UCMERCED

Student Affairs Plan for Assessment of Programs and Services

Task	Date for Completion
Introduction of Assessment Plan to the Student Life Staff – The overall plan for assessment, including a proposed timeline will be introduced to the Student Affairs directors at the Student Affairs directors meeting on 4/13/05.	4/13/05
Tracking of Student Use of Services – Each department will submit a narrative describing their planned methods of tracking use of services and their plan for tracking for the 2005-2006 academic year. Examples of tracking tools will also be collected. Consultation will be provided.	7/1/05
Needs Assessment – Each department will submit a narrative describing their planned procedures for assessing their constituents' needs. Assessments will be developed, administered and results obtained by June of 2006.	Narrative to be submitted 7/1/05
Satisfaction Assessment – Each department will submit a narrative describing their procedures for assessing their constituents' satisfaction with services and programs. Assessments will be developed, administered and results obtained by June of 2006.	Narrative to be submitted 7/1/05
Student Cultures and Campus Environment Assessment – The university will participate in a number of assessments to measure campus environment and students' satisfaction with their college experience such as the College Student Survey, the Student Satisfaction Inventory, the National Survey of Student Engagement, and the UC Undergraduate Experience Survey (UCUES). Student Affairs staff will actively participate in the development, where possible, of more specific questions regarding Student Affairs services and issues. A narrative will be submitted by each department describing how the results of these assessments inform departmental decision making.	Decision on which surveys to participate in during 2005-06 will be made in summer 2005

Task	Date for Completion
Assessment of Desired Student Outcomes – Following the completion of the Student Affairs strategic planning process that will take place during the 2006-2007 academic year, each department will submit a narrative describing their methods of assessing the Desired Student Outcomes pertinent to their department. Those methods for assessing Desired Student Outcomes will be implemented and results presented at the end of the 2007-2008 academic year.	6/1/08
Comparable Institution Assessment – Each department will develop a written plan for comparing their programs and services to other similar institutions. Comparisons will include facilities, staffing and budget allocations, along with programs and services offered.	6/1/08
National Standards Assessment – To accomplish this step, all other steps will need to be completed and assessment data collected. Each department will be provided with a Self-Assessment Guide from the Council for the Advancement of Standard in Higher Education (CAS) for their particular discipline. Following training, to be provided by the Assessment Coordinator, each department will complete the CAS Self-Assessment and prepare a written report regarding level of compliance and/or steps necessary to obtain compliance. In completing the CAS Self-Assessment Guide, an assessment team will be established for each department. This team should be made up of members from both inside and outside of the institution. For example, the CAS Assessment Team for the Career Services Center could be made up of the Director of Career Services, a faculty member, a student, an alumna/e, an employer and a member of the Career Services Staff from one of the other UC campuses. Since this is a major undertaking, a longer time frame will be needed to complete this step when compared to the previous assessment steps. This will allow for the collection, analysis and reporting of data from other assessment steps and the evaluation of this data by the Assessment Team.	6/1/09

Student Affairs Departmental Assessment Plans

A D M I S S I O N S

Plan for Use of Tracking Information for 2005-2006

Tracking of Prospective Student Calls, E-Mails and Services to Walk-in Students -
To track prospective student usage of individual services, the Office of Admissions/Relations with Schools and Colleges will use a simple Excel spreadsheet tracking form. The form will collect the following information:

- Date of student contact
- Name of student
- Time spent with the student in minutes
- How the service was provided – in person, via email or on the phone
- Type of services provided

These reporting capabilities will give insight into the types of questions and requests students have and enable us to develop and align resources to best serve this clientele.

Tracking of Workshop, Presentation and Event Participation –
Attendance at various Admissions workshops, events and classroom presentations will be tracked. Again, an Excel spreadsheet will be used to collect information. The name and date of the workshop, presentation or event, followed by the number of students and educators in attendance will be entered.

Tracking of Admissions Data
Applicants, admitted student and students that submit their statement of intent to register (SIR) will be tracked based on geographic and demographic information as well as academic interest (School and Major). A negative SIR survey, already in place, provides insight into why students do not enroll at the campus. A new survey for positive SIR (enrolling students) may provide insight regarding changes or enhancements that would provide better service to applicants and admitted students.

Use of Information

Tracking the use of individual services will assist the Admissions/Relations Office in making decisions regarding:

- Staffing and the allocation of staff time
- Strategies for developing publications, web based resources and messages
- How resources are used to maximize outcomes toward enrollment of students and the quality of services

The tracking of participation in workshops, presentations and events will be used to determine how to best deploy staff and resources.

The tracking of admissions data will assist in determining future recruitment efforts.

Reporting of Information – All tracking information will be reported in the Year-End Report which is submitted to the Vice Chancellor of Student Affairs in June of each year. The Vice Chancellor will also receive a monthly report of individual student contacts.

Plan for Needs Assessment for 2005-2006

In order to ensure that programs offered by Admissions/Relations are effective, a program of assessment for specific programs and services will be implemented. This program of assessment will determine what programs and services are developed or significantly changed.

The Office of Admissions/Relations with Schools and Colleges plans to address the following issues through needs assessment during the 2005-2006 academic year:

- **Workshops/Presentations –** What workshops/presentation delivery methods are of greatest service to prospective students?

- **Events –** What types of events should be held on campus and off campus? What are the needs and interests of prospective students?

- **Publications/Admit Packets/Web –** How effective are the current tools and resources in providing the greatest service to future students and prospective applicants? What needs to be improved for greater satisfaction?

- **Tours –** Are the schedules and presentations meeting the needs/expectations of families, students, special groups and educators? What changes can or need to be made?

Assessments, both qualitative and quantitative, will be developed to answer each of these questions. The results of the assessment will be shared with the Vice Chancellor of Student Affairs. The results will be used to determine what programs should be developed and if any programs that have been planned for the 2005-2006 academic year should be changed or eliminated in future years. This particular assessment project will be completed by July 2006.

Plan for Satisfaction Assessment for 2005-2006

Off-campus Presentations and Application Workshops – To assess the effectiveness of Admissions presentations and application workshops, an evaluation form will be given to the contact educator.

On-campus Presentations and Application Workshops – To assess the effectiveness of Admissions presentations and application workshops held on campus, an evaluation form will be given to each program participant.

On-Campus Tours – To assess the effectiveness of on-campus tours, participants will be surveyed concerning their satisfaction with these events.

Comprehensive Assessment of the Admissions Process - An assessment of satisfaction will be developed and accessible to admitted students. This web based assessment will be administered in March/April when admitted students decide to submit their statement of intent to register to UC Merced.

The results of these assessments will be used to identify areas where we may improve the programs or services of the Admissions Office as well as its successes. Assessment results will be reported to the Vice Chancellor of Student Affairs and included in the Year End Report.

CAMPUS RECREATION

Plan for Use of Tracking Information for 2005-2006 and Beyond

Plan for Student Tracking for 2005-2006 and beyond

The Campus Recreation program will track student usage in the five program areas. This information will be used to help guide staffing plans, facility development and program development.

Tracking Student Use of the Intramural Sports Program –
To track the student usage of Intramural Sports program, the Campus Recreation office will collect the following information:

- Numbers of teams per sport
- Numbers of participants per sport
- Demographic information – gender, ethnicity, class standing
- Number of contests
- Contacts with students in the Campus Recreation office related to Intramural Sports
    - Personal contact
    - Phone contact

Tracking Student Use of the Outdoor Adventure Program –
To track the student usage of Outdoor Adventure program, the Campus Recreation office will collect the following information:

- Numbers of participants per trip/event
- Numbers of rentals from proposed equipment rental program
- Demographic information – gender, ethnicity, class standing
- Contacts with students in the Campus Recreation office related to Outdoor Adventures
    - Personal contact
    - Phone contact

Tracking Student Use of the Sport Club Program –
To track the student usage of Sport Club program, the Campus Recreation office will collect the following information:

- Numbers of clubs
- Numbers of club members
- Demographic information of members – gender, ethnicity, class standing
- Number of contests scheduled per club
- Numbers of practices scheduled per club

- Contacts with students in the Campus Recreation office related to Sport Clubs
    - Personal contact
    - Phone contact

Tracking Student Use of the Fitness Program –
To track the student usage of Fitness program, the Campus Recreation office will collect the following information:

- Numbers of participants in structured classes and group programs
- Tracking of numbers of contacts in one-on-one fitness programs
- Demographic information of class participants – gender, ethnicity, class standing
- Contacts with students in the Campus Recreation office related to Fitness
    - Personal contact
    - Phone contact

Tracking Student Use of the Open Recreation Program –
To track the student usage of Open Recreation program, the Campus Recreation office will collect the following information:

- Numbers of students entering the building
- Duration of stay
- Demographic information of students entering facility – gender, ethnicity, class standing
- Visit frequency of students
- Hourly counts of activity areas
- Contacts with students in the Campus Recreation office related to Facilities and Open Recreation issues.
    - Personal contact
    - Phone contact

Use of Information

Tracking information will be used to assist the Campus Recreation office in making decisions regarding:

- Staffing levels and allocation of staff time
- Marketing strategies for specific programs
- Long range facility and programming expansion for Campus Recreation

Reporting Information - All tracking information will be compiled on an annual basis and presented to the Executive Director of Residence and Student Life and the Vice Chancellor of Student Affairs in the Campus Recreation Annual Report.

Plan for Needs Assessment for 2005-2006

The Campus Recreation program will seek student input on a number of issues during the year. The needs assessment will focus on the five areas of Campus Recreation.

Intramural Sports – Assessment will be done every two years on the following items:
- Types of activities offered,

- Preferred time during the academic year (fall or spring semester) to offer programs,
- Preferred days and times during the week to offer programs.

Sport Clubs – Assessment will be done every two years on the following items:

- Types of clubs offered,
- Desired level of campus support for the programs.

Outdoor Adventures – Assessment will be done every two years on the following items:

- Types of activities engaged in during outdoor trips,
- Classroom and lecture topics,
- Need for outdoor equipment and gear rental program,
- Need for outdoor resources center.

Fitness -- Assessment will be done every two years on the following items:

- Types of group fitness classes offered,
- Types of one-on-one services desired,
- Upgrades/additional pieces of fitness equipment,
- Staffing levels.

Open Recreation -- Assessment will be done every two years on the following items:

- Access to facilities (building hours),
- Adequate staffing levels,
- Need for upgrades/additions to current equipment available for student checkout.

Assessment on these items will be developed and presented to a random selection of the student body every two years. The results will be shared with the Executive Director of Residence and Student Life in addition to the Vice Chancellor for Student Affairs. These results will be used to guide the Campus Recreation staff in its programming and facility design. This assessment will be an ongoing project.

Plan for Satisfaction Assessment for 2005-2006

Trip/program Evaluation – To assess the satisfaction level of participants in Campus Recreation trips (Outdoor Adventures) and classes (Outdoor Adventure and Fitness) an evaluation will be provided to all participants at the conclusion of the event. These evaluations will be provided to the participants through an on-line assessment tool.

Intramural Team Sport Evaluation – To assess the satisfaction level of participants in the Intramural Sports program, an evaluation will be provided to all team captains at the conclusion of their team sport season. These evaluations will be presented on-line to the team captains.

Evaluate the Satisfaction Level with Campus Recreation Programs and Services – A comprehensive survey of Campus Recreation members (students, faculty & staff members of the program) to assess the satisfaction and value of the services and programs offered through Campus Recreation. This on-line assessment will be delivered to a random selection of Campus Recreation members in the spring of each year.

C A R E E R   S E R V I C E S   C E N T E R

Plan for Use of Tracking Information for 2005-2006

The Career Services Center (CSC) tracks information on two major groups of constituents; students (later including alumni) and employers.

Tracking of Student Use of CSC Services -
To track student usage of individual services, the CSC will use a simple Excel spreadsheet tracking form. The form will collect the following information:

- Date of student contact
- Name of student
- Time spent with the student in minutes
- How the service was provided – in person, via email or on the phone
- Demographic information – Gender, ethnicity, class standing, and residential status
- Type of services used. Specifically career counseling, test interpretation, job search assistance, resume and cover letter assistance, interview preparation/mock interviews, internship search assistance, graduate school search assistance, student employment issues, freshman appointment, senior appointment and other.

Demographic data for students who receive services via email or on the phone will be obtained through the Banner system.

Additionally, the CSC uses web based career services management software. The software, College Central Network, through its basic service, provides tracking and report generation in the following areas:

- Student/Alumni Job Search Activity
- Student/Alumni Submissions to Job Postings
- Student/Alumni Resume Referrals
- Student/Alumni Resume Searches
- Number of Student/Alumni Registrations/Resumes
- Number of Students/Alumni by Ethnicity
- Number of Students/Alumni by Degree
- Number of Students/Alumni by Job Type
- Number of Students/Alumni by Major
- Number of Students/Alumni by Job Target
- Number of Students/Alumni by Preferred Job Location

These reporting capabilities will give insight into students' job search activities and the fields and jobs students are seeking. With this information, more targeted marketing efforts can be made to employers regarding recruiting at UC Merced.

The College Central Network system also allows the CSC to review and approve student resumes posted to the system. Student resumes not meeting CSC approval will result in an invitation to the student to meet with the CSC staff to improve his/her resume. This service should enhance student usage of the CSC.

Tracking of Workshop, Presentation and Event Participation –

Attendance at various CSC workshops, events and classroom presentations will be tracked. Again, an Excel spreadsheet will be used to collect information. The name and date of the workshop, presentation or event, followed by the number of students, faculty/staff, community members, and/or career development professionals in attendance will be entered.

Tracking of Employer Use of Services –
The College Central Network system provides tracking and reports regarding employers in the following areas:

Employers

- Number of Employers/Jobs
- Number of Employers by Job Type
- Number of Employers by Job Target Sought
- Number of Employers by Degree Sought
- Number of Employers by Job Location
- Number of Employers by Major Sought

Jobs

- Job Targets of Available Positions
- Number of Jobs Posted by Job Type
- Number of Jobs Posted by Job Target
- Number of Jobs Posted by Degree
- Number of Jobs Posted by Location
- Number of Jobs Posted by Major

This system should provide excellent information regarding recruiting trends specific to UC Merced and subsequently impact our efforts to attract and retain employer interested in recruiting UCM students. All jobs received by means other than the College Central Network system, will be entered into the system if possible. Employers who fax, mail or email their announcements will be contacted by CSC staff to encourage them to use College Central Network for future postings.

The following information will be gathered during recruiting events such as job fairs and on-campus interviews:

Job Fairs

- Total number of employers in attendance
- Industries represented
- Types of jobs available through the fair
- Total number of students in attendance
- Number of students who were offered positions as a result of the job fair

On-Campus Interviews

- Company name and industry
- Number and type of positions available
- Number of students who participated in the interviews
- Number of students who moved on to the next stage of the company's hiring process
- Number of students who were offered positions through this process

Use of Information

Tracking the use of individual services will assist the CSC in making decisions regarding:

- Staffing and the allocation of staff time
- Strategies for marketing services to students, ensuring that the students who use the CSC are representative of the university's student population
- Annual purchasing of resources such as assessment tools, books, software and web-based applications

The tracking of participation in workshops, presentations and events will be used to determine which topics are of most interest to students.

Tracking of the use of employer services and recruitment events will:

- Provide information regarding recruitment trends
- Assist in the development of targeted marketing to employers of interest to UCM students
- Enhance the CSC efforts to assist employers in the effective marketing of their opportunities to UCM students
- Assist in the decisions regarding the budget for recruitment activities and fees to employers for services

Reporting of Information – All tracking information will be reported in the CSC's Year-End Report which is submitted to the Vice Chancellor of Student Affairs in June of each year. The Vice Chancellor will also receive a monthly report of individual student contacts.

Special reports will be prepared for the deans of each of the university's schools and the Dean of Graduate Studies. These special reports will provide information regarding the career development activities of their students and employer recruitment trends. These reports will be prepared and disseminated in June of each year.

Plan for Needs Assessment for 2005-2006

In order to ensure that programs offered by the Career Services Center are needed, wanted and effective, a program of assessment to determine the UC Merced community's need for specific programs and services must be implemented. Rather than simply responding to anecdotal evidence or the latest musings at conferences or in the professional literature, a systematic program of assessment will determine what programs and services are developed or significantly changed.

The Career Services Center plans to address the following issues through needs assessment during the 2005-2006 academic year:

- **Internships –** What are the types of internships our students are or will be seeking? This will allow the CSC staff to focus their efforts on internship development.

- **Career Fairs** – What type of job/career information fairs should be held on campus? If so, what are the needs and interests of students? What are the needs of employers?

- **CSC Workshops/Presentations –** What workshops/presentations subjects are of greatest interest to students and what would motivate them to attend such workshops?

Assessments, both qualitative and quantitative, will be developed to answer each of these questions. The results of the assessment will be shared with the Vice Chancellor of Student Affairs. The results will be used to determine what programs should be developed and if any programs that have been planned for the 2005-2006 academic year should be changed or eliminated in future years. This particular assessment project will be completed by May 2006.

Plan for Satisfaction Assessment for 2005-2006

Presentation Evaluations – To assess the effectiveness of Career Services Center workshops and presentation, an evaluation form will be given to attendees at all CSC workshops/presentations given or sponsored by the Career Services Center.

On-Campus Recruitment/Job Fair Evaluations – To assesses the effectiveness of the Career Services Center's on-campus recruitment program and job fairs, employer and student participants will be surveyed concerning their satisfaction with these events. Focus groups of employers and students will also be conducted to provide more comprehensive qualitative assessment of the satisfaction with these programs.

Comprehensive Assessment of Satisfaction with CSC Services - A comprehensive assessment of satisfaction, learning and needs will be developed. This web based assessment will be administered April of each academic year.

The results of these assessments will be used to identify any weaknesses in the programs or services of the Career Services Center as well as its successes. Assessment results will be reported to the Vice Chancellor of Student Affairs and included in the CSC Year End Report.

C O U N S E L I N G S E R V I C E S

Plan for Use of Tracking Information for 2005-2006

COUNSELING SERVICES tracks information on three major main areas of services: (1) counseling/clinical service, (2) educational programs/presentations to students, and (3) consultation to faculty, staff, and administrators

(1) Tracking of Student Use of Counseling/Clinical Services

To track student usage of counseling/therapy services and the severity of problems students face, the COUNSELING SERVICES currently utilize Microsoft Access Database to collect the data on each student. Information collected on each student includes:

- Name of student
- Contact information
- Emergency contact information
- Dates of therapy appointments
- Frequency of counseling sessions per student
- Prior counseling services received
- Demographic information – age, gender, ethnicity, class standing, major
- Presenting problems check-list
- Self-report of main reason(s) for seeking counseling
- Impact of current concerns on Academic activities
- Impact of current concerns on Social activities
- Outcome Questionnaire score (OQ-45) – this is a brief clinical evaluation tool that measures the student's functioning level (overall functioning, symptom distress, interpersonal relationship, social role, substance problems, and suicidality)

(2) Tracking of Educational Programs/Presentations to Students
Attendance at various COUNSELING SERVICES educational program and presentations will be tracked. Microsoft Excel Spreadsheet will be used to collect information. The name and date of the educational program/presentation, followed by the number of students, faculty/staff, and/or community members in attendance will be entered.

(3) Tracking of Consultation to Faculty, Staff, Parents and Administrators
All consultation to faculty, staff, parents, and administrators will be tracked. Microsoft Excel Spreadsheet will be used to collect information.

Use of Information

Tracking the use of counseling/clinical services, educational program/presentation, and consultation to faculty, staff, parents, and administrators will assist COUNSELING SERVICES in making decisions regarding:

- Staffing and the allocation of staff time
- Programs and services to offer to students, faculty, staff, parents
- Strategies for marketing services to students, ensuring that the students who utilize COUNSELING SERVICES are representative of the university's student population

All tracking information, with the exclusion of any information that would identify individuals who have received services, will be reported in the COUNSELING SERVICES' Annual Report which is submitted to the Vice Chancellor of Student Affairs in June of each year.

Plan for Needs Assessment for 2005-2006

Due to the legal and ethical commitment to confidentiality, assessing COUNSELING SERVICES presents more challenges than any other Student Affairs units. Assessing the therapy clients' needs is difficult using the traditional means such as focus groups.

COUNSELING SERVICES will focus on 3 methods of needs assessment. The first method explores the presenting problems of the therapy clients and the resources needed to help the students through these problems. The data on presenting problems will also be compared to the national data and those of comparable institutions.

The second method utilizes a clinical instrument to measure the severity of client's presenting problems and the needs of the client in therapy. The Outcome Questionnaire instrument (OQ-45) measures changes in client symptoms and functioning that result from mental health treatment. For clinicians, it provides assessment information and real-time feedback on client progress. This enables clinicians to calibrate treatment to the needs and responses of the clients. Students fill out the OQ-45 at the initial intake evaluation appointment, at the third therapy session, and at the last therapy session (if possible).

The third method captures information from therapy clients as well as the general student population. An on-line Client Satisfaction Survey (see Satisfaction Assessment) includes questions on what the client believes the level of services COUNSELING SERVICES should offer in terms of individual and group psychotherapy as well as educational programs/presentations we should provide/facilitate. An on-line survey to the general population solicits ideas for educational programs, presentations, and other services that COUNSELING SERVICES should offer.

This particular assessment project will be completed by June 2006. The results of these assessments will be used to determine the level of psychotherapy services and educational programs to offer to students at UC Merced in the year 2006-07. Assessment results will be reported to the Vice Chancellor of Student Affairs and included in the COUNSELING SERVICES' Annual Report.

Plan for Satisfaction Assessment for 2005-2006

Counseling / Clinical Services – To assess the effectiveness of COUNSELING SERVICES' counseling / clinical services to students, all students who received counseling/clinical services will be e-mailed a web-based Client Satisfaction Survey form that can be completed on-line at the end of the treatment.

Education Programs / Presentations – To assess the effectiveness of COUNSELING SERVICES' educational programs and presentations, student participants will be given a survey form to complete at the end of the program/presentation.

The results of these assessments will be used to continually improve the programs and services offered to students at UC Merced. Assessment results will be reported to the Vice Chancellor of Student Affairs and included in the COUNSELING SERVICES' Annual Report.

DISABILITY SERVICES

Plan for Use of Tracking Information for 2005-2006

The Disability Services Center will track data on students served, by disability category as well as the types of services/accommodations provided to each student. The following information will be collected and maintained for each student served:

- Student Name
- Demographic Information (gender, ethnicity, etc.)
- Type of Disability (visual, hearing, mobility, etc.)
- Services provided

Demographic data for students will be collected from the University student information system (Banner).

Data regarding the type of disabling condition will be provided to the Disability Services program by the student from a qualified health care provider, psychologist or other appropriate and licensed professional.

Data regarding the types of accommodations/services, along with the date of such services or accommodations will be maintained on an on-going basis for each student via the use of an electronic spreadsheet.

Plan for Needs and Satisfaction Assessment for 2005-2006

Assessment of programmatic services provided to students with disabilities will focus on two levels of data collection and review:

1. A determination of the mandated accommodations and services to be provided to students with disabilities as required under federal and state law/regulation and University of California policy.
2. An on-going assessment and analysis of requested services and/or accommodations from current students of the University.

Periodically, data will also be collected and analyzed to determine the degree of student satisfaction with services, the timeliness of service provision and other indicators of the 'quality' of such services/accommodations.

OFFICE OF FINANCIAL AID AND SCHOLARSHIPS

Plan for Use of Tracking Information for 2005-2006

The Office of Financial Aid and Scholarships (OFAS) tracks three main types of services; outreach and yield activities, student contact services, and processing services for two major groups of constituents: students and prospective students.

Tracking of Outreach and Yield Activities-
(participation in workshops, presentations and events)

The OFAS staff participates in a variety of outreach and yield activities including, but not limited to, admit receptions, Bobcat Day, admission staff training and Cash for College workshops. For each activity the name and date of the workshop, presentation or event, followed by the number of students, faculty/staff, community members, and/or participants in attendance is collected.

Tracking of Student Contact Services-
(telephone calls, e-mail inquiries, intake/reception contacts, walk-in counseling, and appointments)

Our office provides a number of individualized services to assist students throughout the financial aid process. These services include answering direct questions via phone and e-mail as well as a variety of in-person advising services. For each contact, the following is collected:

- Date of student contact
- Name of student
- Time spent with the student in minutes
- How the service was provided – in person, via email or on the phone
- Demographic information – Gender, ethnicity, class standing, and residential status
- Type of question asked or assistance needed

Tracking of Processing Services-
(number of applications processed, documents tracked, verifications completed, folders/records prepared, professional judgment decisions)

The financial aid process is data-intensive. The Office of Financial Aid and Scholarships uses a number of resources to ensure that students are receiving the appropriate amount of financial aid and that the funds are processed in a regulatory compliant and fiscally responsible manner. It is important to understand the volume of data elements that are collected and reviewed during the aid process as well as the number of issues that require deviation from our automated processes. In order to assist us in this area, the OFAS tracks the following information:

- Number of applications received/processed
- Percentage of total students applying for financial aid (broken down in various ways including by gender, ethnicity, major, grade level, etc.)
- Number of Professional Judgment decisions
- Number of appeals submitted/granted
- Number of students selected for verification
- Total dollars awarded/disbursed
- Percentage of dollars disbursed from different agencies
- Average total award package and grant vs. loan dollars
- Etc.

Use of Information
The tracking of outreach and yield activities will be used to determine which activities are most useful for students and most worthy of staff time.

Tracking the use of student contact services and processing services will assist the OFAS in making decisions regarding:

- Staffing and the allocation of staff time
- Automated processing and system enhancements
- Strategies for marketing services to students, ensuring that students are aware of the services we offer.

Tracking of processing services will be used to assess:

- Staffing and the allocation of staff time
- Automated processing and system enhancements
- Financial needs of students

Reporting of Information
All tracking information will be reported in the OFAS Year-End Report which is submitted to the Vice Chancellor of Student Affairs (VCSA) in June of each year. In addition, the VCSA receives monthly updates.

Plan for Needs and Satisfaction Assessment for 2005-2006

The Office Financial Aid and Scholarships plays an important role in both the recruitment and retention of students. For many students, the financial aid process may be the deciding factor in whether or not they are able to attend the university and/or whether or not they are able to persist to graduation.

In order to ensure that services offered by the Financial Aid and scholarships Office are needed, wanted and effective, a program of assessment must be implemented. Following are problems that may hinder the true and accurate assessment of the Office of Financial Aid and Scholarships:

- Students may not understand the rules and regulations that govern the financial aid process and assume, incorrectly, that the reason they do not receive the amount of aid they expect is the fault of the Financial Aid staff.
- Financial Aid is cyclical and during the busiest times of the academic year, service cannot be provided to students as quickly as they would like.
- Decisions about who will receive institutional funds are not always made by the financial aid office but the office is placed in the position of having to explain why those decisions were made.
- Financial Aid is heavily regulated by both state and federal agencies. The regulations can be extremely complex and can change from year to year. Students may, incorrectly, blame OFAS staff for the regulatory hurdles encountered in administering financial aid programs.

With the above challenges in mind, we plan to begin implementing the following assessments for the 2005-2006 academic year:

Assess Student Needs-We will develop quantitative measures that will assess the financial need of our students and measure the extent to which the institution is meeting those needs.

Assess Student Satisfaction with the Office of Financial Aid and Scholarships-We will develop both qualitative and quantitative measures to assess student satisfaction with the services offered by the Office of Financial Aid and Scholarships. We realize that given the relatively narrow bounds established by federal regulations, students may be unhappy with the OFAS when, in reality, their dissatisfaction should be focused elsewhere.

Assess the Extent to Which Financial Aid Facilitates Persistence-Assessments will be developed to determine the future relative persistence of students who receive financial aid with those who do not receive financial aid and the relative persistence of students who participate in loan programs with those who do not.

The results of the assessments will be shared with the Vice Chancellor of Student Affairs and will be used to determine areas where improvements can be made to both financial aid programs and financial aid services.

OFFICE OF THE REGISTRAR

Plan for Use of Tracking Information for 2005-2006

The Office of the Registrar (OTR) tracks student use of services provided by the OTR through Outreach and Yield Activities, Self-Service and Direct Support Applications, and Student Contact Services.

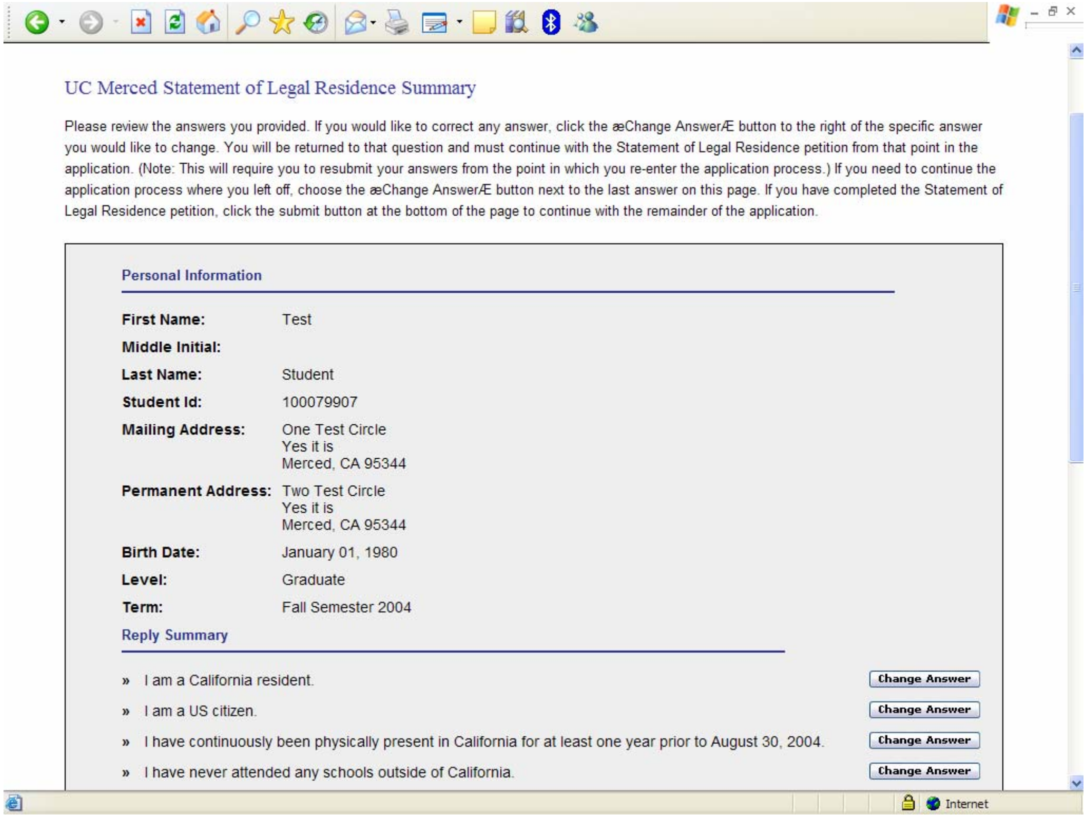
Tracking of Outreach and Yield Activities-
(participation in workshops, presentations and events)

The OTR staff participates in a variety of outreach and yield activities including, but not limited to: Bobcat Day, Undergraduate and Graduate Orientations, Move-In Weekend, Family Weekend, Mid-Semester and Final Grade reporting workshops, etc. For each activity the name and date of the presentation or event, followed by the number of students, faculty/staff, community members, and/or participants in attendance is collected. The OTR is also responsible for posting all campus announcements to students via email or on the MyUCMerced Web Portal.

Self-Service and Direct Support Applications-
(Statement of Legal Residence, Banner Student Information Self-Service, Class Rosters via UCMCROPS, National Student Clearinghouse,)

The philosophy of the OTR is to engage and enable students and faculty to be able to accomplish a number of outcomes utilizing the latest in technology and on-line access. For example, the Statement of Legal Residence (see picture #1) is an application designed to ask all the pertinent questions needed to determine the residency for tuition status of all students attending U.C. Merced. The Banner SIS Self-Service application (see picture #2) is used for on-line registration, on-line add/drops, grade mode changes, address/phone number management, email address changes, marital status changes, emergency contact updates, viewing holds, and seeing mid-semester and final grades. Class rosters are made available via a real-time link between the Banner SIS application and U.C. Merced's course management system (UCMCROPS). U.C. Merced has also entered into an arrangement with the National Student Clearinghouse to enable enrollment verifications, transcript ordering, and degree verifications via the web.

Statistical counts of many of these transactions can be tabulated by reports from various application databases. It would be fairly straight-forward to know the number of legal residence applications we processed in any given year; the number of registrations and/or add/drops managed on-line; the number of grades loaded each semester for mid-semester and final grade; the number of students who withdrew/PELPed, and the number of enrollment verification, transcripts, or degrees that were verified or ordered.


UC Merced Statement of Legal Residence Summary

Please review the answers you provided. If you would like to correct any answer, click the æChange AnswerÆ button to the right of the specific answer you would like to change. You will be returned to that question and must continue with the Statement of Legal Residence petition from that point in the application. (Note: This will require you to resubmit your answers from the point in which you re-enter the application process.) If you need to continue the application process where you left off, choose the æChange AnswerÆ button next to the last answer on this page. If you have completed the Statement of Legal Residence petition, click the submit button at the bottom of the page to continue with the remainder of the application.

Personal Information

First Name:	Test
Middle Initial:	
Last Name:	Student
Student Id:	100079907
Mailing Address:	One Test Circle Yes it is Merced, CA 95344
Permanent Address:	Two Test Circle Yes it is Merced, CA 95344
Birth Date:	January 01, 1980
Level:	Graduate
Term:	Fall Semester 2004

Reply Summary

» I am a California resident. Change Answer

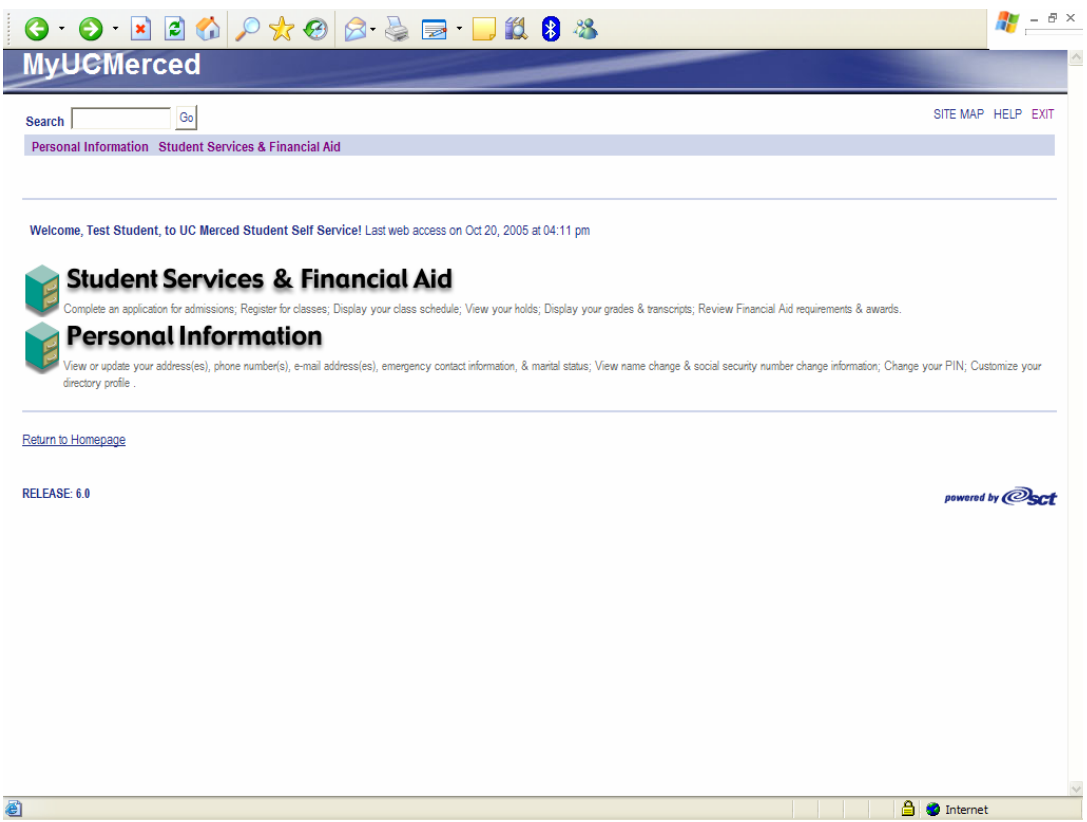
» I am a US citizen. Change Answer

» I have continuously been physically present in California for at least one year prior to August 30, 2004. Change Answer

» I have never attended any schools outside of California. Change Answer

Internet

Picture #1


MyUCMerced

Search Go SITE MAP HELP EXIT

Personal Information Student Services & Financial Aid

Welcome, Test Student, to UC Merced Student Self Service! Last web access on Oct 20, 2005 at 04:11 pm

Student Services & Financial Aid

Complete an application for admissions; Register for classes; Display your class schedule; View your holds; Display your grades & transcripts; Review Financial Aid requirements & awards.

Personal Information

View or update your address(es), phone number(s), e-mail address(es), emergency contact information, & marital status; View name change & social security number change information; Change your PIN; Customize your directory profile .

Return to Homepage

RELEASE: 6.0

powered by sct

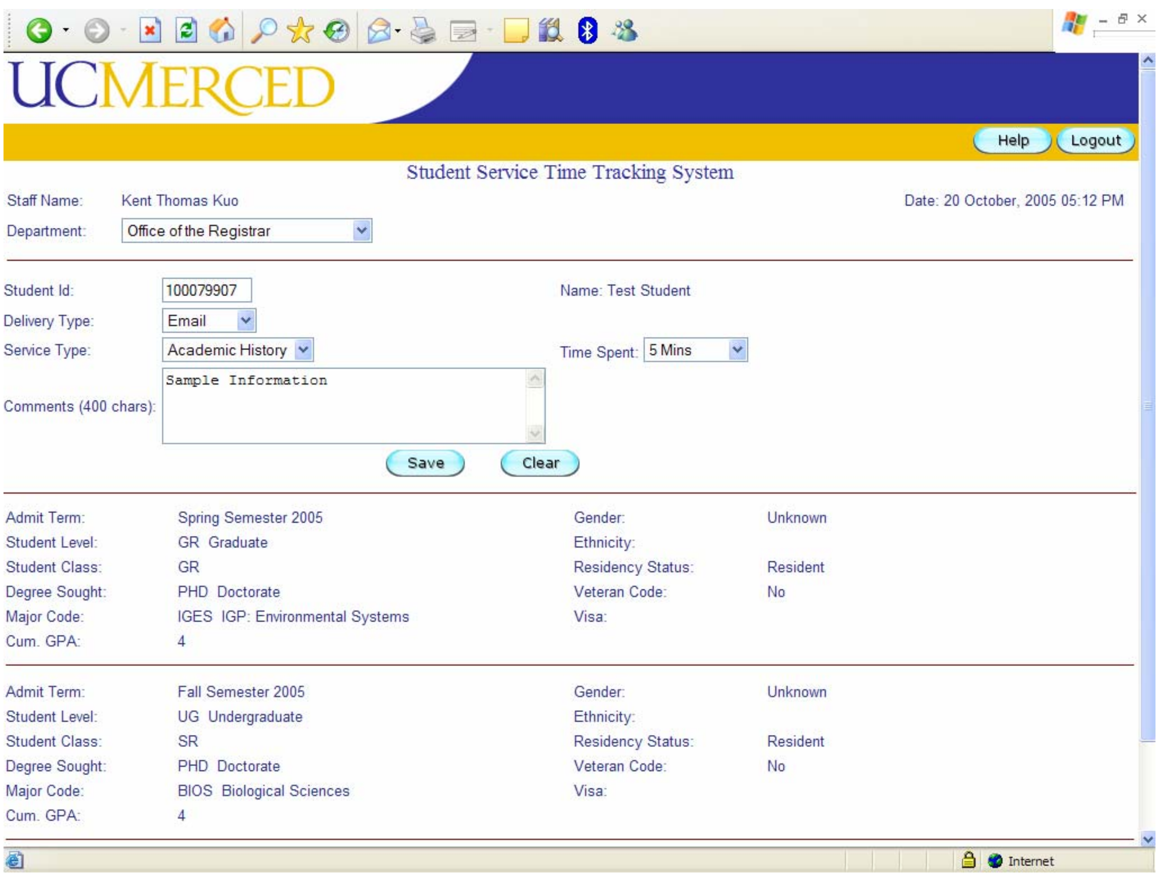
Internet

Picture #2

Tracking of Student Contact Services-
(telephone calls, e-mail inquiries, intake forms, walk-in counseling, and appointments)

The OTR provides support to students and faculty via phone, email, walk-in counseling, and appointments. Many of these services relate to legal residence petitions; course registration and special overrides; special programs (i.e., intercampus visitor/exchange programs); grade recording and changes; transfer articulation/posting; enrollment verifications; transcript orders; major changes, confidentiality/FERPA related protections and releases, veteran's fee waivers, veteran's enrollment certifications, and withdrawals and Planned Educational Leave processing. All of these contacts require forms to be turned into the OTR for processing. We will track numeric counts for each. In addition, we also track the interpersonal contacts with students using the Student Time Tracking System (STTS) application (see picture #3). The STTS application tracks the following information:

- Date of student contact
- Name of student
- Time spent with the student in minutes
- How the service was provided – in person, via email or on the phone
- Demographic information – Gender, ethnicity, class standing, and residential status
- Type of question asked or assistance needed
- Comments associated with that interaction



Picture #3

Use of Information
The tracking of outreach and yield activities will be used to determine which activities are most useful for students and most worthy of staff time.

Tracking of Self-Service and Direct Support application services will be used to assess:

- How much are these applications used to perform various functions
- In combination with surveys, how useful did the students find these applications to be
- In combination with Student Contact Services, what could we offer on-line that would improve our services to students

Tracking the use of student contact services will assist the OTR in making decisions regarding:

- Staffing and the allocation of staff time
- Automated processing and system enhancements
- Strategies for marketing services to students, ensuring that students are aware of the services we offer

Reporting of Information
All tracking information will be reported in the OTR Year-End Report which is submitted to the Vice Chancellor of Student Affairs (VCSA) in June of each year. In addition, the VCSA receives end-of-semester updates.

OFFICE OF STUDENT LIFE

Plan for Use of Tracking Information for 2005-2006

The Office of Student Life will track information for students regarding the programs and services provided by our office. The Office of Student Life will track the following using an excel spreadsheet or basic database program:

- Date of student contact
- Nature of contact (phone, email, in person)
- Time spent with the student in minutes
- How many questions asked
- Program area identified in questions (leadership, clubs/orgs., student government, community service, intercultural programs, judicial affairs, activities and events, or other)

Information tracked for the following areas:

- **Clubs and Organizations**
    - How many clubs/organizations proposed vs. actually started?
    - How many students participating in clubs/organizations?
    - How many clubs/organizations fit under particular headings (political, social, ethnic, academic, recreational, etc.)?
    - Number of students participating in each major heading area.
    - How many events were sponsored by clubs and organizations during the course of the year?
    - Average amount of money collected/spent by clubs/organizations through our accounting process?
    - Number of clubs who register for recognition during the second semester.

- **Community Service**
    - How many events were sponsored by OSL?

    - Number of students participating in each event
    - Number of community groups worked with to participate in/coordinate an activity
    - Number of students placed for one time volunteer opportunities (one day) vs. long term (multiple sessions)?

- **Judicial Affairs**
    - How many incident reports were received (violations reported)
    - Number and nature of violations reported
    - Number of administrative resolution conferences held
    - Number of Hearings held
    - Number of cases appealed
    - Number of Clery violations reported
    - Number of repeat offenders
    - Number of hours spent investigating/adjudicating cases

- **Intercultural Programs, Leadership Programs, and Activities and Events**
    - Number of programs offered
    - Number of attendees
    - Breakdown of programs (social, educational, academic, etc.)
    - Average amount of money spent on each program
    - Number of volunteers needed to set up/facilitate program

- **Student Government**
    - Average attendance at committee/general meetings
    - Events sponsored by student government
    - Number of people attending student government sponsored events
    - Breakdown of programs (social, educational, political, etc.)
    - Average cost of sponsored events
    - Percentage of students who voted in student government elections

Plan for Needs Assessment for 2005-2006

The Office of Student Life provides a wide assortment of programs and services to UC Merced Students. In order to determine the needs of students in the various programs sponsored by the Office of Student Life, a comprehensive assessment program must be established.

During the 2005 – 2006 academic year, the Office of Student Life plans to address the following issues through needs assessment:

Leadership Programs, Intercultural Programs, Community Service, and Activities and Events

- **Interest Surveys –** (surveys for each of the following areas - Leadership Programs, Intercultural Programs, Community Service, and Activities and Events)
    - What topics related to the identified program area are you interested in?
    - What knowledge and skills would you like to gain as they relate to the identified program area?
    - What format would you like the identified program areas information to be provided (workshop, lecture, film, discussion, volunteer opportunity, etc.)

- **Focus Group** - Conducting focus groups of 8 – 12 students that reach a cross section of the student population (freshmen, transfer students, and graduate students. These students will answer questions related to the type of activities and services provided by the Office of Student Life as they relate to the specific program areas identified above.
  - What kinds of programs would you like to see sponsored by OSL?
  - As a freshman/transfer/graduate student, what programs do you feel you need in the identified program area?
  - Would you be interested in coming to a program on the following topics …?
  - What days and times are best for you as a student to attend programs (weekdays, weeknights, weekends, beginning and ending times)
  - What needs of yours are being met by the Office of Student Life?
  - What needs of yours are not being met by the programs offered by OSL?

- **Pre-Program Assessment** – Students who attend an event in Student Life will be asked to fill out an event pre-assessment form.
  - Why did you choose to attend this program?
  - How did you learn about this program
  - What do you hope to gain/learn by attending this program?

- **One on One Meetings** – holding one-on-one meetings with students and asking them specific questions regarding the services provided by the Office of Student Life as they relate to the identified program areas. One-on-one meetings assist in hearing student opinions without being unduly influenced or prompted by other student input (focus group format).

Clubs and Organizations

- **Interest Surveys** –
  - What clubs are you interested in joining or creating on campus?
  - What knowledge and skills would you like to gain as they relate to the identified club or organization?
  - Are you interested in holding a leadership position in your club or organization?
  - What training would you need in order to successfully hold a leadership position in your organization?

- **Focus Group** - Conducting focus groups of 8 – 12 students that reach a cross section of the student population (freshmen, transfer students, and graduate students). These students will answer questions related to the type of activities and services provided by the Office of Student Life as they relate to clubs and organizations.
  - How was the process of starting a club at UCM?
  - As a freshman/transfer/graduate student, what programs do you feel you need your club or organization to provide?
  - Are you aware of all of the policies and procedures associated with club membership (accounting, advising, event hosting, etc.)?
  - What days and times are best for you as a student to attend programs hosted by your club/organization or the OSL (weekdays, weeknights, weekends, beginning and ending times).

- **One-on-One Meetings** – holding one-on-one meetings with students and asking them specific questions regarding the services provided by the Office of Student Life as they relate to the identified program areas. One-on-one meetings assist in hearing student opinions without being unduly influenced or prompted by other student input (focus group format).

Student Government

- **Focus Group** - Conducting focus groups of 8 – 12 students that reach a cross section of the student population (freshmen, transfer students, and graduate students. These students will answer questions related to the type of activities and services provided by the Office of Student Life as they relate to Student Government.
  - Are you involved with the UCM Student Government?
  - Why did you choose to get involved in Student Government?
  - What skills do you hope to gain through your involvement with Student Government?
  - What kind of programs would you like to see sponsored by Student Government?
  - Are you aware of the purpose of Student Government Advisory Committee?
  - What do you see as the role of the Student Government at UCM?
  - Do you understand the structure of the proposed UCM government?
  - Are you routinely informed about the meetings and functions of the Student Government?
  - As a freshman/transfer/graduate student, what programs do you feel you need that would be sponsored by the Student Government?
  - What days and times are best for you as a student to attend programs (weekdays, weeknights, weekends, beginning and ending times)
  - What needs of yours are being met by the OSL or Student Government?
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- **Suggestion Box -** A suggestion box will be placed in the Office of Student Life to solicit anonymous input from students at their convenience. The box will be checked weekly for student feedback, and the suggestions provided to the Student Government Advisory Committee.

- **Listserve and Website** - A technological tool that provides Student Government 24 hour access to discussion options and feedback delivery. Feedback provided by the listserves and website will be monitored by the Student Government Advisory Committee until a government is fully established and the officers are voted in, the Executive Committee will take over monitoring those sites.

Judicial Affairs

The Office of Judicial Affairs provides support for the University mission as it relates to academic honesty and social conduct. In order to determine the effectiveness of the Office of Judicial Affairs as it relates to student needs, students must be asked the following:

- Are students aware of the campus policies?
- Do students know where to access the campus policies (in print or on the web)?
- Do students who are referred to Judicial Affairs understand the alleged violation of student conduct or campus policies?
- Do students know their due process rights?
- Do students know the process for adjudication of conduct cases?
- Do students know where to go if they are charged with a violation to gain information about the case or their rights as students?

Answers to these questions will be ascertained via focus groups, written surveys, and one-on-one meetings with students.

Assessments of all of the areas listed above, both quantitative and qualitative will be developed to address the needs of students as they relate to the Office of Student Life. The results of these assessments will be shared with the Vice Chancellor of Student Affairs. These results will be used to assist in determining program development or alteration in for the 2006 – 2007 year. This assessment project will be completed by May of 2006.

Use of assessment information - Information gathered through the tracking process for the Office of Student Life programs and services will provide valuable insight as decisions are made with regards to:

- Staffing allocation
- Budget allocation
- Program marketing strategies
- Participant interest
- General service provision
- Programmatic revisions

All tracking information will be reported to the Vice Chancellor for Student Affairs and will be included in the year end report submitted to CSC. Additional program and services summary reports will be provided to the Vice Chancellor after the conclusion of the academic year in June.

Plan for Satisfaction Assessment for 2005-2006

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STUDENT ADVISING AND LEARNING CENTER

Plan for Use of Tracking Information for 2005-2006

The Student Advising and Learning Center oversees three major areas of service: academic advising, tutoring, and orientation.

Academic Advising

In the area of Academic Advising, the SALC tracks the number of student contacts that occur, both in person and online; performance level of students who do and do not visit their advisor at least once each semester; student satisfaction with their advising services; correlations between student retention and utilization of advising services.

Tracking of these factors within the context of the SALC:

The Advisor page within Banner will be the primary tool for tracking data. Student online records will show dates of interaction with their advisor(s). Reporting on these topics will include:

- Number of visits per semester;
- Student academic standing (good standing, poor standing);

- Student Grade Point Average;
- Enrollment status of student (continued or withdrawn from University);
- Numbers of students who declared their major, remained undeclared, or changed majors through the SALC;
- Data on students who improved their academic standing from their first grade report (at mid-semester) to the date of report;
- Other key issues as they develop over the course of the year in the area of advising.

All advisors maintain advising logs. Qualitative data from these records will reveal further information on a variety of topics: numbers of referrals made to Counseling Services, Student Activities, Financial Aid, and other resources. In collaboration with these other areas, Advising will be able to find out more about its efficacy in making referrals, as other Student Services survey their participating students about the source of their referral to the particular unit.

Collection of Information:

Most of the information is collected throughout the course of the year, in the student registration records. Paper based satisfaction surveys will be administered during the registration period for the upcoming semester, to students as they leave their advising appointment with SALC.

Use of Information:

Tracking the data listed above will assist in:

- Determining appropriateness of advising loads, in terms of student satisfaction with access to and availability of advisors;
- Adjusting marketing and outreach methods to promote more student utilization of advisors;
- Awareness on advisors' part with regard to retention trends and needs, in order to inform learning assistance and other programs;
- Improving ability of the SALC in general to design tutorials and other special workshops to meet student needs.

Reporting of Information:

End-of-year reports will be submitted in July to the Vice Chancellor for Student Affairs. These will include narrative and quantitative compilations of findings on the matters listed above, in addition to recommendations and plans to respond to areas of clearly defined needs or gaps within Academic Advising of the SALC, based on that year's student data. Periodic reports will also be shared with the Directors in Student Affairs, as requested, at Directors' meetings and retreats.

Tutoring

Learning Assistance programs will be offered through the SALC, often in collaboration with Counseling Services. These programs include Student Success Workshops, and skills workshops such as time management, test preparation and test-taking techniques, and math fears, for example. For the first year of programs, two central elements of data will be tracked with regard to learning assistance programs: numbers of students participating along with the retention rates and academic performance of student participants.

Tracking of these factors within the context of the SALC:

Facilitators of workshops will collaborate with the Director of the SALC to design and implement surveys. Information surveyed will include:

- Source of student referral to the workshop;
- Overall satisfaction with the workshop;
- Student ID number for further tracking;
- Student suggestions to improve the workshop content;
- Student perception of improvement in self-understanding and willingness to further utilize student support services;
- Student participants' plans for improving performance in courses;
- Student statement of specific strengths and weaknesses of the workshop;
- Student suggestions for further workshops or new topics to offer.

The SALC staff will follow up on the progress of the student participants, with regard to their retention rates, and their academic standing, for a full year following participation in learning assistance programs.

Collection of Information:

Information will be collected by means of a paper survey, taken at the close of each workshop program, in addition to further information drawn from the students' registration records.

Use of Information:

Tracking the data listed above will assist in:

- Adjusting marketing and outreach methods to promote more student utilization of learning assistance programs;
- Sharing data with leaders of Student Affairs and Academic units throughout the campus to further develop SALC programs, advertise their effectiveness, and to continuously build connections with all units that serve students;
- Improving ability of the SALC in general to design special workshops to meet student needs.

Reporting of Information:

End-of-year reports will be submitted in July to the Vice Chancellor for Student Affairs. These will include narrative and quantitative compilations of findings on the matters listed above, in addition to recommendations and plans to respond to areas of clearly defined needs or gaps within learning assistance programs of the SALC, based on that year's student data. Periodic reports will also be shared with the Directors in Student Affairs, as requested, at Directors' meetings and retreats.

Orientation

New Student Orientation includes readiness testing and academic advising and registration for students' first semester at UC Merced. Additionally a day-long series of speakers and interactive activities presented to empower students with information about services and programs offered by the University. All of this is done to enhance the students' success and well-being as learners, future professionals, and community citizens in general.

Orientation also includes a day-long series of sessions for parents and family members that familiarize them with the aims, programs and staff of UC Merced, in addition to building a partnership with parents toward enhancing student success. Assessment of New Student Orientation revolves around participant satisfaction with all aspects of the event, in addition to long-term tracking of correlations between participation in Orientation, and student persistence.

Tracking of these factors and Collection of Information:

Paper surveys are prepared for all students at Orientation, and each will be required to submit a completed survey before receiving their commemorative keepsake at the close of the event. Parents also will be given a survey, and asked to complete a survey during the final 15 minutes of their final session, and to submit the survey before departing.

Survey questions probe participants' satisfaction with the quality of food provided, thoroughness of information, appropriateness of information, quality of presentations, ease of event registration and navigation, and areas of strength and weakness, according to the participants' needs and expectations.

Student Identification Numbers are integrated into their Orientation registration and UC Merced registration records. This information will be used to track and compare retention rates of participants and non-participants in the program, over the course of the first year of enrollment, and beyond.

In the process of planning New Student Orientation for summer, 2006, the Orientation Coordinator will organize focus groups comprising student volunteers, and/or will distribute follow-up surveys to enlist the input of past participants, to further develop the Orientation program for the future.

Use of Information:

Tracking the data listed above will assist in:

- Sharing data with leaders of Student Affairs and Academic units throughout the campus to further develop New Student Orientation, advertise its effectiveness, and to continuously build connections with all units that serve students;
- Improvement of retention rates of new students by developing New Student Orientation to meet their needs more effectively;
- Continuous innovation and enhancement of relations with new students and their parents during their transition to the college years.

Reporting of Information:

End-of-year reports will be submitted in July to the Vice Chancellor for Student Affairs. These will include narrative and quantitative compilations of findings on the matters listed above, in addition to recommendations and plans to respond to areas of clearly defined needs or gaps within New Student Orientation programs, based on that year's student data. Periodic reports will also be shared with the Directors in Student Affairs, as requested, at Directors' meetings and retreats.

Plan for Needs Assessment for 2005-2006

Assessment of needs for the areas of **Advising** is tied directly to the student satisfaction evaluations, described below.

Needs with regard to Academic Advising are assessed, in addition, by the following means:

- Tracking changes in enrollment (rises or drops in popularity of certain majors, growth in the campus population in general)

- Tracking of areas where retention proves particularly challenging (attrition rates in each School are monitored, and high attrition may call for additional advising support).

Needs Assessment for Tutoring

Needs for **tutoring** and other forms of **learning assistance** are assessed by:

- Monitoring enrollment numbers in “ramp-up” courses; students in these courses are the most at-risk for academic success in general, and therefore most tutorial hours are given to such courses, at a rate of approximately 1-2 tutorial hours per section.

- Monitoring student performance levels in all disciplines and types of courses; faculty input is the key resource and indicator with regard to needs to expand tutoring to particular areas.

Needs for **New Student Orientation** are assessed by:

- Reviewing, with the Orientation Planning Committee, all participants’ quantitative and qualitative evaluations of the program.

- Consultation with student focus groups, to be arranged by the Orientation Coordinator during the spring semester each year.

Plan for Satisfaction Assessment for 2005-2006

Plans for assessing satisfaction with services include the following methods:

Workshops: All student participants in learning skills workshops respond to surveys evaluating the experience and recommending further improvements and ideas.

Advising: Students are periodically administered surveys with regard to their satisfaction with the effectiveness of advising services. This matter is also addressed in the orientation evaluation survey.

New Student Orientation: Surveys are provided to parents and students at the close of each New Student Orientation session.

STUDENT HEALTH AND WELLNESS SERVICES

Plan for Use of Tracking Information for 2005-2006

Student Health & Wellness Services tracks information in two main areas: (1) medical services, and (2) educational programs/presentations to students.

Tracking of Student Use of Medical Services at the Student Health Center
To track student usage of medical services and the acuity of medical issues facing the students at UC Merced, the Student Health Center currently utilizes a manual encounter form to capture data elements to transfer to a Microsoft Access Database for analysis. Information collected on each student visit includes:

- Date of Service
- Name of Student
- Demographic Information – Date of Birth, Gender, ethnicity, class standing, and residential status
- Level of Services provided – Evaluation/Management of issue, procedures performed
- Diagnosis of Illness/Injury
- Follow-up or Recall appointment if indicated

Tracking of Educational Programs/Presentations to Students
Attendance at various Student Health Services Educational programs and presentations will be tracked. A Microsoft Word document will be used to collect the information. Data elements will include: the name and date of the educational program or presentation, the number of students in attendance, the number of faculty/staff in attendance, and the number of community members in attendance.

Use of Information
Tracking the use of Student Health medical services and educational programs/presentations will assist the Student Health Services in decision making regarding:

- Staffing and allocation of resources
- Programs and services to offer students, faculty/staff and parents
- Strategies for marketing services to students to ensure that students utilizing the services are representative of the university's student population

All tracking information will be reported in the Student Health & Wellness Services Annual Report which is submitted to the Vice Chancellor of Student Affairs in June of each year.

Plan for Needs Assessment for 2005-2006

In order to ensure that programs offered by the Student Health & Wellness Services are focused to meeting the needs of the students, a program of assessment will be implemented. Due to the nature of the Student Health Services, confidentiality will be maintained in accordance with federal HIPAA and State of California confidentiality laws.

The Student Health & Wellness Services plans to address the following issues through needs assessment during the 2005-2006 academic year:

- **Track Utilization –** Utilization will be tracked through encounter data. This utilization data along with student demographic data will be used to make informed decisions about resource allocation.

- **Assess Student and University Community Needs –** The American College Health Association's *Healthy Campus 2010* will be used as a template to develop a specific plan for UC Merced to assess the health objectives for our campus. This will involve a multi-department process within the Student Affairs Division. This will assist Student Health & Wellness Services to prioritize student needs and provide campus-wide Wellness strategies.

- **Student Satisfaction –** A campus-wide survey drawing on a random sample of students will be administered during the 2005-06 academic year. The survey will provide information from users and non-users of the Student Health Center.

- **AAAHC Accreditation –** The Student Health Center will be preparing for accreditation through the Accreditation Association of Ambulatory Health Care during the 2006-07 academic year. Accreditation is a voluntary process to measure the quality of services and performance against nationally recognized standards. The Certificate of Accreditation is a symbol that we have a committed to providing high-quality care and we have demonstrated our commitment by measuring up to the AAAHC's high standards

This assessment project will be completed by June 2006. The findings will be shared with the Vice Chancellor of Student Affairs. The results will be used to determine what level of health services and educational programs should be offered to students at UC Merced for the 2006-2007 academic year. Assessment results will be reported to the Vice Chancellor of Student Affairs and included in the Student Health & Wellness Services Annual Report.

Plan for Satisfaction Assessment for 2005-2006

Education Programs/Presentations – To assess the effectiveness of Health Education programs and presentations, an evaluation form will be given to attendees at all education programs/workshops/presentations given or sponsored by Student Health & Wellness Services.

Medical Services – To assess the effectiveness of the medical services provided through the Student Health Services a web-based satisfaction survey will be distributed to users of the Student Health Center.

The findings from these assessments will be used to improve the programs and services offered to the students at UC Merced. Assessment results will be reported to the Vice Chancellor of Student Affairs and included in the Student Health & Wellness Services Annual Report.

S T U D E N T   H O U S I N G   A N D   R E S I D E N C E   L I F E

Plan for Use of Tracking Information for 2005-2006

Data will be collected to help us assess current and future needs and trends.

Interest and Demand for On-campus Housing
Using an excel spreadsheet, track annual Housing contract statistics to determine student interest and demand for on-campus housing. This information will be used to project trends, attrition rates, predict housing shortages or surplus, assist waitlisted students in predicting chances of being offered a contract, and justify demands for additional beds on- and off-campus. The type of data we will collect is as follows:

- Applications statistics
  - % of students who SIR and apply for housing on-time and those applying late
  - % of students who SIR late and apply for housing late
  - % of each of the above by class status (new freshman/new transfers/continuing)
- Contract Awards
  - Number and % of students awarded on-campus housing contracts
  - Number and % of awarded students who do not move-in
  - Number of awarded contract holders who do not show up to move-in without informing us
- Waitlists
  - Number of students on the waitlist by date
  - Number of waitlisted students awarded contracts by date
- Contract Cancellations
  - Number and % of contract cancellations by date
  - Reason(s) for cancellation

Types of Inquiries

We are in the process of implementing an electronic tool to track direct student contact both by topic and amount of time spent. Additionally we will use focus group discussions and meetings with professional and student desk staff, to collect data to identify trends of the most common types of inquires we receive via phone, email, and in-person contacts. This data will be used to assess and improve our application/contracting process, marketing strategies, information available via the website, and written materials sent to current and prospective students.

Conduct Cases

Using an excel spreadsheet, the number of students participating in the conduct process along with policy violation and reasons they need to go through the conduct process will be tracked. This report is due to the Associate Director at the end of each semester. This information will be used to determine the effectiveness of our conversations with students around conduct, strengthen any weaknesses in the RA training program, assess and improve our effectiveness in communicating policies and expectations to residents, determine resident educational needs, submit Cleary report statistics, and justify the need for additional staffing. The type of data we will collect is as follows:

- Number of incidents by type of violation(s)
- Number of students placed through the conduct process
- Number of students who go through the conduct process more than once (sorted by repeated violation vs. new violation)
- Number of hours spent adjudicating conduct cases

Plan for Needs Assessment for 2005-2006

Much of what is gathered through information tracking, formal and informal assessments, demographic profiles, and literature will be used to help determine resident needs.

Conduct Statistical Report

The data collected via the conduct reports will help to identify resident behaviors and areas where additional education may be beneficial. Staff will be directed to creative passive and active programs to provide residents with information and the tools to better understand issues they are experiencing and to hopefully make better decisions for them.

The Community Satisfaction Survey

The community satisfaction survey will allow students to provide feedback on the quality of services provided by housing and residence life. This survey collects both quantitative and qualitative data to identify the student experience in housing as well as the overall strengths and weaknesses in our program. Areas rating in the weak to needs improvement range will be targeted for immediate improvement. If appropriate, focus groups will be facilitated to collect clarifying data and more specific ideas to better meet resident needs and expectations.

Program Evaluation Forms

At the end of programs, residents will be asked to complete a short evaluation form which collects the following information: Evaluations Scale: 1-not applicable, 2- No, 3-somewhat, 4-definitely

1. The program met its intended goal.
2. This program benefited you as a student.
3. You learned something by attending this program.
4. The program was worthwhile.

Narrative Response:

5. What would have made this program better? _________________
6. Please describe the types of programs you would attend if offered. ___________

This information, along with total attendance and an assessment of quality of advertisement methods will be used in two ways; 1) to determine the usefulness of the program and whether or not it could be improved or should not be offered in the future and 2) to solicit resident needs and interests for events they would actually participate in.

Focus Group Needs Assessments

As issues become apparent or as questions arise regarding preferences, opinions and ideas will be solicited through focus groups on an as-needed basis. The Resident Assistant staff serves as an easily accessible group to collect resident opinions. As soon as the Student Housing Association is operational, this will serve as another barometer for resident opinions. Examples of information solicited to date:

1. Would we prefer our vending machines to be coin only, CatCard only, or both?
2. What are our residents doing after hours to keep entertained?
3. How are residents thinking and feeling about their experience to date?
4. What expectations are not being met?
5. How can we as staff help to positively influence and mold the culture at UC Merced?

Plan for Satisfaction Assessment for 2005-2006

Housing and Residence Life routinely solicits feedback from residents using both formal and informal discussion and survey methods.

RA Performance Effectiveness
In November of each year an on-line survey will be conducted to solicit resident feedback on their perceptions of their RA's performance effectiveness. This information will be used to determine the RA's strengths, whether or not the RA is meeting their resident's expectations, establish performance improvement goals, help determine whether or not an RA is eligible to return the following year, and if a follow-up survey is needed within the next 2-3 months. The tool will assess the RA's effectiveness in the following areas:

- Availability and approachability
- Facilitates community
- Helps to create environment conducive to study and sleep
- Develops positive relations with residents
- Serves as a resource and referral agent
- Sensitivity to individual and group needs and human differences
- Positive role model
- Facilitates programs to meet student needs and interests
- Understanding of policies and procedures and ability to communicate expectations
- Conflict resolution

RA Supervisor Effectiveness
In January, the RA's will be expected to complete an evaluation tool to assess the effectiveness of their supervisor's performance. This information will be used to determine whether or not the supervisor is meeting the needs of the RA's and to establish performance improvement goals if appropriate. The skill areas to be assessed are:

- Approachability and availability
- Effectiveness as a supervisor
    - Provides sound advice/effective coaching
    - Serves as a positive role model
    - Motivates and inspires staff to perform
    - Fair and consistent
- Conflict Resolution Skills
- Maturity
- Consistency in approach

Community Assessment Satisfaction Survey
In January each year, conduct an on-line survey to assess resident satisfaction with the services offered by Student Housing. This information will be used to determine necessary changes/improvements in staff performance, customer service approaches, communication effectiveness, quality of services provided, response timeliness, and most importantly, whether or not there is a need for focus groups to further define any problem areas.

- Community Atmosphere: feel a sense of community, living here helped me make friends, suitemates are respectful
- Academic Support: benefit academically living on campus, able to study/sleep,
- Safety
- Office Staff availability, approachability, response to service requests
- Effectiveness in communicating information to residents
- Maintenance - response quality, timeliness, and whether or not they submitted a work request
- Custodial staff quality and response timeliness
- Internet services
- Dining Service
- Satellite TV service – channel options, quality of service

- Resident Information: GPA, hours spent studying, hours spent working, how often leave on weekends
- Demographics – gender, ethnicity, class status

S T U D E N T S   F I R S T   C E N T E R

Plan for Use of Tracking Information for 2005-2006

The services provided by the Students First Center are tracked at three different levels depending on the individual and type of service accessed – Intensive Student Services, Tally of General Services, and Interest Cards for Admissions.

Tracking of Intensive Student Services -
Intensive Services include provision of services to admitted and current students that requires access to the Student Information System BANNER and necessitates the collection of their student ID number. These services include, but are not limited to, inquiries into the status of financial aid awards, outstanding financial aid requirements, class schedule details, adding or dropping a class, section changes, account balance inquiries, transcript receipt status, and student holds.

Information collected for this level of service includes:

- Staff Name
- Date
- Form of Contact
- Length of Time
- Student Name
- Student ID#
- Student Class Status
- Type of Service

This information is currently tracked via a simple spreadsheet. The information will eventually be added to the online Student Services Tracking application developed by the Office of the Registrar. The online tracking application will then match up this service data with the student's record in BANNER.

Tally of General Services –
The Tally of General Services serves to collect data on the overall number of people served in all areas of service sorted by method of service. Intensive Student Services are also incorporated into the tally sheet in order to have an overall count for all services provided.

The following information is collected via the SFC Tally Form:

- Date
- Service Method – In person, phone, e-mail
- Type of Service:
    - Admissions (prospective)
    - Career Services
    - Cat Card
    - Facilities
    - Financial Aid / Student Business Services

- Information Technology
- Library
- Lost & Found
- Parking / TAPS
- Registrar
- Special Student Services (Health, Disability & Counseling Services)
- Student Advising & Learning
- Student Life/Housing/Dining
- Visitor Info (directions, maps, brochures)
- Other

Interest Cards for Admissions –
Interest Cards are used to collect specific data on a person-by-person basis of individuals who are potentially interested in admissions to UC Merced. Any information provided to the prospective student is also counted on the Tally of General Services.

The Interest Card for Admissions collects the following data:

- Date
- Name
- Current Address
- E-mail Address
- Home Number
- Cell Number
- Year in School/Education Level
- Major Interested in Studying
- Best Way to Contact (current address, e-mail, home number, or cell number)
- School of Transfer

Use of Information

Tracking the use of Intensive Student Services will serve to:

- Help determine the usefulness of services provided by comparing the level of services accessed to the student's success based on indicators available via BANNER such as satisfactory academic progress
- Guide the SFC in determining the scope and depth of services to be offered
- Guide the SFC in determining the best methods of service delivery and emphasis on various points of access to service
- Determine the variety of resources and information available

Tracking of services via the Tally of General Services will serve to:

- Assess the effectiveness of the SFC by determining how many students are served at the frontline and thereby freeing up the individual units to focus on more in-depth concerns and issues
- Guide the SFC in determining the scope and depth of services to be offered
- Guide the SFC in determining the best methods of service delivery and emphasis on various points of access to service
- Establish the variety of resources and information that should be available at the SFC

Tracking of services via admissions interest cards will serve to:

- Provide concrete information for follow up by the Office of Admissions on potential candidates for recruitment
- Guide Admissions in outreach to high schools and community colleges by giving them a sense of which schools prospective students are currently attending
- Guide Admissions in type of recruitment materials and topics to cover based on the academic area of interest or major stated by the prospective students

Reporting of Information – All three levels of service tracking will be compiled into monthly reports to be submitted to the Vice Chancellor of Student Affairs. These reports will provide statistical data on use as and a narrative assessment of operations. These monthly reports will then feed into the year-end report to be submitted in June. The year-end report will also include the results of assessments conducted during the course of the year.

Plan for Needs Assessment for 2005-2006

The Students First Center (SFC) is designed to serve current students, prospective students and the public with questions about admissions, financial aid, registration and enrollment. Additional information and resources are also available based on the perceived needs of the SFC's constituents.

The SFC plans to assess the needs for frontline services during the 2005-06 academic year in the following areas:

- **Hours of Service –** Based on data gathered on number of students served and time of service, the hours of service may be adjusted to better meet the needs of our constituents – current students, prospective students, and the public. A method of assessing the need for additional evening or weekend hours will be developed and implemented by the end of the 2005-06 academic year.

- **Scope of Services –** For the opening semester the services offered have been focused on admissions, financial aid, registration and enrollment. An assessment will be developed by May 2006 and implemented in the following semester to determine the need for more intensive service and/or additional services. Areas of inquiry might include advising, application assistance, and financial aid application assistance.

- **Information & Resources –** In the absence of an official visitor's center on campus, the SFC has somewhat filled that void with the provision of campus and community resources such as catalogs, maps, transportation schedules and visitor guides along with brochures and pamphlets from various units throughout campus.

- **Service Delivery Method / Access Points –** The access points for service include walk-in, phone and e-mail. Plans are also in place for a comprehensive website. The usefulness of each delivery method will be assessed in order to direct the future development of these delivery methods.

The results of the assessments will be shared with the Vice Chancellor of Student Affairs and will be used to determine the scope of services and delivery logistics that will be established for subsequent semesters and academic years.

Plan for Satisfaction Assessment for 2005-2006

Survey of Services – A survey will be developed to assess the satisfaction of SFC constituents with the services offered. Areas to be addressed in the survey will include hours of operation, types of services available, knowledge of staff, convenience, speed of service, quality of customer service, accessibility, and types of information/resources available. The proposed survey content and protocol will be submitted to the Vice Chancellor of Student Affairs by the end of the Fall Semester. A random method of surveying the range of SFC constituents (current students, prospective students, staff, faculty, and community) will be developed with the full survey proposal.

The results of these assessments will be used to identify any areas where SFC services could be enhanced or improved. Results will be submitted to the Vice Chancellor of Student Affairs and included in the Year-End Report.