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INTRODUCTION

MESSAGE FROM THE VICE PRESIDENT

The 2004-2005 academic year has been one of enrichment, growth, and change. The Division of Student Affairs has continued to carry out the mission of the University through development and promotion of co-curricular activities designed to enhance the educational experience of students at California State University Channel Islands. We have accomplished, yet another year of quality services, programs, and events which continue to meet the needs of the CSUCI students and University community.

Although the development of the division’s strategic plan took place in 2002, it was necessary to review the objectives and strategies after the University’s Strategic Plan and Academic Affairs’ Master Plan were developed. Eight months ago I appointed a division-wide task force to review the DSA strategic plan to determine if division objectives were applicable, relevant, measurable, and timely. After five months the task force brought their recommendations back to me which was presented to the division’s Leadership Team, comprised of the directors within the division, agreed that this task force should be convened at least every other year to determine the effectiveness and currency of the division’s strategic initiatives.

Each department in the DSA has continued to focus its attention on meeting their goals and objectives throughout the year. The Office of the Vice President for Student Affairs has continued to provide an atmosphere of positive support and leadership throughout the division.

Finally, I would like to take this opportunity to thank all of my Student Affairs colleagues for their continued efforts and excellent work that has given us yet another successful academic year. You are indeed THE BEST!

Sincerely,

Wm. Gregory Sawyer, Ph.D.
EXECUTIVE SUMMARY

OFFICE OF THE VICE PRESIDENT

During academic year 2004/2005, the Office of the Vice President for Student Affairs (VPSA) continued to provide leadership and direction for the division by providing a number of policies and procedures that helped to ensure a coordinated delivery and assessment system of student services through all departments within the Division of Student Affairs (DSA). This included tracking and reporting expenditures, hiring of personnel, implementing selected special events and projects, and producing and distributing internal and external communication to pertinent constituencies throughout the University and surrounding communities. The Office of the VPSA also coordinated the participation and efforts of DSA staff members with relation to the University’s WASC accreditation process, the division’s Comprehensive Program Review (CPR) program, Staff Development Committee, and the Skills, Training, and Academic Retention (S.T.A.R.) Committee activities, and the Talkin’ Dolphins Speech and Debate Tournaments.

ENROLLMENT SERVICES

The 2004/2005 fiscal year began with the introduction of a new Dean position in the Enrollment Services area. In late fall, and with the Dean’s recommendation, the Vice President reorganized the area, splitting Admissions and Recruitment from Registration and Records and instituting a Registrar position. This move enabled the Registrar and staff to dedicate their energy to the development of systems and business practices that would maximize available resources and build a strong, collegial relationship with Academic Affairs. In January, the Director of Financial Aid was appointed as Interim Director of Admissions and Recruitment.

With the goal of developing strong liaisons throughout the campus, the area generated regular reports, which were widely distributed. Admissions data was sorted by major and by school of origin allowing recruiters and academic stakeholders to follow-up with applicants, and to monitor the yield in their respective schools and programs.

Working closely with Information Technology, the Registrar’s office was able to progress on the implementation of a scanning system that will ultimate allow the campus to have a paperless system. An immediate benefit is the system allows for electronic sharing of student documents between records and advising. Since hiring the Degree Audit Coordinator in February, nine out of the ten proposed Community College catalogs were built into People Soft Student Records. Transfer Credit course for course articulation has been tested with the top two feeder schools built and ready for use with imaging. The Academic Advisement module is being designed and will be in an initial test phase in the fall.

The campus exceeded the Chancellor’s Office 2004/2005 target (1627) in both the fall and spring semesters, with a yield of 1689 in fall and 1772 in spring, bringing the annualized total to 1706.
STUDENT LIFE

Student Life was extremely effective this past year in providing leadership, service, and learning opportunities for students. For instance, campus clubs volunteered nearly 2,500 hours of community service and hosted or co-sponsored nearly 150 events; the Freshman Orientation Program doubled its parent and guest participation; Personal Counseling Services increased its total number of counseling sessions by 74%; Outreach Services introduced over 2,000 K through 8th grade students from the local community to college life at CI; and Disability Accommodation Services reported a 215% increase in the number of students requesting audio-textbooks. In response, it recruited over 46 readers to convert printed text into electronic files. The group contributed over 1,100 volunteer hours that resulted in a savings to the University of over $8,000.

2004-05 was not without its share of challenges; chief among these was maintaining a viable working staff. This proved to be enormously difficult as three members of the staff, two front-line personnel and a program coordinator, went on maternity leave. One of the staff members later required extended time, while another decided to tender her resignation and become a full-time parent. To add to the mix, the Anacapa Village housing complex also opened this past fall. Although we were very successful meeting the needs of our 300 residents, nonetheless, it posed formidable challenges for our staff. For instance, residents accounted for over 225 housing and Title V violations; and one infraction actually resulted in a life-threatening altercation with a Campus Police officer. Another challenge that should not be overlooked was the potential for staff burnout and the need to actively promote and sustain staff morale. A true asset within the Student Life staff has been our ability to learn and grow from our experiences.

Learning from success and challenges is not a new concept for Student Life or the Division of Student Affairs as a whole. This perspective lies at the core of our Comprehensive Program Review Model. The model stresses the importance of continuous program assessment and evaluation and the use of results to guide program development and improve program effectiveness. We have been very successful in this practice. For instance, Career Development Services learned through its program surveys that students wanted to learn “first-hand” about graduate and professional schools and their admission requirements. As a result, the office sponsored its first Graduate School Fair. Similarly, Disability Accommodation Services learned from its focus group that certain student needs were not being met in its Disability Computer Lab. The feedback led to immediate changes in the lab.

These are but a few examples of how Student Life works continuously to provide relevant and quality programs for our students. Our efforts this past year exemplify this commitment as well as our plans for the future.
UNIVERSITY MISSION STATEMENT

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

STUDENT AFFAIRS MISSION STATEMENT

Placing students at the center of their educational experience, the Division of Student Affairs supports and enhances learning and the University community through quality activities, facilities, programs, and services.
OFFICE OF THE VICE PRESIDENT

OVERVIEW

During academic year 2004/2005, the Office of the Vice President for Student Affairs (VPSA) continued to provide leadership and direction for the division by providing a number of policies and procedures that helped to ensure a coordinated delivery and assessment system of student services through all departments within the Division of Student Affairs (DSA). This included tracking and reporting expenditures, hiring of personnel, implementing selected special events and projects, and producing and distributing internal and external communication to pertinent constituencies throughout the University and surrounding communities. The Office of the VPSA also coordinated the participation and efforts of DSA staff members with relation to the University’s WASC accreditation process, the division’s Comprehensive Program Review (CPR) program, Staff Development Committee, and the Skills, Training, and Academic Retention (S.T.A.R.) Committee activities, and the Talkin’ Dolphins Speech and Debate Tournaments.

SERVICES/ACTIVITIES AND OUTCOMES

Comprehensive Program Review – Assessment in Student Affairs

The Division of Student Affairs has a proud tradition of providing excellent programs and services. The key to this success has been a consistent commitment to assessment. To ensure continuous success, the division developed a Comprehensive Program Review (CPR) model. What sets the model apart is the breadth and depth of the assessment process. The model is extremely thorough; each program within the division is rigorously reviewed using a four-phase, 24-month review cycle. This includes an Advanced Planning Phase, a Self-Study, a Campus-wide Review, and finally an Outsider Professional Reviewer. The model allows for an immediate and continuous feedback loop. Reviewers in each phase are able to assess the progress made in previous phases and, if necessary, recommend further changes. The result is a more in-depth and thorough assessment process with greater opportunities for program improvement.

In fall 2005, the division was given an opportunity to demonstrate the CPR in practice before the Western Association of Schools and Colleges (WASC). Reviewers were particularly interested in learning about student support services, including financial aid, disability accommodations, and career services. Representatives from these services were able to explain first-hand how the CPR worked and the advantages it offered as a tool for assessing and improving program performance. The WASC team was clearly impressed by the division’s presentation. They noted that other campuses could greatly benefit from the work being done by Student Affairs.

Looking ahead to 2005-06, assessment will continue to have a profound impact on the success of Student Affairs’ programs and services. Several suggestions for improving assessment in 2005-06 have been proposed, and some are already in progress. One recommendation is to hire a graduate assistant to help manage many of the technical aspects of the CPR (e.g., record keeping, calendaring, monitoring program review dates, etc.). Another recommendation is to host a
system-wide assessment round-table to discuss best practices within the CSU. Still another recommendation is to present the CPR at national and state conferences to gain critical feedback for continuous improvement. The members of the Division of Student Affairs are very proud of its accomplishments during 2004-05. We are keenly aware that much of our success is due to a commitment to sound assessment and evaluation.

**WASC**

The Division of Student Affairs actively participated on the University’s WASC committee by serving on various sub-committees throughout the year as the University continued its efforts to achieve accreditation. Specifically, the Dean of Student Life who also serves as the division’s Assessment Officer, served on a number of sub-committees on behalf of the division. In addition, the director of Special Projects and Student Communication was asked to serve as coordinator for WASC’s Standard One.

**Division Budget**

The Office of the VPSA worked closely with the Division of Finance and Administration to accurately track expenses for the 2004 – 2005 fiscal year. The original general fund allocation was $3,619,819. The outlook for the year was guarded so the DSA Executive team made a decision to not fill a couple of positions for the first quarter and also to limit spending as much as possible. Quarterly meetings were held with the vice president for Finance and Administration (VPFA) and the University budget manager to assess the current financial status of the division and maximize unused resources. During the mid-year meeting, the VPFA requested the division to reduce its budget allocation by $175,000 of general funds. The reductions were split among five departments resulting in an annual budget of $3,444,819. An additional allocation of $190,000 of one-time funds were given to the division in September but reduced to $140,000 after the mid-year meeting. During the following six months, the division effectively utilized its remaining funds and had a balance of zero dollars at the conclusion of the fiscal year.

The following chart represents the departmental budgets for the fiscal year, excluding one-time funds.
### 2004-2005 Student Affairs Budget

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**Personnel**

The Division of Student Affairs human resources were reorganized to serve the needs of students more effectively and efficiently. Effective July 1, 2004, the division was reorganized into two service components: Student Life and Enrollment Services. The offices of CHAPs and Student Development were consolidated into the area of Student Life under the leadership of Dr. George Morten, who was appointed Dean of Student Life. Trae Cotton was appointed Associate Dean of Student Life and Resident Director of Anacapa Village. Student Life includes: housing and residential education, personal counseling, career services, disability accommodations, new student orientation, student health, judicial affairs, student clubs and organizations, activities and events, student government, student programming, recreation and leisure services, outreach and EOP. Using a holistic approach to student development, the Division of Student Affairs will continue to work closely with Academic Affairs in order to provide co-curricular services and activities that complement the academic mission of the University.

The second component within the division is Enrollment Services, which includes admissions, recruitment, records, registration, and financial aid. Jane Sweetland was appointed Dean of Enrollment Services. The Dean's responsibilities include providing leadership for all aspects of student-centered admissions and retention programs. To this end, the Dean of Enrollment Services coordinated University-wide teams to assist in the development and execution of programmatic and territorial recruitment and retention plans for undergraduate, graduate, and international populations. In her role as chair of the Enrollment Management and Student Success Committee, the Dean reported directly to both the Vice President for Academic Affairs/Provost and the Vice President for Student Affairs.

In the Office of the Vice President for Student Affairs, Ed Lebioda was appointed Assistant Vice President of Student Affairs and Nancy Covarrubias Gill the Director of Special Projects and Student Communication. As the Assistant Vice President, Ed was responsible for budgets, operations, personnel, and auxiliary services within the division. Nancy continued to oversee the creation, development and implementation of special projects, provided mechanisms for linking and coordinating internal and external student communication elements of the division, and coordinated a new web-based activities calendar that included all University events.

Positions filled during the year included four administrative assistants, two admissions specialists, one assistant resident hall director and one resident hall director and a temporary personal counselor. Due to the organizational initiative implemented July 1, 2004, six reclassifications were also completed during the year. An administrative assistant (ASC II) became an administrative analyst (AAS); an evaluator (Evaluator I) became a coordinator for admission evaluations (SSP III); an administrative assistant (ASC I) became a coordinator for student leadership (SSP II); a coordinator of recruitment (SSP III) became an assistant director for admission and recruitment; (SSP IV), a coordinator of admissions and evaluations (SSP III)
became an assistant registrar (SSP IV); and an admissions specialist (SSP I) became a graduate admissions specialist (SSP II). Over the course of the year, four position descriptions were revised without reclassification; associate director of special projects and student communication to director of special projects and student communication; director of admissions and records to university registrar; director of student development to associate dean for student life and resident director; and coordinator of student development and orientation to interim director of student leadership and development.

With the disbursement of additional one-time funds during this past year three temporary admissions specialists positions were filled with the anticipation two would become full-time, regular in the 2005-06 year. Resignations brought forward six positions that needed to be filled over the last six months with four being hired prior to July 2005.

The division currently has 44 full-time employees (36 females and 8 males). Of the 44 employees, 20 are considered minorities including one Asian, four Black, two Pacific Islanders, twelve Hispanics, and one Other Non-white. One employee declined to state their ethnicity. The division continues its practice to hire a diverse group of employees.

Special Projects and Student Communication

The area of Special Projects and Student Communication (SPSC) set itself apart as an exemplary area of service not only to our students but to the campus community.

Special Projects

Commencement: In order to provide students with information on commencement processes, the Special Projects and Student Communication team developed a comprehensive pre-and post Commencement Student Communication Plan outlining the timelines for pertinent student communication objectives and outcomes, including:

- Answering numerous inquiries via phone and email on a daily basis
- Reviewing student communication pieces with others on the Commencement Committee
- Production of the Commencement Student and Guest Information Guide
- Coordination of Degree Candidate lists detailing CSUCI and CSUN@CI student eligibility and graduating term; final numbers of grads for parking and logistics; graduate names and majors for the Alumni T-shirt; and student names and hometowns for publication in the local media.
- Coordinating two mailings to 456 students. The first included the Student and Guest Information Guide along with Applications to Participate and Alumni information; the second included parking passes for degree candidates and their guests and an information sheet with important event details.
- Updating and posting lists with students eligible to participate. This was an indication to students whether their applications had been filed or whether additional follow up was needed on their behalf.
- Updating the Commencement Student Information page on the CSUCI Website
- Coordinating with CSUN@CI for certificates for degree candidates participating in the ceremony on the CI campus
- Coordinating with Enrollment Services to insert certificates into CSUCI diploma covers
**Marketing and Promotional Items:** SPSC met with representatives from Student Life, Recruitment, and Housing and Residential Education to determine a division-wide need for CSUCI imprinted and promotional items to either promote the campus brand, image, service, or program. Staff met with our established imprinted products vendor for product selection and pricing.

**Outcomes:**
The following imprinted items were purchased for various audiences and promotional uses:
- 2500 Magnetic Mini Memo Boards – Student Housing, EOP Summer Bridge, Freshman Orientation, and Recruitment
- 2,500 CSUCI Lanyards – Freshman and Transfer Student Orientation and EOP Summer Bridge
- 500 Maui Beach Sandals – Residential Education and Housing?
- 500 Beach Towels – Residential Education and Housing to promote Student Housing brand and image
- 2,000 Plastic Tumblers – Student Life for use and distribution at large events, such as the Welcome BBQ, Family Weekend, and Summer Orientations
- 1,000 Tri-Mark Highlighters – Student Life, EOP, and Recruitment will all utilize the highlighters as promotional giveaways
- 1,500 Post Cals – CSUCI Recruitment and Co-curricular program recruitment

**Speech Tournaments:** Special Projects coordinated the fall 04 and the spring 05 Talkin’ Dolphins Speech and Debate Tournaments, a co-curricular activity that provides students with an opportunity to strengthen and further develop their oral communication skills by participating in a competitive tournament setting. By communicating the event’s significance to students, staff, and faculty through marketing tools, such as plaques, signage, flyers, recognition, awards, emails, announcements, articles in campus publications and the student newspaper, a culture of learning is maintained and the program is able to continue to flourish. Each semester, 13 judges from across campus are invited to participate, allowing faculty, staff, and the community to actively engage in student programming and to further support our student-centered mission.

**Outcomes: (Fall 2004)**
Sponsored by the Division of Student Affairs, Student Programming Board, Student Government, and Instructionally Related Activities, the fall 04 tournament produced a top performer so outstanding that she delivered 18 first-place speeches with a total of 30 points. After being named Outstanding Speaker, Ms. Rachael Jordan was recommended for a Foundation Scholarship; she was selected as a student leader to speak at a Foundation dinner event; she became captain of the CSUCI Forensics and Debate Team; and she became an Orientation Leader, as well as a Senator in Student Government. The fall 2004 tournament also doubled since its inception in 2003, growing in student participation from 13 to more than 30, with an additional 35 spectators who included fellow students, parents, and community members.

**Outcomes: (Spring 2005)**
There was a three-way tie for top speaking honors with Scott Boczek, John Bickford and Deanna Kessler all tying with 13 points apiece, prompting a tie breaker based on individual versus team events. Based on taking two first place awards in individual events and a second in a team event,
Scott Boczek was awarded as the Tournament’s Outstanding Speaker. Scott will serve as a teaching assistant in Dr. Sawyer’s public speaking class in fall 2005 and will participate on the Forensics and Debate Team. He will also assist Rachael Jordan, Dr. Sawyer, and the Special Projects team in the planning and implementation of the fall 2005 Speech and Debate Tournament.

**Yearbook: The Nautical** will be the campus’s first yearbook in which students will combine creative and meaningful articles with edgy photography and the latest in popular design to document and share their University experience with future CSUCI students, faculty, staff, and communities. As a graded liberal studies capstone, the Yearbook Production Class will also provide students with many learning opportunities by integrating and developing skills in journalism, photography, cross-media technology used in layout and design, and business management. It will be the goal of the class, as well as the yearbook student organization, to produce a yearbook that will compete with other campus publications across the country for national recognition and awards.

**Outcomes:**

- Developed Yearbook Pre-Production Plan with initial timelines, budget, and needed inventory; negotiated a contract with Walsworth, presented to ASI for program and conference funding, receiving only the latter; developed a proposal for IRA funding, which is pending review.
- Coordinated technology: purchased three Dell SX280 computers, two 15” flat panel monitors, one 24” flat panel monitor, two Digital Rebel cameras; software install; assigned to Blackboard
- Coordinated with faculty to develop a Liberal Studies Capstone component in which Dr. Sawyer will be instructing beginning fall 05.
- Coordinated for room assignments for both the lab (BT 1721) and the Capstone class (TBD).
- Developed fliers and table banners for yearbook promotion. Recruited 10 Capstone students and 23 students during the first Freshman Orientation Marketplace.
- Coordinated weekly committee meetings with yearbook officers and advisors to determine yearbook name (The Nautical), theme (Pathway to Excellence), and vision (Far Bound); and develop a club charter with ASI.
- Conducted an online student survey to gage student interest, yearbook pricing, marketing demographics, content, etc. Received 341 student responses.

**Who’s Who of Students in American Colleges and Universities:** In 2005, 25 students from California State University Channel Islands were selected as the first to be named as *Who's Who Among Students in American Universities*. This exclusive honor was conferred by more than 1,900 schools in all 50 states, including the District of Columbia, and is symbolized by the presentation of an award certificate. For the students this national recognition by *Who's Who Among Students* marks a pinnacle of scholastic achievement.

Each student received a certificate of achievement as well as a small gift from the Division of Student Affairs to further commemorate their University experience and commitment to academic excellence, student leadership, and community service at Cal State Channel Islands.
Sheila Williams Author Presentation Event: Ms. Sheila J. Williams, a highly-acclaimed African-American author, spoke about her three inspirational and thought-provoking novels at California State University Channel Islands on Wednesday, April 20 and Thursday, April 21. Staff from Special Projects coordinated internal and external communication; invitations; RSVPs; set-up and take down of both events; and design and distribution of book marker programs, fliers, posters and imprinted gifts.

Outcomes:
Approximately 75-100 students, faculty, staff, and community members attended the two presentations given by Ms. Williams.

2004-2005 University Catalog: The area of Special Projects greatly contributed to the continued advancement of the University by assuming for the third consecutive year, the role of editor and production director for the University Catalog. Responsibilities of the editor and production director included chairing the University’s Catalog Committee, coordinating with the Chancellor’s Office the mandatory copy that is required for the annual catalog; soliciting print bids, establishing a timeline of deadlines and necessary tasks, coordinating with the Art Program chair the solicitation and final design of student artwork to be used for the covers, coordinating with University staff and faculty the submission of information for the catalog, working with the graphic designer on the layout and design of the interior pages, table of contents, and index pages, and proofreading numerous times the document in its entirety. The editor and production director also coordinated with the Art Program chair and the University’s Marketing Committee the selection of a theme and student artwork design for academic years 2005-2006 and 2006-07.

Outcomes:
University catalogs were provided during academic advising at Island View Orientations to all new students prior to the fall and spring semesters as well as copies being made available for sale in the student bookstore to current students. The Recruitment office coordinated the distribution of catalogs in hard copy form and on CDs to high school and college counselors throughout the state. CDs were also made available to faculty and staff from the campus.

Southern California Forum for Diversity in Graduate Education: The area of Special Projects coordinated a bus trip in April for students who attended the Southern California Forum for Diversity in Graduate Education held at the University of San Diego. This entailed working with the CI faculty representative to the Forum, requesting appropriate lists of upper division CI students who had a minimum cumulative 3.0 GPA, mailing invitation letters to the students, coordinating their on-line reservation, and acting as their chaperone for the event. Forty-two students and a staff member from Special Projects departed from CSUCI at 4:30 a.m. for the bus trip to USD and returned to CSUCI at 7:30 p.m. the same day.

Outcomes:
CSUCI students who attended the event were provided an opportunity to meet over 180 representatives from colleges and universities across the country. The day entailed various sessions where students learned about obtaining financial aid for graduate studies, taking the GRE exam, breakout sessions for different graduate studies, admission requirements, etc. Overall, the CI students were very appreciative of the opportunity to participate in this worthwhile event.
University Events Calendar: In collaboration with Information Technology staff, the area of Special Projects coordinated the development and implementation of a University web-based events calendar for the purpose of marketing the various events and activities occurring on campus. A University policy to support this new web tool was approved by the President’s Council.

Outcomes:
Students, faculty, staff and the general public have been able to access through the University web site the various events and activities occurring on campus. This tool has enabled for better planning and promotion of such events.

Strategic Plan 2002-2007: Now at the midpoint of the five year strategic plan, the Division of Student Affairs revaluated and redesigned the divisional goals to align more closely with the University’s Strategic Plan published in 2003. An independent DSA committee concluded that the DSA Strategic Plan aligned with the University’s Strategic Plan and merges at the point entitled, Strategic Initiatives.

The DSA Strategic Plan outlines the operational activities needed to bring the University’s mission and vision together. The stated goals remain valid and consistent with the University mission. Special Projects implemented the committee’s recommendations in a revised document along with the division’s planned restructure from multiple departments into the two core areas of Enrollment Services and Student Life.

Outcomes:
The revised document was printed and distributed in April 2005 to all staff in the Division of Student Affairs as well as to members of the President’s Cabinet.

Student Communication
Several annual publications were created by the area of Student Communication. The theme and imagery used for the University catalog were carried over to these publications for consistency. These publications are:

- 2004-2005 Student Guidebook: The office of the Vice President for Student Affairs (VPSA) has been delegated the responsibility of providing information to students regarding University guidelines and procedures. Further, it is the goal of the VPSA to assist all students in interpreting this information and utilizing it as they experience various academic and co-curricular programs at CSUCI. The Student Guidebook is created each year to provide answers for many questions regarding University rules, regulations, programs, and services. It also assists students in defining their rights and responsibilities as a member of the University community, as well as gives students a better understanding of their role as a student at California State University Channel Islands.

Outcomes:
Each area within the division provided the content for their respective section of the 2004-2005 Student Guidebook. Each section was then compiled into one document, which was edited and formatted then sent to an outside vendor for printing. Over 2500
Student Guidebooks were distributed to students in key areas of the campus during the first week of the fall semester. An additional 300 guidebooks were distributed to students during the first week of the spring semester.

- **2003-2004 Division of Student Affairs Annual Report:** The division’s Annual Report is created after the completion of each academic year to summarize the division’s accomplishments, challenges of the past year, and goals for the upcoming academic year.

  **Outcomes:**
  Each area within the division provided the content for their respective section of the 2003-2004 Annual Report. Each section was then compiled into one document, which was edited and formatted then sent to an outside vendor for printing and binding.

- **2004-2005 EOP Handbook:** Student Communication assisted EOP with the formatting, design and printing of their handbook for new EOP students. EOP provided all of the information needed in the handbook in a roughly formatted draft.

- **Commencement Student and Guest Information Guide:** a guide was developed in collaboration with several areas on campus that provided students and guests with all the information about commencement, i.e. time, place, location, parking, etc.

- **DSA Newsletters:** winter and summer newsletters were produced for the division highlighting the semester’s events and activities, staff, and the upcoming calendar.

- **Recruitment Collateral:** a “travel brochure”, *What’s Next* brochures, campus postcards, and collateral for the Discover CI event were developed and managed.

- **Housing Collateral:** an information brochure, application packet, resident assistant manual, and the resident’s ABCs manual were created and printed.

- **Letters of Recommendation, Support, and Thanks:** Special Projects drafted approximately:
  - 20 thank you letters to students, faculty, staff and the community for their participation on DSA committees and projects
  - 25 letters of recommendation from the Vice President for Student Affairs, supporting students and staff pursuing opportunities, such as scholarships, internships, and graduate programs.
  - 5 letters of support to colleagues and staff pursuing new career opportunities

  **Outcomes:**
  - Three students were admitted to Eastern New Mexico University, two in the Communication Program and one in the MBA program.
  - Three students were admitted to the graduate programs at CSU Northridge.

- **Policy Binders and Bulletin Boards:** Policy binders that contain all of the approved University policies were created for each area within the division. Locking bulletin boards were hung in four locations (Enrollment Services, Bell Tower, student lounge, gym) to display all approved
University policies as well as the current WASC accreditation status information to keep students informed about policies and information that directly affects them.

Posters and Flyers: Throughout the academic year, Student Communication assisted all areas within the division, and some areas outside of the division, with the design and printing of various posters and flyers used to promote events and activities. Posters and flyers were also printed for some of the campus student clubs and organizations to help promote their activities. The division purchased a large format printer which made it possible to print large posters in-house rather than use hand-drawn materials or going off-campus to outside vendors for such items. The following reflects the total number of color copies and posters produced by Student Communication:

- Color Copies: 8501
- Posters: 488

Outcomes:
- Promoted student housing survey using posters, tent cards and small computer screen cards; over 500 surveys were completed
- Printed materials for the summer 2005 new student orientation sessions
- Assisted Enrollment Services with designing and printing the “What’s Next?” materials for both incoming freshman and transfer students
- Recreation and Leisure Services utilized the design and printing services the most in an effort to further create the campus culture and get students involved with various activities that promoted health and wellness.
- Instant Admission posters for Recruitment to announce those events at local community colleges
- What to know about Commencement and Honors Convocation
- Signage to direct those attending the Discover CI Event; Discover CI program printing
- Speech and Debate Tournament posters
- Fall Registration: general info, fees, payment due dates
- Bookstore: book buy-back posters
- London students; print newsletters, posters for their class project

Divisional Web Pages: Most of the division’s web pages were updated by Student Communication. Requests were submitted throughout the academic year to add, delete and update content when needed. New pages were also created when requested.

Outcomes:
- Developed and maintained the Student Affairs Planning Calendar. All divisional events submitted were posted on this Web calendar to help all areas within the campus community plan events and prevent overlap.
- Updated the Student Affairs Announcements Web page to keep information about current and upcoming events posted. This information also appears on the Dolphin email home page, which is the University email system that all students have accounts with.
- Updated content and photos as requested
- Added new pages, content and photos as requested
Proofreading and Special Requests: Student Communication provided proofreading services to all areas within the division for various internal and external pieces before they were printed or distributed. Throughout the 2004-2005 academic year documents were sent to the Student Communication office after they were approved by the respective area’s proofreader, director and dean. After the documents were proofread by staff in Student Communication they were submitted to the Vice President for Student Affairs for final approval. Requests were also received and processed for the distribution of emails to the campus community. University-wide global emails to students via the Dolphin Email system were also coordinated by the area of Student Communication.

- Proofreading Requests: 100
- Campus Global Requests: 34
- Web Update Requests: 52
- Writing Assistance Requests: 14
- University-wide Dolphin Email Requests: 50

Photo Archives: A large photo archive folder is maintained by Student Communication. Photos were pulled frequently to be used in various publications, both in and outside of the division, including:

- Summer Conferencing ad for Housing and Residential Education
- 2006-2007 University Catalog cover design
- 2004-2005 Student Guidebook
- 2003-2004 DSA Annual Report

Student Affairs Planning Calendar: In collaboration with staff from Student Life, a web-based Student Affairs Planning Calendar was created and maintained by Student Communication for the purpose of planning Student Life and student events that would not conflict with one another. Both staff and students were provided with the web URL address where the calendar could be viewed for reference.

University and Division Mission Statements: Eight large posters of the University and division mission statements were created and framed for display purposes throughout various areas in Student Affairs as well as a request from the President’s Office for the framing of the University’s mission statement for the Administration building.

Staff Development Committee

OVERVIEW

The Staff Development Committee was initiated in the fall of 2004 as a result of a lunch discussion between a student affairs staff member and the Vice President for Student Affairs. Subsequently, the Vice President for Student Affairs appointed Lisette Rodriguez as the founding chair of the DSA staff development committee. The Vice President and the committee chair worked closely for the subsequent semester in developing the committee structure, purpose, leadership structure, composition and duties.
Committee Purpose and Structure

The purpose of the Staff Development Committee is to ensure that staff will have the opportunity to develop both personally and professionally in order to maintain and sustain highly skilled, motivated and professional staff members within student affairs.

The committee is comprised of eleven (11) members from the areas of Student Life, Enrollment Services, and the Office of the Vice President.

1 Committee Chair
1 Committee Chair Elect
1 MPP (management personnel plan) classification member from each area
3 members from each area with a staff classification (2 APCs and 1 CSEA)
1 member from the Office of the Vice President

3 sub committees:

- Training/Professional Development Sub Committee - The training/professional development sub committee provides opportunities for new staff members in the division to connect with other staff members, learn about the services offered by departments within the division and help them understand the role of Student Affairs at CSUCI. The committee also develops or identifies opportunities for staff to engage in professional and personal growth opportunities. Programs may include conferences, seminars, guest speakers, cross-training and leadership institute.

- Esprit de Corps/Recognition Sub Committee – The esprit de corps/recognition sub committee plans and coordinates social events for the staff within the division to foster team spirit. In addition, the sub committee plans and manages recognition programs to extend appreciation for staff members within the division for their hard work. This committee also develops programs to recognize both professional and personal accomplishments from members of the division.

- Community Service Sub Committee – The community service sub committee plans and provides opportunities for staff to participate in community service projects both on and off campus.

Committee Membership
Chair-Lisette Rodriguez
Chair Elect-Raquel De los Santos
Training/Development Sub Committee Chair-Nathan Avery
Esprit de Corps/Recognition Sub Committee Chair-Needa Jamil
Community Service Sub Committee Chair-Lori Macdonald
Committee Member-Toni Rice
Committee Member-Gina Farrar
Committee Member-Nick Pencoff

The Staff Development Committee met on a monthly basis during the 04/05 academic year. The sub committee’s met on an as need basis as determined by the sub committee chair.

Staff Needs Assessment
A questionnaire was given at the beginning of the fall semester in order to assess the needs of staff as it pertained to professional development, staff recognition, esprit de corps and
community service. The results of the staff needs questionnaire were used to develop the DSA staff development committee programs and services.

**ACTIVITIES AND OUTCOMES**

Training/Professional Development Sub Committee

- **Sub Committee Goal:** To provide professional and personal growth opportunities for staff members

- **Objectives:**
  1. To connect new staff members in the division with other staff members.
  2. To educate staff members about the services offered by D.S.A. departments
  3. To develop department professionals
  4. To offer personal development opportunities

- **Strategies**
  - 1.0: Offer training and meeting sessions
  - 2.0: Offer workshops on specific subjects
  - 3.0: Offer seminars
  - 3.1 Offer cross-training
  - 3.2: Distribute information on conferences
  - 4.0: Offer guest speakers

- **Sub Committee Members:** Nathan Avery, Janice Jones, Laura Forsyth, Lisette Rodriguez, Toni Rice, Colleen Bennett and Ed Lebioda

- **DSA Meeting Activity**
  - Goal – Get people to understand what other areas/departments do
  - Objectives:
    - Get people to understand how we work together to facilitate a student’s college experience at CSUCI
    - Get staff to engage and interact with each other
  - Strategy – DSA meeting with activity
  - Outcomes:
    - Approximately 43 attended
    - Fifteen areas of the DSA were written on the board. Each group was instructed to brainstorm and write down their duties, responsibilities, and/or program events that connected with students throughout the year. A baton represented a student. The baton was passed on to each department that had serviced the student.
    - A representative/spokesperson from each department explained how their department handled each situation. This sharing of information between departments created an overview of the DSA Positive comments were shared by many who attended.
**DSA Retreat Workshop**
- **Goal** – To educate and connect new staff members in the division with other staff members.
- **Objective** – DSA staff members on sexual harassment
- **Strategy** – Speaker Colleen Bennett at Hyatt
- **Outcomes:**
  - 39 attended
  - Colleen began the presentation with a video on sexual harassment, and then spoke to the division on the same subject. The 2 ½ hour presentation was informative and entertaining.
  - The sub committee is developing subject matter for workshops, seminars and guest speakers.
  - Cross training opportunities will be offered in the future. The sub committee is grasping the desires of the DSA and utilizing the resources that are allocated. Meeting times, scheduling & resources are the biggest challenges. We will maximize utilization of in-house resources and continue to proceed in making a positive impact for staff.

**DSA Leadership Institute** – The DSA Leadership Institute incorporates personal and professional development topics for staff within student affairs, taking into account the specific needs of the staff as articulated by the staff needs questionnaire. Key areas identified include: overview of student affairs, student personnel theory, student development theory, management and leadership, structure of the CSU, structure of the University, technology, faculty relations, communication, etiquette, protocol and diversity. The institute will also include a job shadow and mentor component. The structure of the leadership institute will include a core curriculum and elective opportunities for staff based on their specific needs. The DSA leadership institute is set to begin fall 2005.

**Esprit de Corps/Recognition Sub Committee**
The purpose of the Recognition and Esprit de Corps Sub Committee is to continue building connections with one another and learn about the programs, projects and achievements that individuals within the division have accomplished. To recognize their outstanding work, the second annual *Celebration of Excellence* was held in early summer to recognize the division’s staff members.

- **Sub Committee Goals**
  - To promote fellowship, morale and a closer association of the DSA staff and other social activities during the year.
  - To integrate and welcome new staff into the organization.
  - To recognize and appreciate workers participating in the division.

- **Sub Committee Members**: Needa Jamil, Raquel De Los Santos, Shannon Soczek, Brittney Crocker and Vanessa Pelton

- **Continuous Events**
  - Coffee Breaks – The Committee’s efforts also include recognizing the hard work provided by division staff members with a scheduled “Coffee Break.” The coffee
breaks would be held the first Friday and second Wednesday of every month. The Subcommittee would like to provide an opportunity for staff to come together in a casual atmosphere to regroup, rejuvenate and move forward positively in their day.

- **Kudos Bars – Nomination**: Narrative statement by the staff making the nomination as to why the award should be made. It is requested that the staff includes his/her comments and recommendations, and forward the nomination directly to the Sub Committee’s members.

- **Upcoming Events**
  - **Celebration of Excellence – Award** is designed to acknowledge the demonstrated outstanding contributions by DSA Staff to the work of the University. This award is intended to encourage professional development and improve morale by honoring sustained contributions made by selected individuals. It will be taking place at the Four Points Sheraton in Ventura and will be on July 22, 2005 from 6pm – 9pm.

**Community Service Sub Committee**

- **Sub Committee Goal**: To provide Division of Student Affairs staff members with meaningful opportunities to be of service to their community both on and off campus.

- **Sub Committee Members**: Lori Macdonald, Nick Pencoff, Dr. Terri Goldstein, Sandy Naffziger, Lisa Breckinridge, Crystal Bernal Melissa Frazier and Maria de La Luz Flores

For the year 2004-2005 the Community Service subcommittee met three times. Through these meetings the committee was able to define the types of service and considered the outcomes possible. Staff members from the division were encouraged to volunteer for Discover CI and Commencement. These efforts enabled division events to be sufficiently staffed and contributed to their success.

The committee has defined that the type of service opportunities presented to the division would be those that are team-oriented and collaborative. For the first half of the 2005/2006 year the service to be performed has been outlined as FoodShare, Habitat for Humanity, American Cancer Society Relay for Life, Ventura County Coastal Cleanup and Make a Difference Day.

**SUMMARY**

In addition to the events/programs offered by the individual sub committees, the staff development committee as a whole also organized and implemented the DSA staff retreat/training, which incorporated elements of training as well as esprit de corps. The staff development committee will also be organizing and implementing a full-day staff training in the fall as well as continuing to develop the DSA leadership institute.

**STAR Program**

The S.T.A.R. program (Skills Training and Academic Retention) helps students get the most out of their college experience. CSUCI’s S.T.A.R. program is based on a commitment to supporting our learning community both inside and outside of the classroom, through co-curricular educational activities. S.T.A.R. provides a framework for students, staff, faculty, and the
community to help develop students’ personal and interpersonal skills through co-curricular, experiential, and service-learning activities, graduating students with the ability to self-assess and apply their skills.

The S.T.A.R. committee was comprised of the following members: Lisa Breckenridge, Maria De La Luz Flores, Tania Garcia, Sarah Hawkins, Nathan Avery, Melissa Remotti and Lisa Lafrenz.

OUTCOMES

The S.T.A.R. Committee created a Student Training Handbook and a Coaches Training Handbook to explain the program to others. Administration of the S.T.A.R. program is making progress.

The following are the tools that were created:

**Staff Tools:**
1) Event Matrix
2) Event Planner Template
3) Example Planners
4) Event Evaluation Template
5) Mentoring & Administration of S.T.A.R.
6) S.T.A.R. Promotion

**Student Tools:**
1) Student (S.T.A.R. Matrix)
2) S.T.A.R. Directions with instructions (Steps)
3) S.T.A.R. Student Investment & Exploration Sheets
4) S.T.A.R. Administration

S.T.A.R. Meeting: Administrators at the presentation: Dean Sweetland, Ed Lebioda, Nancy Gill, Dean Morten, and Dr. Sawyer. We received feedback and are in the process of selecting students for a pilot program that will utilize the S.T.A.R. Tools. We intend to present again in the fall.
ENROLLMENT SERVICES

Office of the Dean

OVERVIEW

The Dean’s office provides support services and coordinates enrollment information for the department. It provides research, analysis and reports to the campus in areas of regional demographics, application statistics, active enrollment statistics and comparisons to other CSU campuses and other institutions of higher education. Reports are generated on a regular basis and include distribution to campus-wide constituents and committees including Enrollment Management and Student Success, University Planning and Coordinating Council, the Provost’s Academic Council, and Program Chairs. A wide distribution list includes representatives from every area.

SERVICES/ACTIVITIES AND OUTCOMES

EMSSC: The Enrollment Management and Student Success Committee (EMSSC) met regularly on a biweekly basis to discuss the enrollment growth of the campus, and assess enrollment processes and procedures. Led by the Dean of Enrollment Services, this committee recommended to the President an Enrollment Management Plan that included admission criteria, procedures, and priority status based on the Chancellor’s Office recommendation.

A task force (“Red October”) of this committee, including faculty and staff distributed the Chancellor’s Office campus target over the available majors. The chart below features the targets set by EMSSC for fall 2004 enrollment, and the actual yield achieved.

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall 2004</th>
<th>Target Yield</th>
<th>Percentage of Target</th>
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<tbody>
<tr>
<td>Art</td>
<td>24</td>
<td>19</td>
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<tr>
<td>Biology</td>
<td>32</td>
<td>23</td>
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<tr>
<td>Business</td>
<td>60</td>
<td>32</td>
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<td>Computer Science</td>
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<tr>
<td>English</td>
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<td>19</td>
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<td>Liberal Studies</td>
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<td>21</td>
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<tr>
<td>Undecided</td>
<td>52</td>
<td>10</td>
<td>520%</td>
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<p>| TOTALS:          | 303       | 168          |                      |</p>
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<th>CSUCI</th>
<th>TOTAL FTE</th>
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NOTE: Projected increases based on 12-2-2004 Chancellor's Office Draft MYP 2005 utilizing agreed base of 1956 FTE (not 1614)

- 2005-2010 > 500 FTE annually
- 2011 > 600 FTE
- 2012 > 700 FTE
- 2013-15 > 800 FTE annually
Business Processes: Enrollment Services made a major attempt to document and streamline our business processes this year. The creation of a communication process has aided in assuring that all documents, letters, email messages and collateral material are reviewed and approved by the appropriate designees before distribution. The coordinated review plan has also assisted in meeting deadlines in the review of materials for division communications.

The Dean’s Office created a report request system and project tracking plan that allows the office to monitor progress, plan for upcoming years, and coordinate and consolidate reporting needs. Still in development is a student communication plan that will assist in the coordination of all communication (email, letters, collateral) sent to both prospective and enrolled students.

Research and Analysis: In order to assess our progress in reaching our target markets, the Dean’s office analyzed demographic research and our student yield of our regional area. One of our goals last year was to have a 25% underrepresented student population on our campus, which was met in the 2004-05 academic year. To facilitate continuous improvement, the Dean’s Office regularly provides recruiters with analyses of active data; this reporting enabled recruiters to do direct and immediate follow-up with prospective students at their respective schools.

CSUCI Ethnic Demographics
Fall 2002 - 2004

Fall 2004
- Native American: 12%
- African American: 2%
- Asian: 6%
- Hispanic: 25%
- White: 54%
- Unknown: 1%

Fall 2004
- Native American: 217
- African American: 9
- Asian: 25
- Hispanic: 16
- White: 1,250
- Unknown: 125

Fall 2003
- Native American: 16
- African American: 21
- Asian: 37
- Hispanic: 126
- White: 1,050
- Unknown: 30

Fall 2002
- Native American: 5
- African American: 113
- Asian: 12
- Hispanic: 140
- White: 305
- Unknown: 262

Ethnicity:
- Native American
- African American
- Asian
- Hispanic
- White
- Unknown
SUMMARY
The Dean’s Office is coordinating the documentation and review of all business processes in the Enrollment Services area. In addition, the entire area has collaborated to generate the strategies to achieve our goals and objectives for the next fiscal year. These activities are designed to enable the area to function more effectively and efficiently with maximum participation from all. Continuous training will be provided to all staff to ensure growth in skills and knowledge base, in an effort to provide the campus and community with the highest level of service.

A new program, coordinated out of the Dean’s Office, and planned for the upcoming year is a student liaison program. Thorough focused interviews and training, a team of CI students will return to the high schools from which they graduated to liaison with the current high school population, giving presentations and becoming the “face of CI” on their former high school campus.

The Dean’s Office is in the process of creating a “Fact Sheet” that will synthesize and illustrate available enrollment data.

Admissions and Recruitment

Admissions

OVERVIEW
To accommodate a 14.7% growth from fall 05 (1705 FTE) to fall 06 (1956 FTE) two additional admissions specialists were added to the Admissions Team. Available data indicates that our freshmen applicants apply to CSUCI and an average of 4 - 5 additional campuses; CSUCI yields approximately 10% of its freshman applications and close to 67% of the transfer pool. As per the Chancellor’s Office memo of November, 2004, the campus admitted a limited number of lower-division transfer students and second baccalaureate students to the classes entering in 04 and 05. Marketing to these groups was limited and messages were clear that this was a window limited to the 04-05 and 05-06 cycles. The campus exceeded the Chancellor’s Office 04-05 target (1627) as it served over 2100 students yielding an annualized total of 1705 FTE.

ACTIVITIES AND OUTCOMES
Evaluations: Following CSU guidelines, the department evaluates all incoming applications to determine eligibility for admissions to CSUCI. During fall 04, the admissions team processed over 900 applications for the spring semester, 500 of which were admissible. For admission to the fall 2005 semester, the admissions team processed over 6300 applications and admitted close to 3000.
### 01/03/2005 - Spring 2005

<table>
<thead>
<tr>
<th></th>
<th>First-Time Freshmen</th>
<th>All Transfers</th>
<th>Post-baccs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Applications</td>
<td>84</td>
<td>739</td>
<td>100</td>
<td>923</td>
</tr>
<tr>
<td>Admitted (without Intent)</td>
<td>4</td>
<td>138</td>
<td>0</td>
<td>142</td>
</tr>
<tr>
<td>Admitted (with Intent)</td>
<td>11</td>
<td>293</td>
<td>66</td>
<td>370</td>
</tr>
<tr>
<td>Incomplete**</td>
<td>59</td>
<td>245</td>
<td>28</td>
<td>332</td>
</tr>
<tr>
<td>Denied</td>
<td>10</td>
<td>61</td>
<td>3</td>
<td>74</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

### 06/23/05 – Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>First-Time Freshmen</th>
<th>All Transfers</th>
<th>Post-baccs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Applications</td>
<td>4707</td>
<td>1535</td>
<td>146</td>
<td>6388</td>
</tr>
<tr>
<td>Admitted</td>
<td>1521</td>
<td>425</td>
<td>2</td>
<td>1948</td>
</tr>
<tr>
<td>Intent to Enroll</td>
<td>511</td>
<td>396</td>
<td>89</td>
<td>996</td>
</tr>
<tr>
<td>Incomplete</td>
<td>2004</td>
<td>554</td>
<td>35</td>
<td>2593</td>
</tr>
<tr>
<td>Ready to Evaluate</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Dept Review</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Denied</td>
<td>533</td>
<td>118</td>
<td>9</td>
<td>660</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>137</td>
<td>34</td>
<td>9</td>
<td>180</td>
</tr>
</tbody>
</table>

### Fall 2005 Applications

**First-Time Freshmen**

- **FTF Ready to Evaluate**
- **FTF Evaluated Apps**
- **FTF Admitted**
- **FTF Intent to Enroll**

![Graph of Fall 2005 Applications](graph.png)
Automation Enhancements: In an effort to continuously improve our processes, we are implementing more PeopleSoft functionality. In addition to capturing key reporting data, we were also successful in generating admission decision letters through the system for the first time during the fall 2005 cycle. Missing document, admission, denial and inquiry letters were all auto-generated by using the delivered checklist process in PeopleSoft.

SUMMARY
The area continues to improve its business practices relative to the technology and on October 1, 2005 will institute rolling admissions to accommodate the 17.7% scheduled growth.

Recruitment

OVERVIEW
The recruitment area began the 2005-2006 recruitment cycle in August of 2004 with a Recruitment Coordinator and a single Recruitment Counselor. In November 2004, another Recruitment Counselor was hired who after a training period, was able to also share in the recruitment responsibilities beginning in January 2005. Along with the Dean’s Office, this team began the task of fine-tuning recruitment plans in serving our regional high schools and community colleges.
**Activities and Outcomes**

Recruitment Center: The Recruitment Center estimates that they served over 2400 visitors during the 2005-06 academic year, with about half of them logging in to provide the following data:

<table>
<thead>
<tr>
<th>Term of Interest</th>
<th>Type of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>Freshman</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>Transfer</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>Post Baccalaureate</td>
</tr>
<tr>
<td>Spring 2006</td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td></td>
</tr>
</tbody>
</table>

The question: “How did you hear about CSUCI” elicited the following responses:

Campus tours continue to be one of the most popular on-campus services provided by the Recruitment staff. Individual students and their families can make an appointment for tours, which are offered twice a day during business hours, and one weekend per month. To accommodate walk-ins, a self-guided tour was written and is in production for use in the 2005-2006 cycle.
In addition, the Recruitment Counselors schedule campus visits for regional high schools, community colleges and other organizations, in which a formal presentation is given highlighting the benefits of attending CSU Channel Islands.

### Campus Group Visitation/Tours

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Tours</td>
<td>82</td>
</tr>
<tr>
<td>Number of Presentations</td>
<td>65</td>
</tr>
<tr>
<td>Number of Students</td>
<td>2523</td>
</tr>
<tr>
<td>Number of Guests (non-student)</td>
<td>184</td>
</tr>
</tbody>
</table>

Off-Campus Activities: The recruitment staff made bi-monthly visits to Moorpark College, Oxnard College, Ventura College, Santa Barbara City College, Los Angeles Pierce College and Los Angeles Valley College during the 2004-05 academic year. A total of 173 students received pre-admissions counseling at their school site. There are plans to make these visits more efficient and effective during the upcoming year. Four Instant Admission Days were held on the campuses of Moorpark College, Ventura College, Santa Barbara City College and Los Angeles Pierce College with limited success (a total yield of 25 applications).

On-Campus Events: Other campus events coordinated by the Recruitment team included Counselor Day in October, where over 100 counselors came to the campus for lunch and presentations. The counselors were from our local region, and from as far away as Santa Monica, Manhattan Beach, Los Angeles and Bakersfield. As a result of this event, a network of high school and community college counselors was established, with whom notification of changes in admissions practices, dates of campus events, and other important information is shared on a regular basis, (via email and/or U.S. mail,) thus improving the campus’s communication with this important contact in the community and beyond.
Discover CI, (formerly known as “Dolphin Days”), was held in April. Over 1100 people attended an event designed to introduce prospective students and their families to the campus, and to encourage students to attend CSUCI. At least one measurable result was 34 Intent to Enroll forms and deposits were collected on that day; survey responses to the event were generally positive about both the campus and the personnel.

**SUMMARY**

There are already many changes in the works for Recruitment. More planning is underway to make campus visits more effective and yield better results. Working with the Dean’s Office, a student liaison program will begin to involve students in bringing a glimpse of Cal State Channel Islands back to their school(s) of origin. Campus Tour Guides will go through a series of specialized interviews and training in order to bring a level of professionalism to the program. New printed collateral including the naming of two additional academic programs will be ready for distribution at the beginning of the 05-06 recruitment cycle.

**Records and Registration**

**OVERVIEW**

With the growth of our campus, Records and Registration became its own unit, with duties and responsibilities separated from the Admissions area. New positions developed with these changes and staff were trained and hired to accommodate new systems and tasks. A Document Imaging section was added, a Degree Audit Coordinator was hired in February, and an Assistant Registrar will be appointed in July 2005.

**ACTIVITIES AND OUTCOMES**

Registration: The Records team provides applicant data for Orientation and Registration Workshops. The presentation to new students includes: a walk-through of PeopleSoft registration and course search functions, an introduction to Dolphin E-mail accounts, and details of self-service features in MyCSUCI. The staff assists students with waitlists, adding and dropping of courses, and course conflict resolution. The following charts, distributed to campus personnel daily during the registration period, indicate registrations as of census dates for the fiscal year:
### Fall 2004 -- STUDENT CENSUS

<table>
<thead>
<tr>
<th>Career</th>
<th>Head Count</th>
<th>Total Units</th>
<th>FTE</th>
<th>MUL*</th>
<th>Change Since Last Report</th>
<th>FTE Change Since Last Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postbaccalaureate</td>
<td>220</td>
<td>2598</td>
<td>173.20</td>
<td>11.81</td>
<td>1</td>
<td>0.27</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1803</td>
<td>22262</td>
<td>1,484.13</td>
<td>12.35</td>
<td>4</td>
<td>2.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,023</strong></td>
<td><strong>24,860</strong></td>
<td><strong>1,657.33</strong></td>
<td><strong>12.29</strong></td>
<td><strong>5</strong></td>
<td><strong>2.47</strong></td>
</tr>
<tr>
<td>CSUN @ CI**</td>
<td>68</td>
<td>476</td>
<td>31.73</td>
<td>7.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Campus Total</strong></td>
<td><strong>2,091</strong></td>
<td><strong>25,336</strong></td>
<td><strong>1,689.06</strong></td>
<td><strong>12.29</strong></td>
<td><strong>5</strong></td>
<td><strong>2.47</strong></td>
</tr>
</tbody>
</table>

| FTE Target           | 1,627.00   |
| Difference           | 62.06      |

*Mean Unit Load  **CSUN @ CI Headcount and FTE at CSUN Census

### 2/18/2005 - 6:00pm

<table>
<thead>
<tr>
<th>Career</th>
<th>Head Count</th>
<th>Total Units</th>
<th>FTE</th>
<th>MUL*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Baccalaureate</td>
<td>215</td>
<td>2530</td>
<td>168.67</td>
<td>11.77</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1948</td>
<td>23799</td>
<td>1,586.60</td>
<td>12.22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,163</strong></td>
<td><strong>26,329</strong></td>
<td><strong>1,755.27</strong></td>
<td><strong>12.17</strong></td>
</tr>
<tr>
<td>CSUN @ CI**</td>
<td>41</td>
<td>257</td>
<td>17.13</td>
<td>6.27</td>
</tr>
<tr>
<td><strong>Campus Total</strong></td>
<td><strong>2,204</strong></td>
<td><strong>26,586</strong></td>
<td><strong>1,772.40</strong></td>
<td></td>
</tr>
</tbody>
</table>

| FTE Target           | 1,800.00   |
| Difference           | (27.60)    |

### Enrollment Trends 2002-04

![Graph showing enrollment trends from Fall 2002 to Fall 2004](image)
Graduation: Since the first class graduated in spring 2003, over 800 students have applied for graduation, up to and including spring 2005.

<table>
<thead>
<tr>
<th>Bachelor of Arts</th>
<th>Degrees Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>6</td>
</tr>
<tr>
<td>Art: Option in Studio Art</td>
<td>28</td>
</tr>
<tr>
<td>Art: Option in Art History</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>English emphasis in Multicultural Literature</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Studies: Interdisciplinary Studies Option</td>
<td>1</td>
</tr>
<tr>
<td>*Liberal Studies: Concentrated Studies Option</td>
<td>100</td>
</tr>
<tr>
<td>^Liberal Studies: Teaching &amp; Learning Option</td>
<td>43</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor of Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>7</td>
</tr>
<tr>
<td>Biology emphasis Medical Imaging</td>
<td>1</td>
</tr>
<tr>
<td>Biology emphasis Cell &amp; Molecular Bio</td>
<td>5</td>
</tr>
<tr>
<td>Business</td>
<td>63</td>
</tr>
<tr>
<td>Business Option in Management</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>ESRM emphasis Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
</tbody>
</table>

| Total Degrees Granted Spring 2003-Fall 2004 | 297 |

Four hundred forty-nine (449) students have applied for graduation for the academic year currently in progress (2004-2005).
Liberal Studies Degrees by Option and Concentrations

1) Liberal Studies Concentrated Studies Option
Concentrations (limitless, these are most popular choices)
Teaching 55
Education 14
Mathematics 4
Science 3
Art 2
Psychology 2
Business 2

2) Liberal Studies Teaching & Learning Option
Concentrations (8 choices offered)
Reading, Language & Lit 8
History/Social Science 2
Mathematics 3
Science 7
Physical Ed & Health 1
Visual/Performing Arts 4
Human Development & Psych 3
Bilingual Studies 15

Records: During the 2004-05 academic year, the records area processed 696 official transcript requests, 325 grade changes and 57 changes of majors. Students serviced for IntraSystem program in fall ‘04 were: 21 visitor and 37 concurrent. Seventeen (17) visitor and 26 concurrent students were serviced for the IntraSystem program in spring ‘04.

Veteran’s Benefits: In fall 2004, 23 enrolled students received GI Bill benefits through the Veteran’s Administration, and 25 received these benefits in spring 2005.

Automation Enhancements: A major development is the implementation and application of the Hershey document imaging system. Since January, 2005, 288 graduated student files have been scanned and stored in an electronic database and 220 fall 2005 transfer student records have been processed.

The scanned documents were made available to Academic Advising, thus eliminating the need to make copies of student transcripts for the Advising Counselors before their fall 2005 Transfer Workshops. This improvement both enhanced document security and improved efficiency of business practices in records as well as advising.

Staff Development: Presentations on residency requirements, VA Benefits and file management were provided to the Enrollment Services staff during bi-monthly meetings. Included was information on immigration law, the Education Code, residence classification requirements, exceptions and exemptions, federal requirements for VA benefits and personal organization as well as best practices in institutional record keeping. FERPA (Family Educational Rights and
Privacy Act) training was conducted by Ed Fund for the entire department, and campus community, in March.

Other staff development opportunities included attendance at the AACRAO (American Association of Collegiate Registrars and Admissions Officers) conference, where staff learned about setting up transfer equivalencies, the international baccalaureate program, degree audits and obtained legislative updates.

**SUMMARY**

A General Education Transfer Credit Evaluation Sheet will be implemented during the 2005-06 academic year. This information will be provided to every new transfer student and Academic Advising beginning in fall 2005. The Records and Registration team is planning for a Concurrent Enrollment Process, which will track transfer courses taken at other institutions while the student is at CSUCI. Transfer credit in PeopleSoft will be launched in October 2005 for fall 2006 transfer students and academic advisement will be launched for some native populations without transfer credit in spring 2006.

Document imaging will continue to scan and archive graduated student records and miscellaneous documents. Additionally, new transfer student records will be scanned to assist advising.

Throughout the upcoming year the Registrar’s office plans to continue the streamlining of the graduation process, make adjustments to our current petition/substitution process and provide more training in all areas of records, graduation, and the imaging process to staff members.

**Financial Aid**

**OVERVIEW**

Financial Aid assists students in obtaining financial aid resources to meet their education costs. Besides providing federal and state aid program information, the team counsels students and parents on the application process, and disburses information regarding scholarships offered by both campus and community resources.

In the 2004-2005 academic year, financial aid was awarded to 814 students for a total of $6,193,384. The details of this activity are reflected below.

**ACTIVITIES AND OUTCOMES**

Financial Aid: The chart below gives a clear indication of the rapid growth pattern in financial aid applications and in recipient numbers and dollars. As enrollment increases, we anticipate a similar growth in aid programs.
<table>
<thead>
<tr>
<th>Activity</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications received</td>
<td>1297</td>
<td>2617</td>
<td>3120</td>
</tr>
<tr>
<td>Enrolled applicants</td>
<td>472</td>
<td>978</td>
<td>1341</td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td>252</td>
<td>455</td>
<td>612</td>
</tr>
<tr>
<td>Pell awards</td>
<td>$542,270</td>
<td>$1,129,583</td>
<td>$1,461,815</td>
</tr>
<tr>
<td>SUG recipients</td>
<td>261</td>
<td>455</td>
<td>590</td>
</tr>
<tr>
<td>SUG awards</td>
<td>$349,234</td>
<td>$989,534</td>
<td>$1,268,316</td>
</tr>
<tr>
<td>Loan recipients</td>
<td>153</td>
<td>287</td>
<td>425</td>
</tr>
<tr>
<td>Loan awards</td>
<td>$853,542</td>
<td>$1,170,281</td>
<td>$2,440,884</td>
</tr>
<tr>
<td>State grant recipients</td>
<td>27</td>
<td>110</td>
<td>212</td>
</tr>
<tr>
<td>State grant awards</td>
<td>$49,245</td>
<td>$281,367</td>
<td>$547,763</td>
</tr>
<tr>
<td>CSUCI scholarship recipients</td>
<td>0</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>CSUCI scholarship awards</td>
<td>$0</td>
<td>$30,000</td>
<td>$37,000</td>
</tr>
</tbody>
</table>

**Scholarships:** The first President’s Scholar awards were offered for the fall 2005 semester. Two President’s Scholars were named and each will receive full tuition and fees, and a $1200 allowance for books.

**Automation Enhancements:** PeopleSoft was implemented in time for fall 2005 awards. The project was phased in based on milestone activities in the application cycle. In March 2005 financial aid applications were loaded from the federal processor and students were notified of missing requirements. As documents were received, financial aid staff were trained in the various screens and functions involved in evaluating and correcting application data. In May financial aid awards were created for both entering and continuing students and award notices were sent. Students were evaluated for continuing financial aid eligibility (academic progress) in June and self service inquiry was also implemented. The remaining functionality will be loan certification and funds disbursement.

**SUMMARY**

The financial aid programs continue to experience significant growth while funding sources remain limited. The recent granting of candidate status for accreditation has allowed the university to apply for full participant status with all federal Title IV programs. That application is pending.

There will be continued progress in the implementation of PeopleSoft and improved integration with other areas of the student database. Additional functionality will be added as resources become available.
MISSION STATEMENT

Our mission is to provide learning opportunities that encourage and empower students to become competent, responsible and involved citizens.

Student Leadership and Development

OVERVIEW

The office of Student Leadership and Development (SLD) has been very active this year with programs and services provided by the different components of SLD. Currently, the structure of SLD is comprised of Student Leadership, Associated Students Incorporated (ASI) (Student Government, Student Programming Board (SPB), the Student Newspaper-Channel Islands View, and Student Clubs and Organizations), Student Events/Activities, New Student Orientation, Career Services, math and English placement testing, Alcohol and Other Drug Programs, off-campus housing information, and The University Hub.

Overall, we have seen an increase in the number of students needing direct service from the professional staff ranging from starting a new club, completing paperwork, career counseling, off-campus housing inquiries, as well as, planning activities and events on campus. The attendance of Students at workshops for Career Services and Student Leadership has increased substantially since last year. Overall student involvement in the activities and services offered has also increased. Furthermore, we had outstanding participation from our students during the visit by the Western Association of Schools and Colleges (WASC) accreditation team in addition to outstanding student participation in committees campus-wide.

Student Leadership and Development was responsible for three new areas this year including Alcohol and Other Drug Programs, ELM/EPT and Career Services. A committee was formed to establish the mission, goals and objectives for our Alcohol and Other Drug Program. The committee also initiated the process for establishing Alcohol.Edu on campus has a resource to educate our students about the effects and use of alcohol. ELM/EPT overall was successful. We served approximately 500 students this year which was a dramatic increase over the past year. As for Career Services, we were able to host our first local grad fair, which was a very positive experience for our students. We had over 15 graduate school represented at this event. Lastly, the Career Center took on a new location and although a great space, it has been somewhat difficult to increase our student traffic.
SERVICES, ACTIVITIES AND OUTCOMES

Leadership development at CSU Channel Islands is designed to assist students in reaching their most effective level of leadership by providing opportunities, resources and training. Leadership training at CSU Channel Islands is designed to provide consultation on a variety of topics through the use of presentations and interactive and participative activities. The office of Student Leadership and Development seeks to promote leadership skills and development with fall and spring Leadership Retreats. In addition, workshops and seminars on the following topics will be presented throughout the semester: Budget, Time Management, Fundraising, Parliamentary Procedure, and How to Start a Club.

This year SLD has taken a different approach for planning Student Leadership Retreats. Each year there will be fall, spring and summer retreats for our student leaders. Our first was a two day retreat held during the third week of the fall semester. This was the first year we conducted a two day retreat off campus at the Ventura Beach Marriott Hotel. Attendance for this retreat increased from 20 student participants last year to 40 participants. We flew in a guest speaker to talk about “Motivating Your Team.” Based on the evaluations, students really enjoyed having a speaker from out of the area. We also invited President Rush, the Vice Presidents and the Deans to join us for a roundtable discussion. The retreat consisted of presentations relating to assessment, communication, event planning, the S.T.A.R. program and how to be a successful student leader. Overall the students enjoyed the retreat and planned to attend the spring retreat. Each student wrote a one page summary about the retreat that was used to help plan the spring retreat.

For the spring retreat SLD solicited additional feedback from the students and invited them assist in the planning process. We made the decision to schedule the retreat prior to the start of the semester with the hope that without the obligations of the school semester, more students would be able to attend. This proved to be a very successful plan and our spring leadership retreat was very well received by the students. The three day event was held at the Shalom Institute in Malibu. The retreat location was a rustic, outdoors location with no TV, cell phone service or other daily distractions. This venue was optimal for team building and bonding. The focus of this retreat was strengthening relationships between student leaders and focusing on collaboration and communication. Our students were paired up to plan an event over the course of the retreat complete with a budget, advertisement, goals and objectives. These events were then critiqued by the other student leaders. This was a great hands-on learning experience for the students. This was also an opportunity for students to reflect back over the fall semester and provide insight on a variety of “hot topic” issues such as criteria for Club of the Year, web site use by clubs, club accountability and increasing club participation. The Coordinator of Personal Counseling conducted a very useful presentation on “Managing Stress and Burn Out”. Students really enjoyed this because they learned ways to say “no” and manage their time in a manner that reflected their priorities. In the evaluations, students were very pleased with the retreat and felt that it would be best to have this type of retreat in the fall semester to allow the student leaders to develop relationships early on in order to collaborate on programs and work together.
Student Clubs and Organizations

SERVICES, ACTIVITIES AND OUTCOMES

Not only has the number of active student clubs and organizations on campus increased to 18, up from 12 in the spring 2004 term, but it jumped to 21 organizations with a total of 76 officers in the spring 2005 term. The presence and visibility of our student clubs and organizations on campus and in the community has dramatically increased as well. Our clubs completed nearly 2,500 hours of volunteer and community service, and hosted or co-sponsored nearly 150 events on campus this year. Student Leadership and Development facilitated five workshops for the clubs/organizations in the fall term, and an additional five in the spring, more than doubling the number offered in the previous year. We also formed the Interclub Council in response to the organization presidents’ desire to have an avenue for idea and information exchange among the organizations. Another major improvement was the completion of the spring ‘05 programming calendar in early December, and a student leadership retreat in June to work on the fall ‘05 calendar. Working closely with the Office of the Vice President for Student Affairs, SLD developed the Student Affairs Advisory Council program to be implemented in the fall 2005. With the growth in the club/organization participation, comes a need to provide clubs with increased support in areas of budget allocation, technical resources and advisory. Additionally, we are committed to developing a Greek Affairs program to support the student interest in hosting a local Greek system on our campus.

New Student Orientation

SERVICES, ACTIVITIES AND OUTCOMES

Mission

The mission of Island View Orientation is to prepare first-time college students and transfer students for a successful transition to university life.

Three hundred and one (301) first-time freshmen attend summer Island View Orientation in 2004. An additional 319 parents and guests attended as well, more than doubling the number of parents and guests who attend orientation with their student in the previous year. One hundred nine (109) transfer students attended the summer transfer orientations. With an anticipated incoming freshman class of 500 for the fall 2005 term, planning for the upcoming summer orientation began in January. A campus-wide committee convened to select the orientation dates, and subcommittees were formed to address aspects of orientation technology, parent orientation, facilities, and schedule needs. We were successful in our request to increase summer freshman orientation fees to $65 per student, and $45 per guest, and reduce freshman winter orientation fees to $25 to be consistent with the current transfer orientation fee of $25. Additionally, our freshman orientation program was expanded to include a required overnight
stay for students, and an optional overnight stay for parents attending the parent orientation. After an arduous selection process, orientation leaders were chosen to include six freshmen and one transfer student. This group of seven moved into Anacapa Village and began training and preparation in early June.

Student Events/Activities

SERVICES, ACTIVITIES AND OUTCOMES

During the 2004-05 academic year the number of activities and events has decreased slightly, but we have increased the attendance and overall participation of our students. The groups within SLD responsible for programming activities and events include SLD, Student Government and Student Programming Board. Other areas within Student Life are also responsible for planning activities and events for students and the campus community. A few events from the semester that SLD would like to highlight included the following:

• **Welcome Barbeque:** The Welcome BBQ is an annual event that occurs on the Sunday before the start of the fall semester. It is an opportunity for students, both new and returning, faculty, staff and families to join together in a positive environment to share in a variety of fun activities while enjoying a traditional BBQ style meal. The Orientation Leaders along with other Student Life staff assisted with activities that encouraged participation by everyone that attended. Last year there were approximately 600 in attendance and this year we served over 1500 plates of food. The increase in attendance was partly due to advertising, but mostly attributed to the new residence halls. A welcome by President Rush started the day off on a positive note. The events for the day included tug-o-war, a pie eating contest, balloon toss, bounce houses, a radio station broadcast, and dunk tank.

• **Family Weekend:** Family Weekend is an annual event that started in fall 2002 as a half day of activities for students and their families, and increased to a day-and-a-half of activities the following year. This year we expanded Family Weekend to a full weekend beginning on Friday afternoon with classroom visits, a luau reception in the residence halls, and a murder mystery dinner theater. On Saturday the students and parents were invited to attend a pancake breakfast sponsored by clubs and organizations as a fundraiser. The afternoon was open for family free-time and the evening festivities included a luau and student talent show. The Family Weekend concluded on Sunday with a student and family brunch sponsored by the Alumni and Friends Association. Attendance at this event increased tremendously from 5 families in fall 2003 to over 30 families. The success of this event was in part due to our increase in freshman, in conjunction with the composition committee that planned Family Weekend which was comprised of faculty, staff and students from around campus.

• **Halloween Bash and Haunted House:** Our Halloween festivities are always a favorite for our students and campus community. We provide a safe environment with a variety of activities for children of all ages and adults at no cost. This is the third year we have provided these activities and each year our attendance improves. The activities we provide include a Carnival, Haunted House, Trick-or-Treating and a Halloween Dance
Last year we estimated about 150-200 attendees and this year we had well over 250 in attendance. This was also the first year the Carnival and Haunted House were held in our residence halls with the dance again held at the University Hub. Furthermore, this event had previously been supported primarily by staff and student volunteers, however, this year it was mostly conducted by students with the supervision and guidance of the SLD and residence hall staff.

- **Casino Night:** This year was the fourth Casino Night event at CSUCI and this year’s theme was “A Night in Paris.” The attendance at this event increased from 129 to 270. The French theme allowed the guests to dress up in nice clothing and enjoy an elegant evening of food, music and pretend gambling. SPB sponsored Casino Night, with other clubs and organizations contributing to this wonderful event by offering “mocktails” for a reasonable price, providing professional photos and holding a silent auction with a wide selection of items for bid. This was by far the best Casino Night the students have hosted and they are already planning for the next one.

- **Dolphin Days:** A major component of Dolphin Days 2004 was the Battle of the Majors, sponsored by SPB, which incorporated events showcasing faculty participation, as well as student academic, athletic and creative talent. Additionally, three student clubs sponsored events, as did Academic Affairs, and Sodexho food services. A local business donated the time to create the graphic art for the t-shirts. More than 75 students represented six majors in the Battle of the Majors, and approximately 750 students participated in the thirteen events that made up Dolphin Days 2004.

- **Co-Sponsorships:** This year, SLD co-sponsored several events with other departments around campus including the Black History Month Celebration “Hip Hop Culture Through the Arts,” Women’s History Month Essay Contest and Luncheon, and “Stress Fest.”

**The University Hub**

**SERVICES, ACTIVITIES AND OUTCOMES**

Since the opening of Student Housing in fall 2004, the utilization of the University Hub has substantially decreased. However, this did not stop the Hub staff from hosting a variety of events including ping pong and pool tournaments. Both went well, with the only difficulty lying in the scheduling of each match. The largest event to be sponsored by the Hub remains the Haunted House during Halloween. Throughout the semester the University Hub also assisted with other events such as the Holiday Party, movie days and pumpkin carving. The lack of usage of the University Hub raised a concern for SLD regarding its future and resources that are currently being devoted to staffing and programming.

**Off-Campus Housing**

**SERVICES, ACTIVITIES AND OUTCOMES**

Students or parents inquiring about off-campus housing availability are sent an excel database with rental information received from community members that includes rooms, homes and
condos for rent, as well as information from peers seeking roommates. We have two basic modes of imparting this information: it is sent via email; or students come to our office to browse through a housing binder. We receive approximately 10-15 calls per week from both students and parents requesting this database to be forwarded to them via email.

Entry Level Math/English Placement Tests (ELM /EPT)

SERVICES, ACTIVITIES AND OUTCOMES

In November 2004, the testing coordinator attended the CSU Test Officers’ Conference. This conference provided an opportunity to meet testing services counterparts at the other campuses, and was a great venue to learn the basics of ELM/EPT test registration and administration. The information gathered at the conference was useful improving our ELM/EPT test management. Working closely with Enrollment Services, test information was sent to the 2,033 admitted CSUCI freshmen, and approximately 100 local students planning to attend a different CSU campus. To date, the Student Life staff has administered the ELM and EPT tests to 369 students, and expects that number to reach nearly 500 by the end of the test administration cycle. This represents a dramatic increase from the previous year. The 20 test associate supervisors and proctors worked a collective 300 hours for these test administrations.

Alcohol and Other Drug Awareness Programs

SERVICES, ACTIVITIES AND OUTCOMES

Though off to a slow start, this program has begun to pick up momentum. An advisory committee comprised of students, faculty, staff and community members met twice in the fall, and a third meeting was held in January. A challenge we have faced is the lack of hard data on the alcohol consumption rate among our students. To increase our data we decided to administer the CORE Alcohol and Other Drug Survey to our freshman students. This survey was disseminated in April via mail and at a social event in the residence halls. We conducted two mailings of 312 surveys to freshman and unfortunately only 40 of these surveys were returned. We realized that this was not the most effective approach to administering this type of survey and will be conducting it during our summer freshman orientations, which we anticipate will provide a better return rate allowing us to properly plan programs around the needs of our students. Additionally, a committee of staff and administrators met with consultants from the AlcoholEdu on alcohol education program to review their program to see if we would like to utilize its services for our students.

SUMMARY

Currently SLD is preparing for the 2005-06 academic year. We will focus on developing program mission, goals and objectives and evaluate whether current programs and services are properly aligned. In addition, we will be restructuring our Leadership Program and our processes for Clubs/Organizations. We will continue to pursue the idea of establishing and Alcohol.Edu on our campus for all of our students in an effort to educate our students in every way possible about the use of Alcohol. Contacts have already been underway with an outside company to provide Off-Campus housing resources to our students who are in need of accommodations outside of our residence halls. We anticipate an implementation date around the
October, 2005. Although our two day orientation program has been effective we plan to implement an overnight component for next year’s new students. This overnight experience will provide more time for all of the information that we need to provide our student in addition to the relationships that we anticipate will develop over the course of the overnight stay. Career Services will be moving again next year, which will present a few challenges for the new Career Counselor that will be hired in the summer. However, Career Services will continue to focus on assisting students with their resumes, interview skills, co-curricular transcripts, job opportunities, and will continue to develop relationships with our community and alumni for prestigious internships. Finally, SLD will also be dedicating more time to establishing solid outcome measures and means for assessment of our programs and services for continuous improvement.

**Career Development Services**

The mission of Career Development Services is to place students at the center of their career development, the Career Center offers quality services and events that provide students with learning opportunities that integrate their educational experiences with lifelong learning and promotes career exploration, planning and preparation.

**OVERVIEW**

Career Development Services (CDS) continued to provide students with an array of career development programs to help them understand, assess, plan, and develop their career goals and objectives. Among several changes to CDS this semester, the hallmark was the grand-opening of the new Career Development Center, staffed by four trained, student assistants. Located in the Bell Tower Building, Room 1865, the Center is open Monday through Friday from 9:00 am to 5:00 pm with extended hours two nights a week until 7:00 pm. Students have access to a multitude of career resources in the forms of books, videotapes, hand-outs, employer marketing materials, posting boards, and on-line career services including: readymaderesume.com, careercruising.com and eureka.org (see below for more information). Another change was the addition of a part-time career counselor hired to effectuate the first, on-campus, job-share with the CDS coordinator to accommodate her pregnancy-related needs. While sharing the duties and responsibilities, 100% coverage of services was maintained and expanded.

In addition, CDS completed the first step in the process of the Comprehensive Program Review (CPR), a self-assessment of the Cal State Channel Islands Career Development Services Program. By examining the program’s strengths and weaknesses relative to professional standards, the self-study assessment team was able to measure the degree to which the program was using best practices to accomplish its stated mission and goals. The outcomes of this self-study will be used in the second phase of the CPR, the University Site Review to further analyze the CDS program. The compiled results of both the self-study and site review will be utilized by an outside professional reviewer to judge the overall quality of the CDS program and in so doing, complete the CPR cycle.

The search for the Career Services Coordinator position is currently underway and is expected to be concluded during the summer.
SERVICES, ACTIVITIES AND OUTCOMES:

Career Center Open House: As part of the office of Student Life’s “Buffet of Opportunities,” the Career Center staff introduced students to the services offered through CDS and the Center. The event, which ran for four hours, attracted approximately 300 students.

First Annual Local Graduate School Fair: Held in October, the Fair brought to campus 17 local colleges and universities offering graduate school programs. There were 296 students who met with collegiate representatives about program offerings and financing for advanced degrees; obtained information and graduate school applications; and learned about advanced educational opportunities in the local community. A partial listing of participating colleges and universities includes:

- Alliant International University
- Antioch University
- California Lutheran University
- Cal State Channel Islands, Extended Education
- Cal State Northridge University
- Claremont Graduate University
- Loyola Marymount University
- Pepperdine University
- University of California Los Angeles
- University of California Santa Barbara
- University of Southern California
- Southwestern University

Graduate School Workshop: CDS offered a new workshop for students entitled “Is Grad School for You?” Students were introduced to the graduate school application process including techniques and tips for completing their personal essays. Other topics included: interviewing strategies, making the most of the local grad fair, and financing graduate school. A total of 9 students attended the workshop.

Choosing a Major Workshop: CDS offered another new workshop for students entitled “Personality Type, Choosing a Major and You.” Utilizing the Myers-Briggs Type Indicator (MBTI) assessment, students were able to take the assessment at no-charge, receive a comprehensive analysis of their type including recommended careers, and engage in a lively, interactive discussion about how they could use the MBTI information for their education and career planning purposes. An overwhelming response filled the workshop to capacity with 30 students, so a second workshop was held later in the semester for an additional 12 students. 88% of survey respondents rated the overall workshop as Excellent or Above Average.

MBTI Assessment/University 100: In a joint effort with an Academic Advising staff member, CDS conducted workshops for each of the eight University 100 classes; a total of 139 students. Students were able to take the Myers-Briggs assessment on-line at no-charge and receive a detailed analysis of their personality type and suggested career choices. 80% of survey respondents rated the overall workshop as Excellent or Above Average. University 100 students were also introduced to the Career Center through an interactive exercise involving the on-line career services offered. Students completed on-line assessments, career exploration, and learned...
to use the various career search tools.

Eureka Career Development Online Service: Eureka continues to be a valuable tool for students researching careers, graduate programs, scholarships and financial aid. The total number of users doubled from the spring semester; a total of 105 users registered for the Eureka program. Due to the high demand for Eureka, the service contract was renegotiated to allow up to 200 registered users next semester.

Career Cruising Online Services: This comprehensive online career guide continues to complement other services offered. The site has been accessed 253 times with 13,183 pages viewed. These numbers reflect a tremendous increase in usage from the previous semester with the number of viewed pages having doubled and the number of students accessing the site having increased by over 300%.

Internships: CDS continued to maintain the University Job and Internship Board now located conveniently outside of the Career Center that includes employment listings available on campus and in the local area. There were 187 on-line requests made by employers for “internship request forms.” As a result 86 internships were posted and 55 students requested specific internship information.

CDS Marketing/Outreach: CDS continued its outreach via the web, listing upcoming CDS events, workshops and services on-line through the CDS homepage. There were 1336 CDS homepage requests made this semester.

Student Outreach: CDS participated in freshman and transfer student orientations throughout the summer and early fall. Presented orientation and overview of career development services to the entire freshman class. Facilitated an on-line career resources training to University 100 classes (see MBTI above). Facilitated a resume writing-workshop for entire teaching credential program, including both students and supervisors, for a total of 33 participants.

Off-Campus Employer Outreach: CDS continued to develop relationships with local businesses and Camarillo Chamber of Commerce. Activities included on-campus meetings with employers to increase participation in the 3rd Annual Career Fair, and exploration of new and creative ways to assist employers with recruitment efforts of our graduating students. A partial list of the employers/businesses included: Aflec, Federal Express, Wells Fargo Bank, Office Max, LAUSD, and Mid-State Bank & Trust.

Career Counseling: A total of 57 individual career counseling appointments were held, representing a decrease of approximately 50% from last year. However, this decrease might best be attributed to the opening of the Career Center which saw an overwhelming 308 separate visits. Taken together, the use of the Career Center and individual counseling appointments represented almost 3 times the number of contacts from the previous year.

Job Referrals: Posted over 125 on- and off-campus jobs for students to view on the Job Announcement Board.
University Outreach/Partnership: CDS continued to develop cooperative working relationships with other university members through participation on several advisory committees including: the S.T.A.R. program – a newly evolving co-curricular program that will involve the entire University community; the Student Assistant Task Force – establishing training protocols for all student assistants hired to work in Student Affairs; and the Business and Technology Forum. In addition, CDS hosted business faculty as presenters for the resume-writing and MBTI/personality workshops. In addition, faculty from the Extended Learning department participated in the First Annual Local Graduate School Fair to introduce students to the advanced degrees offered at CSUCI.

Resume Writing Workshop: There were 19 students who participated in the resume writing workshop of which 73% of survey respondents rated the overall workshop as Excellent or Above Average and 93% stated that they had a better understanding about the different types of resumes and how best to prepare their own resume.

Job Search Strategies Workshop: There were 14 students who participated in the job search strategies workshop of which 100% of survey respondents rated the overall workshop as Excellent or Above Average and 93% of survey respondents stated that they Strongly Agreed or Agreed that they were able to identify strategies that they will use to carry out their job search.

Interview Techniques Workshop: There were 13 students who participated in the interviewing strategies workshop of which 92% of survey respondents rated the overall workshop Excellent or Above Average and 92% stated that they Strongly Agreed or Agreed that they felt more prepared to handle challenging questions that interviewers might ask.

Guest Presenters: CDS continued to host guest speakers from the County of Ventura Employment Offices and the Point Mugu Job-Training facility, as well as CSUCI business faculty as presenters for career-preparation workshops.

Additional Activities: CDS conducted additional workshops including two Career Fair preparation workshops and a workshop presented by Wells Fargo Bank entitled “Sabotaging Your Career Search” during Women’s History Month. CDS hosted the 2nd Annual Volunteer & Service Fair in February as part of its commitment to volunteerism and service. Career Development Services hosted the 3rd Annual Career Fair in April which was very successful. There were over 70 employers that participated in the Career Fair.

Educational Opportunity Program (EOP)

MISSION

EOP provides educational access and academic, personal, social and economic support services for students whose educational and economic circumstances have limited their educational opportunities.

The EOP program mission statement was revised this year, along with the goals and objectives of the program.
**OVERVIEW**

In the 2004/2005 academic year, there were 47 students in the EOP program: 17 freshmen, 7 sophomores and 23 upper division students.

The graphs below demonstrate the ethnic and gender breakdown of EOP students in 2004/2005:
Student Retention Rates

Freshmen Students
Fall ’04 to spring ’05: 100%
Spring ‘05 to fall ’05: 88% (based on eligibility to return for fall 2005)
1 student left the university due to personal commitments.
1 student was dismissed from the EOP program for non-compliance.

Sophomore Students
Fall ‘04 to spring ’05: 100%
Spring ’05 to fall ’05: 100% (based on eligibility to return for fall 2005)

Upper Division Students
Fall ‘04 to spring ’05: 100%
Spring ’05 to fall ’05: 87% (based on eligibility to return for fall 2005)
2 students were academically disqualified.
1 student left the University.

GPA

GPA-All Students
46.5% of all EOP students have a cumulative GPA of 3.0 and higher.
76.7% of all EOP students have a cumulative GPA of 2.5 and higher.

8 students made the semester honor roll for spring 2005 with a GPA of 3.75 and higher.

Special Admissions
Four entering freshmen students were extended special admissions in the 2004/2005 academic year. All of them have a GPA of 3.0 or higher.

Student Accomplishments
Several EOP students demonstrated outstanding achievements both academically and in leadership on campus and in the community. Some of those accomplishments include:

- Being elected the President of MECha
- Student representative for the American Democracy Project
- Awarded outstanding Student Leader during 2004/2005 Honors Convocation
- Featured student in “The Current” Newsletter
- Spring 2005 honor roll (for GPA of 3.75 or above)-8 students
- Member of Student Programming Board-2 students
- Being elected President of Residence Hall Association
- Being appointed Resident Assistant-2 students
- Awarded outstanding EOP student 2004/2005-2 students

**SERVICES, ACTIVITIES AND OUTCOMES**

**Summer Bridge Program:** The 2004 EOP summer bridge program was a 4 day residential program designed to help students make a smooth transition from high school to college, both academically and socially, as well as help students develop the academic skills needed for University success. Fifteen freshmen students attended the summer bridge program.

*Outcomes:* Throughout Summer Bridge, students had an opportunity to interact and build relationships with campus faculty and staff. In addition, students had an opportunity to become familiar with the support services available on campus as well as connect with their peers and build a community of support prior to the start of classes.

**Supplemental Instruction:** Supplemental Instruction (SI) is an academic assistance program geared toward traditionally difficult courses that utilizes facilitated group study sessions to help deepen students’ understanding of class material. Working with faculty in traditionally difficult classes, SI seeks to help students learn to solve problems, develop critical thinking skills, organize class materials, develop effective study strategies, and meet their own, and faculty's academic expectations. The EOP SI program is focused on developmental math courses.

Fourteen of the seventeen freshmen EOP students were placed in developmental math courses. Two were placed in Math 94 and twelve were placed in Math 95. Students were required to attend at least one SI session per week.

*Outcomes:* Of the fourteen freshmen EOP students who took part in SI, eleven completed developmental courses in the first semester, the remaining three students completed their math requirement by the end of their first year.

**Mid-Semester Evaluations:** The purpose of the EOP Mid-Semester Evaluation is to serve as an early warning mechanism for students who may be experiencing academic difficulty. Evaluations are sent out to faculty members of all 1st and 2nd year students. An electronic on-line evaluation was developed this year in partnership with IT.

*Outcomes:* There was a return rate of 23.5% for the mid semester evaluations. Five freshmen EOP students were identified as being on academic probation as a result of receiving their mid-semester evaluations, and after following up and working closely with their EOP Advisor, only two students remain on academic probation.

**End of the Year Awards Ceremony:** The purpose of the EOP End of the Year Awards Ceremony is to recognize the achievements and hard work of the first year students. All freshman students are responsible for the planning and implementation of the awards ceremony. In addition to providing recognition, it also gives the students the opportunity to collaborate in planning a
major event, do fundraising, practice public speaking and exercise teamwork. The ceremony also provides an opportunity for family to witness and share the accomplishments of their students and involve them in the college experience.

**Outcomes:**
At the End of the Year Awards Ceremony, two students were recognized for outstanding achievements both in leadership and academics and two students were recognized as most improved academically.

**Tutoring:** A long time volunteer tutor worked with the EOP students during the 2004/2005 academic year tutoring them in college level math courses. The tutor was available for one-on-one scheduled appointments three times a week.

**Outcome:**
Three students met with the volunteer tutor on a weekly basis throughout the year. One of the EOP students on academic probation was able to get an A in her math class as a result of working with the tutor on a weekly basis.

**Peer Mentor Program:** Two peer mentors and one peer advisor were appointed by the EOP staff to work directly with the incoming freshmen students. The peer mentor program is a pilot program aimed at providing motivation, support and positive peer influence for EOP students. The peer mentors provide information and resources and offer emotional and social support for students. Students meet with their peer mentors throughout the semester in order to ascertain their needs, answer questions and provide academic support when needed. The EOP Peer Advisor supervises the peer mentors, and works closely with the EOP staff.

**Outcomes:**
EOP students have taken on additional leadership responsibilities as a result of their interactions with and encouragement from their peer mentors. In addition, EOP students have received tutoring and emotional and social support from their peer mentors.

**Summary**
The EOP program incorporated three new programs in the 2004/2005 academic year: Summer Bridge, Supplemental Instruction and the Peer Mentor program. All of these programs have demonstrated positive outcomes (see above). Special attention will be given to further developing and improving upon these programs for the 2005/2006 year. In addition, a model is being developed for 1st-4th year student development programming incorporating the nine dimensions of wellness. Plans are also underway to incorporate supplemental instruction for English.
University Outreach Program

MISSION

University Outreach Programs seek to motivate and prepare low income and historically underrepresented students to pursue postsecondary education.

The University Outreach Program mission statement was revised this year, along with the goals and objectives of the program.

OVERVIEW

The University Outreach Program is an early academic outreach program aimed at preparing and motivating low income and educationally disadvantaged elementary and middle school students to pursue and successfully complete a postsecondary education. The goals of the program are to offer: positive reinforcement to develop a commitment to higher education, the resources and awareness of educational options, and encouragement for students to plan and prepare academically and financially for college.

SERVICES, ACTIVITIES AND OUTCOMES

Pathway to College Program: The Pathway to College Program is three hours in length and includes a presentation, campus tour and activities designed to inform and motivate students to pursue postsecondary education. The program is geared toward K-8th grade students from low income and educationally disadvantaged areas in Ventura County. Through the Pathway to College Program, approximately 1,718 elementary and middle school students visited the campus in the 2004/2005 academic year.

The following schools/programs were represented

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<td>Cesar Chavez School</td>
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After School Program (Frank Middle School): The after school program at Frank Middle School is a semester long program where one hour interactive and hands on workshops are conducted on a weekly basis. The purpose of the program is to:

- Educate students and their families about the social and financial benefits of a college education
- Provide information about financial aid to students and their families
- Expose middle school students to college students, faculty, staff and campus life
- Create instructional strategies that are hands on and interactive, with content and skills aligned with the national high school curriculum and skill standard
The program uses the “Realizing the College Dream Curriculum.” Realizing the College Dream is a curriculum that supports CSU staff in their work to increase the expectations of attending college by low income and first generation college students and their families. The lessons and workshops provide students with an opportunity to think of themselves as future college students and to debunk the myth that they cannot afford college. At the end of the semester-long program, students have an opportunity to visit CSUCI and spend a “day in the life of a college student.”

Approximately 40 middle school students attend the after school program at Frank School. During the course of the program, students have participated in workshops on the following topics: Career Interest and Exploration, The Systems of Higher Education in California, College Admissions Requirements, Researching Colleges and Universities, Financial Aid, Challenges of First Generation College Students, The Financial Aid Application Process and Earning Potential Associated with a College Degree.

**Outreach Ambassador Program:** The Outreach Ambassador Program is a volunteer program whereby CSUCI students can actively participate in early outreach activities. Opportunities include: classroom presentations, student panel presentations, conduct group tours, organize conferences and workshops. Approximately ten students participate in the outreach ambassador program. Students have given an average of five hours a week in volunteer time for the program.

**Ventura County Authors’ Faire:** University Outreach and the Recruitment office worked in conjunction with the Ventura County Reading Association to organize and implement The Ventura County Young Author’s Faire. The purpose of the Young Authors’ Faire is to promote literacy amongst elementary and middle school students. The Faire took place at CSUCI and approximately 200 people attended.

**SUMMARY**

In the 2004/2005 academic year, the University Outreach Program has provided opportunities for over 2,000 K-8th grade students in Ventura and surrounding counties to visit and have exposure to college students, college life and the CSUCI campus. Data derived from the campus visit evaluation forms demonstrates that 88% of students who visited the campus said that they wanted to attend college. In the 2005/2006 academic year, special attention will be given to further developing and improving upon the above mentioned programs.

**Multicultural and Women’s & Gender Center (MWGC)**

**MISSION**

To educate students on issues of diversity and equality, to advocate for underrepresented groups on campus, to affirm and celebrate the unique heritage of our students, promote awareness, understanding, and appreciation for all peoples and cultures, to be a uniting force on campus, and to foster an environment that is emotionally, mentally, physically, and spiritually safe, and beneficial to all areas of student life and development.
OVERVIEW

The MWGC had its official grand opening in spring 2004, and in the 2004/2005 academic year has accomplished much. An advisory circle of other regional Women’s, Multicultural and GLBT Centers was created (In fact, the MWGC is 1 of 2 women’s centers in Ventura County and the only Multicultural Center or GLBT Student Center). A student discussion group on “Managing College Life” was established in partnership with Personal Counseling Services and a library of diversity resources was created that includes over 240 books. In addition, the MWGC offers a group study/meeting space for students and student clubs. The MWGC Coordinator also applied for a grant through the VCCF Women’s Legacy Foundation to support services for women and re-entry students.

SERVICES, ACTIVITIES AND OUTCOMES

Collaborations with CSUCI faculty to sponsor/co-sponsor the following events: The MWGC featured a movie screening of “Laramie Inside Out” with presentation by filmmaker Beverly Seckinger as well as a movie screening of “Smoke Signals with a presentation by Native American Film Director Chris Eyre. In addition, the MWGC features presentations by Author and Memoirist Michelle Tea, Author and Memoirist Anchee Min and Judy Shepard mother of Matthew Shepard. The MWGC also sponsored a faculty speaker series that included presentations by: Jerry Clifford-Family Values, a Gay Perspective, Mario Caro-Native American Women’s Art and Scott Corbett-The Life and Times of 20th Century Chinese Intellectuals

Collaborations with Community Groups on the following events: The MWGC collaborated with community groups and organizations such as The Coalition to End Family Violence on Empowerment and Personal Safety Workshop and Sexual Assault Awareness Month/Denim Day/Clothesline Project, The Ventura County Rainbow Alliance on Guest Speaker Judy Shepard, Planned Parenthood of Ventura County on Speak Out on Reproductive Rights and the American Association of University Women (AAUW) on the Women’s Health Conference

Movie Screenings: The MWGC sponsored educational movie screenings that included:
- Ray
- Bowling for Columbine
- Real Women Have Curves
- Iron Jawed Angels
- The Joy Luck Club
- Whale Rider
- Fahrenheit 9-11

Awareness Building Events: The MWGC promoted awareness building events such as:
- “Food ‘n Facts”
- “Breast Cancer Awareness”
- “Sexual Assault Awareness”
- “Domestic Violence Awareness”

Awareness Month Events: The MWGC also celebrated multicultural awareness months that included:
- Latino Heritage Month
- LGBT Month
- Native American Heritage Month
- Black History Month - “Hip Hop Culture through the Arts”
- Women’s History Month - “Women Change America Celebration”

**SUMMARY**

A sub-committee of the Commission on Human Relations Equity and Diversity has completed a proposal for the Center for Multicultural Learning and Engagement (CMLE). The CMLE will include a curricular component (academic affairs) and a co-curricular component (student affairs). The MWGC will make up the co-curricular component of the CMLE.

**Recreation and Leisure Services**

**MISSION**

Recreation and Leisure Services (RLS) seeks to create opportunities for physical fitness and recreational activities that unify the CSUCI community while providing students with opportunities for personal growth and development.

**OVERVIEW**

RLS provides facilities for fitness, intramural sports, clubs sports, and open recreational programs that promote friendly competition while seeking to create and affirm a collegial campus culture. Through its various programs and services, RLS assists students in creating a healthy lifestyle by balancing the mental demands of academic pursuits with the physical demands of fitness and recreation.

The RLS team is making an impact on students, faculty and staff. Our Gym & Fitness Center is more than just a place to exercise; it is a “safe haven” for students, faculty, staff and University Glen residents to socialize, talk about problems, exchange ideas, ask for advice, and interact with others in a positive, non-threatening environment.

The lack of outdoor intramural fields as well as technological challenges have hindered proper advancement of the RLS program, but our facilities are something to be proud of. We will continue to gather data to quantify and qualify future activities, and to build on the CAS standards. It is essential that we continue to evaluate every program to determine what is best for the Cal State Channel Islands culture.

**SERVICES, ACTIVITIES AND OUTCOMES**

**Gym & Fitness Center**

**RLS Student Staff:** We take pride in challenging and developing student staff to reach their top potential. Total RLS team = 8 student staff members (3 with 2+ years of RLS experience).

**Attendance:** The record is 142 participants (February 2, 2005); average attendance per day is 66.

Membership numbers from August 2004 – June 15, 2005 (*Signed Health Questionnaire*)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>360</td>
</tr>
<tr>
<td>Faculty</td>
<td>12</td>
</tr>
</tbody>
</table>
Challenges

Record Breaker Challenge (R.B.C.): This event is held on the first Monday of every month. The purpose of the R.B.C. is to challenge the mind, body, and spirit or every participant in an effort to encourage progress in everything they do.
- Fitness Center Record Participation = 10 (average), 28 (high)
- Gym Record Participation = 13.5 (average), 18 (high)

Friday Night Freak Out: This event was held on four Fridays during the spring semester. Activities included dodge ball, which was the most highly attended, home run derby, and quickball. The events were not highly attended; we saw an average of only 4 students at each event.

Clinics/Seminars (Instructional Programs)

Yoga: Every Monday 1:00pm to 2:00pm - The average attendance was 5 participants per session.

Basketball Referee Clinic: 5 participants

Flag Football Referee Clinic: 5 participants

Contests/Raffles

NFL Pick’Em: This was a weekly event that occurred over 14 weeks of the NFL season. Participants included students, faculty and staff. Participants would be given a sheet with a list of all the NFL games for the week. Each participant would then pick which team they predicted would win each match up. The person with the most correct picks and closest score on the Monday night game had their name entered into a drawing conducted at the end of the year. The winner of the entire season received a $25 gift certificate to Trader Joe’s.

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>27</td>
<td>18</td>
<td>24</td>
<td>19</td>
<td>30</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td>13</td>
<td>18</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Average number of participants per week: 22

Tournaments

Dolphin Bowl Flag Football Tournament
- 6 men’s teams and 2 co-recreational teams participated in the event

5-on-5 Basketball Tournaments
- 4 teams participated, 27 male students

3-on-3 Weenie Roast Basketball Tournaments
- 6 teams played in tournament, 23 men and 1 woman
Ultimate Frisbee
- 15 students participated and made up
  2 teams
- 13 out of 15 participants or 87% were Housing Residents

Leagues

<table>
<thead>
<tr>
<th>Activity</th>
<th># of Teams</th>
<th># of Participants</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
<td>Flag Football - Men's League</td>
<td>10</td>
<td>56</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>Flag Football - Co-Rec. League</td>
<td>6</td>
<td>48</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>Basketball - Wednesday League</td>
<td>4</td>
<td>25</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Basketball - Friday League</td>
<td>3</td>
<td>21</td>
<td>21</td>
<td>0</td>
</tr>
</tbody>
</table>

Special Event Games

Student vs. Faculty and Staff Volleyball Game
- 23 participants (13 students, 10 faculty and staff)

Student vs. Faculty/Staff Basketball Game
- 28 participants (19 students and 9 staff, 0 faculty)

Individual/Team Challenges

Turkey Trot Relay: This event was a relay race using a turkey instead of a baton.
- 0 participants (due to time, weather and day)

Tofurkey Toss: At this event participants throw a tofurkey (tofu-turkey) for distance.
- 5 participants

Positive Lifestyle Challenge: This 5-day event challenged CSUCI Gym and Fitness Center members to create a positive lifestyle. Points were given for accomplishing personal goals (such as increasing the amount of weight an individual could bench press, etc.). It also included the calorie count, in which participants would guess how many calories were in a food item. The nutritional trivia was much the same.
- 25 members participated in the Calorie Count
- 39 individuals participated over the course of five days for the Nutritional Trivia
- 1 participant in the Positive Lifestyle Challenge

Club 51: This event challenged members to increase the amount of push-ups they could do.
- 18 participants completed the challenge

Outdoor Adventures

Sports Fishing Trip: RLS chartered a fishing boat out of Port Hueneme Harbor. Fifteen students participated. Every person caught their limit of 10 fish midway through the afternoon. Overall, it was one of the more successful events this year.
- 15 students participated (Student Fee $40)
Special Events

Rock and Roll Picture Show: This event included a DJ and picture show with photos collected throughout the year.
- 17 students participated

SUMMARY

The RLS Team is building CSUCI pride within the Recreation and Leisure Services program. Our staff is continuously improving processes and procedures to better serve our constituents. Updated technology is being implemented and will help our team be more efficient with communication, promotion, data organization and reporting. The university population is growing and we see the importance of providing appropriate facilities for students, faculty and staff.

The indoor gym/fitness facilities are becoming a showcase for the University. We are continuously improving them to accommodate student’s needs. Our fitness center and gym will continue to be utilized for challenges & events. Instructional clinics were provided once a week with Yoga and we intend to include Aerobics when the demand, space and time are appropriate.

We participated in our first Outdoor Adventures excursion (Sports Fishing) which was a success. We anticipate camping, hiking and kayaking when appropriate. The challenge for outdoor activities on-campus was not having appropriate sized and located intramural fields. We played flag football on one-half the size of a regulation field and were unable to play soccer due to limited space and “window of availability.” We are scheduled to have new intramural fields and anticipate intramural flag football, softball & soccer.

Sports clubs are forming and we look forward to accommodating them. It is exciting to see the diverse interest from Cal State Channel Islands students.

Disability Accommodation Services

MISSION

The mission of Disability Accommodation Services is to empower and support students with physical, learning or psychological disabilities so that they can participate as fully in and benefit as equitably from University campus life as non-disabled students to realize their academic and personal potential.

OVERVIEW

Cal State University Channel Islands and Disability Accommodation Services (DAS) are committed to making students with disabilities full participants in its programs, services, and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Services are available to any CSUCI or CSUN @ CI student with a learning, physical, sensory, or psychological impairment. The primary objective is to assist students with disabilities in meeting their academic goals.
Housed in the area of Student Life, Disability Accommodation Services provides intake, assessment of needs on campus, and facilitation of academic and other accommodations for students with disabilities. Accommodations might include alternative testing services, notetaking services, making materials in alternative formats, such as large print, electronic text or Braille, priority registration, or communication access using sign language interpreters or realtime captionists. Disability Accommodation Services advocates for all students and works as a liaison between students and faculty, as well as with community agencies, and informs the administration of policies and issues relevant to accommodation. Disability Accommodation Services also provides training for faculty and staff so the CSUCI community gains a greater understanding of the needs of students with disabilities and their responsibilities.

The DAS facilities were relocated into one centralized area. A private testing room with computer access was built for DAS at the end of the fall semester.

SERVICES, ACTIVITIES AND OUTCOMES

Students Served

- During the academic year 2004-2005, 104 students registered and received services through Disability Accommodation Services (70 in the fall and 90 in the spring; 54 students attended both semesters). This is an overall increase of 35% from 2003-2004.
- The breakdown by disability type is as follows:
  - 58 Learning Disability
  - 18 Mobility
  - 3 Deaf
  - 3 Vision
  - 22 Other (including Acquired Brain Injury and psychological)

Accommodations Provided

As anticipated, with an increase in students served comes a rise in the number of accommodations used. The most prevalent classroom accommodations were alternative testing services and notetaking. The most time consuming accommodation was alternative media (e.g. taped or electronic text). The most expensive accommodation was realtime captioning for communication access.

Alternative Testing

Alternate testing accommodations are approved on a case-by-case basis to students with documented disabilities. Students are provided with a quiet, distraction-free environment and extra time to take examinations. Additional services or equipment, such as large print or a computer, are provided based on individual need.

- DAS proctored 334 exams to students with disabilities in 107 classes; 258 were regular exams and 76 final exams. This represents an overall increase in exam proctoring of 49% from the previous year.
Of particular note was the rise in tests proctored from fall to spring of this year. Regular exams increased 35% from fall to spring and final exams increased by a staggering 62%.

- A new request to alternative testing services was electronic versions of tests to use with screen reader software. Two students used this service in three classes. When the professors did not have electronic copies available, DAS had to scan and edit the exams. Each electronic exam had to be listened to in order to correct the pronunciation of specialized terminology prior to the test administration.
- Another unique need for alternative testing services was the use of individual proctors for art exams with electronic slides where each slide needed to be timed.
- DAS utilizes two private testing rooms to proctor exams to students, plus one room with twelve individual carrels and tables to accommodate multiple students. The large testing room and one private testing room each have a computer with assistive software. While the testing capacity was pushed this year, we were able to meet the individual accommodation needs of all students.

**Alternative Media Services**

- Over the year 46 readers were used to record 41 texts onto tape. Approximately 1118 volunteer hours were used for the reading, saving the campus over $8,000. This is a 50% increase in the number of readers used and 215% increase in the number of books produced over last year.
- Fifty three (53) copies of electronic texts were provided to students. This is a 47% increase in electronic texts from last year. Even more remarkable is the increase in texts provided from fall to spring: from 14 to 39, a 192% increase. Approximately 1000 hours of work from DAS was used to provide these electronic texts.
- Not all of the requests for electronic texts were filled during the spring semester. This was due to lack of time, resources and staffing within DAS. An additional 30 texts were requested. Negotiation of absolute need with each student has enabled us to fill the most pertinent requests for each student.
- DAS created a database of approximately 60 potential volunteer readers.
- Due to necessity, DAS branched out during the spring to use two volunteers to assist with editing two texts received from publishers. Overall, the experience went well.

**Notetaking**

The providers of notetaker services were classmates in the courses of students with disabilities. Students volunteered to take notes for the disabled student(s) and were provided with NCR paper.

- DAS paid stipends to 35 notetakers for notes for 43 classes. This represents a 17% increase in notetakers used over the previous year.
- A new innovation this year was the *Notetaker Matching Program*. Students without disabilities who were interested in potentially being a notetaker submitted their class schedules to DAS. Of the 38 students who participated in the program, nineteen matches
were made. This greatly reduces the stress on the student with a disability to identify a notetaker.

- During the spring semester we had some unique situations. First, two students who wanted to remain anonymous to their notetakers. This necessitated DAS being much more involved in the notetaking process than with other students. Also, we had several classes with multiple students needing notetakers. The front office had to work out a system to ensure that all students received copies of their proper notes.
- DAS provided 2,147 sheets of lined NCR paper to student notetakers
- In a class with a realtime captionist for a student who is deaf, several students with disabilities and the two faculty members, were provided complete transcripts of the class produced by the captionist in lieu of a stipend notetaker.

**Communication Access**

DAS provides communication access services for students who are deaf or hard of hearing. Access can be through the provision of a sign language interpreter, realtime captionist or assistive listening device.

- Approximately 135 hours of realtime captioning was provided during the fall semester.
- Two students with hearing loss used assistive listening devices in a class during the spring semester. Both students report gaining tremendous assistance from using the device.
- The DAS Coordinator is proficient in American Sign Language and able to communicate directly with students who use sign language. The Coordinator interpreted a campus tour for a visitor who is deaf.
- Sign language interpreters and an assistive listening device were provided for the CSUCI Commencement.

**Computer Lab Usage**

During the 2002-2003 academic year DAS established a computer lab specifically for students with disabilities. The lab is outfitted with five computers, two with large 21” monitors, one scanner, and one HP laser printers. Each computer has the following assistive technology installed: speech recognition, screen enlarger and screen reader software. One computer has scan and read software that allows students to place books or handouts onto the scanner and have the computer read it to them. Also located in the lab are a color Closed Circuit TV (CCTV), and three large study tables.

- During this academic year, 23 students made 444 visits to the lab.

**DAS Contacts**

<table>
<thead>
<tr>
<th></th>
<th>Phone Calls</th>
<th>Walk-in</th>
<th>Appointment</th>
<th>Total Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2004</strong></td>
<td>237</td>
<td>619</td>
<td>80</td>
<td>846</td>
</tr>
<tr>
<td><strong>Spring 2005</strong></td>
<td>372</td>
<td>871</td>
<td>89</td>
<td>1247</td>
</tr>
</tbody>
</table>

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- When compared with 2003-2004, the chart above represents a 69% increase in phone calls, 29% increase in walk-in contacts, and 40% increase in appointments.
- The DAS Coordinator has responded to 221 phone calls and 266 emails from current students with disabilities and met with students face-to-face during 169 scheduled appointments.
- The Coordinator responded to calls from off-campus disability-related sources, such as other colleges and universities, the California Department of Rehabilitation, K-12 schools and Assistive Technology vendors, calls from on-campus, calls from prospective students or their parents, as well as other calls, such as commencement accommodations.

**Outreach**

- Disability Accommodation Services participated at each freshman and transfer orientation, in addition to presenting at Discover CI.
- Participated in four transition fairs for the Ventura County Special Education Local Plan Area (SELPA).
- DAS hosted a counselor from the Thousand Oaks office of the Department of Rehabilitation.
- The DAS Coordinator serves on the Advisory Board for Moorpark College, one of CSUCI’s feeder campuses.

**Activities**

- Provided in-service training to 15 faculty regarding students with disabilities during spring faculty orientation.
- Presented to 105 students in three SPED 345 classes regarding the similarities and differences with serving students with disabilities in K-12 and higher education.
- Conducted two workshops on “Utilizing Assistive Technology” attended by one faculty, one AVP, two staff and five students.
- The DAS Coordinator continued in her role as editor of the CAPED Communiqué and remained on the CAPED Executive Board.
- Established the University-wide Disability Access Coordinating Committee.
- Solicited and received a donation from the Pleasant Valley Lion’s Club to assist with alternative media development.

**Assessment**

**DAS Student Survey Summary - Fall 2004:** In December, at the end of the fall 2005 semester, the Disability Accommodation Services (DAS) office administered a survey regarding DAS services and campus access to students with disabilities. Nine surveys were completed and returned. Of these students, three are students with learning disabilities (one with an additional disability as well), one has a psychological disability, one has a vision impairment, two have traumatic brain injuries and two have physical disabilities.
In general, the DAS office met the needs of students with disabilities through the provision of effective accommodations. An area needing monitoring and possible improvements are timeliness and quality of notetakers. In terms of campus access, these students by and large were ambivalent the campus to be open to the needs of students with disabilities, however two students felt unwelcome and treated differently by faculty and staff. The heavy campus doors, ramps, lifts and elevators have posed some challenges for students. Food services, parking, accessibility in the Science Building Auditorium and classroom desks were areas identified as needing improvements.

In regards to specific services, the table below shows some of the types of services available and the number of students who utilize them.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative testing services</td>
<td>7</td>
</tr>
<tr>
<td>Notetaker services</td>
<td>7</td>
</tr>
<tr>
<td>Assistive technology/computer lab</td>
<td>6</td>
</tr>
<tr>
<td>Priority registration</td>
<td>1</td>
</tr>
<tr>
<td>Print enlargement</td>
<td>1</td>
</tr>
<tr>
<td>Accessible parking</td>
<td>2</td>
</tr>
<tr>
<td>Referrals (campus and community)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom furniture (special)</td>
<td>6</td>
</tr>
<tr>
<td>Reader services</td>
<td>1</td>
</tr>
<tr>
<td>Electronic texts</td>
<td>1</td>
</tr>
</tbody>
</table>

Student respondents report learning about the DAS office and services from a variety of sources including orientation, a counselor, a poster, and from their local community college disabled students program. These students report feeling welcomed and listened to by the DAS staff and that their needs were important to the people in the DAS office. These students are generally satisfied with the way in which DAS services were provided and with the courtesy and friendliness of the DAS staff, however they report being only somewhat satisfied with the location and physical accessibility of the office [when the elevator breaks down]. “I liked having DAS on the first floor [previous location], but it’s better to have everything together.” An area in which the students are generally satisfied but that DAS should monitor is the hours of operation. One student writes “The office hours are fine for the day students. The night students have a bit of a problem sometimes.”

Students agree that they understand the procedure for requesting disability accommodations and that DAS services are delivered in a way that encourages them to be as independent as they can. These students also agree that the accommodations provided were effective and that they actively participate in decision-making regarding their accommodations. On the whole, students were very satisfied with the testing accommodations provided, both in terms of extended time and a distraction free setting. Related to notetaking services, students were satisfied with the quality of notes; however, they are only somewhat satisfied with the timeliness of notetaker services. No qualifying comments were made regarding any problems with the timeliness of notes. Two students wrote in comments about problems with the black desks which they both indicate being resolved with DAS putting special desks in their classrooms. However, one student went on to comment that other students in the room were upset by what they perceive as

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being special treatment. A student also wrote that he/she would like priority registration for all students with disabilities, similar to the community college system.

This group of students were somewhat ambivalent about the responsiveness of the campus community to the meet the needs of students with disabilities. They also chose “no opinion” in their response to how approachable their professors are about arranging accommodations and their helpfulness in providing accommodations. Nonetheless, two students commented that “a few professors were not sensitive to the needs of disabled students.” One went on to say that while they were uncomfortable at first, she was able to win them over.

Overall, these students describe their university experiences as outstanding (n=4), very good (n=3), and good (n=2).

**Disabled Students Roundtable:** On May 5, 2005, DAS hosted a Roundtable and Social for students with disabilities. Twelve students attended this 2-hour event. In addition to obtaining feedback on DAS programs and services, the event provided an opportunity for students with disabilities to meet each other and to share their experiences.

Students discussed general campus physical access issues, such as the difficulties opening the Bell Tower front door, and the impact of elevator and lift breakdowns on their education. Some students with degenerative physical disabilities find the classroom environments too hot and too stuffy to be able to concentrate, and comments were made about the echoes and fans in some classes being distracting. For the most part, professors were accommodating and easy to approach. Nonetheless, comments were made that some faculty could benefit from in-service training about students with invisible disabilities, as well as how to provide step-by-step instruction, in addition to providing examples. The disability awareness needs of some math tutors were also discussed, however most students were not comfortable with the idea of participating on a student panel to express their experiences first hand. Interested students will write their experiences and email them to DAS to use anonymously during training sessions. One issue most agreed upon was the inability of students who have difficulties seeing or writing to complete the SETTI evaluations in the classroom during the allotted time. DAS will work with Academic Affairs in an attempt to rectify this situation.

Regarding DAS services, the students appreciate the alternative testing services, notetakers, books on tape and electronic texts, assistive technology computer lab, and liaison to faculty and other campus departments. Students would like DAS assistance with establishing better methods of communicating with each other. While some participants were interested in starting a club, all were excited about the possibility of establishing a listserv for students with disabilities where they can network with each other and ask for/provide support and assistance. Students would like better quality headsets available for check out for the computer lab at the Student Life front desk. Students agreed that asking them to leave an ID card in exchange for the headset loan was quite reasonable. Some students mentioned the need for evening hours at the Student Life front office to assist students on campus at night. Finally, while all students like the Student Life front office staff, comments were made about the need for better systems to be put in place to maintain student privacy and confidentiality.
Volunteer Assessment of the Reader Program: Members of the CSUCI campus and greater Ventura County community volunteer each semester to provide audio-taped texts to students with print-related disabilities. The purpose of conducting a reading program assessment is to get feedback from volunteer participants on how the program is working, not working, and where improvements could be made to make the program more user-friendly. A survey was disseminated in fall 2004, and the return rate was 62%, with 16 of the 26 volunteers participating in the assessment.

According to the assessment results, the current volunteers have a positive perspective of the reading program. Many participants began volunteering out of a desire to help others, and find this program allows them to feel good about their contribution to student success, while also allowing flexibility and the opportunity to learn about the subjects they are reading. Volunteers learn about the reading program from a variety of sources (newspaper, radio, word of mouth), and are able to get start up materials (tape recorder, cassette tapes, and books) in ways that are convenient for them. The initial reading instructions provide sufficient information to get them started as a reader. Once readers have completed their assignments, there are a variety of ways that individuals return audio-tapes (stamped envelopes, drop off at DAS, campus mail) and these were rated very convenient.

There is no one aspect of the reading program that volunteers consistently pointed to that needed improvement for the program to become more user-friendly. However, there are aspects that are challenging for some volunteers. These include time constraints, health concerns, and disinterest in the material they are reading. These concerns had only a small impact on the likelihood of volunteers returning to read in the spring, as 81% of the assessment respondents plan on continuing their participation. Some participant recommended improvements include: more timely receipt of reading assignments and materials, better equipment, and more opportunity to have reading assignments match readers interests. Since there is little consistency in how graphs, charts and footnotes are handled in the text, additional instructions on the best ways to translate this kind of information could be disseminated. Also, where and if possible, DAS could provide individual readers with feedback specifically about their reading or thanks from a student who enjoyed their unique reading style.

Summary

Disability Accommodation Services had another phenomenal year filled with challenges and successes. On campus, faculty, staff and students felt the impact alike. One hundred four (104) students with disabilities were serviced through DAS. More than 200 members of the campus community learned about the needs of students with disabilities through awareness activities. Because of outreach efforts, local high school and community college students with disabilities now consider CSUCI to be a viable option. Campus and community members also learned about disability issues through DAS participation on various committees and boards. The launch of the University-wide Disability Access Coordinating Committee is expected to broaden campus awareness of disability laws, and strengthen CSUCI’s resolve in meeting the unique needs of this population.

DAS continues to develop innovative approaches to providing quality services. The volunteer reader program was expanded to include more volunteers who are now organized in a database. Also DAS tested the use of volunteers to assist with electronic textbook editing. Given the right
set of circumstances, this is an option for further assistance with electronic texts. The base group of stipend notetakers grew through the initiation of the Notetaker Matching Program. Having notetakers pre-identified greatly reduces stress for students with disabilities who rely on this service.

DAS has also demonstrated a commitment to improving the services it offers. During the fall semester, DAS conducted a written survey of satisfaction and student need. In the spring, students with disabilities had the opportunity to meet face-to-face with each other and the DAS Coordinator in a roundtable discussion about the DAS program and campus access. Based on the outcomes of these assessments, program improvements have been implemented. Volunteer readers were surveyed for feedback on the program and where improvements could be made to make the program more user friendly. DAS was happy to learn that 81% of our volunteers want to continue their participation with the program.

The year has not been without its challenges that should also be highlighted. As noted, there was a 35% increase in students with disabilities registered with DAS and a corresponding increase in accommodation requests, without additional staffing. There was a 17% increase in the use of notetaking services, 49% increase in alternative testing services, and an astonishing 215% increase in the number of books on tape. The number of electronic textbooks provided to students jumped 192% from the fall to the spring semester. However, due to lack of time, resources and staffing, an additional 30 texts were requested that were not provided. Negotiation of absolute need with each student has enabled us to fill the most pertinent requests for each student. Based on an increase in use of electronic textbooks in high schools and community colleges, CSUCI can expect to see continued increases in electronic book requests as our campus population grows. Additional staff, scanning and editing software and equipment will be required in order to meet the expanding need and our legal obligation. Finally, as the number of classes offered throughout the day multiplies, DAS must monitor the need for evening hours and adjust our availability accordingly.

DAS is not content to rest on its past accomplishments, nor is it daunted by challenges. It continues to strive for excellence and work to improve the services provided to our constituents.

**Personal Counseling Services**

**MISSION**

The mission of Personal Counseling Services is to assist CSUCI students with managing life challenges and to support their ongoing development and academic success.

**OVERVIEW**

Academic year 2004-2005 brought significant changes to Personal Counseling Services (PCS). C.H.A.P.S. was reorganized, along with Student Development, into Student Life. The search for a Coordinator began in summer ‘04 but did not conclude until late fall. Essential services such as placement testing were reassigned. The Dean of Student Life provided counseling to students on a limited basis during the fall and continued to foster prevention-oriented programming in Student Life. In December, a licensed psychologist was hired as Coordinator on a contract through June ‘05. The Coordinator directed efforts towards building a foundation on best
practices while providing outreach, training, direct counseling services to students, and consultation to faculty. A counselor training program was begun with the first doctoral practicum psychologist trainee.

This year, there was a unique opportunity to engage in thoughtful, proactive planning and research the effective policies/practices of other institutions, incorporating those best suited to Channel Islands.

**ACTIVITIES & OUTCOMES**

**Organizational/Administrative**

**Mission:** A key task was to establish mission, goals and policy for PCS. This has allowed us to articulate the philosophy and direction of the service, and guide the selection of PCS’ strategies and procedures. The primary aims are to support students’ development and provide accessible prevention-oriented activities teaching the skills needed to manage life challenges. The intent is to make resources for psychological wellness available throughout the University in order to reduce the risk of problems, with effective counseling readily available for those who do seek help.

**Procedures:** A number of new procedures were implemented this year. These included: scheduling and confidentiality protocols for Student Life staff, revised intake and consent forms, formalized record-keeping and periodic auditing of counseling records. All procedures will be subject to ongoing review and revision as needed for program quality.

**Collaboration:** In line with the vision of weaving psychological wellness resources into the everyday life of the University, Personal Counseling Services worked in collaboration with other programs. PCS was involved in writing two grant proposals: one with Disability Accommodation Services (DAS) and Faculty Development to create a web-based information and training resource for faculty on effective instruction for students with disabilities; the other with the Multicultural, Women’s and Gender Center to provide social, personal and academic support services for re-entry women. The Coordinator served on two committees: the campus-wide Disability Access Coordinating Committee, and the Division of Student Affairs’ Staff Training and Development Committee. At the invitation of Faculty Development, resource material on Attention Deficit Disorder was posted on Faculty Development’s Blackboard site.

Specialized counseling services were provided to students with disabilities, again in collaboration with DAS. Students with ADHD, psychological disabilities (some mood and anxiety disorders qualify as disabilities) and Learning Disabilities often need skills training and counseling to successfully cope with disability-related obstacles to academic success. PCS provided counseling and coaching for these students, gave referrals for appropriate services within and outside the University, and consulted with DAS, Student Health, Housing and Residential Education, faculty and parents on how best to support individual students.

Together with Housing and Residential Education (OHRE), PCS sponsored an audio-conference on “Psychological Concerns on Campus”, reviewing current approaches in higher education for identifying, preventing and responding to student mental health problems. Representatives from Campus Safety, the Educational Opportunity Program (EOP) and Disability Accommodation
Services joined PCS and OHRE staff to participate in the teleconference and discuss psychological student concerns at CSUCI.

Additional consultation, education and training activities for students done collaboratively with other CSUCI programs are listed under “Highlights”.

Research and Proactive Policy Development: As a new university, CSU Channel Islands enjoys an enviable opportunity to develop policy and practices driven primarily by our mission, goals and objectives; we are less constrained by and reactive to institutional history and problems. To this end, PCS invested considerable time into researching best practices and policy considerations through consultation, conferences and review of the literature. Issues included:

- assessment and screening of students presenting for counseling
- preventing and responding to suicidal and self-injurious behavior
- medical withdrawals for psychological problems and re-entry
- privacy law and practices for counseling services
- parental notification in cases of mental health emergencies
- informed consent for counseling services
- needs assessment for program development and evaluation
- security considerations for using electronic scheduling and record-keeping
- alcohol and other drug use problem prevention
- effective outreach and marketing of counseling and development services
- sophomore retention

Funding for Prevention Projects: PCS successfully requested funding for two prevention projects from CSUCI’s Associated Students Incorporated. The first project is a ‘Wellness Library’ of books and CDs on psychological self-help for students, to be available for check-out through the University Library and the Student Life area. The second project will provide access to structured mental health screening, education and referral services for students regarding depression, anxiety, bipolar disorder, PTSD, eating disorders and alcohol problems. Screening will be provided through two venues: (a) online through a link to Screening for Mental Health’s College Response Program on the PCS webpage and, (b) face-to-face at a series of on campus screening events. These events will be held in conjunction with the national screening days for mood and anxiety disorders in October, eating disorders in February, and alcohol in April.

Program Evaluation and Assessment: Assessment is an essential component of every program with the Division of Student Affairs. However, assessing observable outcomes is a significant challenge for any counseling service. Traditional means such as satisfaction surveys and utilization statistics, while important, tell only a part of the story. In an effort to develop more rigorous methods to inform the ongoing assessment and improvement of services, the Coordinator attended the Division of Academic Affairs’ Program Assessment and Evaluation seminar. The identification and measurement of key outcomes linked to PCS’ goals and objectives will be a priority in 05-06.
Service Highlights

- Training program initiated
  - first doctoral practicum trainee from Pepperdine, provided bilingual counseling, presentations and assisted with administrative tasks
  - successful site visit by Pepperdine University’s Graduate School of Education and Psychology
- Training and consultation for Resident Assistants on:
  - communication and listening skills
  - identifying and responding to distressed students
  - understanding and responding to self-injurious behavior
- Academic and personal development workshops
  - managing commitments (for Student Leaders)
  - time and task management (for the Residential Housing Association)
  - navigating the difference between high school and college (RHA)
  - stress reduction and adjusting to college (for EOP students)
  - time and task management (EOP)
  - Q & A on sex and sexuality issues (all students, done with Psychology faculty and Student Health)
  - test anxiety management (all students)
  - stress management lifestyle and attitudes (for the DSA student assistants)
  - responsible decision-making about drinking (lecture in PHED 110)
- Discussion/support groups offered for all students
  - Managing College Life (co-sponsored by EOP and the MWGC)
  - Got Attention? Managing AD/HD
- Consultation and assistance with student-led presentations and activities
  - Student Programming Board for Sex Awareness Week
  - Resident Assistants for Nine Dimensions of Wellness presentations
  - Alpha Phi Zeta for a discussion on ‘Chivalry’
- Increased access to counseling services for students
  - at least twenty-five hours were open each week for services, Monday-Friday
  - evening drop-in hours for students at Anacapa Village Student Housing on Tuesday and Thursday evenings in Spring semester were held
  - the availability of bilingual/bicultural counseling was promoted
  - “End-of-the-semester-survival-strategies” appointments were offered
- Crisis Intervention
  - PCS provided debriefing and counseling for students and staff involved and affected by the shooting incident at Anacapa Village Student Housing in January
- Consulted with CSUCI faculty regarding
  - distressed students with anxiety, depression, AD/HD, possible domestic violence and test anxiety
  - responding to students’ requests for modification of course requirements, e.g., due dates and attendance, citing psychological or personal problems
  - support for student dismissed from program
• Expanded networks and collaboration with the mental health community
  o increased referral resources with directory of low-cost counseling services, expanded information on problem-specific services in Ventura and LA Counties, exceeding the goal set for 04-05
  o developed a relationship with the highly regarded New Beginnings Counseling Center in Camarillo, which offers eating disorders counseling and other therapy services on a sliding scale
  o participated in professional training and networking events, raising the visibility of PCS in the mental health community

Utilization of Direct Counseling Services: Personal Counseling Services experienced a 74% increase in the number of counseling sessions during spring semester 2005, as compared with 2004. This upsurge appears to be due primarily to the opening of Anacapa Village Student Housing, as Housing residents comprised 46% of all students seen in spring and utilized 40% of the counseling sessions held. Other possible factors include the expanded availability of appointment times, specialty services for students with disabilities and the increased demand for mental health services seen in counseling centers nationwide.

<table>
<thead>
<tr>
<th></th>
<th>Students Seen</th>
<th>Sessions</th>
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<tbody>
<tr>
<td>Fall 2004</td>
<td>57</td>
<td>85</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>78</td>
<td>135</td>
</tr>
<tr>
<td><strong>Annual Total</strong></td>
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</table>

The top issues prompting students to seek counseling were:
• Depression
• Anxiety disorders
• Stress and distress, often related to overload from juggling a full academic load along personal, family and financial demands
• Academic problems due to skill deficits in time/task management, test anxiety and AD/HD
• Concern about others - roommates, friends and family
• Serious psychological/behavioral problems, e.g., eating disorders and self-injury

Alcohol and Other Drug Use Prevention: The prevention of problems stemming from students’ alcohol and other drug (AOD) use was a primary focus for Personal Counseling Services this year. AOD prevention efforts span the PCS mission, ranging from the promotion of risk-reducing developmental processes relevant for all students such as decision-making, self-reflection and critical thinking, to assisting specific students and student groups address AOD related problems.

Beginning in the spring, the PCS Coordinator was an active member of the CSUCI Alcohol and Other Drug Awareness Committee. This year, the emphasis was on proactive planning to build a solid foundation and inform the selection of prevention programming in the future. To this end, PCS engaged in:
• research on best practices for AOD prevention and early intervention as recommended by the Task Force on College Drinking of the National Institute on Alcoholism and Alcohol Abuse, and the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention
• collaboratively drafting the Committee’s mission, goals and objectives
• assisting with the application for IRB approval to administer the CORE Alcohol Use Survey to freshmen students
• a survey of AOD prevention programs at our sister CSUs and other California college and universities through attendance and participation at:
  o the CSU Alcohol Education Conference
  o the Organization of Counseling Center Directors in Higher Education conference
  o Ventura County Higher Education Collaborative meetings
• a comprehensive review of the on-line alcohol prevention education programs currently used in higher ed, resulting in the selection of the AlcoholEdu program

Challenges and Lessons Learned

While spring was very busy with administrative tasks and program development, outreach programs and even counseling sessions were underutilized. This was surprising, and not at all typical of most university counseling centers. It may be due to the sudden increase in ‘supply’ of time with the arrival of a full-time Coordinator and part-time trainee that was simply not matched by a proportionate increase in ‘demand’ from students.

However, it is also important to reflect on the situation in order to learn something about how to best serve students and the University. A review of PCS’ activities and informal polling of students, faculty and staff suggests that both situational and internal factors for the underutilization. With regard to possible situational causes, the visibility of PCS was reduced due to the reorganization of C.H.A.P.S. into Student Life, relocation of the service away from a central area and the ongoing search for Coordinator throughout the fall semester. There was a mix of information on C.H.A.P.S. and PCS available around campus, on the website and in the ‘04-’05 catalog. Some students and faculty reported not knowing where to go to access services, or what services were available. Over half of CSUCI’s faculty are adjuncts, and may have less familiarity with services. Internal factors include insufficient marketing and outreach done by the new Coordinator in spring, initially out of concern that demand would exceed capacity. Relationships and liaisons with faculty and staff take time to develop, and outreach efforts can take time to bear fruit. Demand was greatest for administrative priorities such as drafting mission and policy, and working on AOD prevention planning. The Coordinator went through her own learning curve, becoming more familiar with CSUCI’s unique needs as the semester progressed.

Based on the observations above, it is evident that PCS needs to increase awareness and utilization of our developmental programs, prevention and direct counseling services via efforts such as:
• outreach to faculty and adjuncts in all program areas
• outreach to staff in all areas
• increased involvement in ongoing Resident Assistant training and support
• needs assessment with students to identify their needs and desired services
• more marketing
• getting out of the office and Student Life area more
• establish relationship and possible collaborative services with Academic Advising
• more collaboration with Student Health

It is reasonable to anticipate this situation can readily be reversed. The next annual report is likely to call for increased staffing to adequately address students’ needs!

The search for the Personal Counseling Coordinator position is currently underway and should be concluded during the summer.

**Directions and Strategies 2005/2006**

• Increased integration of psychological wellness and skill building resources and training into university life
• Assessment measures incorporated into all PCS programs and activities
• Continued training of doctoral psychology practicum students in counseling and outreach services
• Increased outreach to faculty and adjuncts regarding
  o identification and response to distressed students
  o referrals to PCS and services available
  o in-class or extra-credit presentations on skills for academic success, e.g., test anxiety
  o faculty input on the needs of CSUCI students
• Construction of the PCS website, incorporating
  o links to 24/7 mental health screening
  o accessible formatting for students with disabilities
  o links to online resources for student success
• Ongoing training sessions for Resident Assistants
• Development of services for students referred or mandated due to violations of the code of conduct or housing guidelines
• Increased outreach services for student development and prevention. Planned strategies include
  o the development and distribution of a ‘menu’ of presentations and trainings available through PCS, to faculty, other student services, Student Government, Student Programming Board, and student clubs and organizations for use in their activities
  o publicizing the availability of the Wellness Library’s collections of books and CDs regarding psychological self-help for students
  o promoting and conducting on campus mental health screenings during the awareness weeks with PCS staff and community practitioners
  o regular distribution (biweekly or monthly), via email, of a newsletter containing brief summaries of practical information and resources for student development and academic skills, links to useful websites, book and film reviews and positive humor in every edition
• Outreach to students on academic probation, possibly in collaboration with Academic Advising, with services targeted towards identifying and ameliorating the impediments to their academic success

**SUMMARY**

2004-2005 has been a year of development and learning for Personal Counseling Services, with most of the activity concentrated in spring semester. Structural reorganizations and changes in leadership often require a period of re-building – PCS is no exception. At the same time, there has been significant productivity, particularly with regard to preparing PCS to be effective and on target in its mission to assist students manage challenges and promote their personal and academic development. The selection and implementation of alcohol and other drug prevention programming is well under way. Services tailored to students with disabilities were greatly expanded as were services to students residing on campus. Bilingual counseling was made available, as was outreach and training for academic skills. Policies and procedures sensitive to the increasing challenge and complexity of addressing students’ psychological health needs were developed and will be refined.

The Dean of Student Life has paved the way for the current and future Coordinators. The University is consistently open and welcoming to any effort to support students, due in large part to his exemplary leadership and caring for CSUCI.

**Housing and Residential Education**

**MISSION**

The office of Housing and Residential Education embodies the mission of California State University Channel Islands by creating a safe and secure learning community that fosters student health, growth, and life-long learning.

**OVERVIEW**

Anacapa Village provided the first phase of student housing at CSUCI during the 2004-2005 school year. The complex has 344 available beds. All rooms are single occupancy and all apartments are single gender. The nine floors of Anacapa Village have a mix of both male and female apartments. Each apartment is fully furnished with beds and desks in each room, couch, lounge chairs, end tables and a kitchen dinette table and chairs. Amenities include an ice making frost free refrigerator, microwave oven, standard oven and range, dish washer, sink and garbage disposal. Each unit comes equipped with basic local phone service, satellite television access and internet access at no additional charge. Complex amenities include twenty seven washers and dryers, two computer labs, one conference room and six study rooms. In addition there is also a large indoor recreational space, call The Commons, which contains a 60 inch plasma screen television, DVD player, VCR, stereo and ping-pong table. Just outside The Commons is a pool and spa complete with showers and restroom facilities.

This year personnel management and training was one of the larger obstacles encountered in the administration of Student Housing. The initial Resident Director search failed causing a delay in the formation of leadership until June 2004, as opposed to the original anticipated start in
February of 2004. The Assistant Resident Director was not hired until mid-August. None of the professional staff had experience with student housing administration, which led to difficulties anticipating housing-specific problems. This result, though undesired, has provided the opportunity to build resident life from the ground up without the myopia of previous experience, which might have hindered the development of staff and programs specifically tailored for residents at CSUCI.

Resident Assistant (RA) staff was very dedicated, but faced significant challenges in a leadership program in its infancy. While training was comprehensive, the new staff had ill-defined expectations, and no experienced peer support. There were good student leaders on staff, but the fit between the student leader and the RA position was not necessarily present. We feel that our experience through these difficult times has provided us with valuable experience which is already positively affecting the new set of student leaders in our program.

Facility management consumed a large portion of housing staff hours. Our largest expenditures of time were due to a lack of prompt response and resolution of work order requests. There were a large number of outstanding repairs that Operations, Planning and Construction (OPC) would not fix due to warranty contracts. In order to get the warranty repairmen out, OPC would group large numbers of complaints. This resulted in extended wait times for simple repairs, which affected staff and students negatively. The Housing office did not begin tracking maintenance repair requests and repair completion dates until October. By this time resident impression of the repair process was negatively set.

The lack of a clear search and seizure policy created confusion among the staff and residents alike. The staff had no outlined policy for searches, which led to each staff member using his or her own judgment. In turn this led to differing procedures and an impression among the residents of arbitrary entry and intervention by the staff.

The discipline process was not clearly outlined for the residents, and the process that was in print was not suited to the needs of the housing staff and difficult for the students to follow. Students had a general impression that rulings were rushed and discipline was capriciously assigned.

Given that this was the first year of operation at CSUCI, traditions and expectations for resident life were undefined. While the staff was working diligently toward providing the greatest possible environment for residents, most efforts were spent on non-value added work supervising maintenance, personnel, and discipline issues. RA’s were not trained initially to create events and activities, which are an essential part of our residential life. The primary skill sets addressed in RA training were assessment and the Nine Dimensions of Wellness. As a result, the majority of RA’s were intimidated by program planning.

There were a large number of events hosted in housing, but programming got off to a slow start, suffering mainly due to inexperience and other factors described above. The residents were not involved immediately upon arrival to housing and the expectation to attend housing events was not set with their introduction to the resident life. Also, events were too narrowly focused, lacking the broad appeal needed for all residents. Though attendance was positive, these factors resulted in attendance results which were similarly narrow and focused around a set group of individuals.
Housing Numbers at a Glance

Fall 2004
- During fall 2004 Housing received 75 requests for refunds.
- At the beginning of the semester Anacapa Village was home for 298 students and 8 Resident Assistants for the fall 2004.
- In December 2004 Housing received notification that 29 residents would not be returning as residents to Anacapa Village for the spring 2005 semester.

Spring 2005
- During the spring 2005 Housing accepted 44 new residents into Anacapa Village
- Housing received 6 requests for refunds in spring 2005
- At the beginning of the semester Anacapa Village was home for 313 students and 8 Resident Assistants

Fall 2005
- Beginning in January 2005 Housing began to accept application for the fall 2005 semester. As of June 2005 Housing has received 752 applications for the 344 available rooms in Anacapa Village.

Fall 2004 percentage breakdown of residents by gender
- Male 39%
- Female 61%

Gender Breakdown (All Residents)

[Diagram showing gender breakdown]
Fall 2004 percentage breakdown of residents by class

- Freshmen 72%
- Sophomore 9%
- Junior 15%
- Senior 4%

Spring 2005 percentage breakdown of resident by gender

- Male 41%
- Female 59%
Spring 2005 percentage break down of residents by class

- Freshmen 67%
- Sophomore 9%
- Junior 18%
- Senior 6%

SERVICES, ACTIVITIES AND OUTCOMES

Resident Assistant Events: Each Resident Assistant (RA) was required to create 9 events for the residents. Each event was developed to meet objectives covered by the Nine Dimensions of Wellness that the Division of Student Affairs has adopted. The Dimensions are listed below along with the number of events hosted for that dimension. RA’s could collaborate with one another to make a larger activity. There were a total of 52 events hosted by the Resident Assistants this year.

- Health and Wellness- 6
- Citizenship- 7
- Creativity- 6
- Ethics- 6
- Intellectual- 4
- Interpersonal- 6
- Cultural- 7
- Life and Career Planning- 4
- Emotional- 6

Residence Hall Association Events: The formation of the Resident Hall Association (RHA) began at a laggard pace this year due to high turn over of officers and inadequate allocation of time to the goal of increasing student interest. Despite this, RHA was able to develop and host many successful activities with solid attendance and participation. Two of the officers were well-groomed as strong student leaders, and both have committed to join next year’s Resident Assistant team.

- Living 101- a cleaning and cooking program
- Recycling Wars- a building recycling competition
- Car Wash
- Halloween with the Rain Project
80’s dance
Anacapalympics
Door Decoration Contest
Yoga in the Commons
Ice Cream Social and Board Game night
Saturday Night movie

**Disciplinary Incidents:** The following table represents types and quantities of disciplinary infractions or incidents that occurred during the 2004-05 school year.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Spring 2005</th>
<th>Cumulative Total</th>
</tr>
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<tbody>
<tr>
<td>Number of Logged Incidents</td>
<td>113</td>
<td>112</td>
<td>225</td>
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<tr>
<td>Number of Probations</td>
<td>6</td>
<td>34</td>
<td>40</td>
</tr>
<tr>
<td>Number of Removals</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Alcohol Related</td>
<td>65</td>
<td>105</td>
<td>170</td>
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<tr>
<td>Drug Related</td>
<td>12</td>
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<td>18</td>
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<td>Noise Violations</td>
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<tr>
<td>Physical Altercation and/or Abuse</td>
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<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Police Called</td>
<td>14</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>Resident Director/ Asst. RD Called</td>
<td>18</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>Trespass</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Vandalism</td>
<td>2</td>
<td>40</td>
<td>42</td>
</tr>
</tbody>
</table>

It is believed that with greater emphasis placed on the development of a positive community amongst the residents of Anacapa Village during the next year that the number of disciplinary incidents will decrease.

**SUMMARY: Looking Forward**

With one year of experience, this next year will have a much more consistent base with which to form policy and perform operations with Housing. The staff now has more clearly defined positions and job performance expectations. There has been some significant restructuring within Student Affairs and there will be some expected flux in the upcoming months, but this will not prevent us from using our experience over the last year to provide a much more positive experience.

The new group of Resident Assistants has a large advantage over last year’s leaders. The RA’s of 2005 have seen the work and the demands of being an RA. They walked into the role knowing what they would have to sacrifice for the position and hence, there will be little disillusionment with staff.

Most of the warranty repairs have been completed. The work request process that was implemented in spring of 2005 was re-engineered to fill any and all communication gaps between the Housing office, the residents, the OPC office, and the maintenance staff. All requests made by students are made in writing and copies are given to all parties, providing us with a thorough trail for tracking and future escalation. This new process will ensure
accountability among all participants. We will work next year to make the repair process and charge-backs to student accounts more expedient.

We are currently working to create an enhanced discipline process to meet the needs we identified through experiences this year. Students will know what to expect after they commit an infraction. By having mutual expectations we will alleviate some of the perceived subjectivity in rulings. This will free Housing personnel to work on other goals and projects directly affecting quality of life for residents.

‘Community’ will be the overriding theme for Housing’s second year. The RA’s have been invited to stay on campus this summer to work in advance on their events and projects. Program planning and community building will be allocated a larger portion of time in RA training. We are moving the smoking area to create a smoke-free environment within the housing gates and promote greater numbers of residents to use the courtyards for community activities.

The programming constituents in Housing will reach out to the campus community to have larger numbers of campus community members contribute to the education and development of the residents. Residents will have a continuous flow of events to attend the first week. There is a concerted effort to barrage the residents with targeted and well-planned programs for the first 6 weeks of the semester. There will be multiple events scheduled in housing each week with a greater emphasis toward weekend programming.

We are beginning to communicate events to the incoming residents this summer. For example, we are sending an interest survey out to the residents so that we are programming to better meet resident needs and interests.

**Student Health Services**

**OVERVIEW**
In the area of Student Health, Nancy Covarrubias Gill, interim director of Student Health Services, coordinated the annual report to the Chancellor’s Office for student health services; convened several meetings for the Student Health Advisory Committee which was expanded and comprised mostly of students who actively became involved in health activities and services for students; was instrumental in processing and implementing the annual student health survey in the spring with close to 300 responses; developed a plan for the distribution of limited free flu shots to students and the campus community; provided assistance in the development of the County Health contracts; created and revised several health center forms; facilitated needed repairs of the facility, the acquisition of replacement computer equipment, and the security of patient records; ensured that state and CSU regulations were properly displayed at the health center; and regularly met with members of the County staff to discuss and assess areas of improvement; and facilitated equipment and repairs needed for the Student Health Center.
SERVICES AND ACTIVITIES

Annual summary 2004-2005
July 1, 2004 – June 30, 2005

Total Patients Seen 1207

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<thead>
<tr>
<th>Age</th>
<th>Number seen</th>
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<td>18-20</td>
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<td>&gt;50</td>
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<thead>
<tr>
<th>Sex</th>
<th>Number seen</th>
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<tbody>
<tr>
<td>Male</td>
<td>263</td>
<td>22%</td>
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<tr>
<td>Female</td>
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<tr>
<th>School</th>
<th>Number seen</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUCI</td>
<td>1158</td>
<td>96%</td>
</tr>
<tr>
<td>CSN</td>
<td>49</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Number seen</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health</td>
<td>902</td>
<td>75%</td>
</tr>
<tr>
<td>Family PACT</td>
<td>305</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Injections / Verifications</th>
<th>Number seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMR inj</td>
<td>12</td>
</tr>
<tr>
<td>Hep B injection</td>
<td>0</td>
</tr>
<tr>
<td>TD</td>
<td>7</td>
</tr>
<tr>
<td>Hep A</td>
<td>0</td>
</tr>
<tr>
<td>Influenza</td>
<td>58</td>
</tr>
<tr>
<td>PPD</td>
<td>86</td>
</tr>
<tr>
<td>Meningococcal inj</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Tests</th>
<th>Number seen</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA</td>
<td>30</td>
</tr>
<tr>
<td>Pregnancy Test</td>
<td>60</td>
</tr>
<tr>
<td>Blood Draw</td>
<td>62</td>
</tr>
</tbody>
</table>

SUMMARY

With the expansion of the Student Health Advisory Committee, students actively became involved with the Student Health Center and in the promotion of services to students. A number of organizational and facility improvements as well as the promotion of services to students was greatly enhanced under the leadership of the interim director. A pending division-wide organizational initiative will help insure that the Student Health Center continues to grow and meet the needs of students and the campus community.
Judicial Affairs

MISSION

Our purpose is to support the University's educational mission and goals by promoting a safe, healthy and positive University climate through behavioral standards, disciplinary processes, training, informational programming, and intervention efforts.

OVERVIEW

There were a number of developments affecting Judicial Affairs at the campus during 2004-05. In the summer of 2004 the office was moved from Student Development Services to the Office of the Dean of Students. There was a 30% increase in freshman enrollment over the previous year; Anacapa Village, the campus first student housing complex opened; and there was a marked increase in the number and type of Title 5 violations handled by the office.

Judicial Affairs was extremely effective in the use of educational programs and sanctions to shape student behaviors. For instance, we had only two students charged with repeated violations of the Student Code of Conduct and only one student suspended for an egregious violation. We were also able to lean from the violations that were reported. It was discovered that specific sections of the current alcohol policy and the housing operating manual (ABC Manual) needed to be changed to address some of the more subtle behavior problems that could eventually lead to major violations. In general, the office performed exceptionally well given the campus growth in student population and the start of student housing.

SERVICES, ACTIVITIES AND OUTCOMES

The Dean of Student Life went to great lengths this past year to educate and inform students about the importance of health and safety at the campus. Presentations were given to freshmen, during orientations that focused on the dangers and consequences of alcohol and drug abuse as well as talks on academic integrity. Workshops were offered to Housing Resident Assistants on how to help residents create and maintain a safe and healthy community. Presentations were given in the Health and Wellness class that stressed the practice of appropriate and legal behavior. When violations of the student code of conduct were reviewed and sanctioned, great effort was made to impose sanctions that carried the potential to educate students on the value of appropriate behavior.
## Incidents Reported to Judicial Affairs

<table>
<thead>
<tr>
<th>Regulation Applicable to Incident</th>
<th>Date of Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aug 2004–June 2005</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>5</td>
</tr>
<tr>
<td>Alcohol (intoxication/possession/open container)</td>
<td>6</td>
</tr>
<tr>
<td>Computer Misuse</td>
<td>1</td>
</tr>
<tr>
<td>Disruptive/Disorderly Conduct</td>
<td>1</td>
</tr>
<tr>
<td>Failure to Comply with Disciplinary Decision</td>
<td>2</td>
</tr>
<tr>
<td>Forgery/Misrepresentation/Fraudulent Receipt</td>
<td>16</td>
</tr>
<tr>
<td>Hazing</td>
<td>15</td>
</tr>
<tr>
<td>Minor in Possession</td>
<td>3</td>
</tr>
<tr>
<td>Narcotics and Dangerous Drugs</td>
<td>9</td>
</tr>
<tr>
<td>Property Damage/Destruction</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note: One event may be charged under more than one regulation so more than one incident may be attributable to a single student. Charges may result in a finding of no responsibility; however, each incident must be processed by Residence Life and/or Judicial Affairs.*

## SUMMARY

Though we saw a rise in the number of incidents this year, based on the student self-reports of students that we have received, we believe our educational efforts paid off. A strong indicator of this is the low number of repeat offenders. We are hopeful that this statistic will continue to decline as more health and safety programs will be conducted by our campus psychologist that are targeted at Housing and Residential Education.

Efforts at reaching out to the faculty have also paid off. Faculty members are cooperative and continue to express their appreciation and satisfaction with the way that academic misconduct cases are being handled on campus. Clearly, we have much work to do to move Judicial Affairs to the next level in its evolution but we have made major strides and are on track to realize this goal.