
TABLE OF CONTENTS

INTRODUCTION

Executive Summary	2
The Division at a Glance	
Mission and Purpose	4
Core Processes	5
Organizational Chart	6
Personnel	7

OFFICE OF THE VICE PRESIDENT

Mission and Structure	9
Institutional Effectiveness/Assessment (January-June)	9
Goals and Objectives 2002 - 2003	10
Institutional Effectiveness/Assessment Midyear (July-December)	11

OFFICE OF ADMISSIONS AND RECRUITMENT (ACQUIRED JULY)

Mission and Purpose	13
Institutional Effectiveness/Assessment (January-June)	13
Goals and Objectives 2002 - 2003	17
Institutional Effectiveness/Assessment Midyear (July-December)	18

OFFICE OF REGISTRATION AND RECORDS (ACQUIRED OCTOBER)

Mission and Purpose	21
Institutional Effectiveness/Assessment Midyear (July-December)	21

OFFICE OF C.H.A.P.S

Mission and Purpose	25
Institutional Effectiveness/Assessment (January-June)	25
Goals and Objectives 2002 - 2003	26
Institutional Effectiveness/Assessment Midyear (July-December)	31

FINANCIAL AID OFFICE

Mission and Purpose	35
Institutional Effectiveness/Assessment (January-June)	35
Goals and Objectives 2002 - 2003	35
Institutional Effectiveness/Assessment Midyear (July-December)	36

OFFICE OF STUDENT DEVELOPMENT

Mission and Purpose	39
Institutional Effectiveness/Assessment (January-June)	39
Goals and Objectives 2002 - 2003	40
Institutional Effectiveness/Assessment Midyear (July-December)	41

APPENDIX

Financial Aid Statistics	44
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EXECUTIVE SUMMARY

The Division of Student Affairs commenced operation in January of 2002 with the arrival of the inaugural Vice President for the Division. Upon arrival, the Vice President inherited three full-time employees (Director of Financial Aid, Coordinator of Student Services at CSUN-CI, and an Administrative Support Coordinator for Student Services). The Vice President with this staff, began planning a proposed structure for Student Affairs. Numerous challenges existed including developing an organizational structure, writing position descriptions, and developing a search and screen process to hire numerous staff in a short time period. Developing a strategic plan for each department and the division as a whole became a high priority. Developing a budget for the upcoming year and writing policies and procedures were also a major focus for the staff. This report will highlight some of the major accomplishments of the division from January 2002 through December 2002. The report is organized by department, each department's report is organized into four sections 1) Mission and Purpose; 2) Institutional Effectiveness and Assessment (January through June); 3) Goals and Objectives (July 2002 through June 2003); and 4) Institutional Effectiveness and Assessment Midyear (July through December). Each section contains information about Programs and Services, Research and Assessment, Personnel, Administrative Issues, Technology, Facilities, and Community Relations.

Programs and Services

Under the direct supervision of the Vice President, extensive planning for programs to launch the new academic year were underway in January. These activities included Open Houses in April and November, as well as a comprehensive series of New Student Orientation programs that would begin in June. Open House events enabled students to meet the faculty and staff and preview the curriculum and programs that would be available. The new student orientation program "Be a Part from the Start" involves activities designed to encourage student involvement in extracurricular organizations and activities. Personal and career counseling sessions became available along with student health services and services for students with disabilities. A 93-page Student Guidebook was written, published, and distributed by opening day and a campus tour program was developed using student guides to showcase the university to prospective students.

Research and Assessment

Under the guidance of Dr. George Morten, Director of C.H.A.P.s (Career Development, Student Health, Disability Accommodations, Personal Counseling Services) all departments within the division are developing evaluation and assessment tools for programs offered and services provided. The tools will be utilized to modify future programs, to modify and provide needed services, and to provide budget justification and personnel allocations. A comprehensive "Student Satisfaction Survey" instrument is near completion and will be administered to the student body during the spring 2003 semester.

Personnel

The Division of Student Affairs expanded during the first eleven months from two former CSUN-CI employees and one CSUCI director to eight administrators and twenty full-time support personnel. The former CSUN-CI coordinator of Student Services became the director of the new C.H.A.P.s program and two additional directors were hired; one to oversee budget and operations and the other for the office of Student Development.

Technology

A number of technology projects have been initiated during the past twelve months. A financial aid system, PowerFaid, was brought on-line in March. The C.H.A.P.s area developed a disability accommodations lab and a career services lab with the assistance of the I.T. Division. The office of Student Development has worked with the I.T. division to develop a Cyber Bar for the University Hub, a student identification system and a student email system (Dolphin). Admissions and Records has worked closely with I.T. to develop a

student information system (SIMS-R). Starting in January 2003, the university will begin the implementation of PeopleSoft as the student information system.

Administrative Issues

As a start up university there were a number of administrative issues for the division. First of all, an organizational structure for the Division needed to be created. The first areas within Student Affairs included: Financial Aid, Career Development, Student Health Services, Disability Accommodations, Personal Counseling, Student Orientation, Student Activities, Clubs and Organizations, Associated Students, Campus Recreation, Judicial Affairs, Student Leadership, Housing and Residence Life, and Multicultural Programs. In May the President's Cabinet made the decision to move Outreach and Recruitment from Academic Affairs to Student Affairs. In this move two outreach/recruitment counselors and one EOP Advisor were transferred to the division. It should be noted that no administrative staff, secretarial support staff or budget was transferred.

The plan to move the Admissions office to Student Affairs was decided upon in June. However, the move of payroll, line reporting and budget did not occur until after census, which was the third week in September. The move transferred many of the functions and support staff to the division but did not include administrative staff or funding. The administrative functions were assumed by the Vice President and the Director of Financial Aid. Student recruitment became a top priority and from May 1 to the end of June a communication plan targeting upper division transfer students was designed, implemented, and yielded an increase of approximately 300 applications for the fall term. The plan yielded an additional 280 applications from July 1 to the beginning of classes in August. During the period of July 1 - December 16, 508 undergraduate and 109 graduate applications were received for the spring 2003 semester. Of those, 32% (190) undergraduates and 57% (63) of the graduates were accepted by mid-December. The fall recruitment campaign successfully brought in 2,155 freshmen applications during the open filing period of October 1 - December 2, 2002.

The Office of Registration and Records was moved to Student Affairs on October 15. The move transferred one administrator and two support staff, one vacant administrator position and four vacant support positions. The transfer also included Special Consultants who were already on payroll and a small operating budget.

A major focus for the division and the university over the past eleven months has been WASC accreditation process. The division will continue to develop reports, policies, procedures and assessment instruments in order to provide quality and continued improvement of our programs and services for students.

Facilities

The University HUB (the student center) was remodeled and opened in early fall. The opening of a comprehensive Enrollment Center in the Professional Building was slated for early August and opened doors in mid-August. This move provided a "One Stop Shop" for students and involves the relocation of Admissions and Recruitment, Financial Aid, and offices to house the cashier and records.

The Student Development Office and the Office of the Vice President for Student Affairs relocated to second floor suites in the Bell Tower. The location of the EOP office remained in its previous location.

THE DIVISION AT A GLANCE

Mission

The mission of the Division of Student Affairs is to promote and enrich students' education through a seamless learning environment that blurs the distinction between inside and outside classroom experiences. This is fostered through teaching, mentoring, advising and counseling by way of ongoing direct contact with students in their every day lives.

Student Affairs educates students in responsible community living, social intelligence, appreciation for the arts, leadership skills, ethical behavior, coping with adversity, health and wellness, valuing diversity, trusteeship, character development, problem-solving, responsible choices, and adaptive skills for living in an ever-changing pluralistic society.

Purpose

The purpose of the Division of Student Affairs is to help students achieve their highest academic potential by providing programs and services that complement the academic mission of the University, and to contribute to their intellectual, psychological development. Implied in the purpose is the understanding that the largest block of time for most students is outside the classroom rather than inside the classroom; therefore, the problems they encounter are usually not academic in nature but financial, personal, emotional, and social. These are problems that are addressed by the Division's programs and services.

Vision

The Division of Student Affairs' vision is to provide each CSUCI student with a warm and supportive environment containing a variety of resources that enhance and enrich the student's total University experience.

Values

The programs and services of the Division of Student Affairs are built upon a foundation that places high value on caring and helping others, being considerate of others, civility, valuing diversity among others and maintaining high ethical standards. These values enhance the quality of our program and service delivery. And hopefully, at the end of their University experience our students will have added these and other values to their lives.

Program Structure

The Division of Student Affairs is comprised of the Office of the Vice President, the Office of Admissions and Recruitment, the Financial Aid Office, the C.H.A.P.s Office and the Office of Student Development.

CORE PROCESSES

Enrollment Services: Develop targeted recruitment strategies improved commitment rate, enrollment, orientation and financial aid programs and services so that applications increase, yield rates of admitted to enrolled students increase, and students feel good about their decision to attend CSUCI and feel welcomed as they become new members of the community.

Assessment: Improve our information to increase student satisfaction, understand who we serve and do not serve, identify the needs of our students so that programs and services can be modified or developed, and ensure that Student Affairs programs and services enhance students learning and personal development.

Facility Management: Improve the management and use of physical facilities by assessing facility use and condition; develop plans for new facilities and renovating and maintaining existing facilities; and scheduling facilities to achieve optimum use.

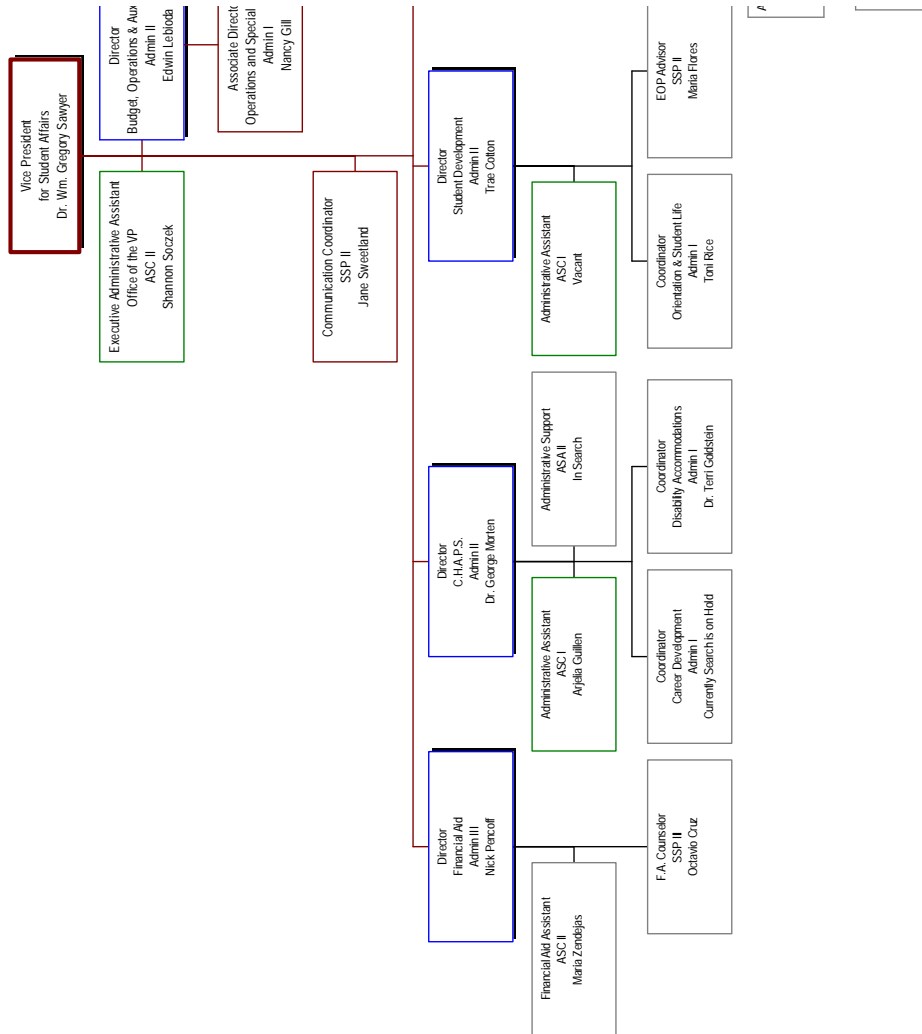
Fiscial Management: Improve the fiscal management of division resources by securing new sources of funds for selected programs, monitoring current and reserve accounts and planning for the appropriate and full utilization of funds, and seeking additional funds from existing sources when justified by appropriate needs analyses.

Human Resource Management: Enhance our recruitment practices and orientation programs for new staff; develop the training and professional development for the staff where assessment indicates the need, reallocate staff for new duties and eliminate some job functions where new programs are developed, add new staff when justified by appropriate needs analysis, and develop rewards, awards, and recognition programs for outstanding staff effort.

Marketing, Communication and Publicity: Improve the marketing and communication to our key constituencies and publicity of Student Affairs programs and services so as to increase the participation in the programs and services and the impact of divisional efforts.

Student Learning, Leadership and Development: Improve or increase the number of co-curricular and extra-curricular programs that set and communicate high expectations and standards for student learning, leadership and personal development.

Technology: Improve the informational technologies in the division that will provide effective communication with on and off-campus constituents; provide equipment, software and training for efficient administrative process and in the provision of quality services and programs to students; and enhance the efficient and effective use of personnel with the aid of technology.



DIVISION PERSONNEL
Office of the Vice President

Dr. Wm. Gregory Sawyer, Vice President; Ph.D. Higher Education Administration, University of North Texas

Edwin Lebioda, Director, Budget, Operations and Auxiliary Service;, MS, Recreation Administration, University of North Carolina - Chapel Hill

Shannon Soczek, Executive Administrative Assistant, A.A. Liberal Arts, L.A. Pierce College

Nancy Gill, Associate Director of Operations and Special Project;, A.A. Liberal Arts, Oxnard College

Jane Sweetland, Communications Coordinator; BA, American Studies, University of California, Davis

ADMISSIONS AND RECRUITMENT

Veronica Cantu, Outreach Counselor; MA Ed. in Education, University of Phoenix

Maria de la luz Flores, Outreach Counselor; MA English Literature, California State University - Northridge

Ginger Reyes, Recruitment Counselor; BS Biology, California State University - San Marcos

Francisco Dorame, Recruitment Counselor; BA History, California State University, Northridge

Joanne Chang, A&R Specialist; MPA Public Administration, California State University- Northridge

Kathleen Downes, A&R Specialist

Letty Vargas, Account Tech I; BA Sociology, California State University- Northridge

Janice Jones, A&R Specialist; BA Sociology, California State University - Northridge

Gretchen Hirschhorn, Evaluator I; BA Psychology and Social Behavior, University of California, Irvine

Julie Clode, Document Imaging and Communications Clerk; AA Liberal Arts, Ventura College

Melissa Woodling, Administrative Support Coordinator; BFA, Tufts University - Boston, MA.

C.H.A.P.s**(Career, Health Services, Disability Accommodations, Personal Counseling)**

Dr. George Morten, Director; C.H.A.P.s, Ph.D. Counseling Psychology, University of California - Santa Barbara

Dr. Terri Goldstein, Coordinator of Disability Accommodations; Ed.D. Educational Leadership, University of California - Los Angeles

Arjelia Guillen, Administrative Support Coordinator; BS Business Administration and BA Psychology, California State University - San Bernardino

FINANCIAL AID

Nick Pencoff, Director, Financial Aid; BA History, California State University - San Bernardino

Maria Elena Zendejas, Financial Aid Assistant; BA Sociology, California State University - Northridge

Octavio Cruz, Financial Aid Counselor; BA Liberal Studies, California State University - Dominguez Hills

STUDENT DEVELOPMENT

Trae Cotton, Director, Student Development; MA Communications, Eastern New Mexico University

Toni Rice, Coordinator of Orientation and Student Development; BS Human Resource Management, Florida Gulf Coast University

Jennifer Hartounian; Administrative Support Coordinator

REGISTRATION AND RECORDS

Linda MacMichael, Director, Admissions and Records; MPA, Public Administration, California State University, Chico

Michellyn Shonka, Administrative Support Coordinator; AA, Liberal Studies, Oxnard College

Shelly Crawford, Schedule and Course Table Support; BA in Education with an English minor from Concordia University



MISSION AND STRUCTURE

Mission

The mission of the Office of the Vice President is to develop policies and procedures that will ensure a coordinated delivery system of student services through all departments under the aegis of the Vice President of Student Affairs. This includes tracking and reporting expenditures, planning selected special events, and producing and distributing external communications to pertinent media outlets.

Program Structure

The Office of the Vice President is responsible for budget administration, personnel issues, auxiliary services, annual reports, division wide staff training and all communication for the Division of Student Affairs. The Vice President for Student Affairs is also responsible for the overall administration of the division.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT

Programs and Services

A committee was established to assist with the development of the university's first orientation. This committee was initially chaired by Ed Lebioda, Special Consultant hired by the Vice President to assist with special projects for the division. The committee included Linda Mac Michael, Director of Admissions and Records, Sue Sanders, Advisement Coordinator, Dr. George Morten, Director of C.H.A.P.s, as well as several faculty representatives. An additional special consultant (Toni Rice) was hired in May to develop the programming aspects of orientations and student life until a permanent Director and Coordinator of Student Development were brought on board. Ms. Rice assumed responsibility for serving as the committee chair, and became responsible for the administration of orientation until the Coordinator of Orientations and Student Life was hired.

The Vice President convened a committee to begin planning the "Be a Part from the Start" programs to occur during the first six weeks of the fall semester. The Office also developed a Faculty Friday program to introduce local community college faculty to

CSUCI and to the programs we will offer. The Channel Islands Alliance (CIA) was developed to introduce community college faculty, transfer center and student affairs personnel to CSUCI and to provide a medium for this group to assist CSUCI in developing as the institution of choice for local students.

The office developed a marketing plan to assist with recruitment of new students and began the process of developing a CD-Rom to market the institution to prospective students.

Research and Assessment

The Vice President placed a high priority on research and assessment for all the Directors. A strategic plan is being developed and will provide a plan for assessment of all areas within Student Affairs. An evaluation instrument for New Student orientation has been developed and is being implemented.

Administrative Issues

The initial student guidebook was developed providing information about programs, services, and policies pertinent to students. The guidebook will be provided in hard copy and via the web to all students.

The first Student Affairs budget was developed with input from each department director. The budget was developed looking at the philosophy, goals and objectives for the upcoming year.

Personnel

The first Chief Student Affairs officer (Vice President) for CSUCI was employed on January 7, 2002. Upon his arrival there was already a Director of Financial Aid (hired November 2001), a Coordinator of Student Services (CSUN Off-campus Center) and an Administrative Support Coordinator for Student Services (CSUN Off-campus Center) employed for Student Affairs. The Vice President, upon consultation with this staff, developed an organizational chart of proposed positions for the upcoming three years. A Special Consultant was hired in March to assist the Vice President in developing position descriptions and a recruitment plan. The plan was put in place and recruitment of staff commenced. The Coordinator of Student Services (CSUN-CI) was promoted to Director of C.H.A.P.s in April 2002. In May, an additional

Special Consultant was hired to further develop and administrate the new student orientation program and begin planning the student life area.

The positions advertised for Student Affairs were:
 Financial Aid Assistant
 Financial Aid Counselor
 Director of Budget, Operations & Auxiliary Services
 Executive Administrative Assistant for the VP
 Director of Student Development (OSD)
 Coordinator of Orientation and Student Life
 Administrative Assistant for Student Development
 Coordinator of Disability Accommodations
 Coordinator of Career Services
 Outreach Counselor

In May, the President moved the areas of Outreach and Recruitment from Academic Affairs to Student Affairs. The reorganization moved two outreach counselors and one EOP advisor to the division.

In June, the President made the decision to split the Office of Admissions and Records into an Admissions Office and a Registration and Records Office. The Admissions Office would be placed in the Division of Student Affairs. This realignment would take place after July 1, 2002.

Technology

The office of the Vice President has worked closely with the Information Technology (I.T.) staff to develop a student identification system, a student participation system and a student information system. Desktop computers were purchased for all current and planned employees for the next year. Desktop computers along with the appropriate software were purchased for the disability accommodations lab, the career resource center and the University Hub Cyber Bar.

The Special Consultant worked closely with I.T. to develop and launch a Student Affairs web site.

Facilities

The office of the Vice President will be relocated to a suite on the second floor of the Bell Tower in August.

The Special Consultant and the Director of C.H.A.P.s, have worked closely with the Facilities

Development Office to develop plans to remodel the University Hub into a student union. The Special Consultant has also worked to remodel Hagerty Auditorium into a recreation center complete with a fitness center. Responsibility for these projects will be turned over to the Director of Student Development.

Community Relations and Partnerships

Relationships were developed with the Camarillo Chamber of Commerce and Bank of America to assist with New Student Orientation.

GOALS AND OBJECTIVES 2002 - 2003

Programs and Services

The Office of the Vice President will work closely with the various departments within Student Affairs to provide quality recruitment materials and events; to provide sound budget guidelines and support; to provide assistance in policy development; and to provide staff development, training and support.

Research and Assessment

The Office of the Vice President will conduct research for the development of on-campus student housing. The office will also assist the DSA departments in developing and implementing assessment tools for the programs and services offered. A student satisfaction survey will be developed and distributed during the 2002-03 year.

Administrative Issues

The Office will design detailed policies and procedures for developing, administering and forecasting a sound budget. The office will also develop and manage a detailed web site for all departments within the division. Policies and procedures for the recruitment, hiring and development of personnel for the division will be developed. A detailed recruitment and communications plan will be implemented.

Personnel

New personnel will be hired for all proposed positions based on budget constraints. A detailed staff development plan will be developed and implemented. Student Affairs will strive to create a smooth transition for the Admissions staff from

Academic Affairs. Evaluations of all employees will be implemented.

Technology

The office of the Vice President will continue to work with the IT department to develop efficient use of technology to provide the highest service and programs possible to our students.

Facilities

The office will assist in the smooth transition for financial aid, admissions, and recruitment in relocating to the remodeled Professional Building and setting up an Enrollment Center. The office will also assist the Office of Student Development in the remodeling of the University Hub and Hagerty Auditorium.

Community Relations and Partnerships

Current relationships will continue to be developed as well as new relationships with local businesses, community groups and local citizens.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT Mid-year

Programs and Services

The Office of the Vice President has worked closely with the various departments within Student Affairs to provide quality recruitment materials and events; to provide sound budget guidelines and support; to provide assistance in policy development; and to provide staff development, training and support.

Student Affairs has produced a new recruitment poster, recruitment and departmental brochures and a recruitment video CD-ROM for prospective students. The office of the Vice President has also developed budget and expense procedures for each department. Budget modifications are made with consultation from the divisions management team which consists of all the directors and the Vice President.

Research and Assessment

The Office of the Vice President has conducted research for the development of on-campus student housing. The office also assisted DSA departments

in developing and implementing assessment tools for programs and services offered. A student satisfaction survey is being finalized and will be distributed during the spring semester.

Administrative Issues

The VPSA office has design detailed policies and procedures for developing, administering and forecasting a sound budget. The office has worked closely with Administration and Finance staff to accurately track expenses and forecast future needs. The office is developing a detailed web site for all departments within the division. Policies and procedures for the recruitment, hiring and development of personnel for the division are being developed. A detailed recruitment and communications plan was developed and implemented in the summer.

Reports required for Accreditation with WASC (Western Association of Schools and Colleges) have been written by the division administrators. Work continues on policy and procedure development and other articles of evidence in preparation for a site visit in February.

Personnel

A Director of Budget, Operations and Auxiliary Services was hired in July. The Executive Administrative Assistant was hired in July. The Director of Student Development began in early July as well as the Coordinator of Orientation and student development. A staff development plan has been developed and implemented. A director's retreat was held in July to develop a strategic plan, a budget plan and a mission statement for the division. Weekly management staff (directors) meetings are held. A full day of staff development and training for all student affairs staff was conducted in early August to provide a detailed and uniform message about the University and the division and to coalesce the staff into one unit. Monthly division-wide staff meetings are held to provide a consistent message across the Division and to allow for open discussions on topics concerning the Division. A smooth transition for the Admissions staff from Academic Affairs to Student Affairs was developed and implemented. The Office of Registration and Records staff transitioned from Academic Affairs to Student Affairs in October.

Technology

The office of the Vice President continues to work collaboratively with the Information Technology (I.T.) division to develop efficient use of technology to provide the highest service and programs possible to our students. Planning continues regarding the implementation of PeopleSoft as our student information system. Members of the staff also sit on the University's Enterprise Committee and the University's Web Site Review Committee. The VPSA office encourages and supports the use of technology in each of the departments within Student Affairs.

Facilities

The office assisted the Enrollment Services departments with the smooth transition for Financial Aid, Admissions and Recruitment, in relocating to the remodeled Professional Building and setting up an Enrollment Center. The office also assisted the Office of Student Development in the remodeling of the University Hub and continues to assist in the remodeling of Hagerty Auditorium.

Community Relations and Partnerships

New relationships with local rotary organizations, banks and automobile dealers have developed over the past six months. The Saturn dealership has assisted the Office of Student Development with a number of sponsorships.



MISSION AND PURPOSE

Mission

The mission of the Office of Admissions and Recruitment is to enlist a quality undergraduate and graduate student body that includes representations of first generation and under-represented students.

Admissions and Recruitment personnel:

- Provide information about CSUCI to local schools and community
- Conduct educational presentations to a variety of student groups of all ages
- Act as liaison between the community and CSUCI
- Provide pre-admission counseling to prospective students

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT

Programs and Services

Though the transfer was not officially complete until July, the Division of Student Affairs assumed responsibility for Recruitment at the beginning of April, 2002. Two recruiting counselors, and one EOP counselor (all SSP II level employees) were transferred to the division. No additional budget, clerical, or administrative support accompanied this transfer of responsibility.

At the end of May, and after the Director of Admissions and Records had already resigned, the President directed the Vice President of Student Affairs to assume responsibility for admissions as well as recruitment. While the six individuals who came with the transfer of the department were trained in some aspects of the admissions process, none were trained in registration procedures. Two top level administrators and one support person did not transfer to student affairs.

Recruiting a qualified student body became the top priority of the division and in conjunction with his staff, the Vice President developed a systematic plan to reach as many prospective students as possible. Those efforts included advertising, a direct mail campaign, frequent visits to area schools, walk-in "Instant Admissions" Fridays, two community Information Evenings, and the implementation of a telephone communications center.

Advertising

A four-page insert to the Ventura County Star's education supplement was designed for distribution in mid-June. To overcome the perception that the University was not yet opened, the supplement featured photos of "students" and included specific information about each of the majors offered. The piece encouraged readers to contact the University for more information or a campus tour.

A poster, including business reply mail response cards was designed and placed in 172 locations throughout the county by staff members. Locations included churches, coffee houses, community centers, bookstores, gyms, libraries, and shopping malls. Designed to solicit responses from those interested in the current as well as future semesters, the poster drew at least 50 responses prior to the end of the fiscal year.

Beginning with the weekend of July 4, theater chains (Edwards, Mann, and Century) featured ads indicating that the University was open for upper division transfer students.

Direct Mail

A direct mail piece with a tear-off reply card was designed and sent on July 5, 2002, to 6,097 community college students who had declared majors which corresponded to those being offered by CSUCI. (Students who had declared English were not included in this mailing as Northridge was using the same list to generate applicants.) To reduce mailing costs, the CSUCI mailing utilized the nonprofit indicia. Our response rate was approximately 1½ %.

Community College Visits

To augment the number of community college visits being made by one EOP counselor and two recruiting counselors, all staff members in the Division of Student Affairs were enlisted to visit the local community colleges. This effort, which began May 14, resulted in 56 visits to Moorpark, Oxnard, Ventura, and Santa Barbara City Colleges. At the colleges, recruiters set up tables where they answered

COLLEGES RECEIVING POSTERS AND POSTCARD MAILING

COLLEGE	LOCATION	MILES FROM CSUCI
Allan Hancock College	Santa Maria	118
Antelope Valley College	Lancaster	92
College of the Canyons	Valencia	59
Cuesta College	San Luis Obispo	150
El Camino College	Torrance	59
Glendale College	Glendale	49
LA Mission College	Sylmar	50
LA Pierce College	Woodland Hills	30
LA Valley College	Van Nuys	39
Moorpark College	Moorpark	21
Oxnard College	Oxnard	12
Pasadena City College	Pasadena	55
Santa Barbara City College	Santa Barbara	45
Santa Monica College	Santa Monica	49
Ventura College	Ventura	15
West LA College	Culver City	49

questions, and distributed information and paper applications.

Augmenting these efforts at the three Ventura County colleges and Santa Barbara City College, 2,000 postcard-size advertisements were distributed to students via faculty who were teaching during the summer session. Each faculty member received approximately 20-25 cards which featured a photograph of students inviting others to become part of the CSUCI team. These cards also went via mail to the feeder schools, identified as the seventeen community colleges within potential driving distance to the University. The schools defined as “feeder” provided 66% of the total number of applicants and 65% of the total accepted pool.

High School and Community Visits

Because enrollment for the fall semester was priority, recruiters focused their efforts on community colleges. From May 1 through June 15, four high schools made campus visits. Members of the team attended the CSUN Community Advisory Board Meeting, Pre-college Collaborative Consortium at UCSB, the CSU Counselors Outreach Professional Development conference, and the Homebuyers’ Corporation First Annual Fair.

“Instant Admissions” Fridays and Information Evenings

With the assistance of the EOP counselor, the recruiting team instituted the practice of providing provisional admissions to students who brought unofficial transcripts to campus on Fridays.

EOP

The mission of the Educational Opportunity Program (EOP) is to create supportive student communities for low-income and educationally disadvantaged students who may experience difficulties making the transition to college. The EOP office recruited prospective EOP students by conducting bi-monthly informational meetings, pre-admissions counseling, and walk-in instant admission Fridays. In addition, the EOP staff took an active role in fostering a student-centered environment that would transform our students into powerful learners by;

- Having students volunteer to be guest speakers to visiting K-12 schools;
- Providing referrals to paid or unpaid internships opportunities;

- Making opportunities available for students to apply for scholarships as well as graduate and professional workshops sponsored at other CSU campuses; and
- Recommending students for participation in hiring committees on the CSUCI campus.
- May 11,2002, Migrant Student Conference – Santa Paula High School
- May 13, 2002, Cuesta College
- May 14, 2002, Allan Hancock College Fair
- May 15, 2002, West LA College
- May 18, 2002, Annual Migrant Education Student Conference, Ventura and Oxnard K-8.

In conjunction with the Recruitment staff, the EOP office participated in the following programs:

- May 3, 2002, Hueneme High School AVID Class, Faculty, students and staff
- May 6, 2002, Ventura County National College Fair
- June 5, 2002, Rio Mesa High School (presentations to all 11th grade college prep & two honors English classes)
- June 17th, 2002, Candelaria American Indian Council (meeting to establish a partnership)

Table 2

Week	Calls made to	Dates	# of Calls	# of Students Attending CSUCI	% Yield from Calls
1	Admitted Students	May 20-24	323	82	25%
2	Admitted & Incomplete	May 28-31	472	143	30%
3	Financial Aid Requests, No Applicatio, Admitted, Incomplete	June 3-6	277	58	20%
4	Admitted	June 11-12	65	32	49%
5	Admitted & Incomplete	June 18	36	13	36%
6	Admitted & Incomplete	June 28	37	20	54%
Total			1,210	348	28%

Communications Center

A telephone communications center staffed by student assistants was established with the two phone numbers: 805-437-CSCI and 888-44-CSUCI. These lines received all incoming calls from advertising done during this period. In addition, the lines were used to make daily contact with prospective students. Incoming calls rolled to an available line to minimize the chance of receiving a busy signal.

Calls were made to a variety of students including: admitted students who had not confirmed an intent to register, students with incomplete applications and students who had requested financial aid, but had not applied to the University. Table 2 illustrates the number and effect of these calls.

Research and Assessment

Because applications were not keyed to specific outreach events, it is not at this time possible to make a precise correlation between recruiting activities and applications received.

The 729 applications that had been received by the first week of May were disaggregated to reflect provided data regarding the age of applicants. (See Table 3 below.) Using this information and the demographics of our region, the recruiting materials were redesigned to reflect a broader age and ethnic diversity. Local feeder colleges continued to be the main focus of recruiting efforts.

During this six-week period, a total of 191 paper and 108 electronic applications were received and processed. Of the 300 applications received during this time, 237 students were admitted.

Administrative Issues

Some administrative issues emerged during this transitional period as some of the calls made by the communications center duplicated the efforts already being made by the admissions staff. One of the recommendations that resulted from the intense recruiting efforts of this two-month period is that communications in the future be coordinated to eliminate overlapping calls to students. The revised plan calls for systematic mailing and contact procedures, so that the flow of information to prospective as well as accepted students is seamless and the origin of the contact is clear.

Other points of discussion during this period had to do with the labor intensity of evaluating paper applications as opposed to the ease with which electronic applications are processed. Although it is estimated that electronic applications take significantly less time to evaluate, it is also acknowledged that the paper applications are useful and preferred by some potential students. They are also easily distributed by high school counselors. Secondly, although the total number of applications received was evenly divided between paper and electronic, the paper yielded a higher percentage of admitted students. This may be because students applying electronically typically apply to more than one school and may have allowed their application to lapse once they were accepted to another institution.

Personnel

The recruitment staff (Outreach Counselors) became members of Student Affairs in May of 2002. Prior to this they were members of Academic Affairs.

Table 3

Age of Applicant	20-25	26-30	31-35	36-40	41-45	46+	Total
Applications Recieved by May 3	439	97	68	29	32	40	705
Applications Recieved by June 30	586	145	97	51	57	66	1,002
Difference	147	48	29	22	25	26	297

Technology

The Office of the Vice President has worked with the Recruitment staff and IT to develop a prospective students web site to enhance the level of service and information provided to prospective students.

Facilities

In the late spring of 2002, work on the renovation of the first floor of the Professional Building continued. This renovation would create office space for several departments which would consolidate services in a single "Enrollment Center." Services that would be available in the Enrollment Center include: Recruitment, Financial Aid, Admissions, Registration and Cashier.

Community Relations and Partnerships

In addition to the high school and community visits already noted, Admissions and Recruitment made an effort to contact businesses in the area to invite them to participate in *Be a Part from the Start* activities developed by the Office of Student Development. Recruiting staff were coached to wear name badges and liberally distributed business cards as everyone was an acknowledged ambassador of the university

GOALS AND OBJECTIVES 2002 - 2003**Programs and Services**

The overall goal for the Division in this area is to assist the University in recruiting and enrolling a qualified student body. To more effectively accomplish this, the Division plans to implement a communications strategy that ensures prospective as well as admitted students receive appropriate information and support in a timely manner.

The first part of the plan involves follow-up communications with students who have expressed their interest in the University by e-mail (prospective.student.edu), by phone (437-CSCI, 888-44-CSUCI), or with a tear-off reply card. Responses to these inquiries will be sent on a daily basis 100% of the time. Students will be entered into a database that will allow follow-up at appropriate future dates depending on the semester and program in which they have expressed interest.

Data bases are being constructed that will allow the communications center to send different mailings to students who begin requesting information early in their high school careers. Age appropriate pieces will be sent each year to these future prospective students. Data will be recorded on a daily basis and reports will be generated weekly. Every admitted student will receive a series of personal letters that begin a week after the initial admittance letter.

Each of the letters is personalized and informative. To eliminate duplicate letters being sent, all follow-ups to admitted students will be generated by the communications center. Those departments that have been contacted separately by a student will contact the Communications Coordinator to request that appropriate materials be sent promptly to the student. The Communications Center will then update their records to reflect any action taken and to interrupt the flow of "automatically" generated letters.

In the area of Educational Opportunity Programs, a model for CSUCI will be designed that will enhance the community's awareness of this service on our campus. Contacts will be made at each of our feeder colleges to so that programs can be designed for this specific population. It is our goal to add six EOP students this spring and bring the number of EOP students transferring to CSUCI from the community colleges to 25 by the end of next fiscal year. Currently nine EOP students are enrolled for the fall 2002 semester. Collaborative partnerships with K-8 schools will be developed. Additional efforts to target under-represented students will include participation in a variety of cultural events.

Research and Assessment

It is the intention of the DSA that every program, visit, and communications tool be accurately measured for its effectiveness. To this end, the Division will keep qualitative as well as quantitative data. Qualitative data will include records of comments made by prospective students both in person and on the telephone as well as recruiters' opinions about the effectiveness of each off-campus visit or on-campus event. Quantitative data will include tallies of phone calls and records of responses to mailings or visits.

Our target market will be further refined both geographically and in terms of specific target groups

within a population. Data will be collected to demonstrate whether or not these efforts have resulted in successful and continuous enrollment.

Reports will be generated by each of the directors on a monthly basis and will be shared and evaluated by the VP's office to facilitate planning and to expedite the ability to make changes that will improve our delivery of service to students. Until such time as a Director of Admissions and Recruitment is hired, the reports from this area will be generated by members of the recruiting team.

The office of the VP will assist with the effort to retain a high percentage of our students. Specific follow-up for EOP students will fall to the counselor in that office and a 1:1 correlation made as to effectiveness of the support services available to that population. At this time, we expect 100% retention of the 9 students designated EOP for the fall semester.

Administrative Issues

An issue facing the Admissions and Recruiting division is the absence of a director. The area currently consists of two full-time recruiters, one administrative assistant and two student assistants. A special consultant is also currently assisting the area. In addition to a limited staff, certain administrative issues also resulted from the transfer of the recruiting team from academic to student affairs at a time when recruiting was in full swing.

In the absence of a director, student workers in the office of recruitment adapted some procedures and some continuity was lost as there was inconsistency with how names were entered into the database. Due to the turnover of student assistants and the absence of a specific reporting format, the area lacks accurate records of what was sent to students during this transitional period. As hard copies of student interest cards are still available, the office plans to update our current database using these cards.

As several areas within the University all communicate with students, there is considerable potential for overlap and the Division plans to hire a communications coordinator to act as a liaison between departments and divisions. The communications coordinator will coordinate the flow

of information and participate in the creative direction of messages to ensure that they are accurate, consistent, and appropriate.

Personnel

Early in the fiscal year 2002-03, the office of Recruitment plans to hire a full-time recruiter, bringing the total number of recruiting counselors to three. All three of these counselors will be able to assist with pre-Admissions counseling and will be qualified to provisionally admit students during "Instant Admissions" Fridays. In addition to a recruiting counselor, an administrative coordinator and a full-time communications assistant will also be hired. The administrative assistant will assist all staff. The communications coordinator will in collaboration with a creative team, design and produce recruiting materials, coordinate advertising, and oversee the telephone communications center.

Technology

Admissions personnel will be trained to use a new scanner that will be purchased early in the next fiscal year. This will expedite the application process by eliminating the need to forward paper applications to the Northridge campus for scanning. The Recruiting staff will be using Excel spreadsheets to track and follow-up all inquiries.

Facilities

At the beginning of the current fiscal year, Admissions and Recruitment moved with Financial Aid from the Bell Tower to the newly renovated Professional Building. This move facilitated the creation of a "One Stop Shop" where students can apply, pay, register, change classes, and receive financial counseling or aid.

Community Relations and Partnerships

The office of Admissions and Recruitment will further strengthen ties to the community this year by participating in a number of events including business and education fairs, church and community events. Plans for this fiscal year include participating in mailings done by the Chambers of Commerce to their membership. We also plan to maintain strong connections with the *Ventura County Star* and other local media outlets by letting them know in advance when events are planned, and writing about our students and events for publication.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT Mid-year

Programs and Services

From July 1 through the end of August the entire Division was dedicated to generating applicants to the University for the fall, 2002. The success of that effort could be measured as 630 students registered for fall classes. This number included nine EOP students.

As they launched the recruiting drive for spring and fall, 2003, recruitment counselors presented materials at over a dozen college fairs. Counselors visited fifteen colleges in southern California and weekly appointments were made with students at Oxnard and Ventura Colleges. Bi-monthly appointments were made with students at Moorpark and Santa Barbara City Colleges. From September to December 6, over fifty high schools were visited, accounting for more than 6,000 student contacts. In addition, 30 schools brought more than 1,100 students to visit the Channel Islands campus for a presentation and tour.

At the high schools, seniors were invited to “Instant Admissions Day for Freshmen.” Of the 123 attendees, 81 were provisionally admissible. (The number of freshmen applicants continued to build. With 2,166 applications, admissions to freshmen closed after the first business day at the end of the open filing period at 5:00 on December 2.) Enrollment remained open for upper division transfer students in all majors for fall. On December 16, applications for spring were closed to Business and Liberal Studies majors.

To announce this closure, the communications and recruitment offices personally telephoned all college and high school counselors in the area. To give students advance notice of the imminent closure, a global e-mail was sent on December 5 to all California community colleges and to prospective students who had expressed interest in either Business or Liberal Studies.

In addition to personally contacting many students through high school and community college visits, the recruitment office responded within 48 hours to

over 1,800 requests for information. Each response was personalized so that the prospective students received a general fact sheet, a fact sheet relevant to his or her major area of interest, and if requested, a paper application. Costs for these mailings were reduced by a redesign which enabled folded brochures to be sent for the cost of a letter.

Several weeks after students had been admitted, and after the orientation materials had been mailed, the Communications Center made follow-up phone calls to students admitted for the spring semester. From July through the end of November, the communications center contacted by telephone 1,467 admitted or prospective students. Over 800 prospective students from the database were contacted by e-mail to advise them of the Open House in November and 190 students with incomplete applications were contacted about the materials missing from their applications.

The fall Open House was held on November 2 to showcase the campus and give prospective students a chance to meet staff and faculty. Over 500 people attended and survey responses as well as anecdotal evidence collected by staff indicated a generally positive response to the day.

During the fall, the EOP counselor regularly met with enrolled students from both Channel Islands and Northridge, providing counseling support in over 200 appointments. Outreach, which focuses on K-8 schools, visited four schools and six schools visited the Channel Islands campus for an early academic preparation program.

Research and Assessment

Qualitative data was collected following the Fall Open House and “Freshmen Instant Admissions Day.” This data was collected using a survey which was distributed and collected at the end of the event. At both events, surveys were used to collect information which was shared in committee meetings to improve planning and delivery of future events.

Frontline personnel were encouraged by the Vice President and directors to share any anecdotal

evidence that might help the Division improve Communication or delivery of services.

Recruiters used a template to record both quantitative and qualitative data about their school visits. These records indicate that from July 1 - December 6, recruiters presented to over 6,000 students both inside and outside Ventura County. At the end of the calendar year, they were in the process of evaluating these visits and doing strategic planning based on these evaluations.

Administrative Issues

Administrative issues during the second half of the calendar year continued to be staffing for an evolving organizational chart. Specific challenges arose in the areas that had shifted midyear.

Personnel

Recruiting quality personnel continues to be a focus for the Office of Admissions. A bilingual recruitment counselor was hired in August to bring the total to three full-time recruitment counselors. The office also hired an Administrative Support Coordinator in December for the recruitment area. An Evaluator II was hired in December to begin in January. This hire is important as our Evaluator I will be taking nine months family leave in January. A document and Imaging Scanner was hired in November to assist in creating electronic files for all prospective and current students. Special consultants were utilized to develop articulation agreements and provide data entry support for the agreements.

Facilities

In late summer, the services provided by financial aid, registration and records, and pre-admissions counseling were consolidated in the Professional Building.

Technology

The office is working closely with I.T. and the CSUN campus to develop a process to input and report grades. The registration component of PeopleSoft will be a major project to begin in January.

While the recruiting office continues to use Excel as a database to track mailings and other student contacts it is inadequate for enrollment management purposes. A somewhat cumbersome manual method was designed to provide ongoing communication

with admitted students. At the end of the calendar year, the division was liaising with IT and other campus areas to implement technology that would allow for communications to be computer generated. Meetings were held with IT so that anticipated needs could be accommodated more effectively.

The Excel spreadsheet used by the communications center enabled calls to be made to selected groups of freshmen or transfer students, that could be further disaggregated by major area of interest. A second database for classes graduating after 2004 was instituted so that future mailings could be targeted at students depending on their grade level. SIMS/R was used for enrollment and reporting purposes. A similar spread sheet for admitted students was used to oversee the Communications Plan. By the end of the calendar year, close to 600 freshmen had received letters of congratulations from the President. Letters from the Faculty followed to students in Biology, Business, and Liberal Studies. The letter from financial aid was postponed until after January 10.

Community Relations and Partnerships

Recruitment personnel participated in several community events in the fall. Counselors attended 29 high school and colleges fairs. An "I'm Going to College" project involved 160 fourth grade students in the Mesa, Briggs, and Santa Clara School Districts. In addition, recruiters actively participate in several community advisory boards, committees, and groups including: Extended Opportunity Advisory Board (EOPS); Advisory Boards for Ventura and Oxnard Colleges; Central Coast Consortium of Colleges; California Student Opportunity and Access Program (CalSoap) which serves K-12 schools in the Santa Barbara area; the United Outreach Services (UNOS) board; College, Making It Happen; Community Admissions Day Collaborative; and Pre-Collegiate Collaborative Consortium.

MISSION AND PURPOSE

Mission

As the official “Office of Student Records” for students enrolling at the University and the only office authorized to issue official transcripts, certify the enrollment of students, the awarding of degrees and other matters of records, the Office of Admissions and Records has an important mission in the operation of the Division of Student Affairs. To this end, the Office of Admissions and Records supports the mission and goal of the Division of Student Affairs by maintaining timely and accurate records on admissions, enrollment and academic progress and accomplishments of its students, while maintaining the privacy and security of those records.

The Office of Admissions and Records places service to students and faculty first among its priorities, recognizing these persons as the Office’s primary constituency. This Office serves as a primary information source for students and actively seeks ways to effectively communicate and inform students regarding university policy and procedure.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT Midyear

Programs and Services

The Office of Admissions and Records has struggled for its identity throughout the past 18 months. The Director of Admissions and Records was hired with the expectation that she oversee admissions and records, articulation, advising, EOP, and recruitment and outreach. Admissions and Records initially reported to Academic Affairs. Advising and recruitment/outreach were never put under her control. In May 2002, the Director of Admissions and Records resigned with the agreement that she continue until a replacement was found. In June 2002, the ‘admissions’ component of Admissions and Records was transferred from Academic Affairs to Student Affairs. As the Registrar, but still with the title of Director of Admissions and Records although ‘admissions’ did not report to her, she remained under Academic Affairs until October 2002 when the reporting lines changed to Student Affairs and ‘admissions’ was recombined with ‘records.’

Therefore, it is difficult to determine institutional effectiveness and assess it within this 18-month time period. Because admissions and recruitment are handled elsewhere in this Annual Report, this section will deal with the ‘records/registration’ and articulation components.

In July 2002, the following goals and objectives were submitted to Academic Affairs for Records and Registration, and Articulation:

Records and Registration:

- Maintain currency with all CSU systemwide rules and regulations
- Develop and maintain student information system in conjunction with IT
- Develop and maintain electronic grading and archival system
- Develop and maintain transcript-generation process
- Develop and maintain Web registration process
- Produce Catalog
- Produce Schedule of Classes for each semester
- Track remediation
- Determine students’ eligibility for graduation
- Confer degree
- Issue diplomas
- Maintain degree audit system (DARS)

Articulation:

- Develop faculty-approved articulation agreements between CSUCI and transfer institutions
- Supervise and maintain ASSIST database
- Identify CSUCI courses for California Articulation Number System (CAN)
- Maintain and distribute all articulation materials to faculty, staff and other colleges and universities

There are a myriad of other programs and services housed within records and registration including veterans’ certification; FERPA monitoring, notification, and compliance; ERS reporting to the Chancellor’s Office; Immigration and Naturalization Service (INS) authorization to grant visas to international students; records retention plan;

disaster recovery plan; National Student Clearinghouse agreement for financial aid certification; EPT/ELM compliance; and diploma design and production.

The records and registration area has not been successful in gaining approval by the Bureau of Consumer Affairs to be a provider of education services to veterans. Although the approval process has been ongoing for 12 months, it has not come through. This continues to be a major priority for the records and registration area and its director.

Research and Assessment

Because broad-based and cogent goals and objectives for the Records and Registration area over the past 18 months were not written, assessment is difficult. The departing Director of Admissions and Records will perform a self-audit prescribed by the American Association of Collegiate Registrars and Admissions Officers before her departure, and the results will be communicated to the Vice President for Student Affairs. Because of other pressures relative to fall 2002 end-of-term activities such as grade collection and processing, the self-audit is not part of this Annual Report. Quantitative productivity measurements include the production of the 2002-03 Catalog, Fall 2002 Class Schedule, Spring 2003 Class Schedule, and the successful completion of articulation agreements with all primary feeder schools. Anecdotal feedback from enrolling students did not result in negative comments about the high-touch, low-tech nature of our manual registration system, even though most were accustomed to more sophisticated methods involving the Web and telephone. (Author's note: the honeymoon period will be short in this regard!)

Administrative Issues

The records and registration 'unit' struggled over the past 18 months with many issues including ambiguous expectations and reporting lines; a director who had resigned; reliance on CSU Northridge, the mother, or more accurately stepmother, campus, for operational procedures not endorsed by the incumbent director at CI; borrowed personnel from CSU Northridge; lack of its own and independent student information system; hostility from some quarters at CSU Northridge; lack of a symbiotic working arrangement with IT at CI;

inconsistent information given to prospective, and later, enrolled students; absence of campus-wide communication channels; and shortage of personnel. However, at all times, the primary mission to admit fall 2002 students, register them, and successfully enroll them was put first, and these tasks were accomplished.

Personnel

Personnel in the records/registration unit came from a variety of sources. Some support staff and one Administrator I existed from the CSU Northridge off-campus center and rolled over into CSUCI employees. Two staff members were employed on-loan from CSU Northridge. Others were hired new to CSU Channel Islands. There was some initial struggle in establishing an office culture, especially in the area of interoffice reporting lines (and this remains), however, a commitment to customer-friendly attitudes and practices was inculcated early on, and remains strong. The lack of a dedicated business 'systems' person has hindered technological process and reinforced our dependence on CSU Northridge for nearly all technological processes relative to records and registration. The original MOU with CSUN called for this hire. The Administrator I functioning as the office supervisor, left in late October for another position.

A consultant was hired to accomplish our articulation goals and she has made enormous progress, meeting all our articulation goals. She is the former articulation officer at California State University Sacramento and she is well known and respected in this region.

Various CSU Northridge personnel have been hired as consultants to keep processes going such as the degree audit system and the evaluations backlog.

New hires include a departmental secretary for admissions and records, and a clerical support position for the scanning and archiving function.

The Office of Admissions and Records at CSU Northridge has provided a tremendous amount of time and energy to assist Records and Registration over the past 18 months. Numerous staff traveled to CSUCI on their own time and at their own expense to assist us and we are very much in their debt.

Many positions remain unfilled such as a new Director of Admissions and Records; a permanent Articulation Officer; office supervisor to replace the one who transferred to Academic Affairs for another position; an Assistant Director of Admissions and/or Records to assist the Director with administrative details; a clerical support position to assist with catalog and class schedule production; and a clerical support position to assist with the development and maintenance of the statewide ASSIST database for articulation. Understandably, budget constraints influence our ability to make these hires.

Technology

Technology is a problem in records and registration. Pursuant to an MOU negotiated with CSU Northridge in early 2001, CSUN would install an instance of their SIMS/R student information system at CSUCI. However, the operational details for support and maintenance were not specific, although the MOU called for the hire of a business systems person in Admissions and Records at CSUCI to support this instance and this never occurred. The convergence of two situations, namely CSUN's need to attend to PeopleSoft implementation issues and CSUCI's desire to move away from using the CSUN instance of SIMS/R, has resulted in a lack of forward technological movement on the part of Records and Registration. We are operating on the concept of kludge. With no alternative at hand, we registered students for fall 2002 by-hand into SIMS/R and this necessity remains for spring 2003. The following is a list of some of the processes for which we are totally reliant on CSUN:

- Class rosters to instructors at the beginning of each term
- Data mailers to students at census date confirming enrollment (mailers say "CSUN" and we hand-label over with "CSUCI")
- ACT and SAT test score uploads
- Grade rosters (rosters say "CSUN" and we hand-label over with "CUSCI")
- Grade upload into SIMS/R
- End-of-term SIMS/R functions
- Degree audit system (DARS) updating and maintenance (we do not have a DARS contract)
- Course table maintenance issues in SIMS/R

- Transcript scanning into optical scanning system (CSUCI has now purchased its own equipment and we will become independent)
- Required ERS reporting to the Chancellor's Office

With respect to the accomplishment of the aforementioned goals, we have not developed and maintained a student information system beyond what we have from CSUN, nor do we have independence to collect grades for upload into SIMS/R, issue transcripts or register students via the Web. If PeopleSoft is available as a solution in the near future, e.g., fall 2003, this will move the office forward. If PeopleSoft is not available for fall 2003, an interim student information system solution must be obtained for Records and Registration.

Facilities

At the beginning of the current fiscal year, Records and Registration moved from the Bell Tower to the newly renovated Professional Building to be part of the Enrollment Center.

Accomplishments

- Produce 2002-03 Catalog
- Produce Fall 2002 Class Schedule
- Produce Spring 2003 Class Schedule
- Design and produce official CSUCI transcript
- Full completion of articulation goals
- Produce degree audits for all enrolled students
- Establish FERPA guidelines and notification procedures
- Educate campus about Title V and CSU Executive Orders
- Register students for fall 2002 and spring 2003
- Verify class enrollments to instructors
- Verify class enrollments to students
- Write staffing plans (a total of 3)
- Perform end-of-term functions for fall 2002 including grade capture and reporting
- Issue official transcripts to all fall 2002 students (January 2003)
- Maintain course inventory in SIMS/R
- Execute contract with Hershey Business Systems for document scanning and archival system



MISSION AND PURPOSE

Mission

The Mission of the Office of C.H.A.P.s is to prepare students to meet the challenges of the real world that exist inside and outside the classroom. It focuses on the development of the whole student in mind, body, and spirit, and provides service and learning opportunities that advance the student's overall development. It accomplishes this mission by:

- Providing comprehensive career development services to help students integrate their educational experiences with lifelong learning and career opportunities through effective academic/career decision-making, planning, and job search.
- Improving student achievement by identifying and reducing health barriers to learning through student health promotion and disease and injury prevention.
- Assisting students with disabilities to realize their academic and personal potential through quality student services that comply with Section 504 of the Federal Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990.
- Providing counseling services that facilitate the social-emotional adjustment of students who experience life challenges that interfere with personal growth and adjustment to university life.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT

Programs and Services

C.H.A.P.s was officially launched in the fall of 2002. As a result, there were no C.H.A.P.s programs or services operating during the period covered by this annual report.

Research and Assessment

The Office of C.H.A.P.s began collecting assessment and evaluation data after June 30, 2002. Consequently, no research and assessment data was available to include in this annual report.

Administrative Issues

Although C.H.A.P.s was not operating prior to June 30, 2002, all of its programs and services were developed only months earlier. It would have been extremely helpful to hire C.H.A.P.s administrative staff during this period to participate in the program planning process.

Personnel

Currently C.H.A.P.s staff consists of a director and an office assistant. (One staff position is in the final search stages, the coordinator for Career Development Services and coordinator for Disability Accommodation Services.) A third coordinator position for Personal Counseling Services was removed from the search list and will be posted again in fall 2003.

Technology

The Division has allocated resources to develop a disability computer lab, which will open in the fall 2002. The lab will be equipped with five large screen computers and other adaptive technology for students with disabilities. A similar investment has been put into creating a career computer lab. This lab includes four computers equipped with career assessment software as well as assistive software and devices for students with disabilities.

Facilities

The office began work on developing a testing center, a career center and an ADA lab for students.

Community Relations and Partnerships

The Student Health Services area began negotiating a contract with the Ventura County Health Services to offer health services to our students at locations around the county.

New and Enhanced Programs

C.H.A.P.s represents a new approach to student services. Its emphasis on the whole person and a team approach sets it apart from most programs in student affairs. The approach views the person as more than the sum of his or her parts (i.e., mind, body, and spirit). Similarly, it holds that a person's "problem" cannot be confined to a single service such as counseling, health, career, or disability accommodations. C.H.A.P.s' response to student services is to assemble a team of professionals for

career development, health services, disabilities accommodations, and psychological services to address the needs of the whole student in mind, body, and spirit. This is what sets C.H.A.P.s apart from other student affairs programs.

GOALS AND OBJECTIVES 2002 - 2003

Programs and Services

Career Development— The mission of Career Development Services is to provide comprehensive career development programs that help integrate the student's educational experiences with lifelong learning through effective academic/career planning, preparations, and job search.

Career Development Services is committed to making its services number one in the nation. This commitment is reflected in its strong mission, student-centered philosophy, and well-organized programs and services. These elements, combined with the C.H.A.P.s team approach, set it apart from traditional Career Services and position it to become a premier success story.

Career Development Services offers a range of services that are designed for the novice career planner as well as the more seasoned career planner seeking specific internship experiences. To help students decide their career needs, the office offers a Co-Curricular Transcript program to guide the student in his or her career preparation. This program provides students with a checklist of experiences and artifacts helpful in their preparation for employment or for applying for graduate or professional school. The Co-Curricular Transcript program is supported by an array of career-related programs such as the:

Job Shadow Program—to help students who are undecided on a career path by providing a brief exploration of various career occupations.

Internship Program—an in-depth work experience that allows students to gain valuable training and supervision in their career path. Ideally this experience will serve as an inroad to employment.

Mentorship Program—an ongoing professional apprenticeship that gives the student insights into their career occupation.

Resume Writing Workshops—to help first-time resume writers get started and help the experienced to improve or polish their old resume.

Interview Strategy Workshops—to prepare students for the challenges of representing themselves at the interview table.

Job Fair—to bring prospective companies, businesses, and organizations to campus to recruit student applicants.

Onsite Interviews—to invite employers to campus to conduct job interviews.

Student Health Services— The mission of the Student Health Center (SHC) is to enhance the student's educational experience by promoting good physical and emotional health. The Center emphasizes the prevention of illness through healthy life-styles and education. Basic health care is a requirement at each of the 23 Cal State University campuses under Chancellor's Executive Order 814. Channel Islands student fees include a \$60.00 per semester student health service fee and a \$6 per semester health facility fee. For these fees students are offered the following basic services:

- Primary care of acute and sub-acute conditions, illnesses and injuries (e.g., physical examinations);
- Primary care of preexistent acute and sub-acute conditions and exacerbations;
- Family planning services consistent with current medical practices;
- Health education programs (e.g., nutrition, sexually transmitted diseases, HIV, alcohol and drug abuse, eating disorders, preventive medicine);
- Immunization programs for the prevention and control of communicable diseases (e.g., measles, rubella, diphtheria, tetanus, polio);
- Evaluation and counseling for individual health problems;
- Preparation and maintenance of professional medical records;

- Medical liaison services with other community health agencies and services (county health department, medical and nursing schools) and the CSUN Student Health Center;
- Women's health care (e.g., annual PAP smears, inoculations, etc.).

The services offered by the CI Student Health Center go beyond the basic. They include health promotional programs that educate students on health subjects such as the:

- Diabetes Awareness Workshop and Diabetes Screening
- Heart Disease and Hypertension Workshop and Blood Pressure Screening
- Great American Smoke-Out Workshop
- National Nutrition Month Workshop
- AIDS Awareness Workshop
- Breast Cancer Awareness Month Workshop
- Skin Cancer Awareness Month Workshop
- Flu Clinic

In addition to its educational program, the SHC offers students the option of meeting their health care needs in the local community where they live. The Ventura County Medical Center, the University-contracted health services provider, has eight community clinics that CI students are able to use in addition to the services offered at the campus.

Health Center Operation Hours—The Health Center is open Monday through Friday, 20 hours per week. VCMC is required to discuss any changes in its days or hours of operation or its staffing with the Director of C.H.A.P.s in a timely manner.

Health Center Location—The Center is located along San Luis Avenue in parking lot A2.

Space—Cal State Channel Islands provides office and clinic space, along with telephone and janitorial services, for the Student Health Center.

Payment Arrangement:- The Ventura County Medical Center is compensated at a rate of \$3,500 per month from August 23, 2001, to August 23, 2002, not to exceed \$35,000.

Disability Accommodation Services (DAS)—The mission of Disability Services is to create an accessible academic, social, and physical campus environment that supports the ongoing success of the student. It accomplishes its mission through well-designed and operated support services. As mandated by the CSU Chancellor's Office, DAS stands ready to respond to six areas of disability:

Visual Limitation—blindness or partial sight to the degree that it impedes the educational process and necessitates procurement of supportive services or programs.

Communication Disability—limitation in the processes of speech and/or hearing, which impedes the educational process and necessitates procurement of supportive services or programs.

Deaf—limitation in the process of hearing that impedes the educational process and necessitates procurement of supportive services or programs.

Mobility Limitation—limitation in locomotion or motor functions that indicates a need for supportive services or programs.

Learning Disability—a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Other Functional Limitations—any other dysfunction of a body part or process which necessitates the use of supportive services or programs and which does not fall within the categories listed above.

Disability Accommodation Services has already responded to students with disabilities found in the first five disability categories. At the writing of this report, 140 students (115 CSUN-CI students and 25 Channel Islands students) are registered with DAS. The majority of these students have learning disabilities (80), and the remaining have documented visual (3), deaf (3), communication (1), mobility limitations (11), and other (42). Services to these students include:

- Note Takers
- Campus Orientation
- Readers
- Special Exam Arrangements (Proctored Exams/Private/Quiet Rooms)
- Personal Counseling
- Career Counseling
- Computer Lab Specially Equipped With Adaptive Technology And Equipment
- Tutoring In Selected Subjects

Personal Counseling—The mission of Personal Counseling Services (PCS) is to provide comprehensive psychological counseling services that meet the mental health and developmental needs of students and others in the campus community. PCS offers a special service that few on the campus are able to provide. The staff psychologist is professionally trained in helping individuals cope with difficult life situations. The college community, like other communities, poses special challenges and stressors that if not managed can adversely impact one’s health and happiness. PCS can help students successfully adjust and cope with these challenges through an array of services including:

- Life Crisis
- Assertiveness Skills
- Personal Counseling
- Academic and Psychological Testing
- Long-Term Counseling Referrals

Research and Assessment

Career Development Services has developed a set of goals and objectives for 2002-2003

Career Development Goal	Objectives:
<p>To provide a learning opportunity for students that promotes career exploration, planning, and preparation.</p>	<p>Objective 1: Students will acquire self-knowledge related to career choice and working performance.</p> <p>Objective 2: Students will receive educational and occupational information to aid their career planning and to develop their understanding of the workplace.</p> <p>Objective 3: Students will gain understanding of job market trends, available technology, and how to stay abreast of occupational laws.</p> <p>Objective 4: Students will be encouraged through counseling and guidance to take responsibility for career decisions, job-search competencies and employment plans, and/or plans for graduate/professional school.</p>

Student Health Services has developed a set of goals and objectives for 2002-2003

Student Health Services Goals:	Objectives:
<p>Provide basic health services that promote and maintain the health of students through ambulatory medical services.</p> <p>Encourage healthy lifestyles through education and primary prevention Promote health-supporting environments throughout the campus community.</p> <p>To assess and evaluate needs of students with disabilities in order to develop appropriate programs.</p> <p>To provide supplemental student health insurance.</p>	<p>Objective 1: Students will be provided with quality basic health care that includes: Diagnosis and Treatment of Acute Illness and Injuries, Physical Examinations, Family Planning, PAP Smears, TB Testing, HIV Testing, STD Screening and Treatment, Pregnancy Testing, Immunizations (Measles and Rubella)</p> <p>Objective 2: Students will be provided with well-organized and useful health education opportunities through the: Student Health Fair, Diabetes Workshop, Stress Management Workshop, Secondhand Smoke Workshop</p> <p>Objective 3: The campus community will provide opportunities to learn about and support a healthy environment through: National Earth Day Observances, National Smoke-Out Day, National Health Day, AIDS Awareness</p> <p>Objective 4: To assess and evaluate student needs and program effectiveness, C.H.A.P.s will rely on the following assessments: Student Health Advisory Committee, Student Satisfaction Surveys, SHC Comment Box</p> <p>Objective 5: Conduct comparative search and set up agreement for quality low-cost health insurance for university students</p>

Disability Accommodation Services has developed a set of goals and objectives for 2002-2003

Disability Accommodation Services Goals:	Objectives:
<p>To provide direct assistance to students with disabilities to promote academic success and access to all programs and services.</p> <p>To assess and evaluate needs of students with disabilities in order to develop appropriate programs.</p> <p>To work cooperatively with all units of the University community to maintain an accessible climate.</p> <p>To provide opportunities for the University community to be aware of the physical and academic needs of persons with disabilities.</p>	<p>Objective 1: Students will be provided: Assistive devices for the hearing and visually impaired, Interpreting Services, Note Takers, Scribes, Readers, Testing Accommodations, Scanned Textbooks, Career and Personal Counseling</p> <p>Objective 2: DAS will obtain information from student needs assessments and program evaluations.</p> <p>Objective 3: Creation of a campus-wide Disability Accommodations Advisory Committee (DASC).</p> <p>Objective 4: Conduct a campus Disability Awareness Mini-Conference.</p>

Personal Counseling Services has developed a set of goals and objectives for 2002-2003

Personal Counseling Services Goals:	Objectives:
<p>To provide psychological counseling services to help students adjust and cope with the stress and demand of college life.</p>	<p>Objective 1: Through short-term counseling, community members are able to overcome personal life issues that interfere with normal functioning.</p> <p>Objective 2: Through the immediate counseling interventions, community members are assisted in coping with life crisis.</p> <p>Objective 3: Working with other members of the CHAPs team, the PCS counselor assists with growth and development issues that face the whole person.</p> <p>Objective 4: The PCS counselor provides psychological consultation to the campus community regarding a broad range of growth and development issues.</p> <p>Objective 5: The PCS counselor provides psychological referrals for the campus</p>

Personnel

As C.H.A.P.s continues to improve, it will also need to expand its staff to meet the growing needs of students.

Technology

The hope exists that students will have the ability to utilize “student email addresses” and that the “One Card” student ID process will be implemented as soon as possible. Student email accounts will allow the Office of Student Development to better inform students of upcoming events, or send and receive surveys or evaluations of events. With the implementation of the “One Card” technology the process of tracking student involvement and usage of events and services will become easier and more fluid.

Facilities

The University will need to seriously consider a more appropriate facility to house our Student Health Center. The current location and facility, a trailer once used by construction teams, does not adequately meet the needs of our students. Students Health Advisory Council has recommended the facility be moved closer to the Bell Tower.

Community Relations and Partnerships

Career Development Services will expand its involvement with the local business community in an effort to broaden its recruitment of internships and job opportunities for our students.

**INSTITUTIONAL EFFECTIVENESS/
ASSESSMENT
Mid-year**

Programs and Services

The office of C.H.A.P.s provides a range of programs and services that are designed to meet the needs of the whole person. In accomplishing this, it draws on the expertise of professionals in Career Development, Student Health, Disability Accommodations, and Personal Counseling. Working together as a team, C.H.A.P.s' professionals offer students the benefit of a broad range of experience, skills and knowledge. The result has been the development of more relevant and effective programs and services.

Description

The office of C.H.A.P.s offers programs and services that enhance the student's career development, health, disability accommodations, and personal well-being.

- Career Development Services: Internship Opportunities, Job Board, Career Development Workshop, Career Center Open House, Career Development Presentation, Career Library, and Internet Research (i.e., Eureka and Choices)

- Student Health Services: Diagnosis and Treatment of Acute Illness and Injury, Physical Examinations, Family Planning Services, PAP Smears, Immunizations, TB Testing, STD Screening and Treatment, Pregnancy Testing, Health Insurance
- Disability Accommodation Services: Student Orientation, Priority Registration, Special Testing Accommodations, Note Takers, Readers, Interpreters, Computer-Assisted Technology and Training, Faculty Liaison
- Personal Counseling: Life Crisis, Assertiveness Training, Anger Management Training, Individual and Group Counseling, Academic and Psychological Testing, Referral Services

Research and Assessment

C.H.A.P.s was first introduced to the Channel Islands campus during Student Orientation this past summer. According to satisfaction surveys at the time, students overwhelmingly embraced the C.H.A.P.s model as well as many expressed interest in learning more about C.H.A.P.s' programs and services (see Orientation Survey Responses in Appendix X).

After four months, interest in C.H.A.P.s has continued to blossom. Office statistics show that between June 30 and December 6, 2002, students made over 700 telephone inquiries about C.H.A.P.s'

Office Statistics

Service	Phone Inquiries	Walk-in/ Appts.	Total Sessions	Average Meetings/ day
Career Development Services	98	99/39	138	1.3
Student Health Services	26	306/0	306	2.8
Disabled Student Services	143	345/85	430	4.0
Personal Counseling Services	66	25/48	73	.7
Tutoring (Math)	51	82/58	140	1.3
Other General Inquiries	389	346/0	346	3.14
Total	773	1203/230	1433	13.2

programs and made over 1,400 office visits for an average of 13.2 visits per day.

Several of C.H.A.P.s' programs were particularly impacted. Disability Accommodation Services, for instance, recorded 430 student visits for an average of 4 students per day. The Student Health Center also reported high student volume, with 306 student visits for an average of 2.8 visits per day. (These numbers are particularly significant, considering that the SHC is only open four hours per day.)

Accomplishments: One of the main reasons for C.H.A.P.s' success over the past four months has been its outreach, service, and collaboration with students, faculty, staff, and members of the local community. Consequently, C.H.A.P.s recorded noteworthy accomplishments in each of its four programs: Career Development, Student Health Services, Disability Accommodation Services, and Personal Counseling Services.

Career Development Services:

- Provided direct career counseling to record numbers of University students
- Established cooperative working relationships with placement agencies involving over 22 job shadow and internship opportunities
- Conducted Career Center Open House
- Hosted the Regional Training Program for Eureka and Career Assessment software and trained 35 students and educators in the use of Eureka
- Created and maintained the University Job and Internship Board that includes listings at the campus and in the local area
- Cataloged policies and procedures for Career Development Services
- Represented the Career Development Services in campus recruitment video
- Established cooperative working relationships with Business Department faculty around the common theme of student internships and job placement

- Supervised two master level career counseling interns
- Created Co-Curricular Transcript Program
- Offered resume writing workshop
- Worked with Educational Testing Services to set up EPT/ELM testing for University freshman class of 2003

Student Health Services:

- Developed health services contract with Ventura County Medical Clinic to provide Student Health Services at the campus and several local community clinics
- Provided basic health care services to university students
- Coordinated with Health Care providers in addressing the requirements mandated in the Chancellor's Executive Order governing health care within the CSU
- Cataloged policies and procedures for Student Health Services
- Worked with the Director of Student Development to create a Student Health Service Advisory Committee

Disability Accommodation Services:

- Provided disability specific orientation for students with disabilities
- Met in consultation with parents of students with disabilities
- Conducted Disability Awareness Month Program
- Provided note takers, readers, and offered special testing arrangements
- Set up University Disability Accommodations Computer Lab
- Trained students in the use of assistive technology
- Developed Faculty Disability Accommodation Handbook

- Developed a complaint form for students with disabilities
- Cataloged policies and procedures for assisting students with disabilities
- Established working relationships with local Community College Disability Accommodations Offices
- Collaborated with the University in creating the campus special admissions policy for students with disabilities
- Collaborated with the Office of Financial Aid/Admissions and Records to establish priority registration program for students with disabilities
- Hired a Disability Accommodations Coordinator
- Participated in a breakfast presentation to introduce C.H.A.P.s' programs to the local Kiwanis

Personnel

Currently C.H.A.P.s staff consists of a director, Coordinator for Disability Accommodations and an Administrative Support Coordinator. Two staff positions are in the final search stages, the coordinator for Career Development Services and Administrative Support Assistant II. A third coordinator position for Personal Counseling Services was removed from the search list and will be posted again in fall 2003.

Objectives for Spring Semester 2003:

Continue to provide an exemplary level of comprehensive services to the campus community, with particular emphasis on student needs assessment and program evaluation:

Personal Counseling Services:

- Provided direct counseling to University students and staff
- Provided crisis-intervention counseling
- Created a referral list of local psychologists and psychiatrists and initiated interviews with several members included on the referral list
- Conducted presentation in psychology class to encourage student participation in campus counseling services
- Scheduled workshop this spring to address increased concerns about depression among college students
- Met with director for Ventura County Mental Health and established working relationship and referral source
- Complete permanent hires for the three positions of Coordinator, Career Development Services, and Administrative Support Assistant
- Expand outreach to local employers to enhance development of internship and job shadow programs
- Interview remaining psychologists and psychiatrists listed in the office psychological referral list
- Conduct career/job fair
- Conduct an outside review of Disability Accommodation Services
- Create a comprehensive and functionally effective C.H.A.P.s office calendar
- Create C.H.A.P.s area-specific brochures
- Develop an assessment and evaluation plan for C.H.A.P.s
- Collaborate with the University Library Director to make the new library accessible and user-friendly for students with disabilities

Other Accomplishments

- Served as member on several cross-divisional committees: a) Institutional Review Board, b) Environmental Safety Committee, c) University Open House Committee



MISSION AND PURPOSE

Mission

The Financial Aid Office exists to help students pursue their educational goals. Programs of Grants, Loans and Scholarships are available to help make college an affordable experience.

Purpose

The Financial Aid Office determines eligibility for assistance and provides funds from appropriate sources.

Program Structure

The Financial Aid Office administers funds from four major sources:

1. Federal Aid: Pell Grants and Stafford Loans
2. State Aid: Cal Grants and State Work Study
3. CSU Aid: State University Grant and EOP Grant
4. Institutional Aid: CSUCI scholarships (under development)

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT

Programs and Services

The Financial Aid Office administers funds from four major sources:

- Federal Aid: Pell Grants and Stafford Loans
- State Aid: Cal Grants and State Work Study
- CSU Aid: State University Grant and EOP Grant
- Institutional Aid: CSUCI scholarships

Research and Assessment

Financial aid programs are audited annually. As no funds were allocated or disbursed in the 2001-2002 fiscal year, no audits were required or conducted.

Administrative Issues

The Financial Aid Office was able to arrange for the University to be listed as an additional location on the federal participation agreement for California State University, Northridge. As we are unable to apply as a separate entity until we receive candidate status from WASC, this arrangement allows us to pay Pell Grants and certify Stafford Loans. Additionally, the Financial Aid Office was able to

get CSUCI listed in the federal FAFSA database with its own unique school code thereby permitting students to have official eligibility results transmitted to the university. The Financial Aid Office was also able to gain program recognition from the California Student Aid Commission allowing our students access to the Cal Grant programs.

Personnel

- The Director of Financial Aid was hired in November of 2001.
- A Financial Aid Assistant was hired in April of 2002.
- A Financial Aid Counselor was hired in May of 2002.

Technology

In March of 2002, the Financial Aid Office purchased a server to host its database and in cooperation with IT staff, installed the PowerFaid application software on the server. That software is currently providing administrative and program support for the Financial Aid Office.

Facilities

In the late spring of 2002, plans were made for the renovation of the first floor of the Professional Building. This renovation was to result in the creation of office space for several departments and the creation of an Enrollment Center designed to unify services to students in the areas of financial aid, admissions, registration and cashiering.

Community Relations and Partnerships

In January of 2002, the Financial Aid Office invited eight lending institutions (Bank Of America, Chela Financial, Citibank, Educaid, Fleet Education Financing, Nellie Mae, Suntrust Bank, Wells Fargo) to join with the University in forming the Channel Islands Partners. This group has agreed to provide loan counseling support for CSUCI students and has also provide free printing for various financial aid publications and forms

GOALS AND OBJECTIVES 2002 - 2003

Programs and Services

The Financial Aid Office will establish a Work Study Program in 2003 using funds (\$41,578) recently

received from the California Student Aid Commission. This project will involve coordination with Human Resources and the Career Coordinator in C.H.A.P.s

Research and Assessment

The Financial Aid Office will work with the Vice President for Student Affairs in the development of assessment tools and strategies.

Administrative Issues

The Financial Aid Office will work with other University areas in building and strengthening infrastructure and creating viable business processes.

Personnel

No staffing changes are anticipated. The search for a Senior Financial Aid Counselor was abandoned and the position will not be filled until the budget picture improves.

Technology

The Financial Aid Office will continue to work with IT and with Administration & Finance on projects of common concern with a goal to creating an environment that will benefit students and streamline the financial aid administrative process. The Financial Aid Office intends to provide web-based inquiry for all students who apply for financial aid for the 2003-2004 school year. Financial Aid will also play a role in the planning and implementation of the PeopleSoft Student Administration module.

Facilities

The Financial Aid Office will open office space in the Professional Building and will coordinate the efforts of other departments in the implementation of the Enrollment Center.

Community Relations and Partnerships

The Financial Aid Office will continue to work with the Channel Islands Partners (Bank Of America, Chela Financial, Citibank, Educaid, Fleet Education Financing, Nellie Mae, Suntrust Bank, Wells Fargo) to strengthen loan services to CSUCI students. The Financial Aid Office will also work with the Ventura County Community Foundation to maintain the VCCF Scholarship Directory.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT Midyear

Programs and Services

During the period of July 2002 through December 2002, the Financial Aid Office was in the initial phase of packaging and disbursement of aid for the fall semester 2002. In concert with other areas of the University, infrastructure and coordination issues were discussed and procedures developed to address areas of common concern.

Financial aid has been awarded to 280 students. This aid totals \$2,132,598. Over \$800,000 has been disbursed. The distribution of aid by type is presented as an attachment. It is appropriate to mention that student loans make up the bulk of aid available to students at CSUCI with over \$1.3 million dollars in loans resulting in an average loan debt of \$7,000 per year. This is consistent with state and national trends in higher education financing.

Research and Assessment

Financial aid programs are audited annually. This process will not occur for CSUCI until the end of the fiscal cycle. Initially, the campus will be audited as a branch of the CSUN financial aid programs.

Administrative Issues

The most significant issue dealt with in the first semester of operation is the lack of an established infrastructure to support the movement of information between Admissions & Records, Financial Aid and Administration & Finance. This issue was addressed with both the IT staff and the Vice President Administration & Finance. IT staff participated in the design for a process to move student data into the financial aid database and to link student enrollment records with a student receivable system under development by Administration & Finance. These interfaces and the programs that they are designed to support are still very much a work in progress. The system will function better in the spring term as design issues are addressed. The appropriate long term solution is an integrated system (PeopleSoft Student Administration) in a single database.

Personnel

There were no staffing changes in the Financial Aid Office.

Technology

The Financial Aid Office is currently using PowerFails application software to provide administrative and program support. This software will continue to be used as the university transitions to PeopleSoft.

Facilities

In August 2002, The Financial Aid Office moved into the newly renovated first floor of the Professional Building. This renovation has benefited several departments and the Enrollment Center has been very popular with students.

Community Relations and Partnerships

In October of 2002, the Financial Aid Office worked with the Ventura County Community Foundation to update the VCCF Scholarship Directory. The

University hosts the VCCF directory on the CSUCI web site.

New and Enhanced Programs

The Financial Aid Office has received additional funding from the California Student Aid Commission to operate a Work-Study program. That funding will permit students to work both on and off campus with up to 70% of the salary coming from work-study funds. The delay in the state budget prevented the funds from being available in the fall semester.

The Financial Aid Office has also received grant funding from the state loan guarantee agency (EDFUND) to staff our loan center with student loan peer counselors. These counselors will be hired and trained in the spring semester 2003.

12/10/2002

AWARD SOURCE SUMMARY
(Excluding Declined and Cancelled Awards)

09:54:19

Population: ENROLLED FALL-02

Fund Name	Total Awarded	Num of Awards		Avg. Award	Min. Award	Max. Award
		(Undup.)	(Dup.)			
Federal:						
PELL	\$479,288	173	173	\$2,770	\$325	\$4,000
Federal Grants	\$479,288	173	173			
PLUS	\$7,738	1	1	\$7,738	\$7,738	\$7,738
STAFFORD	\$689,952	151	152	\$4,539	\$0	\$5,500
UNSUB	\$656,245	128	128	\$5,127	\$263	\$10,500
Federal Loans	\$1,353,935	192	281			
Total Federal	\$1,833,223	278	454			
Institutional:						
SUG	\$256,603	156	156	\$1,645	\$296	\$1,802
Inst. Grants	\$256,603	156	156			
Total Inst.	\$256,603	156	156			
Outside:						
SPONSOR	\$1,724	1	1	\$1,724	\$1,724	\$1,724
Outside Grants	\$1,724	1	1			
Total Outside	\$1,724	1	1			
Private:						
SCHOL-OFF	\$17,035	7	9	\$1,893	\$235	\$5,000
Private Grants	\$17,035	7	9			
Total Private	\$17,035	7	9			
State:						
CSAC A	\$5,712	4	4	\$1,428	\$1,428	\$1,428
CSAC B	\$18,301	7	7	\$2,614	\$427	\$2,979
State Grants	\$24,013	11	11			
Total State	\$24,013	11	11			
Overall Total	\$2,132,598	280	631			



MISSION AND PURPOSE

Mission

The Office of Student Development's (OSD) mission is to provide programs and services that enhance the educational mission of Cal State Channel Islands and the Division of Student Affairs. This is accomplished through fostering a learning environment that promotes and embraces mentoring, diversity, leadership development, problem solving and decision-making. To this end we assist students in developing a well-balanced lifestyle that promotes awareness and improves the quality of life for all members of the Channel Islands campus. The Office of Student Development encourages participative and cooperative teamwork, spiritual awareness, intellectual stimulation, character development, cultural diversity, physical health, civility, and experiential leadership.

INSTITUTIONAL EFFECTIVENESS/ ASSESSMENT

Programs and Services

A committee was established in April of 2002 to assist with the development of the University's first transfer orientations. This committee was initially chaired by Ed Lebioda, Special Consultant (current Director of Budgets and Operations for the Division of Student Affairs). The committee included Linda Mac Michael, Director of Admissions and Records, Sue Sanders, Advisement Coordinator, Dr. George Morten, Director, CHAPS, Dr. Louise Lutze-Mann, Biology Professor, and Dr. Dennis Muroka, Economics Professor. Upon the hiring of the Coordinator of Orientation, the individual assumed responsibility for serving as the committee's chair. This person was responsible for establishing the mailing to be sent to all admitted students. Issues of food were addressed by the Coordinator as breakfast and lunch were provided for all attendees. The Coordinator also meet with the IT staff to discuss production and design of student ID's. Of particular interest were debates which occurred revolving around the method of distribution of the I.D. and who would be responsible for its production. It was decided that IT would take responsibility for production and Student Affairs would take responsibility for distribution. The local Camarillo

Chamber of Commerce provided canvas tote bags for all participants in the orientation process. The Vice President for Students Affairs was able to secure a monetary donation from Bank of America for t-shirts for the orientation as well.

A committee was convened in June to begin planning for the "Be a Part from the Start" programs to occur during the first six weeks of the fall semester. The Coordinator of Orientation also put together a local apartment guide for prospective students. The Coordinator was also successful in completing a Club and Organizational Handbook to be implemented in the fall semester for students interested in starting a club or organization.

Research and Assessment

An evaluation and survey tool was designed to be utilized during the orientation process.

Administrative Issues

The Director for the Office of Student Development did not begin until the start of the fiscal year. This caused for some delay in the advancement and implementation of some programs.

Personnel

Most of the OSD staff was not hired until after the start of the new fiscal year and this too caused some delay in the establishment of some programs and services. Prior to the hiring of the Director and Coordinator for OSD, there was a transitional staff of individuals working on various components of the Student Development. Dr. George Morten (current Director of C.H.A.P.s.) performed many of the same responsibilities for CSUN-CI. The VPSA in addition to two special consultants provided much of the planning and direction to the area prior to the hiring of the staff.

Technology

Much of the initial technological equipment was older and in need of updating. Equipment such as a new laptop was ordered for the Director, new PCs were ordered for the Coordinator and Administrative Support. New computers were also ordered which would eventually serve at the "Cyber bar" in the renovated University Hub. Other technological equipment ordered were personal printers for the Director and Coordinator, a multi-use printer/copier

to be housed in the OSD office, and the necessary equipment to make the University Hub a fully networked but wireless facility.

Facilities

The University Hub and its refurbishment was a top priority. It is an ongoing process made possible through funding from the CSUN University Student Union, and was completed in time for the start of the fall semester.

Community Relations and Partnerships

As has previously been mentioned, the local Camarillo Chamber of Commerce donated canvas tote bags to the University to be distributed to all attendees during orientation. The Vice President for Student Affairs also received a donation from Bank of America for the orientation t-shirts to be given to all attendees at orientation as well.

New and Enhanced Programs

With the establishment of various committees (orientation, “Be A Part from the Start,” etc.) much of the planning work was able to be completed prior to the start of the new fiscal year. The programs and services previously offered by the CSUN-CI staff were absorbed and incorporated where necessary. The foundation of collaborative work and success was established early on between the Associated Students CSUN and the administration in CSUCI Student Affairs which allowed for open and honest dialogue about the future of the Channel Islands student body and the change that it will undergo as CSUN enrollment declines and CSUCI increases.

GOALS AND OBJECTIVES 2002 - 2003

Programs and Services

The Office of Student Development and its various subunits plan a variety of comprehensive programs designed to explore the needs of the student, and subsequently to fulfill those needs. The orientation programs which will be a collaborative effort involving all aspects of the campus community will serve to inform, advise, and ultimately register the first class of transfer students to CSU Channel Islands. Administrators, faculty, and staff will engage the students about the various academic and nonacademic programs and services available to them at CSUCI. Information about starting clubs and

organizations will be made readily available to students, with staff prepared to assist in the procurement and training of campus advisors as well as formulating constitutions and rules and procedures. No fewer than ten organizations should be established this first year. Activities presented by the OSD will vary in nature from recreational to multicultural, and academic. The “Be a Part from the Start” program will provide a foundation to introduce the campus community to a myriad of events and services. There will be a core of programs established to address the multicultural, social, educational and developmental needs of the students. Assistance will also be given to the current Associated Students Club of CSUN at CI, in their efforts to provide programs and services to the campus community. OSD will work collaboratively with the student body in order to establish a functioning CSUCI Associated Students. Recreational services will be developed beginning with the opening of a fitness center on campus. Out of the fitness center will evolve an open recreation program consisting of basketball, volleyball, flag football, and ultimate Frisbee which will provide a foundation for the subsequent development of an intramural sports program in the following year. Judicial Affairs policies and procedures will be established and ready to address issues of student misconduct.

Research and Assessment

A survey and evaluation will be conducted as a standard component of the orientation process, which will allow for the staff to review and make improvements for future orientations. A cumulative evaluation of the “Be a Part from the Start” programs will be developed and implemented at the conclusion of the first six weeks. This assessment will allow for students, faculty, staff, and administrators to offer feedback the success of the programs offered and suggestions for improvement and future programs. Assessment will also be established as a part of all programs, events, and services offered through the OSD. As a standard part of the annual review process these assessments will be utilized to evaluate the overall success of the Office of Student Development, as well as serve as a basis for budget requests for the following year.

Administrative Issues

The Director of the Office of Student Development must familiarize himself with the state mandated rules and guidelines which govern the student judicial process. He must also establish a solid understanding of the rules for establishing the Associated Students, their incorporation, and establishment and use of fees collected.

Personnel

The current staff in the Office of Student Development brings a variety of strengths to the departmental and divisional team. Opportunities for their growth and development will be encouraged and provided for within budgetary constraints.

Technology

The hope exists that students will have the ability to utilize “student email addresses” and that the “One Card” student ID process will be implemented as soon as possible. Student email accounts will allow the OSD to better inform students of upcoming events, or send and receive surveys or evaluations of events. With the implementation of the “One Card” technology the process of tracking student involvement and usage of events and services will be come easier and more fluid.

Facilities

The University Hub (student union building) is one of the main priorities for this year. It is imperative to overall student development that we are able to provide a location for students to congregate and socialize. This facility will provide student opportunities to rest between classes, watch television, get snacks, play billiards and games. It will also provide another venue to offer lectures, entertainers, or other programs for students. This would also be a solid location to provide some alternative food vending opportunities for the campus community as well. As there currently exists a bowling alley on campus, the OSD administration intends to enter into a dialogue with the students in respect to ways to renovate that facility.

Community Relations and Partnerships

The hope exists that the OSD may be able to establish a partnership with the local Channel Islands and/or Ventura harbor(s) to provide outdoor adventures such as fishing trips, or whale watching excursions for students.

**INSTITUTIONAL EFFECTIVENESS/
ASSESSMENT
Mid-year****Programs and Services**

During the months of July and August six transfer student orientations were held for over 384 newly admitted CSUCI transfer students. In addition three orientations were held for 107 credential students, and one for 27 CSUN-CI transfer students. A total of 518 students were served through these various orientation programs. These orientations were well received as indicated by the survey and evaluations administered during the sessions. Three transfer orientations have been planned for CSUCI students for the spring 2003 semester, in addition to one each for credential and CSUN-CI transfer students. A committee is also under development to plan for the CSUCI first freshman orientations to be held in the summer of 2003.

The “Be A Part from the Start” program scheduled for the first six weeks of the semester contained a variety of activities, which introduced the students, faculty and staff to the emerging life and culture at CSUCI. During this six-week period, thirteen events/activities were held for the campus community. Events ranged from a Welcome Bar-B-Que, Health Fair, and Sports Challenge to a “Ceremony to remember 9/11/01,” Career Fair and Faculty Appreciation Reception, the six weeks of Welcome Week, Health Week, Unity and Diversity Week, Career Week, Sports and Recreation Week, and Academic Week were all represented (see Appendix D for a complete listing of programs). Plans have begun for scheduling the “Be A Part from the Start” programs for fall 2003.

In addition to “Be A Part From the Start” activities there have been several other activities which have taken place that has served to bring the campus community together. The Associated Students of CSUN at CI worked collaboratively with the CSUCI OSD office to plan several events such as: an Achieving Excellence BMX Show, a Trip to the Getty Museum, Dia De Los Muertos – a social and campus tour event, a Holiday Canned Food Drive, and the Holiday Giving Tree with gifts to benefit the youth of the Camarillo community. Proceeds from the raffle held in conjunction with the BMX

Show went to benefit one of the CSUCI student clubs. Plans are underway to establish a calendar of events for spring 2003 to be distributed during the upcoming new students orientations.

OSD sponsored a Harvest Party with a haunted house, trick-or-treating, and games for the kids of students, faculty, and staff. A comedy show was also held for the campus community. Student clubs and organizations participated in a Student Club Fair (currently there are six registered clubs with another six clubs finalizing the registration process). Many of the student clubs have also participated in many of the events sponsored by OSD, and some have conducted some events on their own such as organizational meetings, bake sales, "Stress Fest" mini-concerts, and guest lectures/speakers. The first leadership retreat was also held at The University HUB. OSD and several English faculty also collaborated to host the first Poetry (reading) night at The University HUB in which a small but dedicated number of CSUCI and CSUN-CI students were in attendance. OSD and the Division of Student Affairs have also collaborated to donate over three hundred dollars to the local "Relay for Life" cancer walk and the first Family Weekend event. Family Weekend brought approximately 150 students, staff, and faculty on the campus on a Saturday for a day of festive events and camaraderie. The Office of Student Development has been directly or collaboratively responsible for a total of 36 events/activities for during the fall 2002 inaugural semester.

Recreational activities need much improvement. Space allocation has been a hindrance thus far to the development of a strong intramural program. A large portion of the fitness equipment has been placed in The University HUB for students, staff, and faculty to be able to work out and further their physical fitness. One fitness challenge was sponsored with approximately ten participants. Many more recreational activities are planned for the spring semester.

Research and Assessment

A survey and evaluation instrument was developed and distributed to students participating in the Island View Orientation. Results from the initial evaluation showed that students were satisfied with the program, but expressed a concern over the type of

food and beverage provided for breakfast. The suggestions were made to incorporate more coffee and fresh fruit in the menu and modifications were made for subsequent orientations to accommodate these suggestions.

The survey results have proven to be quite beneficial to the University community as a whole with regard to identifying factors that influenced students' decisions about CSUCI as well their academic plans. Some highlights include that for 84% of the students CSUCI was their first choice. The three most influential reasons for choosing CSUCI was its proximity to home, small class size, its reasonable cost, and over 70% of the student planned to carry ten units or more during their first semester.

The total attendance numbers and the results of the survey and evaluation can be found in Appendices A, B and C.

Administrative Issues

The Director of the Office of Student Development attended a system wide conference at CSU Long Beach on student discipline. Judicial Officers from most of the other CSUs were in attendance. This conference provided insight into the CSU judicial process, as well as allowed for relationship development with other Judicial Officers around the state.

The rules governing the establishment of the Associated Students are vague at best. The OSD office has developed a flow chart illustrating the process that should be followed based on information gathered from several sources at the Chancellor's Office. This information will be placed on referenda to be placed before the students in the spring semester.

The Director of OSD (and the Student Affairs Director of Budget) will also be attending a state-wide conference addressing the needs and issues surrounding auxiliary organizations and funds (i.e. Associated Students) prior to the beginning of the spring semester. This conference should prove helpful in further understanding the various nuances of the CSU auxiliary rules and regulations as well as meet colleagues throughout the state that may be helpful in answering questions or offering support to CSUCI OSD and other auxiliary departments in the future.

Personnel

The Director of the Office of Student Development began serving the university on July 8, 2002. The Coordinator for Orientation and Student Life began on July 1, 2002. (Due to funding issues these individuals are often spread thin and are in need of additional support.) A special consultant was hired to assist with the opening of The University HUB and to start the development of a recreation program. There is a threat that this temporary position may be cut if state mandated budget cuts occur. Despite the lack of strong resources and the threat of budget cuts the morale of the staff in OSD remains high and the commitment to the University, Divisional, and departmental goals remains strong.

Technology

Implementation of a "student email" system occurred during the month of October. Initially, letters were sent to all registered students of CSUCI informing them of their new email addresses. Problems existed from the onset with this system, but the IT staff was successful in remedying most of those issues. It is hoped that incoming students will take greater advantage of the email services. By taking greater advantage of the email system the students will be better informed of campus activities and events with the hopes for increased student participation. The "one card" system is under development, but it does not appear as though it will be ready before the fall of 2003.

Facilities

The University Hub was successfully opened early during the fall semester. There are still a few things left to accomplish such as the installation of a lighted sign, benches and bike racks, a sand volleyball pit, and pictures and other accessories for the inside of the building. A 60" big screen TV was donated to The Hub by the father of one of the students, and to compliment this a VCR, DVD player, and stereo was added. The Associated Students of CSUN-CI also agreed to have the satellite dish moved from the student lounge to The HUB. Furnishings such as couches, chairs, and tables have been placed throughout the building, as well as computers, a piano, video games, pool tables, and vending machines. Food services will also be available for the campus community at The HUB being in the

spring semester. Currently, The HUB also houses the fitness equipment.

The gym is under going renovations that may be finished early in the spring semester. Upon completion of the renovations the fitness center will be moved to the gym where opportunities for basketball and volleyball will also be made available. The OSD staff is also seeking locations that will be conducive to intramural sports such as flag football and soccer.

The bowling alley has become a source for intense debate. Many students at CSUCI and CSUN are desirous of having the bowling alley renovated, but as the bowling alley lies adjacent to the art studio classrooms there is some question about the best route to make the alley accessible and useable by all students. This issue is one that students will have to take the lead on so that the OSD does not have to strain relationships with academic affairs. This issue will probably be a hotly contested issue for the next semester(s).

Community Relations and Partnerships

Discussions have begun with some representatives at the Channel Islands Harbor to provide students with whale watching and deep sea fishing excursions. Much more will have to be done in order to make these programs a reality. A dialogue has also opened with Saturn of Oxnard to help support the OSD and Division of Student Affairs. Discussions are underway for Saturn to donate seven electric carts to the University as well as sponsoring various events on campus. One of the members of the Saturn team (Dr. Mike Broggie) volunteered to serve as a motivational speaker during the first leadership retreat. This relationship should prove to have long term benefits to the students of CSUCI. The Director of OSD has also begun conversations with the Coalition to End Domestic Violence of Oxnard about the possibility of assisting with women's awareness programs (self-defense, rape prevention, etc.) as well as partnering on counseling services, helping co-sponsor speakers and lecturers for the campus, as well as assistance with grant writing services. The potential partnership should have positive affects for the University campus as a whole.