Student Co-Curricular Activities

Leadership Development Program Project

May 2010

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Executive Summary

CSUF recently participated in the National Survey of Student Engagement (NSSE). One area measured by the NSSE is student involvement in co-curricular activities. The results of the NSSE indicated that Cal State Fullerton’s student participation rate was slightly lower than our peer institutions. These results set the backdrop for forming the Student Co-Curricular Activities project team as part of the 2009-2010 Leadership Development Program. Our team was charged with reviewing the NSSE results and determining whether the survey accurately reflects co-curricular activities as defined by our campus. We quickly discovered that our campus, like many others, does not have a clear, cross-divisional definition of co-curricular activities nor does it have a tracking system to capture and report student co-curricular activities that supports the campus definition. To that end, our group created the following working definition of co-curricular activities for campus-wide use at Cal State Fullerton:

Activities that students are involved in outside of the classroom that complement the learning that occurs inside the classroom.

We believe that when CSUF implements the following recommendations, we will be on the cutting edge of tracking student involvement outside of the classroom. We will set precedence with new best practices in the area of tracking student engagement. We recommend that:

- CSUF continues participating in the NSSE for the WASC and Campus benefit along with implementing a campus-wide tracking system.
- CSUF forms a cross-divisional task force of faculty and staff to construct a clear, concise definition of co-curricular activities for CSUF and then develop policies and best practices for tracking co-curricular activities.
- All student co-curricular activity data will reside within the Student Records “Maintaining Extracurricular Activities” component of the CMS Campus Solutions system.

The benefits of implementing these recommendations to the University are:

- The collection of reportable co-curricular data that would reside within the existing campus IT security structure that manages all student records and transactions. This would promote overall student data security by eliminating shadow databases.
- Use of the existing student system to capture University-validated and student self-reported co-curricular activity data would facilitate data entry, which would in turn facilitate the extraction of consolidated data from the system for both Institutional Research and for export to the ADVANCE system.
- The ability of the campus to target communications to students and alumni based on a combination of both academic and activity interests.
- To offer co-curricular transcripts to allow our students to effectively present themselves to future employers.
- The ability to transfer data to the ADVANCE database to be used by University Advancement and Alumni Relations to outreach and fund-raise as well as promote and facilitate the advancement of the University.
Background

CSUF recently participated in the National Survey of Student Engagement (NSSE). Student Involvement in co-curricular activities is one area measured by this survey. Cal State Fullerton’s rate of student participation in co-curricular activities is slightly lower than those of peer institutions. Questions regarding whether CSUF students engage in different types of co-curricular activities than those measured by NSSE have emerged.

The Overall Charge

Identify best practices in tracking student participation in co-curricular activities, evaluate current CSUF co-curricular activities, existing and potential information technology interface and capabilities (including CMS and Advance database) and recommend processes, procedures and other elements necessary to track and maintain records of all CSUF participation in co-curricular activities.

National Survey of Student Engagement (NSSE)

CSUF participated in the NSSE during 2009 and several of the survey questions posed to students had to do with their level of involvement in co-curricular activities on campus. After reviewing the 2009 NSSE results our group observed that the following factors contributed to why CSUF scored below peer institutions in the area of co-curricular activities:

First, students taking the NSSE may not be adequately prepared to answer questions regarding their participation in co-curricular activities. The definition of what constitutes a co-curricular activity may be vague and/or unknown to students. One concrete, clear, and concise definition of “co-curricular activities” does not exist on our campus to date and needs to not only to be defined, but also promoted to students, faculty and staff.

Second, the 12 institutions identified in the NSSE report as being comparison groups for CSUF, upon closer inspection, do not share many similar characteristics. For example, while the peer institutions are large, public universities, their demographics do not match those of CSUF; none is Hispanic-serving Institutions (HSI), and they have significantly larger residential populations. Therefore, the questions asked on the NSSE may have reflected the co-curricular culture of the identified peer institutions but did not reflect the CSUF culture of identified co-curricular activities.

NSSE is one of several national survey options, and it appears to be the best of the current options for collecting information from students and comparing that information to other institutions. While it does not capture all areas of CSUF student co-curricular engagement, as we will later define, it is a valuable tool for information collection especially for WASC purposes. We recommend continued participation in the NSSE while at the same time using campus tools to capture student involvement in co-curricular activities. This will enable us to identify information disparities that exist between what the campus believes to be true and what the
NSSE results provide. This will also provide ample evidence to support any campus assertion that NSSE results do not reflect the complete picture of student involvement at CSUF.

It is clear from our research that the definition of co-curricular activity is ambiguous and ill defined by the NSSE itself. Students cannot be expected to properly answer the NSSE questions definitively without a clear understanding of how co-curricular activity is defined both by CSUF and by the NSSE as well as what areas of involvement are incorporated into the survey. To that end, we also recommend that CSUF defines “co-curricular activity” and actively promotes that definition for our campus in order to better prepare students for answering questions about their student engagement outside the classroom. As a framework for this project, our group decided to create a working definition of co-curricular activity for campus-wide use at Cal State Fullerton.

Definition of “Co-Curricular Activity”

The project group discovered that “co-curricular activity” is defined differently both by different institutions as well as differently within institutions. We found that while the NSSE offered four broad category definitions for co-curricular activities, our contact with other institutions showed a wide range of definitions from very narrow to broad indicators. Narrow definitions focus more on activities that are directly related to classroom requirements yet occur outside of normal class hours. Definitions that are broad can include almost any activity including having casual course-related discussions with peers.

More specifically, we reviewed a range of definitions of “co-curricular activity”. We have found that co-curricular activities fall along a continuum of activities with the most restrictive definition including activities that all students are required to attend alongside the standard study curriculum. This would include activities such as service learning, internships, foreign language coursework, study abroad, field experience, clinical assignment, independent study, senior project and learning communities. At the opposite end of the continuum, the definition of co-curricular activities would be very broad and all encompassing. This definition would include students involved in opportunities outside of the classroom that complement the learning that occurs inside the classroom. Examples of this would be organizations, campus publications, student government, councils and boards, planning committees, social fraternities or sororities, volunteer work or community service, student employment, cultural resource centers, recreation/sports, leadership training, performing arts, honor societies, conferences and workshops, serious conversations with students of different beliefs, and the use of social electronic media such as listservs, etc. This continuum encompasses an ever-expanding base of activities that could not possibly be fully vetted into a single perfect definition.

After significant discussion, we recommend that the CSUF definition of co-curricular activities include the types of activities associated with the second, broader definition above with the exception of serious conversations with students of different beliefs, listservs, etc. To that end, co-curricular activities at CSUF are defined as “activities that students are involved in outside of the classroom that complement the learning that occurs inside the classroom. Accepting this
definition of co-curricular activities for CSUF allows for the establishment of a broad baseline of activities to track, with the ability to expand the definition as student life or academic activities evolve in the future.

**Current Methods of Tracking Student Co-Curricular Activities**

To identify how student co-curricular activities are currently tracked at CSUF, our group interviewed offices on campus that currently collect student co-curricular activities and examined how they track student activities and what is done with that information. We looked at the Dean of Students Office, the Volunteer and Service Center, the Center for Internships and Community Engagement, and the internship component of Environmental Studies.

All of these offices collected and reported student data via some sort of manual spreadsheet and/or compiled it in shadow databases outside of the legacy mainframe system. There is currently no uniformity of data collection amongst campus offices and no way to report activity information on a global level. This information prompted our group to investigate how some of our peer institutions from the NSSE define and track co-curricular activities.

As stated in the NSSE report, “616 colleges and universities (617 if you include CSUF) participated in NSSE 2009; 143 had our Carnegie Classification; 12 of the 143 were large, public, non-residential like us” (NSSE 2009). We contacted six of the peer institutions (Appendix 1) identified on the 2009 NSSE and investigated their assessment of student co-curricular engagement by asking the following questions:

1. How do you define co-curricular (e.g., internships)?
2. What method do you use to capture student involvement with your co-curricular activities?
3. Do you keep a list of the activities students engage in?
4. Do you use the information collected for specific purposes?
5. What value do you see in tracking co-curricular activities?
6. Which office or person at your university is responsible for capturing co-curricular information on your campus?
The results of our contacts are summarized in the table below:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TYPE</th>
<th>STATUS OF CO-CURRICULAR ACTIVITY TRACKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University, Northridge</td>
<td>Public; 33,339 students; commuter campus</td>
<td>Made efforts but had been abandoned</td>
</tr>
<tr>
<td>Chapman University, Orange</td>
<td>Private; 6,000 students</td>
<td>Does not collect any co-curricular information</td>
</tr>
<tr>
<td>Indiana University Purdue University, Indianapolis (IUPUI)</td>
<td>30,383 students; calls itself an “urban shared campus” (urban, commuter, residential)</td>
<td>Implemented Connect Link (tracking software) with minimal success</td>
</tr>
<tr>
<td>Loyola Marymount University, Los Angeles</td>
<td>Private; 8,872 students</td>
<td>Yes, through the Dean of Students Office; not part of student transcript</td>
</tr>
<tr>
<td>* The University of Nevada, Las Vegas</td>
<td>Public research institution; 28,000 students</td>
<td>None</td>
</tr>
<tr>
<td>* Texas Technical University</td>
<td>Public; 30,049 students</td>
<td>None</td>
</tr>
<tr>
<td>* Virginia Commonwealth University</td>
<td>Public research university; 32,000 students</td>
<td>None</td>
</tr>
<tr>
<td>* Weber State University</td>
<td>Public; 23,000 students</td>
<td>None</td>
</tr>
</tbody>
</table>

* Researched online

We found, through surveying both universities identified by NSSE as our peer institutions and those not considered our peers that they are not doing much at all with tracking co-curricular activities yet they all see the value in doing so.

Our group explored best practices from other intuitions and organizations that focused on co-curricular activities at all levels. A 2005 study by the Oregon Pre-Engineering & Applied Sciences Initiative found a number of best practices for student co-curricular activities from grades K-20. After consideration, our group determined these to be outdated and not specifically relevant to Higher Education or CSUF specifically. Based on the information we collected regarding other institutions’ best practices in tracking student co-curricular activities, the project group realized that there are no relevant “best practices” to use as a model for CSUF. We recommend forming a cross-divisional task force of faculty, staff and students to examine the definition of “co-curricular activities” on our campus with the charge to construct a clear, concise definition to institutionalize for everyone at CSUF. In addition, the task force would be charged with developing policies and best practices for co-curricular activities at CSUF. This would include identifying what level of data CSUF should collect from various campus organizations such as including titles, leadership roles, membership numbers and individuals involved.

We also recommend that the new cross-divisional task force hold student focus groups to determine what co-curricular information they would like to see collected as well as how it could be used to their benefit. Once the task force has made their determinations from
information collected from faculty, staff and students, they would make the final recommendation to senior management as to which practices need to be adopted by CSUF to establish a unified approach to reporting and tracking student engagement outside the classroom.

**Tracking Student Co-Curricular Data**

Just as it is necessary for CSUF to define “co-curricular activities” on a global level, so is it necessary to develop a tracking system consistently capture these defined activities across all areas of the University at appropriate levels of detail. The tracking system needs:

1. A campus-wide uniform collection method(s),
2. To be cross-divisional/departmental to incorporate the tracking needs of the entire University,
3. A coding structure that allows for expansion as activities change over time,
4. A coding structure that facilitates ease of reporting and query building,
5. The ability for data validation by CSUF administrators,
6. A method for students to self-report their co-curricular activities and capture that information in the same format as data entered by administrators,
7. To be coordinated overall by a sole source, likely the Dean of Students, that tracking material is sent to for processing into the CMS system.
8. To be managed by a process that specific persons are trained on, with the sole source likely the Dean of Students Office,
9. To eliminate Shadow Records or non-official tracking sheets in favor of a formal process that will stop the creation of duplicated information and stem the potential for student identity theft.
10. The ability to transfer student co-curricular activity to the ADVANCE database, which is currently done three times per year for University Advancement.

Our project group has developed a model for tracking co-curricular activities that addresses all of the criteria identified above. It is our recommendation that all student co-curricular activity reside within the Student Records “Maintaining Extracurricular Activities” component of the CMS Campus Solutions system. Use of the existing student system will centralize the data and facilitate both the data entry into the system and the extraction of data from the system for both Institutional Research and export to the Advance system. This will also alleviate the need for additional data security, as the information would fall under the existing campus system security that exists currently for all student record and transactions. This will contribute to overall student data security by eliminating shadow databases. Our group also discussed the legalities of using the information with our project sponsor, at which time we were assured that this information is protected by FERPA and would be used accordingly.

Our proposed coding structure is designed based upon our understanding of campus activities and our discussion as to how to structure codes that are customizable so that they may be used effectively across all divisions and activities. As a starting point, we used a list provided by the
Dean of Students Office entitled CSUF “Get Involved” Opportunities (Appendix 2). Two delivered fields in the “Maintaining Extracurricular Activities” would be updated and used in combination to identify activities. “Activity Type” would be the highest level grouping of reportable data, with a six-digit “Activity” code providing two more levels of detail. For example, “Greek Life” would be the Activity Type and the code A01001 would be the Activity Code:

\[
\begin{array}{c|c|c}
A & 01 & 001 \\
\hline
\text{Denotes the Activity Type} & \text{First Level of Delineation} & \text{Second Level of Delineation} \\
(\text{Ex. Greek Life}) & (\text{Ex. Sororities}) & (\text{Ex. Alpha Chi Omega}) \\
\end{array}
\]

This structure provides us with 26 Activity Types, 2,574 first level definitions and 2,571,426 second level definitions! While we understand that this level of detail is not needed for many groups of activities, it is available for those that choose to use it. The use of an alpha-numeric coding structure like this facilitates ease of reporting as queries can be built to report data at any level using wild card functionality; A*, A01*, A01001, etc. The code alone is simply a data capture vehicle. The power of the code is when it is used in conjunction with a student’s CWID – the door is opened to a wealth of information as any student record that has an activity code attached can be combined with hundreds of pieces of bio-demographical information for that unique CWID or groups of CWIDs. We would be able to isolate a student who is a Greek, Dance major, who works on the Daily Titan and works at Camp Titan and so on and so forth.

As previously noted, there is no consistency for the collection and input of data to the CMS system. We propose a system modification that would allow the upload of Excel spreadsheets with the codes outlined above (Appendix 3). This would standardize the collection and input of data into the CMS system campus-wide. This also gives program administrators the ability to review and validate information prior to uploading it, and review the data after the system is updated to confirm the data has been entered correctly and is ready to be queried for the many purposes we have outlined in this report.

Our proposed system modification would also includes the addition of a field on the “Maintaining Extracurricular Activities” component page that would identify each activity entry as either “V” - validated by a CSUF staff member or “S” – self-reported by the student. A validated transaction could only be input via upload or manual entry by a staff member. To facilitate self-reporting by a student, our modification also outlines the need for a new page in the Titan Online Student Center where a student can enter his or her own self-reported activities. (Appendix 4). The end result is that all information, both validated and self-reported
for any individual student would be available in the same location in the database and could be combined in the future on a “Co-curricular Activity” transcript that could be used as an addendum to their resume (Appendix 5).

More importantly, by having a standardized method of tracking student involvement outside the classroom, such as the CMS model illustrated above, in the future we will be able to offer students a co-curricular transcript that will benefit students as it reports an individual student involvement outside of the classroom. This added component will benefit students as they head into their chosen professions. A transcript of those experiences identified in detail and additionally vetted, as either validated by CSUF or self-reported by the students themselves will provide employers with a holistic view of a student’s University experience as their experiences both within and outside of the classroom are highlighted.

We currently have the ability to transfer student co-curricular activity to the ADVANCE database and this is currently done three times per year. A data conversion from the old coding structure to the new coding structure would have to take place both in ADVANCE as well as in CMS, as some codes have already been used on a limited basis in this component.

**Benefits to Campus**

What is the ultimate value of a tracking system for co-curricular activities to the university? It is important for CSUF to implement a standard method of tracking students’ co-curricular activities for a number of reasons:

- The adoption of a standardized campus-wide coding system for tracking co-curricular activities within CMS will significantly enhance data security by allowing the campus to eliminate less secure, shadow recordkeeping systems and use the role-based security that CMS provides. It will provide the campus with co-curricular data that is global, meaningful and actionable for this campus: we will no longer have to rely on the NSSE or other non-standard tracking mechanisms created out of need by individual campus departments to measure student engagement.
- A standardized method of tracking student involvement using this CMS model will make information readily accessible to multiple departments and provide a tool to promote and advance the mission of CSUF. The information collected in this manner will allow for virtually unlimited ways to research student engagement on our campus. The campus will be able to determine the depth of student engagement as well as track the results of faculty involvement, group involvement and how specific segments of the campus choose to engage in student and academic life. We will be able to target communications to students and alumni based on their involvement and interests.
- Co-curricular activity data can be used by CSUF to apply for awards and grants. Applications for funding will be able to include institutional research regarding student co-curricular activities to support the need for those funding new opportunities.
- With a co-curricular transcript, we will position our students to better represent themselves to future employers.
Once the information is in CMS it can be easily accessed by the ADVANCE database and then utilized by both University Advancement and Alumni Relations to outreach and fund-raise as well as promote and facilitate the advancement of the University. The ability to research the history of Alumni involvement in formal campus activities will provide University Advancement new engagement opportunities, thus increasing the likelihood of alumni contributing to the support of campus life. Departments such as University Advancement and Alumni Relations will be able to query, for instance, which students were actively involved during their years at CSUF. Research points to the fact that the greater the alumni involvement in campus co-curricular activities, the greater the probability that they will contribute to the support of the University.

Most universities express the value of having an institution-wide, standardized method of keeping track of this information and having it accessible to various university departments. However, no institution among those surveyed by this project group has determined how to do this. With the implementation of the recommendations outlined here, our institution will be on the cutting edge in meeting the challenge of tracking student involvement outside of the classroom. This will give the University the opportunity to establish new best practices in the area of tracking student engagement.

Student Co-Curricular activities are both varied in style, and broad in definition. Capturing this information is critical if CSUF is determined to maintain its presence as a premiere institution for higher learning. Our group has spent the past few months debating the merits of and process of tracking student co-curricular activities. This process has been both engaging and difficult to say the least. We have found that the information available is incomplete and the institutions involved are not engaged on the issue. Some may say it is not the appropriate time to begin collecting co-curricular information. Our group believes it is the best time to collect this information. Details on student involvement will help the Campus gain the advantage over those institutions that have chosen not to attempt to gather the data. These details will also provide our students an advantage in the workforce, providing them hard evidence of their efforts in college to become the best-equipped employee for their future employers.
Appendix 1 – Conversations with Other Campuses

**California State University, Northridge** indicated that CSUN had a Matador Involvement Center, yet efforts to identify and collect information beyond which the group leaders were was abandoned.

The **University of Nevada, Las Vegas** does not collect any co-curricular activities information.

**Indiana University Purdue University, Indianapolis (IUPU)** describes the problem at their institution by stating, “Indiana University sees student co-curricular activities as an important component of university life. Currently, there is not an effective mechanism for tracking and promoting this activity. There is no enterprise-wide solution.” In February 2010, they decided to purchase a third party software package, Collegiate Link, which is designed to track student co-curricular activities. They have attempted to integrate it into their legacy computer system for use by the university. Several departments including Student Activities Offices on all of IUPU's campuses, First Year Experience, Kelley School of Business, Campus Recreation Sports, Foundation, Alumni Relations, IUSA and VOICE Project Students, and Residential Programs and Services as well as students use the reporting system. By March 11, 2010, IUPU encountered problems with the new co-curricular activities tracking system. Julie Palmer at IUPU states, “The Collegiate Link software seems to meet a lot of the functional needs, but it is problematic for us on the technical side since we insist on strict security measures and hosting all of our applications locally. The architecture doesn’t fit well with the rest of our systems.” Moreover, on the functional side of things, folks at IUPU are finding that “the implementation of Student Activities software brings about a new way of doing business for many students and staff that will require training.” IUPU will consider other avenues for tracking co-curricular activities. They think that a software program is the answer, but it may not be Collegiate Link. The problems integrating the software have been many, and they are thinking it may be wiser to develop software in house that better integrates with their existing technical systems.

Additionally, we conducted research via the Internet by visiting web sites of several universities including **Weber State University, Texas Technical University**, and **Virginia Commonwealth University**. None of these provided information pertaining to the collection of information around student co-curricular involvement.

At **Chapman University**, the Department of Student and Campus Life recently started tracking students’ community service hours as well as their membership in all recognized clubs and organizations via self-reported rosters. In addition, individual divisions and departments track various forms of involvement as it relates to their individual programs. The Institutional Research Office collects various types and quantities of this type of data for research and assessment. To track students’ co-curricular activities, Chapman uses an external, online system; this system permits students to print a service transcript to document verified service hours completed. When asked about their definition of “co-curricular activities,” Chapman’s representative, Chris Hutchison, Director of Student Civic Engagement, told us that they do not
have an institutionalized definition. “We focus significantly on learning outcomes, and co-curricular involvement is a primary avenue for accomplishing those.” Chapman University definitely sees value in tracking co-curricular activities. They are beginning to look more intentionally at how co-curricular involvement affects their students, the campus, and their ability to meet expected learning outcomes. Hutchinson adds, “Tracking co-curricular involvement is also useful in looking at retention, and that continues to be a primary focus of ours.”
# Appendix 2

## CSUF “Get Involved” Opportunities

### Community Service and Volunteerism
- Volunteer and Service Center
- Camp Titan
- Service related clubs and organizations
- Center for Community-Service Learning
- Service learning related courses

### Major Related
- Arts
- Business and Economics
- Communications
- Engineering & Computer Science
- Human Development & Community Service
- Humanities & Social Sciences
- Natural Sciences & Mathematics

### Recreational
- ASI Games & Recreation
- ASI Rec Sports
- Sports Club Interclub Council
- Sports related clubs and organizations

### Greek Life
- Interfraternity Council
- Multicultural Greek Council
- Panhellenic Council
- Sororities
- Fraternities
- Cultural Fraternities and Sororities

### Student Government
- Associated Students, CSUF, Inc. (ASI)
- ASI Board of Directors
- ASI Committees

### Student Employment
- Human Resources – Associated Students, CSUF, Inc.
- Titan Connection – Career Planning & Placement Center
- Human Resources - Foundation

### Cultural/Diversity Training
- Culturally Related Clubs and Organizations
- Multicultural Leadership Center
- EMBRACE – Educating Myself for Better Racial Awareness and Cultural Enrichment
- Multicultural Greek Council
- Women’s Center
- Chicano Resource Center
- International Education and Exchange

### Leadership Training
- Associated Students, CSUF, Inc.
- Dean of Students Office
- Student Leadership Institute
- University Leadership Conference

### Publications
- Daily Titan
- Dimensions
- TUSK

### Sports
- ASI Rec Sports (intramurals, drop-in fitness)
- Intercollegiate Athletics
- Sports Club and Organizations

### Performing Arts
- ASI Productions
- Dance Team
- Theatre and Dance Department
- Music Department

### Study Abroad
- Study Abroad Program

### Honor Societies
- Honor Societies (Listing)
- McNair Scholars Program

### Communications
- Daily Titan
- Debate Team
- Communications related clubs and organizations
- Titan Internet Channel
- Titan Internet Radio
- Titan Magazine

### Peer Leadership
- Tutors
- Titan Ambassador (Tour Guides)
- Resident Assistants
- New Student Orientation Leaders
- Student Facilitators
- Planning Committees
- Peer Mentors

### Councils and Boards
- University Committees
- Titan Task Force
- Arts Interclub Council
- Business Interclub Council (BICC)
- Communications Interclub Council (SOAR)
- Engineering Interclub Council
- HDCS ICC
- HSS Interclub Council
- NSM Interclub Council
- ASI Productions
- AICCA
- GAMMA
- TSU Governing Board
Appendix 3 – Departmental Upload Sheet and Mapping

Fields to be populated via Excel upload – sample Excel upload spreadsheet below:
### Appendix 4 – Titan Online Student Center (Self Reported Activity)

<table>
<thead>
<tr>
<th>Tuffy Titan</th>
<th>CWID 872000000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal/External Organization</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Institution:</strong></td>
<td></td>
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<tr>
<td><strong>Academic Career:</strong></td>
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</tr>
<tr>
<td><strong>Activity Type:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Time Involvement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Click Here to Add Another Activity</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Sorority - Gamma Phi Beta**

**Term:** 2107

Office Held: President

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### CO-CURRICULAR ACTIVITIES SELF-REPORT PAGE

**IN STUDENT CENTER**

- **Internal/External Organization:** Internal
- **Activity:** A01001
- **Start Date:** 09052010
- **Academic Institution:** CSU Fullerton
- **Academic Career:** Undergrad
- **Activity Type:** Greek Life
- **Time Involvement:**
  - Time Unit 1: [ ]
  - Time Unit 2: [ ]

**Self Reported**
## Appendix 5 – Proposed Future Co-Curricular Transcript

### Co-Curricular Transcript

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
<th>Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titan, Tuffy</td>
<td>892806548</td>
<td>04/29/2010</td>
<td>1</td>
</tr>
<tr>
<td>Prior Name: Titan, Tuffy Thomas</td>
<td>XXX-XX-5637</td>
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The following is an official transcript. Official Transcripts have a colored background.

### Official Undergraduate Academic Record

**Current Academic Program:** Bachelor of Arts  
**Major:** History  
**Fall Semester 2007 (Freshman)**

<table>
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<tr>
<th>Transfer Credit</th>
<th>Accepted GPA-Units</th>
<th>Grade-Points</th>
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<tr>
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<td>Government &amp; Poltic</td>
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Admitted to Bachelor of Arts  
**Major:** History  
**Spring Semester 2008 (Sophomore)**

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<tr>
<th>Dept/No</th>
<th>Course Title</th>
<th>Units</th>
<th>CR</th>
<th>GP</th>
<th>Footnotes</th>
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<tbody>
<tr>
<td>BIOL 300</td>
<td>Biology of Human Sex</td>
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<td>Survey of Physics Lab</td>
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<tbody>
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<td>ENGL 100</td>
<td>Intro to Human Comm</td>
<td>3.0</td>
<td>A</td>
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**Fall Semester 2008 (Sophomore)**

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<td>ENGL 100</td>
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### Co-Curricular Activities

- **Fall Semester 2007**  
  - Sororities: Alpha Chi Omega  
  - ASI Committees  
  - Vietnamese Student Association  
  - University Verified

- **Fall Semester 2008**  
  - University Verified  
  - Self-Report