilities** - The Program offers a MDIS 1000 course to its incoming students. This college survival course that cover a variety of topics for the new student. Topics include styles inventory, personality inventory, the four year plan, self exploration, goals, career, etc. Along with the course, the WS has presented a Writer’s Boot Camp and a variety of exam preparations workshops.

Department Priorities for 2006/07
- SSS will become more inclusive of all student populations. Advisors will be assigned to work with various 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.
- All staff will be trained in and use MS Access in the coming year.
- Entertain more creative ways to interact between staff and students.
TUTORING CENTER
Louisa Herrera, BA
Library Building 112, 667-3642
Email contact: Loherrera@csustan.edu

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

Department Services and Programs
- **Campus-Wide Tutoring** – All CSU Stanislaus students can request tutoring assistance in any subject. Students may receive one-on-one or group tutoring.
- **Drop-In Math Lab** – Students are offered approximately 33 hours a week of walk-in Math Lab for remedial and lower division math classes.
- **Writing Center** – Students can receive one-on-one or group tutoring to assist with writing assignments and papers. Tutors are provided for English course labs. Tutoring is available for students preparing to take the WPST test.
- **Drop-In Writing Hours** - Students are offered approximately 8 hours a week of help in writing.
- **SSS Tutoring** – All SSS students are offered one-on-one or group tutoring for most subjects.

Unit Achievements
- Hired and trained new tutors to meet student demand.
- Hired and trained an Administrative Support Assistant I (temporary).
- Acquired additional tutoring space to accommodate increased student demand.
- Increased the Tutoring Center service hours by 8%.
- Made policy changes in order to comply with unit 11 bargaining agreement.
- Modified policies and procedures for hiring and training tutors.
- inform all students on new procedures and policies.
Service Indicators

<table>
<thead>
<tr>
<th></th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Served</td>
<td>2,073</td>
<td>1,994</td>
<td>2,004</td>
<td>2,210</td>
</tr>
<tr>
<td>Service Hours</td>
<td>17,366</td>
<td>15,055</td>
<td>17,168</td>
<td>18,688</td>
</tr>
<tr>
<td>Developmental Math &amp; English Service Hours</td>
<td>No data</td>
<td>No data</td>
<td>6,490</td>
<td>7,219</td>
</tr>
<tr>
<td>Writing Drop-In Hours</td>
<td>No data</td>
<td>No data</td>
<td>220</td>
<td>357</td>
</tr>
<tr>
<td>Math-Lab Drop-In Hours</td>
<td>No data</td>
<td>No data</td>
<td>1,655</td>
<td>2,565</td>
</tr>
<tr>
<td>Tutor Training</td>
<td>676</td>
<td>608</td>
<td>669</td>
<td>721</td>
</tr>
</tbody>
</table>

Learning Outcomes
Students will gain a more in-depth understanding of the subject matter, improve their study skills, and raise their grades by participating in one of the following areas: Math-Lab, One-on-One Tutoring, Writing Center, and Group tutoring. Students will improve performance through questioning and reviewing subject matter.

Progress Toward Learning Outcomes
At the end of each semester students are given a survey to ascertain the effectiveness of the Tutoring Services; 90% of students reported they improved one grade level or more. Students indicate that they were satisfied and planned to return. The outcome was met in the following subjects:

- Students tutored in ENGL 0100 (ILE English I) had a 98% pass rate.
- Students tutored in MATH 0106 (Intermediate Algebra) had a 75% pass rate.
- Students tutored in ACCT 2110 (Financial Accounting) received a grade of B+ on average.
- Students tutored in CHEM 1100 (Principles of Chemistry) received a grade of B- on average.
- Students tutored in PHYS 2100 (Basic Physics I) received a grade of C on average.

* Sample size was at least 50% of those students that received tutoring for the course.

Department Priorities for 2006/07

- Hire an Administrative Support Assistant I (permanent position).
- Hold weekly meetings with staff to discuss the tutoring center operations.
- Address Unit 11 policies that affect the ISA tutors.
- Work with faculty on a Student Progress Assessment form.
- Develop a tutor evaluation review.