Vice President’s Response to
Randy Zarn
Interim Vice President Student Affairs

Student Affairs has a long history of successful resource planning, implementation and assessment. The planning process begins with a Student Affairs retreat where the managers collectively develop goals for the Division. These goals are always done in the context of the CSUDH Strategic Plan and the annual University Planning Council’s goals. Each department then sets their plans based on the previous goals mentioned.

Each year Student Affairs (SA) publishes an Annual Report which provides an overview of the year, highlights the achievements, challenges and issues of each department. Secondly, SA publishes a 3-5 Year Prospectus where each department presents their future resource needs. Finally, the Division engages in measuring effectiveness; customer surveys, program evaluations, suggestion boxes and focus groups are conducted throughout the year. An extensive program review is conducted on a five-year cycle. This year Student Development and Health and Psychological Services have completed their reviews.

After reviewing the Student Affairs’ Program Effectiveness Council’s recommendations and hearing each department present their information on their program effectiveness, I am convinced that the Division of Student Affairs is delivering the best services possible given the very limited resources that are available. Five years of budget cuts have presented all of us with many challenges.

Instructions provided by the UBC suggest that additional resources should not be included in this report as there will be no new money next year. However, there are certain departments that are in such need that I must mention their financial status and needs in this report. These needs may not be able to be addressed in this budget cycle but it is important that UBC consider these conditions.

Please note that the CMS implementation of the student module is definitely having a negative impact on several offices in Student Affairs. Admissions, Registration and Records and Financial Aid all have lost key individuals to CMS fulltime. Most of the staff at some point in time has been required to attend training. As the campus moves closer to implementation, this project will consume even more staff time. Although there are funds available for backfill, in no way will these funds allow these offices to replace the expertise of seasoned staff with temporary hires. This is a daunting task, but Student Affairs will meet the challenge.

Looking at the report from the PEC, I can see that most of departments are in need of additional funding. Most of them are managing to provide services on their limited budgets. However, two departments are woefully under funded. First of all Disabled Student Services and Veterans’ Affairs has been exceeding there baseline budget for years. As you know, because of the Americans with Disabilities Act requires the
University to provide reasonable accommodations, no student with a disability can be
denied access to these services. Therefore DSS has been never funded at a level
necessary to meet all the needs of our Disabled Students.

In the past 2 years, DSS has been meeting the basic accommodations of disabled students
but has had up to five hearing impaired students. Providing real time caption or sign
language interpreters is very expensive. Each student costs approximately $7,000 per
semester for a total of $35,000 each semester and $70,000 each academic year. DSS has
no baseline budget to cover these expenses.

At this point in time, they only have 3 full-time staff to serve over 500 students. The
Chancellor’s Office provides no additional funding to campuses to serve this population.
This is not just a Division issue but a campus wide issue. At some point, UBC needs to
address the lack of funding in this department. Each year the Division has had to make
up the deficit in their budget.

Another department that seems to be in a financial crunch is Athletics. Since Athletics
depends heavily on a portion of the Student Activity Fee, $29 a year, per student and our
headcount has gone down by over 2,000 in the past 3 years, Athletics revenue in this area
has dropped by nearly $60,000. Expenses continue to rise, gas for the vans, air fares,
charter buses and hotel rooms. CSU Humbolt was added to the conference and additional
travel expenses for the teams ran over $40,000 for the past year. Athletics continues to
produce winning teams and somehow stays competitive. Some additional funding
sources must be found in order to keep Athletics a viable program on campus. They
serve over 200 students who take full loads and would probably not be here if it weren’t
for the team they were playing on.

The other department that needs support is the Office of Student Life. With the increase
number of Freshmen, the traditional age student is seeking more traditional student life.
If students find the campus boring with nothing to do, they may choose to attend
elsewhere. The need for student life can be framed as a retention issue. Granted that the
new Loker Student Union has provided a place for student life to occur and we saw this
semester an increase in co-curricular activities but this office is staffed with only 2 full-
time individuals.

Their responsibilities include organizing all new student orientations. NSO has
experienced a 200% increase in participation in the past 6 years. OSL provides the
official registration process for all student organizations. OSL is responsible for
overseeing Greek life. OSL coordinates campus-wide events. OSL supervises the new
Student Organizations Resource room in the Union. OSL provides for student leadership
development opportunities. OSL is in charge of enforcing Campus Life Policies as they
relate to students. Staffing is critically needed to expand student life to meet higher
expectations from a rapidly growing freshmen population.
Student Affairs departments provide excellent service and support the mission of the institution. I am proud to say that in spite of declining budgets some how our dedicated staff has actually been doing more with less. The future and success of Student Affairs depends on eventually receiving more funding to replace positions and O and E that we have lost over the past 5 years. We will continue our ongoing process of assessment and will strive to articulate our accomplishments through leaning outcomes where appropriate. Our motto is “Students Come First.” This motto is lived out daily in the service and experiences our students receive from the Division of Student Affairs.
Recommendations to the Vice President of Student Affairs
from
The Student Affairs Program Effectiveness Committee

April 27, 2007

Members of the Student Affairs PEC:
Marco Dowell, Director for the Office of Student Life (Chair)
Greg Saks, Associate Vice President for Development
Kate Fawver, Assistant Professor of History
Angela Davis, Associate Director of DSS & Veterans’ Affairs
Student Representation was provided by Ms. Kristal Jones and Ms. Chan’ng McFadden

Process Overview:
The presentations by departments were thorough and thought-provoking. Clearly the Division has many needs and continues to be under-funded in various units. The units utilized their program reviews, evaluations, and budgets to make their points, show their effectiveness, as well as their needs.

The PEC expresses a need for consideration of long-term funding within and throughout the Division as numerous issues have reached the no-choice point where something must be done or services will have to be diminished, restructured, and/or the University (and students) will face increased exposure to risk and liability.

The PEC struggled to find recommendations that were reasonable and possible for implementation within the next year due to such great need overall. The narrative of our key discussion points is provided in priority order.

Recommendations:
1. **Student Affairs:** Increase the funding designated for the Division from the HDC/AEG! The PEC felt that the current disbursement and use of these funds is not being adequately applied to the Division, specifically with consideration of the need in Athletics, DSS, Student Life and Parking (staffing & Lot upgrades).

2. **Athletics:** Athletics has such great need in so many areas, that to address their bigger needs could only be done with either a major allocation of funds or with smaller amounts of increased funding that can only equate to band-aids. Consequently we recommend funding no-choice items such as increase baseline funding for **Student-Athlete Insurance:**  **Recommendation $8,000 increase**

3. **Disabled Student Services & Veterans' Affairs:** Due to inadequate funding DSS is not providing services as prescribed by the law. They are in imminent danger of an Office of Civil Rights sanction and/or litigation based on their inability to provide basic services. This department needs an **Instructional Support Technician III** in order to meet Section 508 requirements and to meet the...
needs of students with disabilities. According to the law Sign Language
Interpreter services have to be provided to students with hearing impairments.
Veterans’ Affairs funding is $425.00 yearly.

Recommendations:  
- Fund Instructional Support Technician III $60,000.  
- Bridge gap in interpreter costs $25,000.

4. **Office of Student Life & the Multicultural Center:** The Multicultural Center is
in good standing with no immediate need due to adequate referendum funding.
It is essential that the Office of Student Life receive funds to hire a professional
staff person. This department plays an integral role in our recruitment and
retention of students.  
Recommendation: Fund SSPII $38,000.

5. **University Police and Parking Department:** Police are in good standing and
not in immediate need of resources. Parking is an auxiliary and their funds derive
from parking fees, thus their financial need to repair/replace unsafe parking lots
must be met through re-negotiating the parking income received by the University
from HDC events.  
Recommendation: Negotiate new terms w/HDC

6. **Outreach and Information Services:** If the University does receive the Verizon
grant, the Evening with Dominguez Program ($8,000) should be funded. This
program has an 85% yield and is critical during this low enrollment period.
Along with this and other programs focused on recruitment of transfer students
must receive some attention in coming years!

Recommendation: Fund the Evening with Dominguez program $8,000.
and if it is funded by Verizon again, allow them to use the funds
for Visitation and Day with Dominguez programs or for Community
College student recruitment publications.

7. **Office of Records and Registration:** It is important that the office of Records
and Registration is effective given that it is the heart of the academic institution.
Their greatest need is to fill employee positions by 2008.

8. **Educational Opportunity Program & Student Support Services:** What
benefits does the 6-week summer bridge provide students that they are not able to
get from simply attending summer school, taking remedial courses and
preparation course (i.e. University 101)? They should submit report next year
with data to justify need for Summer Bridge funding for 2008-'09.

9. **Financial Aid Office:** Backfill money is available to cover positions while
people are working with CMS. Will a reallocation of student services funds be
affective? No.

10. **Student Health and Psychological Services:** Student Referendum funds
replaced the funds that were cut from the general fund. Therefore this
department at worse is operating at status quo while other departments have
received significant cuts. Therefore, there is no demonstration of an immediate
need for Student Health and Psychological Services. According to their survey results student are currently satisfied with the level of services they are now receiving.

11 Admissions: An application system which allows prospective students to select six campuses translates into enormous costs for the University. Many of the needs of Admissions are generated by the inefficient design of the application process.

12 Office of Student Development: Suggest that they alleviate some of their issues of demand for classroom presentation by creating PowerPoint Presentations that the instructors can use. Since 60% of students surveyed did not know what services they offered, suggest consideration of a name change. Benchmarking in their next PEC report would indicate need for additional staffing and support.

13 University Housing: NO Recommendations as they appear to be handling their issues and an increase in fees will help them in the future. We do support the notion that additional housing is needed and dormitories with meal plans are suggested.

14 Loker Student Union: NO Recommendations for this Auxiliary.
Student Affairs Program Effectiveness Departmental Reviews

May 2007
DIVISION OF STUDENT AFFAIRS

2006-2007 GOALS

1. Set priorities to ensure continuation of essential services based on budgetary constraints.

2. Provide opportunities for team building and collaboration within the division and throughout the University.

3. Ensure technological readiness for all phases of CMS and increase utilization of new and existing technology.

4. Identify and implement ways that the Loker Student Union will allow Student Affairs to promote existing services and create new opportunities for serving the campus and external communities.

5. Increase opportunities for information sharing across the campus community to improve delivery of services to students.
Annual Program Effectiveness Report - 2007
Student Development

MISSION

The Student Development Office, a unit of the Division of Student Affairs, provides programs and experiences which complement the classroom experience, assist with retention and lead to completion of post-baccalaureate goals for CSUDH students. The Office provides these through psychological counseling, career counseling, and employment services.

GOALS

All of Student Development’s goals are related to the Action Priorities of the University’s Strategic Plan, especially Goal 1: “Strengthen and assess student learning for academic excellence and success.”

The goals for psychological counseling are:
1. Treatment of psychological disorders, including depression, anxiety, psychotic disorders, eating disorders, and personality disorders
2. Assistance for students who are suicidal, homicidal, or victims of violence or sexual abuse
3. Prevention and resolution of personal problems including assistance with marital or family conflicts, social relationships, identity confusion, academic problems and help in achieving more effective personal relationships
4. Support for faculty and staff in addressing student issues or problem students
5. Support for special or underrepresented populations, such as Latina students

The goals for career counseling are:
1. Assistance for students with self-assessment: interests, values, skills, self-image, reality factors, and family involvement through workshops, individual counseling and classroom presentations.
2. Help for students in choosing a major & minor via workshops, counseling and computerized career guidance programs
3. Referrals to Service Learning, and College of Business Administration and Public Policy’s internship program
4. Assistance in setting short & long-term career goals
5. Providing help in educational planning, including assistance with graduate school search, daily review of personal statement for graduate school applications, and a Graduate School Fair

The goals for employment services are:
1. Provide workshops and classroom presentations in Resume Writing, a Resume Lab, Networking, Interview Skills, Job Search Skills, Salary Negotiation, Business Etiquette, Law School Preparation, and Health Professions Preparation
2. Provide students with employment opportunities through on-campus interviews with a wide variety of employers, over three thousand (3,000) jobs listed per month in binders & on the Internet, connection to various job search sites through our web page, three (3) Job Fairs/Events per year

3. Provide a variety of activities which support students employment searches including a Resume Clinic and an Etiquette Dinner; daily review of resumes, and Email listserv relating to career issues

4. Promote civic engagement by establishing contact with a wide variety of employers to inform them of the campus’ educational programs and to encourage them to hire our graduates

ACCOMPLISHMENTS

Since Student Development conducts evaluations of all our staff and all of our programs and all the evaluations are very positive, the evidence shows that Student Development is very effective. The program also just completed a Program Review conducted by a committee composed of another manager in Student Affairs, a faculty member, a student and an employer and, while the written report is not yet complete, it is very positive.

Many of the evaluations were compiled in a four-inch binder which is available for perusal. Included are surveys for Career Counseling & Workshops, Psychological Counseling services, Job Fair Employer & Students satisfaction, Special Events, Office comments, On-Campus Interview Employers & Students comments, and Customer Satisfaction (administered by Chancellor’s Office). Individual staff evaluations by students are conducted but not included in the binder. This year, we have added an outcomes assessment section to each evaluation.

➤ One hundred forty (140) workshops were offered during the 2005-2006 academic year. This year we will offer 133. Outreach was provided through “Frazzled by Finals”, participation in Welcome Week, and attendance at the Commencement Fair. Due to staff cuts, we made sixty-five (65) classroom presentations in 2005-2006; down from seventy-nine (79) in 04/05 and down from over one hundred (100) in previous years when we were at full staff. This year, we have already made 66. Included in this figure are 17 one hour and fifteen minute presentations for UNV 101 classes.

➤ The office coordinated several special events including three job fairs and a graduate school fair. Employer participation in the Fall Job Fair increased by 20% (it increased 11% from 2004-2005 to 2005-2006) from the previous year and in the Spring Job Fair by 10% (19% from 2004-2005 to 2005-2006). A Resume Clinic and an Etiquette Dinner were very successful.

➤ Drs. Monica Rosas-Baines and Donna Sanchez repeated the highly successful “Latinas Juntas” program and continue to offer a support group for Latinas. In the Spring, they also supervised two doctoral level interns in the coordination of the “Latinas Juntas Mentor Mixer” which matched Latina students with Latino faculty mentors.

➤ While we had previously eliminated two job fairs (the Community Service Job Fair and the Career Mixer) because of time, expense and attendance, we did listen to student requests and last year organized a new program, “Gearing Up for Your Career,” a one-day job search
conference for the week after commencement. We had originally planned to have multiple workshops offered simultaneously by employers followed by a panel of alumni speaking on their job search experience. Due to low registration numbers, we cut back to three workshops offered back-to-back by one employer and our staff. The feedback on the event was very positive, and it gave us another positive experience of working with the Office of Alumni Relations. We will be repeating the program this June.

➢ The On-campus Interview Program brought in twenty-seven (27) employers to interview graduating seniors, graduate students and alumni and hosted sixty-one dates featuring employer information sessions or information tables. Scheduled information days increased 64% over last year, which also increases the staff time required to promote, schedule, and host the visiting employer.

➢ Students are seen for career counseling and assistance with their job search, although not as many as when we were fully staffed, and not always during the students’ preferred time.

➢ Since we can’t provide individual career counseling for as many students as we have in the past, and in an effort to reach and assist as many as possible, we sent out a series of emails entitled, “Job Search Tips,” giving the students recommendations on how to handle various problems with their job search. While originally intended only for students, after numerous requests from faculty, the “Tips” were sent to them via email. We also send out “hot job” announcements once a week, where we highlight full and part-time positions with a strong appeal to students.

➢ Also in an effort to provide services to students, we gave supervision and experience to two doctoral students in psychological counseling and to a master’s student in career counseling.

➢ To increase our contacts with school districts and graduate schools, Vicki Johnson, our career counselor, volunteered her assistance with coordinating events for CAEE, the California Association for Employment in Education, and serves on the governing board for the association.

**CHALLENGES**

While Student Development is very effective, we are a victim of our own success. The demand for services from students, faculty and staff increases each year. Requests for presentations to classes and student organizations have doubled over the past two years, and calls and visits from employers have tripled. Career services are especially important to first generation college students who see their education as a path to a successful career. To continue to provide quality services, our resources need to be increased.

➢ At the end of 2003-2004, Student Development lost two career counselor positions in budget cuts, leaving us with 1.5 career counselors or one career counselor per 8,000 students. This is one of the five lowest ratios in the CSU system and way below the national average (approximately 1 career counselor per 3,200 students). The restoration of these positions has been a priority in all our 3-5 year plans and budget requests since 2004. In our recent Program Review, this was described as our number-one problem.
<table>
<thead>
<tr>
<th>CSU Campus</th>
<th>Enrollment</th>
<th>Career Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield</td>
<td>7,200</td>
<td>1.5</td>
</tr>
<tr>
<td>San Marcos</td>
<td>7,900</td>
<td>3.0</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>8,000</td>
<td>1.0</td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td>12,500</td>
<td>1.5</td>
</tr>
<tr>
<td>East Bay</td>
<td>13,000</td>
<td>4.5</td>
</tr>
</tbody>
</table>

With an increasing demand for services by employers and students, we met the challenge by reviewing the services being provided, the number of students served by each service, and the cost and resources involved. We designed a plan for maintaining quality and providing the most used services and decreasing or eliminating costly or less used services. The plan was approved by the Vice President. But the demand for services continues to increase.

The biggest challenge we face is providing career and employment workshops and classroom presentations for students. While we have reduced the number of presentations we offer, the demand for them is increasing. In order to meet the demand of the UNV classroom presentations next year (an increase from 17 this year to 50 next year), we may have to curtail any other presentations to classes or student clubs or further reduce the number of workshops we offer.

Last year, we were further affected by a decrease in operating expense funds. We had had to use operating expenses to fund two faculty promotions and two staff “in-line progressions.” We have increased our fundraising efforts but have not made enough money to off-set the losses.

The students seeking our psychological counseling services continue to present more problems, which are also more complex and require more time in addressing them. Students presenting academic, financial, relationship and/or family problems still represent the majority of our clients, but they often have other more serious presenting problems. Those with serious presenting problems are quickly becoming the majority. Students whose depression is interfering with their ability to function were the population who showed the greatest increase over the past several years. There are also students with psychotic disorders, eating disorders, and personality disorders, and those who are suicidal, homicidal, or victims of violence or sexual abuse. All of these problems require a great amount of staff time to address. Because of their multiple commitment, (work, family and school), most students do not have flexible schedules, thus making the scheduling of a counseling group extremely difficult. Students also have a strong preference for individual counseling as it may be the only place in their lives where they feel they can be seen as an individual and receive help with their unique problems. The majority of the students including those with the most severe problems do not have the resources to seek private treatment off campus and public assistance does not provide a viable alternative for the majority of these students. While these problems are not unique to CSUDH, they are still very real problems that we continue to address.
For the past two years, we have been fortunate to increase one of our psychologists from .8 to 1.0 from funds available from a psychologist on leave from Student Health & Psychological Services. Unfortunately, those funds are not available on a permanent basis and we need the funds to continue the psychologist full-time in Student Development.

- While the staff has revised our web site to offer more resources for students and employers, additional resources are sought by students. In particular, students would like us to have a number of our workshops available via the Internet. While the technology is there, more staff time is needed to work on this project. A priority for us on our 3-5 year plans has been the increase of our IT person from ½ time to full-time.

- We continue to limit the outreach activities in which we participate because of reduced staffing. We no longer participate in all New Student Orientations; we just help facilitate the orientation for parents at Freshmen Orientations. We stopped participating in Health Fairs, Unity Fest and Toro Days. This prevents us from establishing more contacts with students.

- The staff has reduced their involvement on University committees and in supporting the facilitation of other units’ activities. Most of the faculty and administrators have understood these reductions; others have not been as understanding.

- Visits to employers and recruiting of new employers have been greatly reduced at a time when employer hiring is on the rise. The demand for service by students and employers has increased and very few other activities can be managed.

- Employer requests to promote internships and host Information Sessions about them are on the rise. Because there is no longer a centralized internship office on campus, our office has had to step in to fill part of the gap. Employers as varied as Macy’s, the State Dept., Disney, and the WAVE Radio station required staff time to assist them in hosting information sessions and promoting their internships on campus.

- Time spent courting employer-sponsors to fund projects or grants has been severely limited at a time when funding needs are greatest.

- Maintaining Competitiveness through Technology: We were one of the first three campuses in the CSU that began offering computer software programs to assist students with career and job information. While we have our “smart” workshop space, we currently have only one career information software program and are limited to three web-based services: the on-line registration by students for workshops, on-line registration by employers for job fairs and job listings through MonsterTrak.

Among the 23 CSU campuses, 74% (17) have expended the dollars to acquire state of the art career center management software for tracking student/employer data, managing job fairs and on-campus interviews, and posting jobs on their websites. Dominguez Hills is the only one of 2 CSU campuses (Cal State LA being the other) in the Los Angeles/Orange County/San Diego County area that does not lease or own comprehensive career center management software such as Symplicity, Experience, or CSO. We are in a tenuous position with employers, who have come to expect the same ease of online interview scheduling and free job postings that our sister campuses like Fullerton,
Pomona, and Long Beach provide. Instead, we refer employers to our vendor, MonsterTRAK, where they must pay to post a job with us, and we use a paper scheduling system for interviews.

Career center management software leases for $6-$12K per year, depending on campus size, and services required.

Among the 23 campuses, 60% have acquired web based software to assist distance learners with interviewing and resume writing. 65% have online career assessment instruments with automated scoring. Each product addresses the needs of distance learners in a manner that we have not been able to, yet our campus is highly commuter oriented, with virtually half attending in the evening when our hours are limited. Each of these products have annual costs such as Perfect Interview ($1,025 first year lease) and Optimal Resume ($3,400 first year lease). All of our sister campuses in LA/Or Co. have purchased these products.

We need the resources to develop, lease or purchase these types of programs.

Resources

- We need the permanent funds to keep a psychologist full-time from .8 funding. The cost is $17,009.

- We need to have the two career counseling positions restored. Two positions at $42,732 per position plus benefits.

- We also need to have our operating expenses budget increased from $19,000 to 40,000 based on actual expenditures.

- We need to increase our Information Technology Consultant position to full-time. The ½ position would be $25,110.
University Housing Services
Annual Program Effectiveness Report
2007

The on-campus housing program consists of 164 apartments and 2 ancillary buildings. In 1983, 32 one-bedroom/one bath and 72 two-bedroom/one bath apartments were opened for occupancy and in 1992 an additional 60 three-bedroom/one bath units were opened. The one-bedroom units were designed to house 2 students, two bedrooms for 4 students and three bedrooms for 4 to 6 students with a total capacity of 565 students. The two ancillary buildings contain laundry rooms; mailrooms; office, storage and shop space, computer lab and an exercise area. Additionally, there are approximately 9.5 acres of maintained lawn, planters and outdoor recreational space.

Our department responsibilities include responding to all maintenance and custodial needs; mail services; shuttle services to the local markets; social, recreational educations and cultural activities; individual and group counseling and problem solving; student leadership training; conference services; policy enforcement and behavioral conduct reviews; fee collection; refurbishment and renovation; and financial planning.

University Housing plays a vital role in the mission of the university in recruitment and retention of more traditional age students. Our mission is to provide an attractive, moderately price and safe community that promotes independent living, maximizes the educational experience, and facilities the personal growth of the students.

University Housing assists the division of Student Affairs in providing an environment that enhances the personal, social, cultural, intellectual and professional development within the University environment. University Housing promotes support services to a diverse community, by providing high quality collaborative programs and services that enhances the academic mission of the University. University Housing strives to meet other housing needs including staff, faculty, and extended education and campus workshops in a secure, well-maintained residential community.

Our residents are extremely happy with the technological advancements and growth in University Housing. The 25 Pentium 4 computers in the computer lab, the smart chip laundry cards and the wireless internet connectivity are greatly appreciated by our residents.

We continue to have a very high return rate of residents [75-80%] which indicates that more than 75% are satisfied to very satisfied with the program that is offered. We continue to strive to improve all areas of the program by using the collected data from the University Housing Satisfaction Survey as well as utilizing the suggestion made to us by students serving on the University Housing Advisory Board.
ACHIEVEMENTS

➢ We are currently at 98% occupancy with nearly 550 students.
➢ We continued to enhance the physical facilities through replacement of the floor coverings, appliances; reupholstering furnishings; and the continuous upkeep of the apartments.
➢ The mail service is operational 6 days per week.
➢ We currently offer a state of art computer lab with 25 Pentium 4 computers.
➢ There is Wireless Internet Connectivity throughout University Housing.
➢ Customer service workshops were developed and offered to all student assistants and facilities staff.
➢ The staff is cross trained on different tasks.
➢ We continued a high profile and involvement in Welcome Week, Toro Days, and Unity Fest.
➢ Housing’s role in New Student Orientation and the Day @ Dominguez expanded and was refined.
➢ The residential life team, including the Resident Student Association, offered more than 150 programs throughout the year including: movie nights, BBQs, game nights, a healthy lifestyle series, Black History and Women’s History month celebrations, and a Cinco de Mayo celebration.

CHALLENGES

➢ Residential Life

❖ A significant percentage of the residents have high needs. They are under funded, under prepared [academically and socially], and many have significant physiological problems. This combination creates payment issues, behavioral issues and roommate issue that must be personally attended to by a limited staff.

➢ Facilities

❖ Aging facilities create challenges in terms of regular maintenance and repairs. The original units are or will be in need of new roofs, staircases and bathroom fixtures. Plans have been developed to address and finance these repairs and replacements over the next five years
❖ University Housing a gated community with a guard staffed at the front entry to of lot 5A between the hours of 3:00 p.m. to 3:00 a.m. This has allowed us to control and monitor access to University Housing by Residents and their guests, resulting in a safer and more secure community.
❖ We have replaced 32 out of 40 staircases in Phase I of University Housing.
We have added six additional light poles in our complex.
The laundry facilities have been upgraded with smart chip card system.

**Staffing**

- We currently have two vacant positions which (Custodian and Complex Coordinator).

**Programs**

- Even with a reduced staff, several programs were expanded and upgraded including the shuttle service, and the computer lab. While residents appreciated these improvements, it also increased their expectations of what should be provided and that created additional demands upon the limited staff.

**RESOURCES**

The Department of University Housing Services is a self-sustaining program totally funded by the revenues generated within the department. The CSU issued bonds totaling more than $10 million for the construction costs of both projects resulting in an annual debt service of approximately $763,000. Additionally salaries, benefits, and operational costs amount to another $1,600,000.

As a self-sustaining operation, the Housing program is supported by a full time Director, an Associate Director [responsible for supervision of the Residential Life program], an Assistant to the Associate Director, one Complex Coordinator [responsible for supervision of the Resident Advisor staff, resident conduct and activities], one Assistant Complex Coordinator, one Conference and Facilities Coordinator [responsible for facilities and conference operation], one Assistant Conference and Facility Coordinator, one Facility Worker, an Administrative Operations Coordinator [responsible for applications, assignments, billings and the budget], a Maintenance Supervisor, one Maintenance Worker, a Grounds Supervisor, a Grounds Workers and a Custodian. Additionally there are eight Resident Advisors and an average of fifteen other student assistants [whose assignments includes mail services, receptionists, grocery shuttle driver, grounds and custodial services]. Our offices are open 8am-11pm Monday through Friday, 5 – 10 p.m. on Saturday and 5 – 8 pm on Sunday. Whenever the offices are closed, we have two Resident Advisors, one live-in professional and one administrator on call.

It is time to plan to build additional housing within the next 3 to 5 years. There is going to be a 7% rental rate increase this coming summer and hopefully we will be able to build up our reserve fund so we can start the process of planning to build additional housing. Additional housing will help the university to recruit and retain more students.
Division of Student Affairs
Annual Program Effectiveness Report
Admission 2007

Assessments

1. Applications, both on-line and hard copy and transcripts have increased by 10% over the past year.
2. We have had to maintain the high level of efficiency in processing the increased number of applications, transcripts and other admissions documents with the same number of staff.
3. We have reorganized staff and streamlined the handling of our in house imaging, scanning and index system to help facilitate the processing of all admission documents.
4. We have been very proactive in getting FTF notified quickly of their admissions in order to increase the FTF population.

Recommendations

1. With the CMS project in full force, hire temporary back fill staff to help with the clerical part of the processing, for example browsing transcripts, scanning and indexing all of the incoming documents and for filing documents.
2. Also hire a temporary customer service staff to free up regular staff from having to serve in the customer service unit. This way the admissions staff can focus on their most important job responsibilities.
3. Increased knowledge and communications with the university community, (students, staff and faculty) on procedures, policies and deadlines.
4. Make sure all staff have updated computers with increased memory to ensure the quick and efficient processing of documents.
5. Increase training as well as cross training, on customer service, application processing, evaluation, residency and international students.
Achievements

1. The admissions staff have increased their on site admissions with outreach events, such as Day with Dominguez at Community Colleges, Evenings with Dominguez at community centers in various areas in the south bay and Day with Dominguez that happens twice a year. Also there are more admissions staff volunteering for NSO and graduation events. These events do take the staff away from their regular duties which causes them to have to put in overtime.
2. Increased the quantity and still kept the quality of our work, with more documents coming in, but the same level of staffing in the admissions office, (currently 3 evaluator trainees and one vacancy) and doing more work.
3. On going customer service training with the admissions staff, implementing shorter lines at the customer service counter and less time waiting on phone inquiries.
4. Updated our id cameras for more efficiency in taking student id’s especially for New Student Orientation.
5. Sending all admitted FTF a certificate signed by the Vice President and the President, over 4400 certificates have been sent.
6. Continue to update the office website.

Challenges

1. Currently short staffed with an Administrative Assistant opening, one evaluator opening and 3 evaluator trainees.
2. Processing an increase of all admission documents with the same number of staff.
3. Updating all of our computers, memory and printers for more efficiency in processing all documents.
4. Notifying all new admits in a timely fashion so they choose CSUDH as their first choice.
5. Implementing new training and cross training with an already busy staff.
6. Keep morale up so staff doesn’t get burned out with increased work load.
7. Losing some key staff/supervisors to the CMS project.
8. Retirement of our international evaluator, and the need to train the other evaluators on international evaluations.
9. Continue to process applications, transcripts and documents for 2-3 admit cycles concurrently.
10. To continue to provide excellent customer service to the new students, returning student, faculty and staff.
Resources

1. Increase temporary staff for the duration of the CMS project, one temporary customer service staff, and two temporary document/clerical staff. Salaries for three, $90,000.00 per year.
2. Purchase new computers for new temporary staff and replace some of the older models.
   The price for the new equipment, $10,000.00.
3. Workshops and professional admissions conferences. $10,000.00
To: Randy Zarn  
Acting Vice President for Student Affairs

Date: April 10, 2007

From: Patrick Guillen  
Athletics Director

Telephone: (310) 243-3893

Subject: Student Affairs PEC Report Submitted by Athletics

As stipulated by PM 00-03, the following are submitted on behalf of the Athletics Department:

Achievements:

Our primary mission as a department is to nurture our student-athletes as whole persons by providing opportunities to build character and promote integrity through competition, academics, various department social and community service activities and requirements (i.e. mandatory study hall, tutoring). As we continue to be successful in the above, our student-athletes will graduate and utilize their personal and academic growth here at CSUDH to become productive citizens of the community. We are on the right track. Our overall student-athlete grade point average is 2.66 which is higher than the overall general student population at CSUDH. Our graduation rates from our last cohort from 2000-01 is 63%, again higher than CSUDH general student population. We are quite proud of this and realize that it is a team effort with dedicated coaches, staff, faculty, programs and initiatives campus-wide that helped aid in this success.

We had many successes during this fiscal year in many areas. Individual academic and athletic related honors are too numerous to list in this report. But generally speaking we boasted 55 student-athletes that garnered fall honor roll status (3.0 GPA or higher) and 53 student-athletes that received this honor in the spring. We also had 17 students honored on the All-California Collegiate Athletic Association (CCAA) academic list (3.4 GPA or higher).

Other notable achievements included: Fully sold-out and most successful Toros Scholarship Golf Tournament ever (June 2006); Congresswoman Juanita Millender-McDonald Community Pride Awards to former player Valerie Long, baseball and men’s soccer teams (Aug. 2006); brought Live Statistics online for sports (Aug. 2006); most successful Toy Drive ever benefiting Harbor-UCLA Medical Center; opened completely refurbished Fitness Center which replaced the dilapidated weight room which now serves CSUDH students, faculty, staff and administrators with new equipment and expanded hours; hosted two new fundraising events to serve student scholarships in Texas Hold ‘Em Tournament (Nov. 2006) and Monte Carlo Night (Feb. 2007) which were both financially successful; hosted the first round of the men’s soccer NCAA playoffs (Oct. 2006); coordinated the first-ever “Madness at Midnight
event for men’s and women’s basketball which saw nearly 3,000 students fill the gymnasium (Oct. 2006); and women’s basketball qualified for the NCAA playoffs for the second time in the last three years.

**Challenges:**

ASI Funding; low scholarship funding (offer less than 50% of what the NCAA allows which places us in the bottom tier among other conference schools); staffing (no department secretary, no Associate Athletic Director, no equipment manager, no academic advisor, need a third athletic trainer); affordability of insurance premium; transportation needs; athletic training room costs for supplies; below-market assistant coach salaries historically has been an issue here at CSUDH in regards to recruiting and retaining quality assistant coaches; scheduling and facility conflicts with HDC, while improving, are still a problem from time-to-time. While our needs have remained the same, HDC has added a tremendous amount of new programming (Chivas, LA Riptide, Beckham Academy, etc...) that has put a strain on facility usage; insufficient and outdated dilapidated locker rooms for students, faculty and staff.

**Resources:**

Listed in the order of priority are the following resources seriously lacking in the Athletics Department:

**A permanent baseline allocation to match the ASI allocation** for teams’ operational budgets. Currently, this is funded solely by the ASI student activity fees driven by headcount at $29.00 per headcount. These budgets are also based on an upcoming year’s projected headcount. If one year’s anticipated headcount is not reached, the department could receive a significant shortfall in their budget which has already been allocated to their respective teams’ travels and student-athletes’ per diem for the year. With a shortfall of 2000 in enrollment, this has resulted in a $58,000 drop in the allocation from student activities fees. The allocation this year was set at $326,250.00 yet again that was reduced to $319,369.00 as a result of reduced enrollment. Athletics is a terrific marketing tool for the campus and with its successes can help aid in the turnaround of this problem. Therefore, it befits the campus to supplement this allocation so that with rising costs associated with travel and conference expansion, the teams can still be successful despite any adjustments in enrollment. Baseline adjustment requested (fluctuates from year to year). .......................................................... $319,369.00

**A permanent baseline allocation for an Administrative Support Coordinator Support -12 month Coordinator II position** There currently is no administrative support for all the administrative staff in the Athletics Department. The Athletics Director is responsible for coordinating his own meetings, travel, travel requests, reconciling his own travel requests while still keeping all his commitments to on- and off-campus constituents. The other members of the of the administrative team in the Athletics Department do their best to fill in this role whenever possible and the majority of the role is fulfilled by the business manager and work study students. However, key administrative Athletics staff have responsibilities which require them to be away from the office too
many times throughout the day and student workers’ school schedules cannot always commit to the required hours that the Athletics Department office is open to service the community, the general student population and the student-athletes for their many needs, among them study hall commitments. This request would be a permanent augmentation in the amount of: $34,304.00

**An increase to the baseline allocation for student-athlete insurance payable to CSURMA** When this permanent baseline allocation was provided to Athletics, it was a fixed allocation. Unfortunately, over the years, it was unforeseen by the department and the university that the costs of insurance would almost triple. In 2006-07, the insurance bill was $99,482.00 for student-athlete insurance. It may be up to over $100,000 in 2007-08 as a result of insurance rates exponentially rising. $variable

**A permanent baseline allocation for a Student Services Professional -10 month to serve as an Athletic Trainer** This is an additional trainer for the student-athletes. If this position could be filled, this position of one of the other existing athletic trainers could take on the role as the strength coach thereby reducing associated insurance costs. This third trainer would also assist in staffing home games and/or travel with teams during post-season events. Currently, the two trainers can log up to 14 hour days during the winter and spring season when there are up to seven (7) sports requiring their attention daily. With an additional person on the staff, they can rotate on a more reasonable basis and reduce potential risk to student-athletes: $33,504.00

**A permanent baseline allocation for an Administrator II to serve as Associate Athletics Director** This individual will be the liaison with Athletics’ off-campus constituents. This individual will also work with the Development Office on campus to build the Athletics Endowment and annual fund accounts. Furthermore, this individual will develop multiple campaigns to establish lasting corporate partnerships so that a stream of scholarship commitments and operational dollars continue to be deposited into the campus which match or exceed this individual’s salary: $40,860.00

**A permanent baseline allocation for an SSP II, Academic Year to serve as an Academic Advisor/Tutor** This individual will assist the Senior Woman Administrator/Compliance Coordinator with academic advising and tutoring the students as well as meeting all NCAA/CCA reporting criteria while we transition from BANNER to PeopleSoft. This individual will monitor student-athletes’ progress reports and work with their respective faculty members and coaches to ensure positive outcomes as well as provide PeopleSoft training to coaches and staff: $35,064.00
A permanent baseline allocation for an Athletic Equipment Attendant to serve as the Athletics Department's Athletic Equipment Manager/Driver: Since 1997, the Athletics Department has not had its own Athletics Equipment Manager. The department has had to share the Equipment Manager who reports to Kinesiology and CAMS. On many occasions, there have been needs by the teams for an equipment manager, such as access to locked lockers which only the equipment manager has keys, delays were inevitable. If an equipment manager were assigned specifically for Athletics, this could easily be avoided. An additional duty for this individual would be to provide driving responsibilities to various venues by the teams to help cut travel costs as will be noted below: .......................................................... $27,132.00

A one-time baseline allocation for the purchase of three (3) 8-passenger vans: If the funding formula continues, the student-athletes will not be able to fly although the referendum that the general student population passed in May 16-17, 2001 required that the additional funds were to fund safer travel for the student-athletes, the Athletics Department will be required to purchase additional 8-passenger vans. The existing 15-passenger vans are quite old and have the "rollover" risk issue which can have a major catastrophic problem for the university. .......................................................... $50,000.00

A one-time baseline allocation for re-branding costs: The Athletics Department will be undergoing a facelift in 2007-08 with a new logo. There are costs associated with changing the Athletics logo; among them, stationery, uniforms, but the most costly expense is the gymnasium floor logo. .......................................................... $30,000.00

A permanent baseline allocation for the Training Room: Historically, the Training Room has not received a baseline allocation for equipment and supplies for student-athletes' medical/training needs. These have been supported through IRA funds or from the General Athletics Supplies & Services funds. Since insurance costs keep increasing, and IRA allocations keep decreasing, the Training Room will need to have their own designated line item for Supplies & Services. It would be a tremendous disservice to the student-athletes and a potential liability if there were no Supplies & Services funding available to them .......................................................... $15,000.00

A permanent baseline allocation for student assistant line item: Currently, there is no designated line item for Student Assistants in Athletics. In an effort to assist in curtail costs, all of our student employees are work study students. Except in rare
instances, once the student workers' work study awards have been exhausted, they are terminated because we cannot afford to take funds from our Supplies & Services line item to continue them as Student Assistants. If, however, there were a line item designated specifically for these instances, many of those work study students who were superb would have been able to continue working within the department. $10,000.00

**Total Amount Requested**: Total amount requested for 2007-08. $694,715.00
Division of Student Affairs
Annual Program Effectiveness Report
2007

Looper Student Union

Achievements
Following 24 months of construction, the expanded and renovated Loker Student Union re-opened to the campus on January 26, 2007. During the short time the facility has been open, the return of a central gathering place on the campus has been recognized as a critical element to the campus’ ability to recruit and retain students, create a vibrant and active student life, and connect the various constituent groups. This is consistent with our mission to provide an environment that encourages interaction, enhances the sense of community, and expands the avenues through which the campus educates students.

We are also well on our way to creating new relationships with the surrounding community, as the Dominguez Ballroom has become a much sought after location for a variety of social events. This strengthens the campus’ image in the local community, creates a new awareness of our existence and our available services, and reflects a new sense of pride.

Toro Productions has a renewed energy now that it has a home for its programs again. Since we re-opened, they have seen a significant increase in student attendance at a wide variety of events and they are engaging in more co-sponsorships with our other student affairs partners to increase the image of student life on campus.

Challenges
Financial challenges hinder operations and are anticipated to continue until enrollment increases and all commercial operations in the Union are open and fully functional. A temporary student fee increase was approved to ensure we can meet our debt service and still maintain adequate hours of operation. Heavy reliance on student employment to ensure consistent and high quality service in our operations has required a great deal of involvement from the limited staff available, making it difficult to complete more taxing assignments. This is especially evident as we are still trying to learn the operations of this facility and its capabilities.

Resources
As a self-supporting auxiliary of the campus, the Loker Student Union receives no funding from the campus, except as it relates to services provided to the campus by the Loker Student Union (i.e. meeting room use).
EOP 2007 PEC REPORT
Division of Student Affairs

Assessments
1. Applications increased by over 1000. Based on this, the need to further automate the EOP admissions process became necessary.
2. Due to the recommendation of the Program Review, several program modifications have been implemented.
3. EOP Student Survey revealed that faculty is not fully aware of the EOP and its services.
4. Need to increase EOP incoming freshman by at least 40 students.

Recommendations
1. Strengthen line of communication to faculty. This is currently being done with the math and English departments.
2. From the Program Review, academic advising for New Student Orientation may be modified to total “block” advising for FTF.
3. Hold a combined EOP/SSS graduation recognition reception.
4. Return Summer Bridge Program to full 6-week format.
5. Increase involvement with University Outreach recruitment.
6. Reinstall frozen counseling position to service increase in EOP population

Achievements
1. Currently processing over 6,000 applications. This is being done through collaboration between EOP and the Administrative Information Systems department.
2. Advising to FTF preparing for the NSO has been further streamlined through partial “block” advising.
3. Probation: 32 FTF on probation after F ’05, only 13 after Sp ’06. Reduction is a result of intrusive advising and corrective workshops.
4. Transitioned of Toro Network to the College of Natural & Behavioral Sciences. Accomplished in collaboration with the Gateways Math and Science Project.
5. Purchased 3 computers for the staff and 2 computers for the EOP Lab
6. Replaced the EOP Server
7. EOP Outreach Coordinator has increased participation in “Evening with Dominguez” Program
8. Combined EOP/SSS Graduation Recognition Reception is scheduled for May

Challenges
1. Currently short staffed due to freezing of one counselor position and vacancy of director’s position.
2. Lack of continuous funding for a full 6-week Summer Bridge
3. Processing of increasing number of applications. Average increase is approximately 1000 per year.
4. The monitoring of FTF students required to complete remedial math courses and ensuring that they are appropriately and officially enrolled

Resources
1. Reinstall frozen counselor position
2. Reinstall funding for 6-week Summer Bridge Program
Assessments

- Need to develop a working relationship with Disabled Student Services in an effort to increase DSS student participation in the SSS program.
- Per student progress reports it has become apparent that faculty needs to be further informed as to the function of Student Support Services.
- Due to changes in staff, operating procedures have not been consistent.
- Need to develop a working relationship with other programs within Student Affairs in an effort to increase student participation in the program.

Recommendations

- Program Director needs to meet with the Director of DSS to establish how SSS services will enhance the services currently provided for DSS participants.
- Have program Director meet with Academic Senate each semester to disseminate SSS information.
- Need to develop a detailed operation’s manual and policies and procedures handbook.
- Program Director to meet with the Directors of other programs within Student Affairs to establish mutually supportive relationships that support students’ overall involvement and growth during their academic careers.

Achievements

- Tutoring services have increased to include peer taught workshops and a Laptop Loan program.
- 95% of incoming freshman SSS participants completed the Whole Person GE Category with UNV 101 or other qualified courses in their first semester, fall ’06.
- The tutorial services and computer center generated 638 in-person contacts in the fall of ’06, up from 320 in-person contacts from the fall of ’05.
- 18 participants received the SSS Annual Spring Scholarship Award of $500.
- 95% or 153 of our participants were in good standing for the ’05-’06 academic year.
- The program recruited 23 first-time freshmen for the Fall 2006 semester.
- 1st Annual SSS/EOP Graduation Reception is scheduled for May 2, 2007.
- Increased overall student participation and accountability as a result of staff’s direct accessibility to place holds on student records through BANNER.
- SSS was refunded for four years beginning in the Fall of ’06 and ending in the Spring of ’10.
Challenges

- Lack of consistent guidance and direction as a result of Permanent Program Director vacancy.
- Need to acquire direct access to information on newly admitted students for recruitment purposes to include; family financial information, citizenship, whether or not a student is a first generation college student, and whether or not the student requires DSS services. This information needs to be acquired before May 1st of each year.

Resources

- In an effort to be more centrally located to our ‘sister’ program EOP, more visible to the campus community at large, and to be more readily available to program participants, SSS would like to be relocated to Welch Hall.
- SSS application linked to CSUDH admission’s application (Mentor).
University Police and Parking Departments

Overview of Department:

University Police is committed to making CSU Dominguez Hills a safe and secure environment to attain a successful educational experience, with a department commitment to approach law enforcement issues in partnership with the community we serve.

The University Police Department provides police services to our campus community 24/7, 365 days a year. The Parking Department provides parking services to the campus community Monday – Thursday 7am – 11pm and Friday – Saturday 7am – 6pm.

Both Police and Parking Operations are supported by our Communications Unit. Our communications personnel are responsible for providing 24/7 dispatch/radio communications with police and parking, as well as handling telephone and front counter inquiries form the campus community, 9-1-1 services, monitoring various alarm systems and lost/found.

Our Student Patrol/Student Assistants provide evening escort and information services to the campus community.

Live Scan (fingerprinting) services are available to the campus community as well as the surrounding communities.

2006/2007 Goals and Objectives:

1. To provide a secure and peaceful environment
2. To create/enhance an atmosphere of friendly exchanges between the police department and the campus community
3. To continue to provide quality parking services to the campus community
4. To continue technology upgrades
5. To augment staffing levels and equipment needs
6. To document and enhance current policies and procedures
7. To enhance staff development

University Strategic Plan

In order for any plan to be successful, it is imperative that all campus community members can operate in a safe and secure environment. In reviewing our accomplishments, we specifically supported the University’s goal #2, objective 3 “seeking state and federal funding” and goal #4 objective #1 “enhancing the University’s image...” and objective #2 “developing service and economic partnership with the community.”
**Police Department**

**Achievements:**

1. 2006 Crime statistics reflect once again CSUDH has maintained position as one of the safer CSU campuses. (goal #4, objective #1)

2. Technology Upgrades – (goal #2, objective #3)
   a. Communications System
   b. Records Management System

3. Homeland Security Grant Funding – 3 awards: $25,000; $64,000; $20,000
   a. All funding financed interoperable communications upgrades which benefits department as well as emergency operations function

4. Staff development – all department members trained in NIMS/SEMS (National Incident Management System/Standardized Emergency Management System)

5. Implementation of Live Scan (fingerprinting) Program; Development of Internship for Criminal Justice Majors/ROTC (goal #4, objective #2)

**Challenges:**

1. Filling police officer vacancies; retention of police officers; high cost of overtime to cover shifts; difficulty in competing with other CSU police departments when higher pay used as incentive to lure officers to other campuses.

2. As enrollment grows, increased activities and services on campus (New student union) result in increased calls for service

3. Aging equipment (police vehicles)

4. Crime prevention programs – inability to offer due to lack of personnel

**Resources:**

Personnel – support position – Live Scan operator. This can be accomplished by either re-classifying 50% of a current position or creation of a new position. The Live Scan revenue should be able to support the funding needed for the position re-classification.

Personnel – additional police officer position – As campus grows and calls for service increase, we need to increase our police personnel.

Equipment – purchase an additional black/white police vehicle.
Parking Department

Achievements:

1. Parking Permit Machines – acquired four parking permit machines from CSU Fullerton. One machine being re-worked and will be installed in Lot 7. This will provide 2 parking permit machines in that lot. Savings to the campus $60K (4 machines.)

Challenges:

1. Parking Officer Vacancies – Parking currently has 3 vacancies; recently filled one position.

2. Parking Office Re-model – Work in progress to re-model old police offices to accommodate parking services. Facility will retain old generator to function as a remote/back-up EOC for the campus.

3. Parking Citation Processing Contract – HR is working on a new citation processing contract.


5. Parking Lots 1,2,3 overhaul – cost per lot estimated at $1.7 M.

Resources:

Future grants for interoperable communications could cover costs associated with radios in the parking vehicles.

Recommendation that campus consider borrowing against projected revenue (parking permit sales) in order to overhaul the parking lots outlined above; seeking a bond is also an alternative.
Division of Student Affairs

University Outreach and Information Services
2007 Annual Program Effectiveness Report

It is the role of University Outreach and Information Services in conjunction with all other divisions of the University to provide programs and services for students, parents, high school and college personnel, and the general public that:

- Identify prospective undergraduate students and facilitate their access to California State University, Dominguez Hills through a strategically planned and market-oriented program of awareness and follow-up activities.

- Attract and enroll an undergraduate student body that achieves the enrollment goals of the University and sustains the multi-ethnic and multicultural pluralism of the people of California.

- Stimulate and advance cooperative educational relationships between California State University, Dominguez Hills, and other California State Universities, community colleges, secondary schools, middle schools, elementary schools, business and industry, and other community based agencies.

- Maintain a Visitors Information Center that provides telephone answering and walk-in services for prospective students, parents, counselors, and others constituents seeking to acquire information about the programs and services of the University. In addition, the center maintains two computer workstations providing visitors access to the University website, power point overview of the University and the online application for admission located at the www.csumentor.edu. This area is also responsible for all data entry from prospective student information cards into our EMT Connect database system.

Assessments:

1. Our Evening with Dominguez Programs are high yield activities due to the high number of students who enroll who have also attended this program.

2. The number of students and parents/families that attend our Fall and Spring Day with Dominguez Program has increased and we continue to experience record attendance.

3. The number of applications for first time freshmen are increasing which is leading to increased enrollment for first time freshmen.
4. The use of EMT Connect has allowed us to use information technology to reach more prospective students than in prior years.

5. As University Outreach and Information Services worked to develop and implement new initiatives to attract potential students we used data more than in past years to determine the strategies and implemented a very comprehensive visitation schedule to maximize our efforts with one less Outreach Officer and limited resources.

Recommendations:

1. University Outreach and Information Services needs additional funding and support to fully implement programs and projects to increase the number of upper division transfer applications.

2. The university should provide a coordinated effort and resources to purchase all outreach and recruitment material, publications, and give-aways. If we are to be competitive we must have resources to do so.

3. Every department and College on campus that provides some type of outreach or recruitment activity should be required to attend an in-service training session sponsored by University Outreach and Information Services.

4. The University should take a closer look at establishing application and enrollment targets and maybe adjust these targets based on factors such as number of students expected to graduate from high schools in areas we service and the number of students or lack of students transferring from community colleges.

5. University Outreach and Information Services should work with community colleges to form partnerships to help create a seamless pipeline for transfer students.

6. The University should establish additional Transfer Admission Guarantee’s (TAG’s) with local community colleges. This would allow us to establish relationships early with community college students which would assist in getting students to transfer to CSUDH.

Achievements:

1. For the Fall 2006 term we had the largest enrolled freshmen class ever for the university which resulted from a record number of applications from freshmen.

2. Hosted the 4th Annual “Harbor Area College Fair” for seven regional high schools in which 3000 prospective students visited the campus to speak with representatives from over 60 colleges and universities.
3. Hosted Fall and Spring "A Day at Dominguez" campus visitation programs for prospective high school, community college, international, and graduate students. Combined attendance totals for both programs were 1557 students and 1039 guests and family members. These were the most attended Day at Dominguez programs ever held. We hope to continue this increase in attendance and participation by students and parents/families.

4. Completed 625 recruitment visits to high schools, 381 visits to community colleges, and attended 233 college fairs.

5. Staff and student "Telecounseling" calls were placed to 8400 prospective students.

6. Fifty-two groups totaling 1970 students visited the CSUDH campus.

7. Provided buses for 16 high schools to visit our campus.

8. Worked with the College of Business and Public Policy and the College of Liberal Arts to provide discipline/theme based visitation programs. We invited four high schools for each program. We are currently working on a similar program with the College of Education, more specifically the Liberal Studies Program. We also provided three buses to bring high school and community college students to campus to participate in the Negotiation, Conflict Resolution & Peacebuilding Annual Conference.

9. Implemented the second year of the program "Evening With Dominguez Hills" whereby applicants and admitted students were invited to attend. This unique program is held at venues in the communities from which our applicants reside and brings CSU Dominguez Hills to the community. There were five such programs held and the yield rate from these programs was 85%. We hope to continue these programs each year.

10. Implemented the second year of the program "Day with Dominguez Hills" whereby we took CSUDH to eight community colleges (Long Beach City, El Camino College, El Camino College – Compton Center, Los Angeles Southwest College, Los Angeles Community College, Cerritos College, Golden West College, Los Angeles Harbor College) and provided in class presentations as well as a college fair and on-site admissions. This collaboration included the Division of Student Affairs, Academic Affairs, University Advancement, and Administration and Finance. We will be visiting two more community colleges (West Los Angeles and Santa Monica) in late April and May.

11. The University purchased and implemented Hobson's EMT Connect, which is a program that provides a technology driven, year round, proactive, communication plan to connect with prospective students. This program allows each and encourages each prospective student to customize their own "My ToroSpace" page which is a personalized web page based on information requested by the student. This page then becomes their personal portal to our university and based upon their interest it automatically pushes and updates information on their "My ToroSpace" page. We are in the process of merging this data with data in Banner to allow us to develop specific communication plans to students who have applied and been admitted. University Outreach and Information Services provides student workers to input the data.
12. The University purchased Hobson's EMT Answer-Virtual Advisor which is a program that provides a technology driven campus specific customized 24/7 "natural language question-and-answer tool" that allows prospective students and their parents/families to receive instant auto-generated responses. This service has become increasingly more important by allowing prospective students and their families to gather information about the university even when we are closed (24/7 access). University Outreach and Information Services is one of the areas that is responsible for keeping content current and adding new content when needed.

13. Developed the first podcast directed at prospective students. This technology allows students to download the information into their iPod, MP3 Player, or onto their computer for future reference. Based upon a report that is run monthly we have received many hits to this page and many downloads. We plan to implement more podcast in areas related to admitted students, financial aid information, and New Student Orientation.

14. We are currently developing transfer specific publications and resources to assist in recruiting more transfer applicants, specifically upper division transfer applicants. However, due to limited resources we have not been able to fully expand in this area. We have however established a transfer hotline 877 U2-CSUDH (877 – 822-7834) and a transfer email address (transfer@csudh.edu) to begin initiatives in this area.

Challenges:

1. Recruiting upper division transfer students. There seems to be a shortage of transfer ready students at our local and feeder community colleges and the ones that are transfer ready are being recruited heavily by all of the CSU’s in the LA basin.

2. It is also difficult to increase recruitment efforts without the resources needed to adequately handle the task.

3. It is hoped that the University will recognize the value and importance of promotional literature and promotional give away items and address the need for a systematic cycle of development, funding, and distribution. This would facilitate the process of "branding" and a "standard look" for the University and would avoid each department and College developing their own publications. Without these printed materials, the institution can not remain competitive with other institutions and it will dampen our efforts to recruit students to the University.

4. University Outreach and Information Services needs to provide in-service training sessions for those at the university who also provide outreach and recruitment type functions. This allows us to provide the correct information to others who go out on behalf of the university.
5. There continues to be no systematic process for the financing of promotional materials for use by University Outreach and Information Services to be able to communicate more effectively the programs and services of the university. Although there are a variety of modes that are used by the office to communicate with future students, prospective students and counselors all of our constituents continue to expect that printed literature will be made available to them when the outreach staff visits their high school, community college, or attends a college fair program. Anyone who has participated in the “A Day at Dominguez” open house program will readily acknowledge that prospective students and parents expect to receive printed information from the academic departments and clubs and organizations that are represented.

6. We were able to produce publications, purchase give-aways, host programs for counselors and principals, and pay for buses due to salary savings. However for the next recruitment cycle these funds will not be available because I will need to fill the current vacant position.

Resources:
The Outreach staff has worked very diligently this past year in implementing its Annual Action Plan and exceeded all expectations. However, it is becoming increasingly more difficult to increase applications without additional resources. The following are resources needed:

1. $8,000 - The Evening with Dominguez Programs need to be continued. However they were financed with a Verizon Grant which we no longer have. In order to continue this program, which has a very high yield, we will need $8,000. If we sponsor eight Evening Programs each program cost $1,000. This covers the cost of renting a facility, invitations, food, and student assistants.

2. $4,800 - The Day with Dominguez Programs have also proved to be very popular and will need to continue. These programs allow us to see many community college students at one time and are more productive than seeing students one at a time. We will have visited 10 community colleges for this year and will add at least two more for next year and thus we need funds to cover these programs. Each program cost approximately $400.00 which includes printing, publications, and student assistants.

3. $8,000 - The visitation programs is costly in that we must provide bus transportation for most of our service area and feeder high schools and some community colleges. Most of our schools are under-funded and have very little money for trips to colleges and universities. If we are to continue our efforts to recruit traditional age students and upper division transfer students we must be able to pay for students to visit our campus. If we provide 20 buses each bus will cost us $400.00. There will also be times when we can bring two schools on one bus. However due to issues in the high schools we have to be careful about which schools we bring to campus on the same bus and at the same time.
4. **$7,000** - To hire two Graduate or Upper Division students to handle the Transfer hotline, the Transfer email, and follow up with transfer applicants. They will also be responsible for all correspondence with Transfer students.

5. **$40,000** - To purchase University publications for high school prospective students, community college prospective students, and parents/families. These are three distinct groups that have different needs thus we must provide information directed at each specific group. We would need to order enough to share with the Colleges and other departments that assist in University Outreach.
Financial Aid Office
"A Service of the Division of Student Affairs"
2007 Program Effectiveness Report

ASSESSMENTS
- Due to the signing of the Higher Education Reconciliation Act of 2005, changes in federal regulations have significantly impacted the office. We have continually updated our automated processes in an effort to alleviate staff pressure and to ensure integrity in our aid programs.
- Although there are concerted efforts to educate the general public on the availability of financial aid, many are unaware that they may qualify for the various types of available assistance.
- From our Program Review and Satisfaction Survey, students would like more than one staff member assisting students at the front counter.

RECOMMENDATIONS
- Reinstate the Financial Aid Office Manager position.
- Ensure participation in training opportunities for staff (attending annual conferences and workshops).
- A CSUDH Financial Aid/Scholarship Publication is needed for University Outreach to distribute. By doing so, this publication will highlight the various scholarships and funding opportunities, and the application process which may ease some of the frustration in completing the financial aid application process.

ACHIEVEMENTS
- Hired & trained three students as Financial Aid Peer Counselors to assist with providing service to students.
- The Higher Education Reconciliation Act of 2005 brought about various changes to the financial aid programs. We implemented two new federal grant programs (Academic Competitiveness and National SMART Grants). This entailed collaboration with the Admissions Office.
- Successfully implemented BANNER 7X, which was a major upgrade to our student information system.
- Successfully reconciled all federal and state financial aid program funds by established deadlines.
- Served more than 3,200 parents and students at 35 different financial aid workshops.
- Initiated the self-study component for the office Program Review by mailing more than 9,800 customer satisfaction surveys.
- Began sending electronic 2007-2008 financial aid award notification in February 2007 for continuing students (no more paper). This allows students to have immediate access to their aid awards. We anticipate reduced postage cost and paper consumption.
- Attended various financial aid training workshops and annual conferences.
- Awarded ten $25.00 University Bookstore Gift Certificates
CHALLENGES

- Continuing to experience staff vacancies, currently one staff vacancy in the Counseling Unit.
- Losing a key staff member for more than a year to implement the CMS/PeopleSoft Student Component.
- Difficulty to provide the necessary services and processing of financial aid applications for students participating in the 2007 Summer Bridge Program while processing 2006-2007 and 2007-2008 awards and manually awarding Summer 2007 awards.
- Continue to implement program changes due to The Higher Education Reconciliation Act of 2005.
- Loss of the Financial Aid Office Manager position.

RESOURCES NEEDED

- Funds needed to hire a Financial Aid Consultant during the CMS/PeopleSoft implementation.
- Reinstate Financial Aid Office Manager position.
- Upgrade several office computers and purchase a laptop.
ACHIEVEMENTS:

Goal 1: To assist students in addressing physical and mental health concerns and needs relevant to their academic success.

SH&PS provides direct health care and psychological counseling services to students, and conducts an array of related activities, including workshops, prevention clinics, training programs, health education outreach, and presentations to classrooms and various campus organizations. We are committed to student success by providing personalized services in a manner that shows respect for and understanding of individual and cultural differences. The Student Health Center is fully accredited by the Accreditation Association of Ambulatory Health Care, Inc, demonstrating our adherence to high standards of medical care. In 2005-06 there were 7,060 individual visits made for health services, and 1,567 individual appointments for psychological counseling in SH&PS.

In the Spring semester 2006, we conducted a large-scale point-of-service patient satisfaction survey for health services (159 surveys). The responses were extremely positive, with a solid majority of students indicating that their experience at the Student Health Center was either excellent or very good. An important finding was that, in response to the question, "Access to campus health services and health promotion programs are important to my academic success and retention," 73% checked either "Extremely Important" or Very Important," with 40% of those marking "Extremely Important," and 27% marking "Very Important." This provides strong testimony for our contributions to Goal 1 of the university’s Strategic Plan.

We also conducted a client satisfaction survey for psychological services in June 2006. The responses to this survey were again extremely positive, with a majority of students indicating their experience with psychological services in SH&PS was either excellent or very good. Further, 18% of respondents reported that their ability to concentrate on their academic work had improved as a result of their counseling experience. Copies of the full report for both the health services and psychological services surveys are attached for review.

Goal 2: To assist the campus community in addressing physical and emotional health concerns and needs.

In addition to providing direct services to students, it is the responsibility of SH&PS to contribute to the overall well-being of the campus community. Toward this end we have engaged in a variety of activities. Each year we sponsor two large Health Fairs - one in the Fall and one in the Spring - drawing 300-500 students, faculty and staff to each. We have also implemented a monthly health promotion event called "Healthy Tuesdays," held on the front patio of the Student Health Center, at which SH&PS staff members are available to disseminate health education information and to provide some kind of health screening (blood pressure checks, glucose testing, fat testing/BMI, cholesterol checks, "Ask the Psychologist," etc.) to all members of the campus community. Additionally, we sponsor monthly on-campus anonymous HIV testing, available through the Long Beach Health Department's community health mobile unit.
Psychological services staff, and most particularly the SH&PS director, are frequently asked by faculty and staff to provide consultation regarding their concerns about students who they perceive to be either potentially dangerous, disturbed, or presenting some kind of problem that is disruptive to the educational process or the workplace. Since much of this work is confidential and therefore "behind-the-scenes," we feel it is an often overlooked critical service that has helped to solve or diffuse some very volatile and high-risk situations for the university. Along these same lines, Janie MacHarg, Director of SH&PS and Larry Gray, Director of Student Development, give a presentation at each new faculty orientation on "Dealing with Disturbed/Distressed Individuals," as well as information on the student discipline process. Additionally, in Fall 2006 we were asked to give an hour-long presentation on these same topics at the faculty retreat for the College of Education.

**Goal 3:** To provide training and/or supervision in psychological services, health services, and outreach programs.

We have a strong pre-doctoral internship training program. Each year, via a competitive interview process, we select two advanced doctoral psychology students who provide direct psychological services to our students for 20 hours a week each. Our program is certified by the California Psychology Internship Council (CAPIC), and meets the rigorous training standards set by that entity. For about the past ten years, the Field Placement Coordinator at the California School of Professional Psychology, where most of our interns come from, has told us that we are considered to be one of the top-notch internship sites in the Southern California region. We also serve as a clinical rotation site for nursing and nurse practitioner students in academic programs at CSUDH, El Camino, and St. Mary’s.

**Goal 4:** To develop and participate in programming which promotes diversity and addresses issues of cultural, ethnic and lifestyle identity.

Psychologists in SH&PS provide individual counseling sessions to help students with issues pertaining to cultural, ethnic and lifestyle identity, the impact of racism, and cultural differences. Additionally, we offer group sessions and special programs to address these concerns. Specific examples of offerings from SH&PS include: 1) Black Women’s Support Group; 2) presentations on diversity to classrooms and campus organizations; 3) Sisterhood of Isis - a mentoring program geared toward African American females living in Housing; 4) co-sponsorship of a now annual all-day conference geared toward addressing social, financial, and health and mental health issues facing African American female students at CSUDH; 5) participation in the Multicultural Center’s annual Cross-Cultural Retreat; and 6) participation of psychology interns in facilitating a mentoring program for Latina students that was offered last year.

The Student Health Center regularly sponsors events related to cultural diversity, and our Health Educator provides individual health education sessions on dealing with cultural barriers and issues related to optimal health practices, including cultural aspects of nutrition. As part of African American History Month last year, the Health Center sponsored an event called African American Health & Wellness: A Day of Expression. Also, in Spring 2005 we co-sponsored a day-long conference on The Unequal Burden of Cancer: Bringing Together Communities for Action, which focused on disparities in cancer treatment among ethnic populations. This program was produced in collaboration with "Partnered for Progress," (a joint effort of 3 ethnic task forces and key constituents of the American Indian Community, the California Breast Cancer Research Program, California Endowment, California Smokers’ Helpline, and L.A. Health Care Plan), and exemplified the concept of "communiversity."

The above activities all support Goal 3 of the university’s Strategic Plan.
Goal 5: To collaborate with other Student Affairs units and university divisions in providing services which support the quality of campus life and student retention.

SH&PS maintains close working relationships with a number of Student Affairs units, particularly Student Development, University Housing, Athletics, the Multicultural Center, the Women’s Center, the Office of Student Life, and University Police, as well as working with various departments in Academic Affairs to provide collaborative services which benefit students. We also maintain a close association with A.S.I., and they have actively participated in our Health Fairs and other outreach events.

One of our psychologists, Dr. Janet Niederman, has provided workshops and presentations designed to improve students’ critical academic skills. She regularly gives lectures to the UNV 101 classes on how to successfully read a textbook, mind-mapping, and writing term papers. She has also given these presentations to various other classes, and has done a series of academic skills workshops for the Honors Students Program. Instructors in the UNV 101 courses have provided specific feedback about improvement in students’ test scores as a result of attending Dr. Niederman’s presentations, and she now gives the “How to Read a Textbook” presentation in every section of UNV 101.

The Student Health Center provides about 200 of the required athletic physicals each year, at no cost to our student-athletes. Our Chief of Medical Services also provides medical oversight for any health services provided by the Athletic Department, including monitoring their policies and procedures and their credentialing practices for any volunteer physicians.

This past year our Health Educator, Anita Roberts, worked closely with Robyn McGee from the Women’s Center to develop a grant proposal for comprehensive programming to deal with the prevention of violence against women. Support and cooperation from many Student Affairs units was sought and garnered for inclusion in the grant proposal, include programmatic commitments from SH&PS.

In Fall 2006, Janie MacHarg and Larry Gray provided training for the R.A.’s in University Housing on dealing with difficult and/or disturbed students. Dr. MacHarg and the psychological staff also regularly provide consultation to Housing staff on difficult cases involving students. Last year we also held a joint meeting of the medical staff and the Housing staff in order to share concerns about best practices, and to help clarify any misunderstandings the respective staff from each unit may have had about the roles and limitations of each. The meeting resulted in enhanced communication between our two areas.

Finally, one of our psychologists, Dr. Tiffany Herbert, serves as the Counselor Faculty representative on the Academic Senate, and in that capacity, also serves as the Senate’s representative to A.S.I. She is also serving on the university-wide Student Retention Committee. These activities have provided important linkages for SH&PS to contribute to, and advocate for, strategies that will promote student success.

These are but a few examples of the ways in which SH&PS actively collaborates with other campus departments to further both our own unit goals and serve the mission of the university.

Goal 6: To further identify and strengthen risk management needs and practices.

Medical and psychological services are two of the highest-risk services offered on campus in terms of liability issues, medico-psycho-legal issues, and, of course, the potential for actions or decisions that may have life-threatening consequences (e.g., suicidal and homicidal ideation or intent presented by counseling clients; medical treatment and diagnosis of serious health problems). It is imperative that all
professional staff in SH&PS maintain the most updated knowledge of medical-psychological-legal issues in their respective fields.

SH&PS, in conjunction with Student Development, is a certified MCEP (mandatory continuing education program) provider for continuing education units for California psychologists. In February 2007, we sponsored a 4-hour course on Law and Ethics for psychologists - a requirement for re-licensure every two years. The benefit of sponsoring the course ourselves was that all psychological staff were able to attend the same workshop and to focus attention on some of the legal and ethical issues that are particularly relevant to college and university counseling centers. It also ensured simultaneous updating on changes in mental health law.

In March 2007, the Director of SH&PS gave an in-service training to all the medical and health support staff on the topic of California law as it pertains to mandated reporting in cases where a person may present an imminent danger to others. While there is currently only legal precedent for "psychotherapists" being such mandated reporters, it is clear from past California court decisions that medical providers could conceivably be included in future adjudicated cases, and this in-service was felt to be a timely and important topic for the health services staff.

Both the SH&PS Director and the Chief of Medical Services are members of the university’s Emergency Preparedness Committee. Disaster planning in general, which is vital to ensuring the safety of the campus community, and the development of the university’s Business Continuity Plan, particularly as it pertains to pandemic flu, have been two critical areas of the work of this committee over the past two years. SH&PS also works very closely with the office of Risk Management/EHOS, and Bob Gill, our campus Risk Manager, is a member of the Student Health Center’s Quality Improvement Committee.

There are also numerous internal risk management issues in any health clinic which need constant attention and monitoring. To further our goal of strengthening best practices, we have formed our own internal oversight Risk Management Committee, which assists in identifying existing or potential problems and making recommendations for solutions.

**Goal 7: To expand staffing and resources for enhancing services and programs.**

In 2005-06 we were able to make some significant gains in terms of realizing our goal to attain long sought-after stability in our clinic staffing. In May 2005 we ran a successful student referendum to raise the mandatory health fee for the first time since its inception in 1993, providing us with much-needed funds to hire medical personnel in today’s climate of rising health care worker salaries. Overall, we were able to fill all vacancies as well as upgrade/expand positions to better meet the needs of our patients. With the resignation of our full-time clinic doctor, we hired an experienced board-certified family practice physician as her replacement. However, continuing concerns about university budget reductions meant we could only hire this physician as a 10-month employee on a permanent basis, causing us to have to pay a higher hourly rate to "buy back" her time for summer services. It is our hope to convert this to a 12-month position in the future. We were also able to finally return to a staffing level in our nursing triage area that provides appropriate levels of coverage. Given a perceived need for a higher skill level in triage (i.e., staff who could give injections and immunizations), we were able to convert a Clinical Aid position to that of an LVN, and then to hire a Medical Assistant to complete triage staffing needs. We were also able to resume orthopedic services for a half-day each week, and for a portion of the year, to offer a "Men’s Health" clinic, and, in Fall 2006, to bring back an internal medicine clinic for a half-day per week. Last, the fee increase enabled us to purchase much needed up-to-date health education materials.
Last year we were almost successful in establishing a new service in the SHC, an optometry clinic that would have been staffed by residents from UC Berkeley's School of Optometry. This service is one that students have repeatedly identified as important to them, and which we had hoped could be realized after the passage of the fee referendum. However, there was an unpreventable delay on the side of the optometry group (unable to secure needed equipment) which precluded us from rolling out this service in Fall 2005, as we had hoped. The start date was deferred to Fall 2006, but in late Spring 2006 we were informed they had to defer again, opting instead to place their residents at a much larger institution which could give them a guarantee of "full business." It is now our hope to secure this service by Spring 2008.

For the past three years, in collaboration with the UCLA Center for Vaccine Research and Harbor-UCLA Medical Center, we have been serving as a test site for a large-scale national clinical research trial on a vaccine for Herpes simplex. CSUDH students who are study participants benefit by receiving a potentially effective vaccine for genital herpes, as well as receiving free treatment if infected with the Herpes virus during the course of the study. In addition to these direct benefits, our participation in this clinical trial serves as a model "communiversity" endeavor which will help to further overall scientific knowledge about this disease. In the past year we have worked hard to strengthen and improve our advertising campaign for the "Herpevac" project, and have now enrolled 75 subjects out of our target total of 100 subjects.

CHALLENGES:

The biggest challenge currently facing us is the loss of general fund money we sustained in the university-wide 2006-07 permanent budget reductions. Out of the $340,939 total that was Student Affairs' portion of the reductions, approximately 42% of it was taken from SH&PS. The bulk of this loss was in salary money that had been paid out of the general fund, and which now must be covered through the mandatory health fee paid by students. An unintended consequence of this loss is that the benefits attached to all positions paid out of the mandatory health fee must come out of that same account (i.e., neither benefits nor raises are covered by general fund monies) - in this case, approximately another $45,000 of health fee money is now needed to cover the general fund benefits lost by the position transfer into the mandatory health fee account. This sizable reduction in our general fund baseline budget, along with the decline in enrollment over the past two years, has caused a significant setback in the gains we expected to realize from the referendum students passed to increase the health fee. We are now looking more at just trying to keep up with inflationary costs and salary raises, rather than bolstering or adding services that would be of direct benefit to students. We will continue to closely monitor our costs and look for ways to keep the services we were able to restore after the fee increase, but we will be quite financially constrained in many other important ways.

A second challenge, related to our budgetary situation, is that the need and demand for psychiatric services on our campus, and campuses nationwide, has significantly increased over the past several years. We have reached a point where our existing psychiatric consulting services for medication evaluation may no longer be sufficient, and we may have to divert additional resources to increase psychiatry, as it is not an "extra" service but rather an essential one. This problem is compounded by the fact that the CSU salary "lag" for per diem (i.e., hourly intermittent) psychiatrists is considerable, with psychiatrists in private practice making as much as $75 - $100 more per hour than we can pay.

Last, we face a challenge in continuing to provide an adequate level of summer health services. Unlike other CSU health centers who either have a separate mandatory health fee for summer school students or who charge students per visit fees during summer sessions, we have no additional revenue for YRO services. Originally, we thought we could cover required summer services through the fee referendum
increase, but the permanent general fund reduction we sustained this year has made this goal more problematic.

RESOURCES:

Our 3-5 year plans, for several years now, have listed the need for a variety of additional resources, which we anticipated funding, over time, with the mandatory health fee’s progressive increases through 2009. Such plans (e.g., .5 IT consultant, .5 Administrative Support Assistant, increase in MD specialty clinics, conversion of 10-month M.D. position to 112 months) have to be at least temporarily put on hold due to the budget reductions and the loss of health fee revenue related to enrollment decline.

Our past several 3-5 year plans have also contained the goal of seeking general fund money to provide at least a small stipend for our doctoral psychology interns. We believe we cannot continue to compete as successfully as we would like with colleges that are able to offer stipends to interns, nor do we believe it is "right" to have doctoral interns providing direct services to our students without any kind of remuneration. As such, we would like to request an increase in our general fund baseline budget for this purpose.

Additionally, it should be noted that although SH&PS general fund position money was given up to meet the Student Affairs’ budget reductions, it was Dr. Bowman’s intention that this money would be restored to the SH&PS budget at such time that the university might realize an infusion of new money. Recognizing that "now" is probably not that time, we are still including it in our resource request for next year.

Requested 2007-08 Resources for Student Health & Psychological Services

1. Stipends for two psychology interns @ $2,000 each: $4,000

2. Augmentation to general fund baseline budget to restore funding lost in budget reductions $116,000

TOTAL: $120,000
EMERGENCY SERVICES

SHS does not provide emergency services. University Police are trained to deal with on-campus emergencies. They can be contacted on campus by calling 9-1-1. Calls to 911 made through an outside Pacific Bell system will connect with the Los Angeles County EMS system.

HOURS

Monday, Thursday, and Friday
8:00am - 5:00pm
Tuesday and Wednesday
8:00am - 6:00pm

The SHS is open throughout the academic year, and is closed weekends and for some university holidays. Limited medical services are available during the summer.

AFTER HOURS CARE

There are no After Hours Care or On-Call services at CSUDH Student Health Services. Students who require after-hours care should seek treatment at their private physician health plan or local emergency room/urgent care center.

SUPPLEMENTAL HEALTH INSURANCE

Health insurance is recommended for all students but is not required to use SHS. A supplemental plan written specifically for CSUDH students is available through Associated Students, Inc. For more information contact the AS Office located in the University Student Union or (310) 243-3080.

STUDENT HEALTH & PSYCHOLOGICAL SERVICES

A service of Student Affairs

STUDENT HEALTH FEES

Students at CSUDH pay a mandatory student health fee each semester; this covers the 'cost of most of our services. There is a nominal fee for some services, such as pharmacy, outside laboratory tests, and selected immunizations. These fees must be paid in full prior to receiving services. The SHS staff should explain all extra fees to your satisfaction. A complete schedule of fees is posted in the SHS lobby and is available upon request.

COMPARISON CHART

<table>
<thead>
<tr>
<th>Service Description</th>
<th>SHS Cost</th>
<th>URGENT CARE Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Fee</td>
<td>$65.00</td>
<td>No Student Health Fee (25.00)</td>
</tr>
<tr>
<td>Office visit per semester</td>
<td>0.00</td>
<td>Office visit per semester (150.00)</td>
</tr>
<tr>
<td>Physical exam</td>
<td>20.00</td>
<td>Physical exam (100.00)</td>
</tr>
<tr>
<td>Complete Blood Count</td>
<td>0.00</td>
<td>Complete Blood Count (50.00)</td>
</tr>
<tr>
<td>Chest X-Ray</td>
<td>20.00</td>
<td>Chest X-Ray (75.00)</td>
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<tr>
<td>Urinalysis</td>
<td>20.00</td>
<td>Urinalysis (50.00)</td>
</tr>
<tr>
<td>TB Test</td>
<td>0.00</td>
<td>TB Test (10.00)</td>
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<tr>
<td>Throat Culture</td>
<td>0.00</td>
<td>Throat Culture (20.00)</td>
</tr>
<tr>
<td>Decongestant</td>
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<td>Decongestant (10.00)</td>
</tr>
<tr>
<td>Antibiotics</td>
<td>0.00</td>
<td>Antibiotics (20.00)</td>
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<tr>
<td>Total SHS Fee</td>
<td>171.00</td>
<td>Total (no health fee) (341.00)</td>
</tr>
</tbody>
</table>

LOCATION

The Health Center is located between Welch Hall and the University Theater.

(310) 243-3629 Health Services
(310) 243-3818 Psychological Services
www.csudh.edu/shps
Student Health Services  
California State University, Dominguez Hills

PATIENT SATISFACTION SURVEY  
February, 2006

Protocol

A point-of-service (POS) Patient Satisfaction Survey was conducted during Spring semester, 2006. The survey was distributed by Triage staff to all patients who came in for services during the period of February 13 through February 27, 2006. Patients were told that this was our annual Patient Satisfaction Survey, and were encouraged to fill it out and put it in one of the confidential Suggestion Boxes before they left that day. The survey focused primarily on each patient’s experience during his/her most recent visit (i.e., same day) to the Student Health Center. A total of 159 surveys were collected.

Results

The responses were extremely positive, with a solid majority of students indicating their experience at the Student Health Center was either excellent or very good. The full tally of results is attached. Of particular note are the following highlights:

- In response to the question “Access to campus health services and health promotion programs are important to my academic success and retention,” 73% checked either “Extremely Important” or “Very Important,” with 46% of those marking “Extremely Important” and 27% marking “Very Important.”

- For questions that used a weighted average score (WAS), no score was less than 4.1 (with the single exception of satisfaction with wait times at 3.8). A score of 4.0 signified “Very Good” or “Very Important.” Of the eight weighted average scores that were 4.1 or higher, 50% of those were at 4.5 or higher (5.0 signifying “Extremely Satisfied” or “Extremely Important”).

- The demographic data show that our patients very closely mirror the composition of the campus in terms of ethnicity and gender.

- In narrative comments, students repeatedly complimented the Student Health Center for the caring, friendly and respectful attitude of the staff, the competence and professionalism of the staff, and the efficiency and ease with which their needs were met.

Analysis

This patient satisfaction survey, like the previous one in October, 2004, again confirmed the high premium placed on the Student Health Center by CSUDH users of our services. Of note is the significant rise in the number of student-patients who do not have health insurance - from 46% in October, 2004 to the current 58%, confirming the critical importance of the SHC as a primary resource for meeting the health care needs of our students. The survey also showed that we play an important role in meeting the health care needs of our younger students, with 39% of the respondents being age 23 or younger - a much higher percentage compared to the general university population.

Overall, there were no consistent themes indicating areas of concern or needs for improvement. While there were 7 specific narrative comments indicating a need to reduce waiting times, there were 6 comments which were complimentary of short waiting times and the expediency of getting appointments.

Summary

The quantitative and qualitative results of this POS survey reflect not only a high degree of satisfaction with student health services, but also emphasize its importance to students for both their health care needs and their academic success. Attached are the statistical data compiled from the survey, as well as a copy of all narrative comments made by respondents.
STUDENT HEALTH SERVICES - CSU DOMINGUEZ HILLS
PATIENT SATISFACTION SURVEY

FEBRUARY, 2006

Code for "Weighted Average Score" (WAS)
5.0 = Extremely satisfied, Extremely important, or Excellent
4.0 = Very satisfied, Very important, or Very good
3.0 = Satisfied, Important, or Good
2.0 = Somewhat satisfied, Somewhat important, or Fair
1.0 = Not at all satisfied, Not at all important, or Poor

1. Approximately how many times have you visited the Student Health Center?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 time</td>
<td>40</td>
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</tr>
<tr>
<td>2-5 times</td>
<td>91</td>
<td>57 %</td>
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<tr>
<td>6-9 times</td>
<td>18</td>
<td>11 %</td>
</tr>
<tr>
<td>10-19 times</td>
<td>6</td>
<td>4 %</td>
</tr>
<tr>
<td>20 or more times</td>
<td>4</td>
<td>3 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>159</td>
<td>100 %</td>
</tr>
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</table>

2. If you made an appointment for your most recent visit, how satisfied were you with the ease of getting an appointment? (skip to #3 if this question is not applicable)

WAS = 4.1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>59</td>
<td>40 %</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>48</td>
<td>33 %</td>
</tr>
<tr>
<td>Satisfied</td>
<td>34</td>
<td>23 %</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>6</td>
<td>4 %</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>147</td>
<td>100 %</td>
</tr>
</tbody>
</table>

3. How would you rate the service provided by the following during your most recent visit?

A. Receptionist: WAS = 4.1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>76</td>
<td>50 %</td>
</tr>
<tr>
<td>Very good</td>
<td>27</td>
<td>18 %</td>
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<td>Good</td>
<td>40</td>
<td>26 %</td>
</tr>
<tr>
<td>Fair</td>
<td>7</td>
<td>4 %</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>153</td>
<td>100 %</td>
</tr>
</tbody>
</table>
### B. Nursing Staff/ Clinical Assistant

<table>
<thead>
<tr>
<th></th>
<th>WAS = 4.5</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>102</td>
<td></td>
<td>65 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>36</td>
<td></td>
<td>23 %</td>
</tr>
<tr>
<td>Good</td>
<td>15</td>
<td></td>
<td>10 %</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td></td>
<td>1 %</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td></td>
<td>1 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>156</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

### C. Physician/ Nurse Practitioner

<table>
<thead>
<tr>
<th></th>
<th>WAS = 4.7</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>96</td>
<td></td>
<td>76 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>22</td>
<td></td>
<td>17 %</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td></td>
<td>5 %</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td></td>
<td>2 %</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td></td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>126</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

### D. Laboratory

<table>
<thead>
<tr>
<th></th>
<th>WAS = 4.9</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>52</td>
<td></td>
<td>64 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>17</td>
<td></td>
<td>21 %</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
<td></td>
<td>10 %</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td></td>
<td>4 %</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td></td>
<td>1 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>81</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

### E. X-Ray

<table>
<thead>
<tr>
<th></th>
<th>WAS = 4.3</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>20</td>
<td></td>
<td>61 %</td>
</tr>
<tr>
<td>Very Good</td>
<td>6</td>
<td></td>
<td>18 %</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td></td>
<td>12 %</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td></td>
<td>6 %</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td></td>
<td>3 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>33</strong></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
4. How satisfied were you with the overall wait time for services you received after your most recent visit?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>47</td>
<td>30 %</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>55</td>
<td>35 %</td>
</tr>
<tr>
<td>Satisfied</td>
<td>45</td>
<td>28 %</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>9</td>
<td>5 %</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

5. During your most recent visit with a medical provider (physician or nurse practitioner), please rate the following:

A. Their explanation of your condition: WAS = 4.4

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>76</td>
<td>59 %</td>
</tr>
<tr>
<td>Very good</td>
<td>30</td>
<td>23 %</td>
</tr>
<tr>
<td>Good</td>
<td>21</td>
<td>16 %</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>130</td>
<td>100 %</td>
</tr>
</tbody>
</table>

B. Their concern for your condition: WAS = 4.4

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>77</td>
<td>60 %</td>
</tr>
<tr>
<td>Very good</td>
<td>25</td>
<td>19 %</td>
</tr>
<tr>
<td>Good</td>
<td>23</td>
<td>18 %</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>2 %</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>128</td>
<td>100 %</td>
</tr>
</tbody>
</table>
C. Your understanding of the medical advice: WAS = 4.4

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>82</td>
<td>61 %</td>
</tr>
<tr>
<td>Very good</td>
<td>26</td>
<td>19 %</td>
</tr>
<tr>
<td>Good</td>
<td>23</td>
<td>17 %</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>2 %</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1 %</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>100 %</td>
</tr>
</tbody>
</table>

6. Overall, how satisfied were you with your most recent visit to the Student Health Center? WAS = 4.1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>50</td>
<td>32 %</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>73</td>
<td>47 %</td>
</tr>
<tr>
<td>Satisfied</td>
<td>29</td>
<td>18.5 %</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td>Not at all satisfied</td>
<td>1</td>
<td>.5 %</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>100 %</td>
</tr>
</tbody>
</table>

7. Access to campus health services and health promotion programs are important to my academic success and retention.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely important</td>
<td>72</td>
<td>46 %</td>
</tr>
<tr>
<td>Very important</td>
<td>43</td>
<td>27 %</td>
</tr>
<tr>
<td>Important</td>
<td>34</td>
<td>22 %</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>6</td>
<td>4 %</td>
</tr>
<tr>
<td>Not at all important</td>
<td>2</td>
<td>1 %</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
<td>100 %</td>
</tr>
</tbody>
</table>

8. See Attachment A for narrative comments on what the Student Health Center does particularly well, and in what ways services could be improved.

9. What is your age?

<table>
<thead>
<tr>
<th>Age Group</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>18 - 23</td>
<td>62</td>
<td>39 %</td>
</tr>
<tr>
<td>24 - 29</td>
<td>38</td>
<td>24 %</td>
</tr>
<tr>
<td>30 - 39</td>
<td>20</td>
<td>13 %</td>
</tr>
<tr>
<td>40 - 49</td>
<td>16</td>
<td>10 %</td>
</tr>
<tr>
<td>50 and over</td>
<td>5</td>
<td>3 %</td>
</tr>
<tr>
<td>Did not state</td>
<td>18</td>
<td>11 %</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>
10. **How do you describe your ethnicity? (check all that apply)**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>30 %</td>
</tr>
<tr>
<td>Female</td>
<td>101</td>
<td>70 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>144</td>
<td>100 %</td>
</tr>
</tbody>
</table>

11. **Multi-racial breakdown as marked by student**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>42</td>
<td>30 %</td>
</tr>
<tr>
<td>Asian American</td>
<td>11</td>
<td>8 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>2</td>
<td>1 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td>Mexican American</td>
<td>29</td>
<td>20 %</td>
</tr>
<tr>
<td>Other Latino</td>
<td>17</td>
<td>12 %</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td>White, non-Latino</td>
<td>23</td>
<td>16 %</td>
</tr>
<tr>
<td>International student</td>
<td>7</td>
<td>5 %</td>
</tr>
<tr>
<td>Multi-racial *</td>
<td>2</td>
<td>1 %</td>
</tr>
<tr>
<td>Decline to state</td>
<td>4</td>
<td>3 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>143</td>
<td>100 %</td>
</tr>
</tbody>
</table>

12. **What is your academic year?**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>15</td>
<td>9 %</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6</td>
<td>4 %</td>
</tr>
<tr>
<td>Junior</td>
<td>42</td>
<td>26 %</td>
</tr>
<tr>
<td>Senior</td>
<td>45</td>
<td>28 %</td>
</tr>
<tr>
<td>Graduate</td>
<td>31</td>
<td>20 %</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2 %</td>
</tr>
<tr>
<td>Did not state</td>
<td>17</td>
<td>11 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>159</td>
<td>100 %</td>
</tr>
</tbody>
</table>

13. **How did you learn about the Student Health Center? (check all that apply)**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed advertising material</td>
<td>42</td>
<td>22 %</td>
</tr>
<tr>
<td>Proximity to Welch Hall</td>
<td>60</td>
<td>32 %</td>
</tr>
<tr>
<td>From another student</td>
<td>31</td>
<td>16 %</td>
</tr>
<tr>
<td>From an instructor</td>
<td>22</td>
<td>12 %</td>
</tr>
<tr>
<td>Referral from another office</td>
<td>6</td>
<td>3 %</td>
</tr>
<tr>
<td>Other **</td>
<td>28</td>
<td>15 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>189</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Breakdown of “Other”**

- Orientation: 5
- General knowledge: 5
- CSUDH website: 4
- My own research: 2
- Walk-in: 2
- Campus directory: 1
- LBS class: 1
- Been there before: 1
- Received letter from SHC: 1
- Unspecified: 6
14. Are you covered by a health insurance plan?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59</td>
<td>42 %</td>
</tr>
<tr>
<td>No</td>
<td>81</td>
<td>58 %</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100 %</td>
</tr>
</tbody>
</table>

If yes; what is the name of the plan?

<table>
<thead>
<tr>
<th>Plan</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Cross</td>
<td>14</td>
</tr>
<tr>
<td>Kaiser</td>
<td>13</td>
</tr>
<tr>
<td>Sentry Student Health</td>
<td>5</td>
</tr>
<tr>
<td>Medi-Cal</td>
<td>5</td>
</tr>
<tr>
<td>Blue Cross HMO</td>
<td>2</td>
</tr>
<tr>
<td>Pacificare</td>
<td>2</td>
</tr>
<tr>
<td>Aetna</td>
<td>2</td>
</tr>
<tr>
<td>Cal Pers/Blue Shield</td>
<td>1</td>
</tr>
<tr>
<td>Blue Shield HMO</td>
<td>1</td>
</tr>
<tr>
<td>Unicare</td>
<td>1</td>
</tr>
<tr>
<td>Medicare</td>
<td>1</td>
</tr>
<tr>
<td>Providence-Oregon</td>
<td>1</td>
</tr>
<tr>
<td>B/C PPO International</td>
<td>1</td>
</tr>
<tr>
<td>Starbridge Insurance</td>
<td>1</td>
</tr>
</tbody>
</table>
ATTACHMENT A

Narrative Comments
February, 2006 Patient Satisfaction Survey

8.a. What can the Student Health Center do to improve the services you receive?

Not much, maybe add more doctors on staff.
The service I received was great, so nothing really.
I’m satisfied.
Nothing that I know of. The services I received were excellent from all members of the Student Health Center staff!! Nothing needed improvement.
So far the services have been great.
Everything is great so far. I have no complaints.
It’s good.
Not take a long time.
Maybe have a detailed schedule of when x-ray tech is on campus or provide price list which shows how much each service will cost. The present chart sometimes does not have a price. Have a price list for all medicine (pharmacy).
Receptionists should be able to know who to send a client to accordingly. For example, if I’m not sure who to go to for a toe injury, they should. Also, maybe later hours. Don’t want to miss work too often.
Continue to do what they’re doing.
Cut down wait time.
I believe the Student Health Center is extremely excellent. No need to improve anything.
Increase hours. Give reminder calls that it’s time for a check-up.
Maybe have more appointments available.
Nothing (this comment - or very similar - was made 17 times).
Reduce the time of waiting.
Offer additional services (dental hygienist, occupational therapist, recreational therapist)
Very satisfied with services provided.
Be open on weekends.
It’s fine. I’m satisfied.
(8.a. continued - What can the Student Health Center do to improve the services you receive?)

Continue doing the same, providing excellent service.

Longer hours M - Th.

Keep up the good work.

Have therapy services.

Depo injection, if the patient has a previous history, should not need an appointment. If appointments must be necessary, then a more concerted effort to get the patient in before the injection is due.

Already doing a wonderful job.

Just keep helping!

More doctors, shorter wait times.

The receptionist can be more friendly to patients.

I think they are very good and to this patient they need no improvement.

I was happy with everything.

Everything that I experienced was great.

Nothing - perfect in every way.

Cut down on the wait time after checking in for an appointment.

Once the Student Union is finished a great place to advertise and inform students of all the services there. I'm sure more students would come for STD testing if there wasn't that much of a stigma attached to getting tested. Maybe by having some open forum discussion and stats would make students aware of the value of getting tested.

Add dental and eye doctor services.

Make known to all students what services they offer.

Provide more services on learning programs.

Make the wait time a little faster.

Extend their hours for evening students.

More information on birth control.

Walk-in wait time should be reduced to 30 minutes or less - not 60. Put condoms out for people to grab.

More available times to see physician.

Stay concerned, positive, and upbeat as you are. This helps with patient anxiety any time patients have to make visits for whatever reason.
8.b. What does the Student Health Center do particularly well?

Friendly, and explain well what needs to be done to make myself better.

Everything. *(this comment was made 12 times)*

Everyone is always nice and thorough.

They treat the students nice.

Prompt with appointment time, care.

The entire process - from greeting through follow-up.

Treats its patients with respect.

Communicate, make me feel comfortable, and work efficiently.

*Everything!! Very attentive!*

Unsure, 1st visit here.

I’m extremely satisfied with the overall service provided. The staff have been very helpful and polite. They have answered all of my questions and it is a pleasure to be treated in the CSUDH Student Health Center.

Good with explanations.

Customer service.

They keep it real.

They respect you and any problems you have with your health.

Full time staff are very courteous and nurses and doctors. The new MD is very nice and understanding, gives plenty of feedback.

Hospitality, friendly, use of patient-friendly language when explaining.

Staff is courteous.

From my experience at the Health Center everything has been done virtually perfect.

Provides services and medications to students without insurance. Most of us would be helpless without the Student Health Center.

Personable nurses.

Everything - a really good service.

Offers services varied enough to handle all my problems.

Good services, availability of doctors.
(8.b. continued - *What does the Student Health Center do particularly well?*)

Provide excellent health care to students in their convenient location (on campus).

Makes you feel at ease and well taken care of.

The whole process is very good.

Show concern!!

The physician service is really good. It is better now than what it was before.

It is very accessible.

Assist students.

The assistant was very nice and helpful.

Make the patient feel at ease and treated with respect.

Communication with patient.

Explain to you what you have - they give you respect, attend to you on time, provide you with whatever you need.

Explain medical conditions.

Tend to the students’ needs.

They were very helpful and friendly, and gave instructions that were easy to follow.

Communication - they explain what can be done and when it can be done in a way that is easy to understand.

Very welcoming.

Treating patients.

Nurse practitioners very caring.

Staff is very nice.

Very friendly and welcoming. Show they care and are professional.

Good quality services, cheap inexpensive prescriptions.

Make a person feel welcome.

The orthopedic doctor is very helpful.

It is very easy to make an appointment. The staff is very friendly.

Everything - they all work well together.
(8.b. continued - What does the Student Health Center do particularly well?)

They are kind with patients and communicate very well.

Make me feel comfortable. I was very worried (about my condition) and now I am not.

The people that helped were very helpful and seemed concerned about me.

Very friendly Health Center!

All the workers are nice, smile and are pretty!

The efficiency of the clinic is what makes it so great and an ease to use.

They did an excellent job with all the services that I needed.

Being available to the whole population.

Gave expedient appointment for my cause. I received a next day appointment.

Good service and assistance.

Staff is really friendly.

They are all very friendly. Everyone who works here is great.

Excellent service.

Outstanding physician!

Everyone has a friendly and helpful attitude.

They have a great, caring staff.

They are intelligent and organized.

Excellent staff nurse, nurse practitioner.

Availability of appointments.

Fast service.

Look out for the students with their best interest!

Just very upbeat and friendly.

They are flexible.

Staff always explains conditions and offers several options towards health. Offers everything a regular Health Center does with cheaper prices.

Very kind. They know what they have to do.
Student Health & Psychological Services  
California State University, Dominguez Hills

CLIENT SATISFACTION SURVEY - PSYCHOLOGICAL SERVICES  
June, 2006

Protocol

A Client Satisfaction Survey was conducted in June, 2006. Evaluation forms were mailed to all clients seen for psychological services between July, 2005 and May, 2006, providing that they had a) terminated their counseling sessions, and b) had given written consent to mail an anonymous evaluation of services to their home. A total of 123 evaluations were sent out, and we received 28 responses. The survey focused on students' perceptions of reception area staff, their evaluation of therapists' clinical abilities, their self-report of clinical improvement, and their reasons for stopping counseling.

Results

A full tally of survey results is attached. Overall, the responses were extremely positive, with a solid majority of students indicating that their experience with psychological services in SH&PS was either excellent or very good. Of particular note are the following highlights:

- The evaluation of reception staff had a weighted average score of 3.6 in two areas and 3.1 in the third, with a 4.0 representing "Excellent," (the highest possible score).

- The evaluation of counselors/therapists had a weighted average score of 4.7 in three areas, and 4.5 in two areas, with a 5.0 representing "Strongly Agree," (the highest possible score).

- The two highest areas of self improvement as a result of counseling were: 1) "I have greater insight into the source of the concerns that brought me into counseling," and 2) "My overall sense of well-being has improved," (each marked by 64% of respondents). The next two highest areas were: 1) I am less depressed," and 2) "I am more likely to continue at CSUDH and graduate," (marked by 39% and 36%, respectively).

- 32% of respondents indicated improvement in the categories of 1) "I have greater self esteem"; 2) I have improved my interpersonal/communication skills"; and 3) "I am less anxious." 18% reported that their ability to concentrate on their academic work had improved as a result of their counseling experience.

- In response to a specific question, not a single student indicated they were ever treated negatively or felt uncomfortable in the Counseling Center on the basis of their gender, ethnic background, physical disability, age, sexual orientation, or religion.

- The three top reasons for stopping counseling were: 1) the student had used all sessions that could be offered at CSUDH, 2) the concerns that brought them into counseling had been greatly relieved or resolved, and 3) they had a scheduling conflict or were too busy.

Comments

This client satisfaction survey confirmed the importance of psychological services in terms of helping students deal with a variety of personal and mental health problems, including anxiety and depression. It is also clear that psychological services play a direct role in enhancing students' academic performance and in retention and graduation. In fact, two of the 28 respondents said they "might have dropped out of school" without the counseling they received.

The low return rate on the evaluations was disappointing, although it reflects the "average" return rate for surveys sent by mail (generally around 20% - we had a return rate of 23%). However, we are hesitant to do on-site surveys for counseling services, since we believe it is clinically inappropriate to ask clients to complete evaluations immediately after their last counseling session, which is often an emotional time for them.
PSYCHOLOGICAL SERVICES - SH&PS
CLIENT SATISFACTION SURVEY
June 2006

TALLY OF RESULTS and NARRATIVE COMMENTS

"Weighted Average Score" (WAS) for Reception Staff

4.0 = Excellent
3.0 = Good
2.0 = Fair
1.0 = Poor

"Weighted Average Score" (WAS) for Counselors/Therapists

5.0 = Strongly agree
4.0 = Agree
3.0 = Neutral
2.0 = Disagree
1.0 = Strongly disagree

A. Please estimate the number of counseling sessions you attended.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial appointment only</td>
<td>1</td>
</tr>
<tr>
<td>2-4 sessions</td>
<td>5</td>
</tr>
<tr>
<td>5-8 sessions</td>
<td>9</td>
</tr>
<tr>
<td>9-12 sessions</td>
<td>11</td>
</tr>
<tr>
<td>more than 12 sessions</td>
<td>2</td>
</tr>
</tbody>
</table>

B. Please evaluate the following qualities of the reception staff:

1. Responsiveness to your initial request for services: WAS = 3.6

<table>
<thead>
<tr>
<th>Quality</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>21</td>
<td>75 %</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>11 %</td>
</tr>
<tr>
<td>Fair</td>
<td>4</td>
<td>14 %</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

| Total:   | 28 | 100 % |

2. Friendliness of reception area staff: WAS = 3.1

<table>
<thead>
<tr>
<th>Quality</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>12</td>
<td>43 %</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
<td>28.5 %</td>
</tr>
<tr>
<td>Fair</td>
<td>8</td>
<td>28.5 %</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

| Total:   | 28 | 100 % |

3. Respect for your confidentiality: WAS = 3.6

<table>
<thead>
<tr>
<th>Quality</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>20</td>
<td>71 %</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>18 %</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
<td>11 %</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

| Total:   | 28 | 100 % |
C. In regard to your counselor/therapist, please rate the following:

1. *My counselor was able to understand my feelings:*  \( \text{WAS} = 4.7 \)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>71 %</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>14 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>

2. *I felt my counselor was competent and capable.*  \( \text{WAS} = 4.7 \)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>75 %</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>21 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>

3. *My counselor was non-judgmental and accepting.*  \( \text{WAS} = 4.5 \)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>21</td>
<td>75 %</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>10 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>4 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>

4. *I felt that my privacy/confidentiality was adequately safeguarded.*  \( \text{WAS} = 4.7 \)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>22</td>
<td>79 %</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>14 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>

5. *I felt my cultural background was understood and respected.*  \( \text{WAS} = 4.5 \)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>20</td>
<td>71 %</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>22 %</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>
D. From whom did you receive psychological counseling services?

<table>
<thead>
<tr>
<th>Name</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiffany Herbert, Ph.D.</td>
<td>8</td>
</tr>
<tr>
<td>Janet Niederman, Ph.D.</td>
<td>10</td>
</tr>
<tr>
<td>Pat Riple, Ph.D.</td>
<td>4</td>
</tr>
<tr>
<td>Amy Guerrero, M.A.</td>
<td>2</td>
</tr>
<tr>
<td>Steve Schoger, M.A.</td>
<td>2</td>
</tr>
<tr>
<td>Veronica Vargas, M.A.</td>
<td>2</td>
</tr>
</tbody>
</table>

E. Please note all areas that may have improved as a result of the counseling you received (check all that apply)

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have better relationships with other people as a result of counseling.</td>
<td>7</td>
<td>25 %</td>
</tr>
<tr>
<td>I have greater self esteem.</td>
<td>9</td>
<td>32 %</td>
</tr>
<tr>
<td>My ability to concentrate on my academic work has improved.</td>
<td>5</td>
<td>18 %</td>
</tr>
<tr>
<td>I have improved my interpersonal/communication skills.</td>
<td>9</td>
<td>32 %</td>
</tr>
<tr>
<td>I am less anxious.</td>
<td>9</td>
<td>32 %</td>
</tr>
<tr>
<td>I am less depressed.</td>
<td>11</td>
<td>39 %</td>
</tr>
<tr>
<td>I am more likely to continue at CSUDH and graduate.</td>
<td>10</td>
<td>36 %</td>
</tr>
<tr>
<td>I have greater insight into the source of concerns that brought me into counseling.</td>
<td>18</td>
<td>64 %</td>
</tr>
<tr>
<td>I am better able to deal with conflict.</td>
<td>6</td>
<td>21 %</td>
</tr>
<tr>
<td>Without counseling, I might have dropped out of school.</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>My overall sense of well-being has improved.</td>
<td>18</td>
<td>64 %</td>
</tr>
<tr>
<td>I am not aware of any improvements as a result of counseling.</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>Other:</td>
<td>5</td>
<td>18 %</td>
</tr>
</tbody>
</table>

"I am kinder to myself and am more patient with my abilities/disabilities."
"Some of my 'why?' Questions were answered and as a result I understand more about myself."
"Please be advised the counseling I attended was for grieving for the loss of my son, stepson, my granddaughter and father."
"I believe that my counselor has been very helpful during my extremely trying times."
"I have a better understanding of why I am the person I am."

F. Why did you decide to stop counseling? (check all that apply)

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concerns that brought me into counseling were greatly relieved or resolved.</td>
<td>6</td>
<td>21 %</td>
</tr>
<tr>
<td>I had utilized all the sessions that could be offered to me at CSUDH.</td>
<td>8</td>
<td>28.5 %</td>
</tr>
<tr>
<td>I was referred to a therapist or mental health agency off campus.</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>I had a scheduling conflict or was too busy.</td>
<td>8</td>
<td>28.5 %</td>
</tr>
<tr>
<td>I was not satisfied with my counselor/therapist.</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>I decided that psychological counseling could not help me with my concerns.</td>
<td>1</td>
<td>3 %</td>
</tr>
<tr>
<td>Other:</td>
<td>6</td>
<td>21 %</td>
</tr>
</tbody>
</table>

"I graduated."
"Was told to come back later."
"School requirements were met for academic needs."
"She would yell at me - very judgmental."
"The timing was not sure."
"I will still continue with counseling once school starts."

G. Did you receive psychiatric services from Dr. Harris?  Yes = 1  No = 27
If yes, how would you rate the overall quality of care?  Fair > Poor

H. Do you feel you were ever treated negatively or felt uncomfortable at the Counseling Center on the basis of:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Ethnic background</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Physical disability</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Age</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Religion</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

Please use the space below for any additional comments you wish to make regarding your experience with psychological counseling services.

- I adore my counselor’s ability to give me perspective and direction in areas in my life that were a real “sticking point” for me. She gave me insight into how to handle my conflicts (internal and external) that really opened my eyes on handling them. The bottom line is that she really helped me tremendously! I thank her with all my heart. She is a wonderful therapist with tremendous insight. She has a wonderful gift! Thank you!

- My therapist was great at listening and showing a genuine interest in helping my mental needs.

- My therapist was very caring and forthcoming in her approach to dealing with my concerns, etc. I’d like her to know that she helped a lot.

- I felt very uncomfortable with her. She made me feel dumb, that my problems were “stupid.” She yelled at me in 2 sessions. I would never go back because of her. And I felt she was bored, kept yawning and eyes were closing.

- My therapist was great, I had no concerns about her. One of the members of the staff at the front desk seemed to not have people skills or maybe she doesn’t like her job. In a couple instances that I would call or drop by to try to reschedule, she would make it obvious that she was bothered by it.

- I appreciate the services provided. I wish I had more available time to continue working with my counselor. I felt uncomfortable as a client walking through the student health clinic where other staff and students can view me receiving such services (I frequent the health clinic as a patient). I wish there would be a more discrete way of entering my counselor’s office.

- It was an excellent experience. My therapist was a great help, she was an excellent professional helpful doctor. This was my first time I had seeked the help of a psychological counselor and now I know I can go somewhere where I can understand what’s going on in my life. Good job, Dr. ___!

- My counselor provided excellent care of me and my concerns. I was pleased with how warm and genuinely interested in helping me she was. She brought a perspective to a situation that otherwise would not have been discovered. I am eternally grateful/appreciative of her.

- The counselor provided me with new options and professional consideration that I had not been able to resolve on my own. Very helpful!

- Only once did I feel not understood and it had to do with a dentist appointment that I had to make and I was telling the therapist my worries and concerns and then at the end she just said to get my tooth fixed. Well, she said it in a nice way, but I don’t think she really understood my concern. Other than that everything was OK.

- She is an excellent psychologist and has helped me overcome personal barriers. I always felt comfortable during our sessions and completely trusted her with my personal situation.

- He provided great support. He not only listened but also gave me little “homework” activities to aid in the process, which helped immensely. Thank you so much for the services provided!

- My counseling sessions with both counselors were excellent. They were both friendly, concerned, very respectful. Have the ability to listen to problems and was able to answer my questions effectively. I am satisfied with
everything, even though it was short.

Demographic Information:

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>23</td>
<td>82 %</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>18 %</td>
</tr>
</tbody>
</table>

Age:

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>18 - 22</td>
<td>4</td>
<td>14 %</td>
</tr>
<tr>
<td>23 - 29</td>
<td>16</td>
<td>57 %</td>
</tr>
<tr>
<td>30 - 39</td>
<td>3</td>
<td>11 %</td>
</tr>
<tr>
<td>40 - 49</td>
<td>2</td>
<td>7 %</td>
</tr>
<tr>
<td>Over 50</td>
<td>3</td>
<td>11 %</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Academic Year:

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1</td>
<td>3.5 %</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1</td>
<td>3.5 %</td>
</tr>
<tr>
<td>Junior</td>
<td>5</td>
<td>18 %</td>
</tr>
<tr>
<td>Senior</td>
<td>9</td>
<td>32 %</td>
</tr>
<tr>
<td>Grad student</td>
<td>12</td>
<td>43 %</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Ethnicity: (if bi-racial, please check all that apply)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10</td>
<td>36 %</td>
</tr>
<tr>
<td>Asian American</td>
<td>3</td>
<td>10.5 %</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>3.5 %</td>
</tr>
<tr>
<td>Mexican American</td>
<td>6</td>
<td>21 %</td>
</tr>
<tr>
<td>Other Latino</td>
<td>2</td>
<td>8 %</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>3.5 %</td>
</tr>
<tr>
<td>White, non-Latino</td>
<td>4</td>
<td>14 %</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Decline to state</td>
<td>1</td>
<td>3.5 %</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100 %</td>
</tr>
</tbody>
</table>
### Assessments

- The number of students requiring the use of technology continues to increase.
- In order to be in compliance with Section 508 of the Rehabilitation Act of 1973 as amended June 21, 2001 every effort must be made to provide reasonable accommodations and access to technology for people with disabilities.
- In accordance with the Americans with Disabilities Act, Section 504 & 508 of the Rehabilitation Act, Program Review recommendations, and Student Surveys there is a need to increase services provided to students with disabilities.

### Recommendations

- Reinstate the Instructional Support Technician III position.
- Provide funds to cover the cost of Sign Language Interpreting for hearing impaired students.

### Achievements

- Currently serving 485 students with disabilities and 145 veterans' and their dependants, totaling 630 students being served.
- Working in collaboration with the Chancellor's Office, and various departments on-campus to ensure that the campus is in compliance with Section 508 of the Rehabilitation Act.
- Received an ASI technology grant to assist in the purchasing of new technology ($20,000).
- Our volunteer reading and note taking program continued to be a success. By utilizing volunteers we saved $50,000.00.
- Collaborated with Computer Science staff to ensure that all student computer labs remain accessible to students with disabilities.
- Collaborated with the University Advisement Center staff to provide documentation and recommendations for course substitutions for students with learning disabilities in the area of mathematics.
- Attended various Disabled Student Services conferences.
**Challenges**

- Lack of funds to cover Sign Language Interpreting services, ($50,000 - $75,000 a year).
- Veterans' Affairs has a total budget of $425,000 a year.

**Resources**

- Reinstate Instructional Support Technician III position.
- Provide funding for Sign Language Interpreting services.
- Increase Veterans' Affairs budget allocation.
OSL PEC Report

Achievements: Student Life Goals and objectives that have been accomplished
New Student Orientation
△ Acquired additionally needed funding by fee increase approval by CFAC
△ Refined and printed a much more professional and polished brochure
△ Record Freshman NSO attendance yielded 1,000+ Freshman headcount
△ Team Leaders hired and program efficiency increased noticeably
△ Preparing for larger freshman class with increased # of freshman programs

2006-07 Goals
△ Acquire resources to complete Student Life goals related to stand alone capabilities
△ Begin to acquire needed long-term programming financial support.

Campus Life Policies
△ Policies updated and instituted in September 2006

The Office of Student Life, as a stand-alone operation within the Division of Student Affairs, has most resources needed to continue as such. Some resources need maintenance and a few new key resources (Staffing, Computers, Sign Stands, Office Furniture, Permanent Program Funding) would help with some administrative issues and the issue of promoting and representing our program, not to mention our ability to serve our students.

How goals are tied to the University's strategic plan:
Assuring Access through NSO, Outreach, Positive Program Outcomes
Ensuring Success in Student Learning through NSO, UNV 289, Student Volunteerism and Recognition
Faculty Staff Excellence to Promote Student Success through OSL staff support of various campus committees, including Commencement, Alcohol Awareness, and WASC Subcommittees
Connecting to P-12 Schools and to Community Colleges through outreach support and Campus Events that involve the community as well as Community Service Programs and Clubs and Organizations Community Service

Assess and Enhance Existing Student Life Program Scope:
The survey assessment of Student Life data input has recently been completed (not analyzed though), which was a goal in and of itself. Prior to its completion, we did decide to enhance Student Life with ASI, OSL, MCC and LSU programming weekly with each unit doing so on a designated day of the week, and OSL is providing Music and More on Mondays. Present budget constraints won't allow for the addition of much more than music on a sustained basis, but even that is appreciated by students.

Progress toward greater identity development, increased clientele contact, increased services (Banner Support, Org. Resource Room, OSL Resources, Event Planning Support, etc.) and Volunteerism Program Development has been evident so far and has spawned additional ideas and concepts of how to enhance our program scope.

Preparing for larger freshman class with increased # of freshman programs
Additional funds will be directed to Student Life Campus Events, but funding is still not permanent and is still provided by a campus auxiliary that surely needs the additional funding.

Challenges: Addition of one (1) more professional staff person; We still rely heavily on student staffing, whereas one additional professional staff person is sorely needed for the overall Student Life program management.

Resources: Resources needed in upcoming years, please see CHALLENGES!
MCC PEC Report

Achievements: MCC Goals and objectives that have been accomplished
2006-07 Goals
Office
✓ Successfully restructured roles and responsibilities among student office staff to streamline day to day operations.
✓ Managed referendum budget of $122,000 for programs and student staff.
✓ Continued policy and procedures review and infrastructure re-design for both the office staff and the MCC Programming Board.
Student Involvement
✓ Continued to recruit and contact students for potential volunteer opportunities through MCC’s volunteer database.

MCC fully functional as stand-alone operation within Office of Student Life and Division of Student Affairs: MCC has moved into the Loker Student Union and their planned space. A large donation was acquired from Ikea, Carson, who fully furnished the lobby and reception areas of the Center. This provided a boost to morale, a very professional and relaxing atmosphere to the Center, and it represents a savings in excess of $12,000 of student referendum funds.

Continue to offer existing MCC services as modified by surveys, evaluations and opportunities within a new facility: The Center itself as a destination and resource is much more utilized by students and the MCC staff in support of programs and community building efforts. Student visitors frequent the center often and volunteerism is on the rise as an outcome of this greater visibility, appeal, and access.

How goals are tied to the University’s strategic plan:
Assuring Access to cultural and personal exploration and enlightenment through the Center Facility, Programs, Personal Involvement (Volunteerism) and Center Resources
Ensuring Success in Student Learning Student Leadership Development, Student Volunteerism and Recognition
Faculty Staff Excellence to Promote Student Success through MCC support of various campus committees, and departmental activities including National Coming Out Day, Filipino American History Month, Native American History Month, Black History Month, Cesar E. Chavez Week, Cinco de Mayo, Asian Pacific Heritage Month, Latino Honor Awards, Mary McCloud Bethune/Fredrick Douglass Black Graduation
Connecting to P-12 Schools and to Community Colleges through outreach support and Campus Events that involve the community such as Unity Fest, the Ikea partnership, and an ongoing and active working relationship with key city of Carson personnel and dignitaries.

Assess and Enhance Existing MCC Program Scope:
The ability to enhance programs, increase student contact and program services is almost immediate when operating from a site planned and created specifically for the MCC vision. While growing pains do exist and are very real, new programs, partnerships, and potentials await the MCC. A larger freshman class with an increased impact on student life is something the MCC plans to capitalize on in the coming months and years. Greater focus on individual leadership development, volunteer recruitment and development, and programming impact to come.

Challenges: Secure permanent funding for the Cross Cultural Retreat and to establish an environmental culture within the Center that is inviting to everyone that appreciates and wants to celebrate diversity and cultures.

Resources: Cross Cultural Retreat success has meant increased participation as hoped for but additional funding is needed to cover the cost of this increase as well as price increases for the retreat site each year.
Introduction
The Office of Records and Registration often works behind the scenes to provide essential services to students, faculty and staff in order to support the mission of the university. Following is a list of some of the services we provide:

- Student Information report generation for entire campus.
- Notices to students about incomplete grades about to lapse.
- A notice to students about graduation holds that prevent registration.
- Enrollment Verifications
- Diploma production (current and replacement).
- Transcript production and distribution.
- Grade processing.
- Collection and preparation of Petitions for Exceptions for consideration by SAPAC.
- Degree clearance.
- Registration assistance and troubleshooting.
- Enrollment reports.
- Articulation agreements.
- Graduate Admissions evaluation and processing.
- Records retention and imaging.
- Posting additional credit.
- CAMS student registration.
- Posting academic history to student information system.
- Provides Student directory information requested by various military branches (Solomon Amendment)
- Create ad-hoc reports upon request.
- Setup and maintenance of new STARRS user accounts.
- Provides permissions to faculty or staff for Records and Registration Banner reports.
- Provide faculty and staff training for new Banner processes due to new releases or upgrades.

For the 2006/2007 fiscal year, we were able to provide these services even though we were down by five positions (Programmer/Analyst, Graduate Admissions Evaluator (2), Records/Registration Clerk (2) and Graduation Evaluator, at some point throughout the year. Because most of these vacancies were professional staff, we could not fill in the void with temporary help or student assistants. Yet we were able to maintain services in a timely manner and keep up with production. We were able to accomplish this by means of offering overtime to our existing staff. By April 1, 2007 we successfully filled three out of the five positions, and we are in the processing of interviewing for the remaining two vacancies.
Achievements
The Office of Records and Registration, in an effort to provide exceptional services to students, with limited resources, accomplished the following:

- Reduced the number of mailings to students by implementing use of student email.
- Represented Records and Registration on campus wide committees (EMPC, SPRC, Graduate Council, SAPAC, G.E. Committee, and UCC) in an effort to increase collaboration on campus and to provide input representing our area.
- Worked with Digital Media Arts students to create a presentation that would improve our delivery of our message at New Student Orientation.
- Represented CSUDH system wide at the Chancellor’s Office as a member of the General Education Committee (articulation officer).
- Offered toroWeb workshops for faculty to assist with grade submissions and class roster and waitlist downloads.
- No longer distributed hard copy grade rosters, waitlist rosters and late add access number thereby providing faster and easier access for faculty.
- Modified several office forms to meet the needs of the users.
- Continued to represent the office at the annual Graduation Fare held in the Loker Student Union. Our presence allowed students to ask questions that assisted in the graduation process.
- Purchased new computers for all staff members in Systems Group, Records, Registration, Graduation and Admissions Evaluation Units.
- Made modifications and updates to transcript paper that reflected changes in grading symbols as required by the Chancellor’s Office.
- Provided students with the ability to request transcripts electronically through the National Student Clearinghouse. This service was well received and is currently in use by students living abroad and living in the neighboring communities.
- As a result of E.O. , began to produce two diplomas for students who concurrently completed two degree objectives.
- Office Manager was able to fill in while the Petitions Evaluator and Articulation Officer were on extended leave of absence.
- Published articulation agreements for 2006-2007, including major prep for three new undergraduate degree programs approved for spring.

Challenges
Due to the reduced number of records staff members, we were often unable to provide rush processing service to students who requested transcripts, although we continued to maintain service within 7-10 working days as published. Our staff reduction also severely limited our ability to provide same day transcripts when requested. We were also unable to stay up to date with imaging student records, which resulted in staff spending a lot of time trying to locate records for students who attended prior to Fall 1986. The majority of these inquiries involved transcripts requests for students who had records that predated the Banner information. In order to provide an accurate transcript, we enter the pre-Banner data into Banner. Imaging will also be a problem for us in the upcoming year, because we do not have a designated staff person to keep up with imaging.
We foresee an impact in being able to provide ad hoc reports to the campus community due to having our programmer/analysts positions so heavily involved with PeopleSoft Implementation.

As we attempt to bring up Student Administration in PeopleSoft, more of our staff members will be involved with fit gap analysis, testing, providing documentation and participating in implantation activities. We know for sure that we will lose three key people to PeopleSoft as team leads (Steve Waterhouse, Helen Remegio, and Diane Davison). But other staff members will be expected to perform their normal job duties as well as participate in CMS Implementation. And as we get closer to the “go-live date” we expect to participate more.

Another CMS challenge involves preparing our records conversion for degree audit in PeopleSoft. We plan to provide a functioning version of degree audit when we go live in Fall 2008, but that involves entering course history (from transfer institutions) and articulation data into Banner so that we can provide an accurate degree audit. This will require additional human resources above and beyond our current staffing levels.

The plan is to provide money to allow us to backfill the vacant positions, but this may not be possible because these people are specialist in their fields, and it is difficult to find a temporary person with specialized skills.

We were able to do many things due to the number of vacancies that we carried for so long. Next year will be an entirely different story, especially since so many key staff members will be moving on to the PeopleSoft Implementation. PeopleSoft Implementation is perhaps our biggest challenge to date.

As a result of our numerous vacancies throughout the year, staff members worked overtime and took on the responsibilities for vacant positions or staff members on extended sick leave. As a result of this, we have experienced a significant drop in morale. Add to this the fact that many of our positions are entry level positions and just this past year we have had two entry level staff positions open up twice because we cannot keep people in these positions. Our office morale is constantly being challenged and it is difficult to find time and resources to work on professional development (i.e. International Admissions evaluation training, fully training new staff in a timely manner, allowing staff to cross train) and team building (no time – always in meetings or trying to play “catch up”) – these things take $$$). One good thing that has kept us afloat is our ability to organize an office party on the spot. But we need to focus more on individual acknowledgement of special efforts, affirming ourselves when we do something right, and affirming each other whenever we can. We have identified the need to work on our customer service skills, to learn more about other offices on campus so that we make more accurate referrals, and to support and encourage our front line staff members.

Resources

We expect to be fully staffed by June 1, 2007. However, we will need to hire short term temporary staff members to assist us with data entry, imaging and records organization. We still have records in storage in Physical Plant that must be purged and imaged before they deteriorate.