Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: Student Affairs / Dining Services

Mission Statement

Note: Departmental missions must be directly aligned with those of the Division of Student Affairs. A mission statement should include approximately 3-5 sentences that identify the ***name*** *of the department, its* ***primary functions****,* ***modes of delivery*** *and* ***target audience****.* Mission statement should be approximately 100 words or less.
Rationale: Explains how the departmental mission relates to the mission of the Division and supports the mission of the University.

Mission: To provide a superior quality dining service experience in a courteous, timely and cost effective manner to students, faculty, staff, and visitors. Menu selections are fully complemented with healthy choices, a wide variety of selections, nutritional information, and a focus on sustainability. Dining Services is a key player in promoting a learning community with an emphasis on social and physical wellbeing.

Planning Goals

Note: Planning Goals are broad statements that describe the overarching, long-range intentions of an administrative unit. Goals are used primarily for general planning, as the starting point for the development and refinement of program objectives or student learning outcomes.
Formulate 3-4 goals and include them here.

Goal 1: Develop a student employment program focused on personal growth and skill development.

Goal 2: Support campus sustainability initiatives and work towards certified green business certification

Goal 3: Provide a diverse menu to meet the needs of our customers, with an emphasis on nutritious selections.

Goal 4: Promote the Dining Commons as a social hub and encourage student events and activities at the DC.

Program Objectives and Student Learning Outcomes

Note: Program Objectives are related to program improvement around issues like timeliness, efficiency and participant satisfaction. Learning Objectives address what a student learns or how a student changes by participating in a program or utilizing the service. Both program objectives and student learning outcomes are measurable statements that provide evidence as to how well you are reaching your goals.

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objectives #1

Clearly articulate in a sentence or two your first PO and include it here. Reminder: Program objectives are related to program improvement and might include such issues as effeciency, participant satisfaction or timeliness of materials. Please provide the reader with a context as to why this PO is important to measure.

By December 18th, develop a student cook program consisting of program logistics & learning objectives in the culinary field, This program will act as a 'apprenticeship' opportunity for student employees who are interested in learning key culinary skills pertinent to the Food Service industry. Student Cooks will train with career cooks and will follow a 2-3 year long program.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

Compile a student employee survey to determine who is interested in the cooks help program and what skills they wish to learn. In January we will review survey results and select 3-5 student to participate in this program. Student Cooks 'exams' will be administered to track learning objectives are being met.

Results (This section will be due in summer 2010 along with your Annual Report)

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective was met. Typically a results summary should be between 100-300 words.

A comprehensive Cooks Help document was developed, outlining the program requirements and learning objectives from beginning to end. The program was advertised via dining.ucmerced.edu, Happenings, PAWS and internal signage at Dining. Unfortunately, we only received one application and the applicant left the University shortly thereafter.

Conclusions (This section will be due in summer 2010 along with your Annual Report)
Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

Based on the fact that we only received one applicant, it is likely the program was not marketed in an attractive fashion. We plan to launch this program in the fall and will emphasize heavily at Fall and New Hire orientations. At this point we will be able to measure whether or not we achieve our program measure of enrolling 3-5 students in the program.

Program Objectives #2
Clearly articulate in a sentence or two your second PO and include it here. Reminder: Program objectives are related to program improvement and might include such issues as efficency, participant satisfaction or timeliness of materials. Please provide the reader with a context as to why this PO is important to measure.

Develop a sustainability marketing plan aimed at increasing social awareness around sustainability, what it means, and how students can contribute.

Measures
Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.
Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

Survey customer base to solicit data on why they take out when they do and how we can encourage them to dine in instead. Achieve a 0.5% decrease in the amount disposable purchases vs. sales for the Fall 2009. Meals will be tracked 'dine-in' or 'to go' at the point of sale for all customers. Promote in-house Dining and launch a pilot 'green container' to go program. Collect data from program on ease of use, feasibility, etc.

Results (This section will be due in summer 2010 along with your Annual Report)
Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective was met. Typically a results summary should be between 100-300 words.

A student survey was not completed, however we did pilot a resusable 'Green To Go' container to 50 on-campus residents. Although we did not realize a 0.5% decrease in disposables, we did collect valuable that will allow us to retune this objective next year.

Conclusions (This section will be due in summer 2010 along with your Annual Report)
Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

The limited amount of data collection indicates that there is a demand for reusable containers. However, we are in need of measuring why. What was the impact on the student? Why did they choose to use the green container> Feel good? Cost savings? There is a need to survey students next Fall to determine if they are receiving our message, and if yes, what impact it has had on them.

Student Learning Outcome #1

Clearly articulate—preferably in a sentence or two—your first SLO and include it here. Reminder: Learning Objectives address what a student learns or how a student changes by participating in the program or utilizing the service. Student Affairs Learning Outcomes are listed above. Please provide the reader with a context as to why this PO is important to measure.

The Cooks Help program will give students a sense of confidence in the culinary field, even if it is not their chosen career path. The program will give them the skills to produce food that will be served to their peers, fostering a sense of responsibility, accomplishment and pride for what they do.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO #1 was met.

Success will be measured based on the number of folks who 'graduate' from the program vs. the number who enter. Student Cooks will also be surveyed to see if the program accomplished what they originally thought they would. Success will also be measure by testing student skills

Results (This section will be due in summer 2010 along with your Annual Report)

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the student learning outcome was met. Summarize your results for SLO #1 here. Typically this summary should be between 100-300 words.

This outcome was not met. Although tools are in place, we did not convey our message properly about the program.

Conclusions (This section will be due in summer 2010 along with your Annual Report)

Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

As stated above in the Program Objective, a retooling of how the Student Cooks Program is marketed is necessary.

Student Learning Outcome #2

Clearly articulate—preferably in a sentence or two—your second SLO and include it here. Reminder: Learning Objectives address what a student learns or how a student changes by participating in the program or utilizing the service. Student Affairs Learning Outcomes are listed above. Please provide the reader with a context as to why this PO is important to measure.

The goal is for students to become more aware of their impact on the environment and to promote social and environmental sustainability amongst their peers. We want them to understand the importance of sustainability and become conscious of their impact.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO 2 was met.

Recycling deferral rates and volume of trash produced will be monitored, and random trash audits will be done. We should also see a decrease in the amount of take out meals vs. dine in meal. The percentage of paper goods purchased as a percentage of sales should decrease.

Results (This section will be due in summer 2010 along with your Annual Report)

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective or student learning outcome was met.

The cost of paper good vs. sales did not decrease. XXXXXX % transactions

Conclusions (This section will be due in summer 2010 along with your Annual Report)

Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

The green container pilot was successful. Both the PO and SLO need to be further developed. We concluded there is interest in this program on a large scale. Plans are in place to launch an 'at will' version of this program in the Fall. The measure for this PO SLO needs to be reconsidered. What are we measuring and how do we measure it? How do we determine what impact we had on the student?

University of California, Merced
Division of Student Affairs
2009-10 Assessment Plan
Updates

Dept/ Unit Campus Store

Planning Goals:

Goal 1: *Work collaboratively with other units on campus around events to help increase event visibility, broaden the scope of the event, present campus unity around high profile events, and enhance potential retail sales.*

Update:
The Campus Store has continued to work with many units over the past year:
Numerous book signing events- Bobcat day – Campus Tours –Graduation Fair (Alumni Office participated)- Asian Fest-Prodigy (campus Newspaper)- Mondo-Downtown window (displaying product and website)- Downtown Visitors Center (have provided clothing and gift items so they can resell UC Merced products). We are also in the works of having links put on each others websites.

Goal 2: *Facilitate the professional development of student works through a comprehensive career development student work program that is linked with evaluation and Promotion.*

Update: see below
<u>Student Development Program</u>

Purpose:

To assist in the development of Campus Store student employees in the following: educational, employment and financial goals by establishing a comprehensive, interactive and motivating program.

How?

Explore student values, interests, and strengths through career counseling sessions and individual assessments and routine evaluations. These sessions will allow each Campus Store employee to:

- Gain a clearer understanding of what types of work situations and professions each individual is interested
- Identify possible career paths in alignment with their field of study and how it correlates to the work force outside of the University
- Gain access to Career resources which will be helpful as they research careers fields in coordination with the Career Center and the Campus Store
- Increase their knowledge of real-world tasks and programs that benefit each employee and the Campus Store team
- Step process encouraged by Campus Store management

Sampling of Student Success Programs:

1. Accounting, Invoices & Budget
2. Purchase Orders, MBS Systems Operation & Invoice Reconciliation
3. Textbook Operations
4. Apple & Technology
5. Merchandising, Marketing & Vendor Relations
6. Campus & Community Outreach
7. Website Management
8. Leadership & Customer Service

Outcomes:

The goal of this Campus Store Student Development Program would encourage long-term working relationships with student

employees and would provide each student the opportunity for advancement. Student Assistant tier levels could be reached by achieving completion status in any or all areas in accordance with University policy and the Career Services Student Assistant Pay Schedule.

Additionally, there is the opportunity to partner with other departments and individuals to obtain knowledge in any particular field pertaining to Campus Store operations.

Examples of these partnerships include:

1. Policies and procedures provided by the Business and Financial Services
2. Campus cashiering techniques and procedures
3. Leadership and customer service skills from Career Services, Campus Store Management, Business and Management Instructors and Student Advising and Learning staff
4. Communications and University Relations for marketing and website management, outreach and development

The additional information prepared for our students to assist in the overall Campus Store Procedures is attached.

Goal 3: *Develop a Campus Store Advisory Committee to empower student voice in store operations, increase awareness of Campus Store as an auxiliary throughout the campus community, and provide opportunities for non-employee innovation in marketing and window display:*

Update: See Below

Campus Store Advisory Board

The Campus Store Advisory Board will consist of graduate and undergraduate students, staff and faculty, and a member of the Staff Assembly for UC Merced.
The purpose of the board is to give the campus community an avenue to exchange ideas that adhere to the Campus Store Mission and in alignment with the Mission of the University of California at Merced. The ideas discussed, along with decisions made will then be conveyed to the Associate Vice Chancellor for Student Affairs.
The members of the Campus Store Advisory Board will be asked to provide insight and information on such topics as:

1. Textbook pricing
2. Product selection
3. Upcoming events
4. Space management
5. Student Union

The members of the Campus Store Advisory Board will be as follows:
(Pending Final Approval and Acceptance…Some changes made to original list)

Campus Store
Kevin Storms, Manager
James Nardello, Assistant Manager ⇒ Chair of Committee
Angela Liu, Department Manager

Information Technology
Todd Van Zandt, Instructional and Student Services Manager

Library
Sara Davidson, Head of User Communication & Instruction

Graduate Student
Bernardo Zepeda

Undergraduate Student
Bradden Pecoraro

(Writing Program, Graduate Studies & UE can be added)

SSHA
Jennifer Wade, Instructional Services Assistant
Robin DeLugan, Assistant Professor

School of Natural Sciences
Krista Venecia, Program Director, Science & Math Initiative

School of Engineering
Coty Ventura, Administrative Assistant, SNRI

Office of Student Life
Connie McBride, Business Officer

ASUCM
Maverick Dela Vega, Director of Student Activities

Functions of Chair of Committee

- Schedule, Convene and maintain focus of board agenda
- Appoint minutes recorder
- Maintain focus of Campus initiatives to adhere to mission of the University and mission of the Campus Store
- Summarize outcomes and agenda
- Prepare monthly report of discussions and actions taken by the Advisory Board

Functions of Committee Members

- Supply sound ideas and initiatives focusing on the Campus Store Mission Statement and the improvement of student life on campus
- Provide feedback
- Communicate to colleagues and campus community the outcomes of Campus Store Advisory Board
- Surveys, "Announcements", and CROPS to communicate committee outcomes

Timeline

Board Member Letter Mailing: April 1, 2010
Board Member Information Letter/Campus Store Mission: April 15, 2010

First Meeting: April 29, 2010
Reconvening of Committee Members: August 30, 2010

The Window Display Contest has been discussed but it needs more work.

Goal 4: *Develop a business plan that focuses on service and profitability as the Campus Store serves the growing Campus community.*

Update: See Below

UC Merced Division of Student Affairs
Planning Document
Spring 2010

Assumptions: UC Merced will grow by a minimum of 650 net new students a year for the foreseeable future. Our growth will look something like: Fall 2010, 4,000+ FTE; Fall 2011, 4, 650+FTE; Fall 2012, 5300FTE; Fall 2013, 6,000FTE

Assignment: to serve all of these students and retain our commitment to student success and individual attention, we need to undertake a serious planning exercise that takes into account the Divisional Strategic Plan and unit strategic plans (if developed) and includes an examination of staffing, space, new services (if needed), economies of scale, technology, hours of operation and so forth. The outcome of this exercise should not be: we need more of everything! Instead units (not just directors) should be thinking about the future, along with the appropriate AVC, and developing a thoughtful, defendable plan that outlines and justifies its highest priorities for the next five years. Plans should factor in spaces that are included in the campus 10 year capital plan.

Unit: **Campus Store**

Unit's Unique Planning Assumptions: -The Campus store has the following assumptions. If the campus is going to grow at this rate the University will need more class room space. If class room space is not available, classes will be scheduled earlier in the morning and later at night. This will put pressure on the campus store to expand its hours. If the University expands weekend classes the campus store will need to have operating hours on the weekend.

The National Association of College Stores states that a University Bookstore will need 2 square feet per FTE to meet the minimal needs of a four year University. It also states depending on market opportunities and conditions such as number of residents living on campus, large conferences and the metropolitan or rural area that the store would need even more space to meet customer needs and expectations.

Possible Solutions:
Rent Space off campus (as the campus grows we will need to have a larger room to house textbooks). Students would have books either shipped to them or have it on route on Cat Tracks so they can pick up the books.
Get approval for a temporary space to be built for a store. Either Rent or purchase a temporary building brought to campus to meet the needs of store and students.
In the interim we will need space preferably the Bobcat Lair or similar size room two weeks before school starts and the first week of classes so we are able to distribute textbooks and school supplies.

	Staff (rationale attached)	Space	Services Added	IT	Other
2010-11		Will need 2 SQ. Feet per student Should have 8000 SQ Feet		adding new Cash Register System and inventory process	
2011-12	Add Supervisor	Should have 9300 sq Feet		Will need to 2 more registrar lanes.	
2012-13		Should have 10,600 sq feet			We will need either a van or

		a truck to bring product back and forth if off campus.
2013-14	should have 12,000 sq feet	Will need at least 2 or 3 more registrar lanes.
2014-15	should have 13,350 sq feet	

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: Career Services Center

Mission Statement

Career development is a life-long process of exploration and decision-making. We, at the Career Services Center (CSC) at the University of California, Merced empower students and alumni to reach their full potential by offering services in career development, experiential education, employment and graduate school.

To successfully accomplish this mission, the CSC continuously fosters partnerships with employers, staff, administration and the greater community.

Planning Goals

Formulate 3-4 goals and include them here.

Goal 1: Help students clarify and implement individual career plans which are consistent with their personality, values, skills and interests.

Goal 2: Provide proactive and comprehensive career services.

Goal 3: Encourage students to utilize CATlink for the purpose of locating experiential education opportunities.

Program Objectives and Student Learning Outcomes

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity, and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objectives #1

Increase number of students who participate in career counseling, career assessment or career check up appointments.

Measures

Increase career counseling, career assessment or career check up appointments by 5% by the end of spring semester 2010.

Results

An Excel sheet was used to record student visits for the 2009-2010 academic year that also included gender, college level, residency (on-campus or off-campus), ethnicity, and reason for visit. Here is a snapshot of the results broken down by reason for visit for the current year in comparison to last year.

RESULTS	08-09	09-10
Career Counseling	308	247
Test Interpretation	149	115
Career Check Up	6	4
Total Appointments	463	366

As illustrated in the above table, all three appointment types saw a decrease in the amount of appointments from the previous year. Thus, we were unable to meet our goal of increasing appointments by 5%.

Conclusion
While we saw a decrease in the amount of career counseling, test interpretation and career check up appointments for the 09-10 AY, there are several factors that explain why. Several group MBTI workshops were offered and were counted under our workshop/program statistics, but not counted as individual appointments (under test interpretation). Also, the Career Peer Educator program and their increased presence in Housing and Residence Life assisted the CSC in managing our career counseling case load. This was due in part to the fact that we were able to hire two additional career peer educators that allowed us to increase the amount of drop in hours available to residents. Lastly, the additional responsibilities added to the career counselor's workload (i.e. program review, opportunity to serve on campus wide committees, training of Career Peer Educators) required that less time be allotted for one-on-one career counseling appointments. Thus, while this goal seemed reasonable from the onset because of a growth in student enrollment and our increased presence in Housing and Residence Life, upon further glance, it is unrealistic for our office to meet this goal with only one career counselor in place.

In order to increase the amount of students who are seen by a career counselor, we will need to think about how we consistently market the message to students about the importance of career counseling. One intervention that we did this year to tackle this, was to host an event titled iPlan 4 Life. At this event we informed students (we targeted freshman, undeclared students and residents) about the steps to career planning and the services we offer that will assist them through the process. While the event had a great turnout, it was offered at the end of the spring semester which prevented us from building any momentum from the event. Thus, we will need to continue to offer this event and/or other similar events throughout the 10-11 AY in order to consistently convey this message to students.

Program Objectives #2

Increase first year students' knowledge of the services available in the Career Services Center.

Measures
Since the majority of first year students (over 80%) live on campus, we will survey the first year students who attend an active programming event in Housing that will assess their knowledge of the Career Services Center and the services we provide. Timeline: 2009 – 2010 academic year.

Results
68 students completed a survey that was administered to participants at the conclusion of a CSC workshop that was offered down in Housing and Residence Life. From the program evaluations, students indicated that they had no knowledge of the following services that our office provides:

Type of Service	Number of responses that state CSC does not provide service
Career Counseling	6
Mock Interviews	11
Career/Internship Fair	11
Career Assessments	15
Student Employment	16
Career Position Listings	16
Internship Listings	16
Career Planning Resources	18
Graduate School Fair	19
Part-time/Summer Job Listings	19
Employer Resources/Information	20
On-Campus Interviewing	21
Graduate School Resources	23
Etiquette Dinner	25

Conclusions
While the majority of students were aware of our services, those that did not know about specific services, indicated services that would most traditionally be used by upper classmen (i.e. graduate school advising, employer resources). In addition, depending on the date that the workshop was offered, some students weren't familiar with events that were set to happen later in the semester (i.e. Etiquette Dinner). Thus, while it is understandable that students are only familiar with programs and services that are relevant to them at their stage of their academic career, still more can be done to educate students on services that they will need to use in the future. By continuing to conduct workshops that target first year students, we will be able to increase students' knowledge of our services and as a result of their participation in a CSC event, they will learn about other services we offer that they will need to use in the future.

<u>Program Objective #3</u>

Market and promote the use and importance of completing student CATlink profiles through door hangers in housing, CPE "man on the street" campaign during the month of September and additional outreach efforts.

Measures
An increase in 25% of student population with CATlink profiles by the end of 2009-2010 academic year.

Results
To accomplish this goal, 347 door hangers were displayed on doors in Housing and Residence Life, the Career Peer Educators interacted with a large number of the student body resulting in 58 students completing their profile during the “Man on the Street” campaign, and hosted 54 students during the CATlink your Way to Cocoa event.

Throughout this time frame, 100% of the students we interacted with obtained vital information regarding the inner workings of CATlink and the importance of completing their student profile. In these types of settings, we had the opportunity to interact with the students one-on-one explaining that if their current profile was blank to employers, it prevented them from being potential candidates for employment. As a result, 494 out of the 785 students who logged into CATlink completed their profile. In other words, while we were unable reach our goal of 25% completion; we were able to get 15% to do so or 63% of the students who logged into the CATlink site.

Conclusions
Collectively, we recognize creating awareness around completed CATlink student profiles is an on-going initiative. In order for us to successfully engage students in this area, our office staff must continuously remind students to complete their profiles in order to outreach with employers.

Although this can be a time-consuming objective, one can conclude that direct marketing throughout the academic year (2009-2010) assisted us in creating additional campus awareness about CATlink and its features compared to the previous academic year when we did not have a marketing initiative.

As the campus continues to grow, it is imperative our office continues to encourage students to complete their CATlink profile to ensure career success which starts as early as freshman orientation. Potentially, our office could have a laptop station during the information fair encouraging students to take that first step toward career success by completing their CATlink profiles.

<u>Student Learning Outcome #1</u>

Students who participate in career counseling define the next step(s) in their career development process.

Rationale – Students who understand the career planning process will be more likely to take advantage of opportunities that relate to their career, alleviate career decision making stress and be more successful in pursing their life pursuits.

Measures
Students who participate in career counseling appointments will be orally assessed at the end of their session on their comprehension of the career planning process and construct a timeline of their next steps. Career counselor will record responses on an excel sheet stating whether or not comprehension was achieved.

Results
As of June 14, 2010, 366 students met with a career counselor for a career counseling and/or career assessment appointment. Of those 366 students (see graphs):

151 are at Step 1
138 are at Step 2
71 are at Step 3
6 are at Step 4
0 are at Step 5

Here is how we determined how to categorize each student:

- If a student responded with no idea of what they wanted to do or was not clear about interests then Step 1 (self-assessment) was recorded.
- If the student had some idea of different career options, had taken the career assessments and now needed to research and explore these options then Step 2 (research & exploration) was recorded.
- If the student had a career path, were now making decisions about what educational preparation, skills were needed and where to obtain additional training if necessary then Step 3 (decision-making) was recorded.
- If the student had a school for a higher degree picked out or was applying for research work and career positions then Step 4 (search-take action) were recorded.
- If the student was accepted to a career position, accepted a research position or was accepted to a graduate school then Step 5 (implementation) was recorded.

Consistently, the results showed that students were at either Step 1 or 2. While students might recycle through the stages throughout their college career, we did see students progress through the steps as their studies advanced. In particular, we saw an improvement in comprehension after the MBTI /STRONG assessments were completed. While the results also showed that the majority of students were not at steps 4 or 5, they do understand the process and are implementing key components of the steps.

Conclusions
The challenge our office faces is to motivate students to actively engage in the career planning process and move beyond stages 1 and 2. However, once students begin the process, they report a decrease in career related stress. Students via e-mail reported, “Thank you for helping me with this bump in the road of my scholastic endeavors and I look forward to meeting with you again” (*student at stage 1)* or “I was the management student who wanted to be a nurse. I wanted to let you know that I will be starting S.F. State's M.S. Nursing program in fall 2010 this year!!! Thank you for all of the help” (*student at stage 4-5 who went through all of the stages) or* *“*Thanks for the help narrowing it down.”(*student at stage 4.)*

Thus, in order to get students to actively progress through the steps, one strategy that can be implemented is to highlight success stories of students who went through the process and how it helped alleviate any career stress. Videos could be created and/or quotes could be utilized in handouts that promote students who achieved career success.

Student Learning Outcome #2

Students who attend an active CSC programming event in housing will be able to identify 5 of the services that we offer.

Rationale – The earlier students utilize our services the more likely they will be able to persist toward a timely graduation and have an idea of what path to pursue upon graduation.

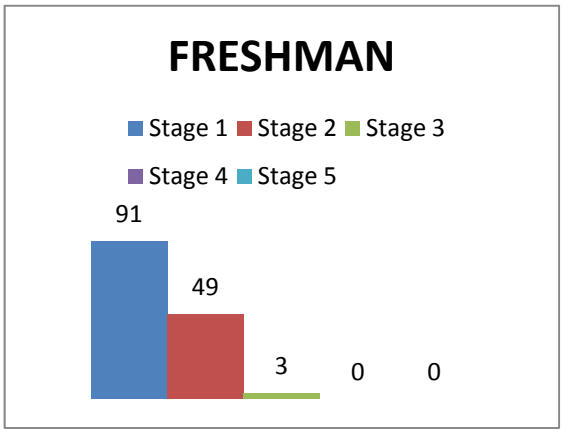
Measures
80% of students who complete their program evaluation will be able to state 5 of the services we provide.

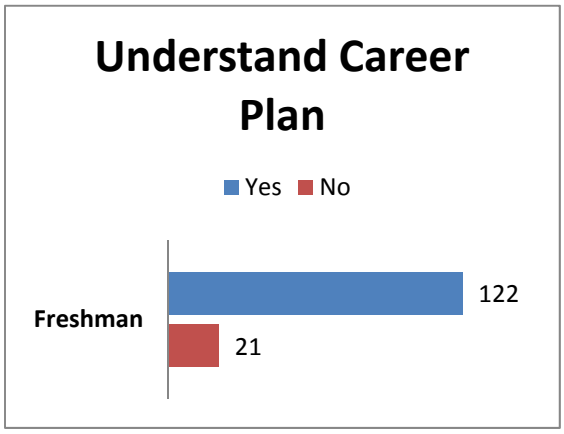
Results
The Career Peer Educators offered seven workshops in Housing during the 2009 – 2010 academic year on topics ranging from how to choose a major to how to work a career/internship fair. At the conclusion of each workshop, a program evaluation was given to participants that asked them to identify services our office provides (by checking a box next to each service we provide or filling in other). 84% of students were able to list at least 5 services we provide, with a majority of those students being able to identify more services. Here is the break down by year in school:

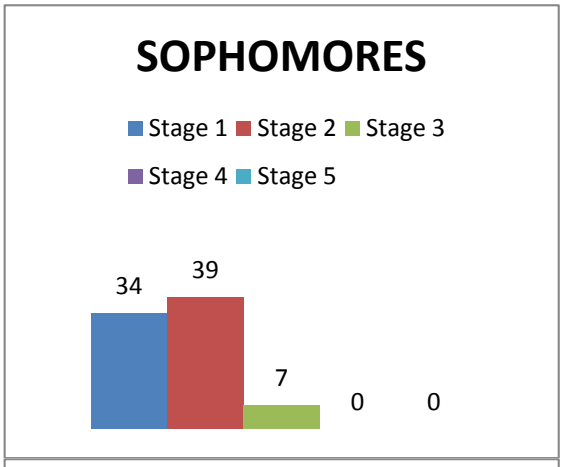
Freshman	93%
Sophomore	75%
Junior	77%
Senior	89%

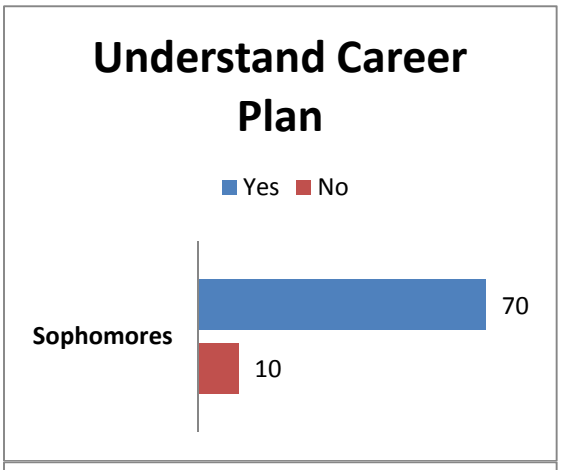
Conclusions
While we were able to exceed our goal, it will be important to continue to offer workshops tailored at increasing students' knowledge of the resources our office provides. Additionally, while students may be familiar with our services, a strategy will need to be implemented that will encourage more students to attend our events. While it is one thing for the students to be aware of our services, it is another for them to make time out of their busy schedules to attend an event that might not have an immediate relevancy for them. Thus, it will be our challenge to strategically market our events to students so that they see the importance of participating in something now that may not have a direct impact on them until later on in their academic career.

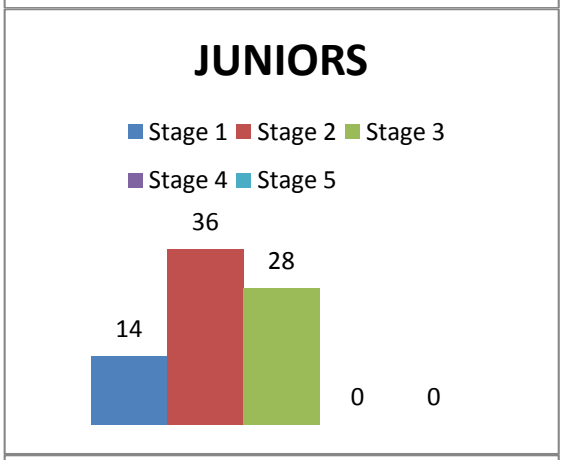
Graphs for Student Learning Outcome #1

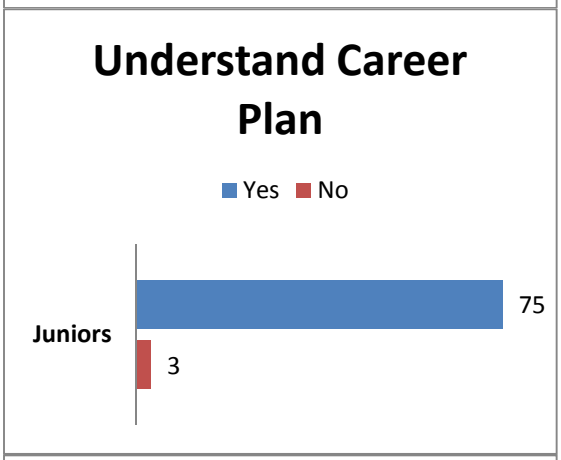


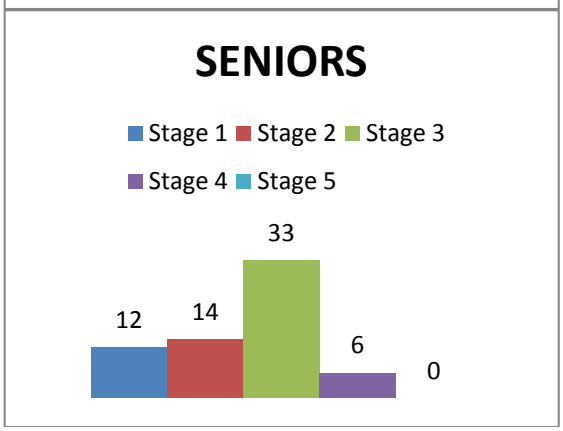


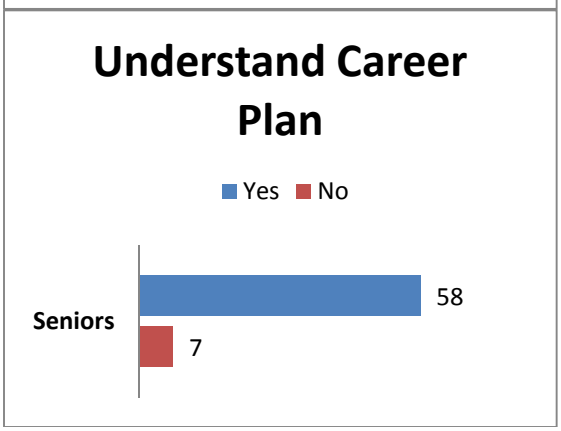

SOPHOMORES
Stage 1
Stage 2
Stage 3
Stage 4
Stage 5
34
39
7
0
0


Understand Career Plan
Yes
No
Sophomores
70
10


JUNIORS
Stage 1
Stage 2
Stage 3
Stage 4
Stage 5
14
36
28
0
0


Understand Career Plan
Yes
No
Juniors
75
3


SENIORS
Stage 1
Stage 2
Stage 3
Stage 4
Stage 5
12
14
33
6
0


Understand Career Plan
Yes
No
Seniors
58
7

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: CENTER FOR EDUCATIONAL PARTNERSHIPS

Mission Statement

Note: Departmental missions must be directly aligned with those of the Division of Student Affairs. A mission statement should include approximately 3-5 sentences that identify the ***name*** *of the department, its* ***primary functions****,* ***modes of delivery*** *and* ***target audience****.* Mission statement should be approximately 100 words or less.
Rationale: Explains how the departmental mission relates to the mission of the Division and supports the mission of the University.

Mission:

The mission of the Center for Educational Partnerships is to provide local schools with assistance in making long-term and systemic changes at their school sites to increase postsecondary eligibility and enrollment rates among all students. The Center for Educational Partnership's goal is to provide student, school, and parent-centered services that ultimately result in students having the greatest number of opportunities from the widest array of options upon graduation.

Planning Goals

Note: Planning Goals are broad statements that describe the overarching, long-range intentions of an administrative unit. Goals are used primarily for general planning, as the starting point for the development and refinement of program objectives or student learning outcomes.
Formulate 3-4 goals and include them here.

Goal 1: Implement an accountability framework for each student, school, and parent program/project housed in the Center for Educational Partnerships unit.

Goal 2: Create an interactive CEP website to enhance communication with CEP stakeholders and provide them with information and resources.

Goal 3: Develop a communication tool that provides stakeholders updates on CEP's progress towards completing the projects outlined in the accountability framework.

Program Objectives and Student Learning Outcomes

Note: Program Objectives are related to program improvement around issues like timeliness, efficiency and participant satisfaction. Learning Objectives address what a student learns or how a student changes by participating in a program or utilizing the service. Both program objectives and student learning outcomes are measurable statements that provide evidence as to how well you are reaching your goals.

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Department of the Center for Educational Partnership's Learning Outcomes are:

- Students develop an understanding and increased knowledge of postsecondary options;
- Students will learn to advocate on behalf of themselves and others regarding postsecondary access;
- Parents will clearly understand how to help their children navigate the issues related to financing higher education and matriculating to a college or university; and
- Through their participation in CEP Programs, students will promote a "college going culture" at their schools by pursuing a postsecondary education and career awareness.

Program Objectives #1

Clearly articulate in a sentence or two your first PO and include it here. Reminder: Program objectives are related to program improvement and might include such issues as efficency, participant satisfaction or timeliness of materials. Please provide the reader with a context as to why this PO is important to measure.

By **September 30, 2009** CEP Program Managers will submit to CEP Interim Director a final draft of their program accountability framework that includes objectives, outcomes and indicators, evidence, methodology, monitoring, and mechanisms for learning.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

By **October 9, 2009** we will review, edit, and finalize all CEP program accountability frameworks and will make them available on CEP website by **November 30, 2009**.

Results (This section will be due in summer 2010 along with your Annual Report)

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective was met. Typically a results summary should be between 100-300 words.

The CEP goal for AY/FY 2009-2010 to implement an accountability framework for all student, school, and parent-centered programs/projects was successfully implemented for five of the six CEP programs. The exception was the Upward Bound Program who is still developing its accountability framework and will submit its final framework by July 31, 2010. Accountability frameworks for the UC Scholars EAOP, Talent Search, GEAR UP, and Parent Empowerment Programs were developed and implemented by September 30, 2009. The Data Analysis and Evaluations unit created and implemented an on-line accountability framework driven primarily by internal and external requests for data reports and/or analysis.

Below please find the snapshot of one section of a CEP accountability model and the web version of the framework, which monitored on a live basis:

SAMPLE LOGIC MODEL:

Hierarchy of Objectives	Outcomes and Indicators (Quantity, Quality & Time)	Monitoring (Data Sources)	Coordinator	Program Representative
Strategy Objective **Objective 3: One hundred percent (100%) of 8th, 9th, and 10th grade UC Scholars EAOP families will participate in counseling sessions focused on preparing for higher education with UC Scholars EAOP staff [Years 1-4].** All active program participants will complete the required UC/CSU minimum 15 subject matter course pattern	A. In 2009-2010, 70% of active 9th grade students will complete 2 A-G courses with at least a 3.0 GPA or better, with no "D's or F's" B. In 2009-2010, 70% of active 10th grade students will complete 7 A-G courses with at least a 3.0 GPA or better, with no "D's or F's" C. In 2009-2010, 70% of active 11th grade students will complete 11 A-G courses with at least a 3.0 GPA or better, with no "D's or F's" D. In 2009-2010, 70% of active 12th grade students will complete 15 A-G courses with at least a 3.0 GPA or better, with no "D's or F's"	Our accountability framework calls for UC Scholar students to complete a minimum of fifteen (15) A-G courses which is the number required to gain minimally UC/CSU eligibility. In order to reach this number, UC/CSU guidelines recommend that students complete the following number of A-G courses by the end of each grade level: End of 9th grade: 3 End of 10th grade: 7 End of 11th grade: 11 End of 12th grade: 15	Coordinator will meet with one hundred percent (100%) of 8th, 9th, and 10th grade UC Scholars EAOP families in individual counseling sessions focused on preparing students for higher education	Staff will assist UC Scholars EAOP Coordinator in the coordination of counseling sessions with student and parent/guardian focused on preparing their students for higher education.
Activities				
A. Development of Progress Report-Based Individual Academic Plan	A. In 2009-2010, staff will update Progress Report-Based Individual Academic Plans • 100% of progress report grades of "Ds" and "Fs" will be entered in the database to produce updated Progress Report-Based Individual Academic Plans indicating which students staff will meet with individually and contact parent(s) *(Deadlines will vary according to progress report calendars)*	A. Staff will enter in the database 100% of progress report grades of "Ds" and "Fs" to produce updated Progress Report-Based Individual Academic Plans indicating which students staff will meet with individually and contact parent(s) *(Deadlines will vary according to progress report calendars)*	A. Coordinator will update and enter in the EAOP database Progress Report-Based Individual Academic Plans for 100 % of UC Scholar EAOP students to produce updated Individual Academic Plans indicating students' academic progress.	A. Staff will assist UC Scholars EAOP Coordinator and will update and enter in the EAOP database Progress Report-Based Individual Academic Plans for 100 % of UC Scholar EAOP students to produce updated Individual Academic Plans indicating students' academic progress.
B. Development of Semester-Based Individual Academic Plan	B. In 2009-2010, staff will update Semester-Based Individual Academic Plans • 100% of semester grades will be entered to produce updated Individual Academic Plans indicating subject borderline/off-track students for staff to meet with individually and contact parent(s) by February 6, 2010 and June 26, 2010	B. Staff will enter in the database 100% of semester grades to produce updated Individual Academic Plans indicating subject borderline/off-track students for staff to meet with individually and contact parent(s) by February 6, 2010 and June 26, 2010	B. Coordinator will update and enter in the EAOP database Semester Based Individual Academic Plans for 100 % of UC Scholar EAOP students to produce updated Individual Academic Plans indicating students' academic progress and subject borderline/off-track students.	B. Staff will assist UC Scholars EAOP Coordinator and will update and enter in the EAOP database Semester Based Individual Academic Plans for 100 % of UC Scholar EAOP students to produce updated Individual Academic Plans indicating students' academic progress and subject borderline/off-track students.
C. Review K-12 Standardized Tests, High School Graduation Requirements, and Four Year Individual Academic Plan with UC Scholars EAOP students and at least one parent/guardian	C. In 2009-2010, staff will review K-12 Standardized Tests, High School Graduation Requirements, and Four Year Individual Academic Plan with UC Scholars EAOP students and at least one parent/guardian • 100% of students will have their K-12 Standardized Tests, High School Graduation Requirements, and Four Year Individual Academic Plan reviewed by December 12, 2010: o 12th grade students by September 19, 2010 o 11th grade students by October 17, 2010 o 10th grade students by November 14, 2010 o 9th grade students by December 12, 2010	C. Staff will enter in the EAOP database "K-12 Standardized Tests, High School Graduation Requirements, and Individual Academic Plan" and will review the data for 100% of students: o 12th grade students by September 19, 2010 o 11th grade students by October 17, 2010 o 10th grade students by November 14, 2010 o 9th grade students by December 12, 2010	C. Coordinator will individually review K-12 Standardized Tests, High School Graduation Requirements, and Four Year Individual Academic Plan with UC Scholars EAOP students and at least one parent/guardian.	C. Staff will assist UC Scholars EAOP Coordinator in individually reviewing K-12 Standardized Tests, High School Graduation Requirements, and Four Year Individual Academic Plan with UC Scholars EAOP students and at least one parent/guardian.
D. Parent UC/CSU Eligibility Workshop	D. In 2009-2010, a Parent UC/CSU Eligibility Workshop will be conducted at each partner school for identified 10th grade subject borderline/off-track students • 75% of 10th grade subject borderline/off-track students parents, will attend this workshop by April 17, 2010 *(identified after Spring progress reports)*	D. Enter Parent UC/CSU Eligibility workshop in the activity section of the database and include survey results in the workshop activity log folder within one week of completing the workshop	D. Coordinator will communicate Parent UC/CSU Eligibility Workshops survey results to all stakeholders within one week of completing the workshop.	D. Staff will conduct workshop and monitor number of parents and students attending the workshop. Enter Parent UC/CSU Eligibility workshop in the activity section of the EAOP database and scan and file survey n the workshop activity log folder within

Logic Model Report – Early Academic Outreach program
08/01/2009 - 08/01/2010

ACADEMIC ADVISING						
GRADE	**DEADLINE**	**Early Academic Outreach Program**				**MINIMUM**
HS & IAP Review						
12th	09/18/2009	473	473	429	90.70%	100%
11th	10/09/2009	599	599	459	76.63%	100%
10th	10/30/2009	500	500	380	76.00%	100%
9th	11/20/2009	404	404	260	64.36%	100%
Systems of Higher Education						
9th	11/20/2009	404	303	22	5.45%	75%
Algebra Entry						
10th	05/31/2010	500	500	117	23.40%	100%
Parent UC/CSU Eligibility						
10th	04/16/2010	500	375	0	5.45%	75%
Update A-G Course List						
School	02/26/2010	Date	Date	Date	Date	100%
A-G Training to Partners						
School	10/16/2009					N/A
Eligibility in the Local Context						
School	07/16/2009	Date	Date	Date	Date	100%
ENTRANCE EXAMINATION						
GRADE	**DEADLINE**	**Early Academic Outreach Program**				**MINIMUM**
PSAT Registration		Total	Expected	Actual	Percentage	
11th	10/09/2009	599	449	80	13.36%	75%
10th	N/A	500		30	6.00%	N/A
9th	N/A	404		0	0.00%	N/A
PSAT Workshop						
11th	10/09/2009	599	449	136	22.70%	75%
10th	N/A	500		5	1.00%	N/A
9th	N/A	404		2	0.50%	N/A
PSAT Review						
11th	04/23/2010	599	599	61	10.18%	100%
10th	N/A	500		39	7.80%	N/A
9th	N/A	404		2	0.50%	N/A
SAT/ACT Test Prep Workshop						
11th	02/05/2009	599	449	0	0.00%	75%
SAT/ACT Registration						
SAT Reasoning Test Registration						
12th	11/06/2009	473	378	135	28.54%	80%
11th	05/07/2010	599	479	141	23.54%	80%
SAT Subject Test Registration						
12th	11/06/2009	473	237	113	23.89%	50%
11th	05/07/2010	599	300	78	13.02%	50%
ACT Plus Writing Registration						
12th	11/06/2009	473	378	139	29.39%	80%
11th	05/07/2010	599	479	143	23.87%	80%
Fee Waiver Distribution		Total Allocated	Total Used			
12th	N/A					N/A
11th	N/A					N/A
FINANCIAL AID						

GRADE	DEADLINE	Early Academic Outreach Program				MINIMUM
FAFSA Pin Number Registration		Totla	Expected	Actual	Percentage	
12th	02/19/2010	473	473	393	83.09%	100%
FAFSA Application Assistance						
12th	03/02/2010	473	473	263	55.60%	100%
Financial Aid Night						
12th	02/26/2010	473	331	58	12.26%	N/A
Cal Grant Report Review						
12th	04/30/2010	473	473	78	16.49%	100%
Scholarship Workshop						
11th	06/22/2010	599	419	0	0.00%	70%
Scholarship Application Assistance						
12th	05/28/2010	473	331	88	18.60%	70%
PERSONAL DEVELOPMENT						
GRADE	**DEADLINE**	**Early Academic Outreach Program**				**MINIMUM**
Note Taking Workshop		Total	Expected	Actual	Percentage	
9th	12/11/2009	404	303	82	20.30%	75%
Studying for Success Workshop						
9th	05/07/2010	404	303	39	9.65%	75%
UNIVERSITY ENROLLMENT ASSISTANCE						
GRADE	**DEADLINE**	**Early Academic Outreach Program**				**MINIMUM**
UC Admission Application Workshop		Total	Expected	Actual	Percentage	
12th	11/06/2009	249	187	75	30.12%	100% of UC Eligible
Individual UC Admission Assistance						
12th	11/30/2009	249	249	130	52.21%	100% of UC Eligible
Individual CSU Admission Assistance						
12th	11/30/2009	249	249	137	55.02%	100% of UC Eligible
Individual CCC Admission Assistance						
12th	05/14/2010	473	473	45	9.51%	100%
Post-Secondary Checklist Workshop						
12th	04/23/2010	473	473	0	0.00%	100%
Junior Questionnaire						
11th	06/04/2010	599	599	0	0.00%	100%
Senior Questionnaire A						
12th	12/18/2009	473	473	468	98.94%	100%
UNVERSITY ENROLLMENT INFORMATION						
GRADE	**DEADLINE**	**Early Academic Outreach Program**				**MINIMUM**
Placement Exam Information		Total	Expected	Actual	Percentage	
12th	04/30/2010					100%
Housing, FA Interpretation & Verification						
12th	04/30/2010	473	473	57	12.05%	100%
Senior Questionnaire B						
12th	06/11/2010	473	473	450	95.14%	100%
Admission Confirmation						
12th	04/02/2010	473	473	26	5.50%	100%
College Acceptance Letter						
12th	06/11/2010					100%
Senior Enrollment Follow-Up						
12th	09/25/2010	473	473	1	0.21%	100%

Logic Model Report – Talent Search Program
08/01/2009 - 08/01/2010

ACADEMIC ADVISING						
GRADE	**DEADLINE**	**Talent Search Program**				**MINIMUM**
HS & IAP Review						
12th	09/18/2009	156	156	138	88.46%	100%
11th	10/09/2009	154	154	131	85.06%	100%
10th	10/30/2009	140	140	122	87.14%	100%
9th	11/20/2009	102	102	85	83.33%	100%
Systems of Higher Education						
9th	11/20/2009	102	77	0	0.00%	75%
Algebra Entry						
10th	05/31/2010	140	140	140	100.00%	100%
Parent UC/CSU Eligibility						
10th	04/16/2010	140	105	0	0.00%	75%
Update A-G Course List						
School	02/26/2010	Date	Date	Date	Date	100%
A-G Training to Partners						
School	10/16/2009					N/A
Eligibility in the Local Context						
School	07/16/2009	Date	Date	Date	Date	100%
ENTRANCE EXAMINATION						
GRADE	**DEADLINE**	**Talent Search Program**				**MINIMUM**
PSAT Registration		Total	Expected	Actual	Percentage	
11th	10/09/2009	154	116	33	21.43%	75%
10th	N/A	140		9	6.43%	N/A
9th	N/A	102		1	0.98%	N/A
PSAT Workshop						
11th	10/09/2009	154	116	79	51.30%	75%
10th	N/A	140		17	12.14%	N/A
9th	N/A	102		1	0.98%	N/A
PSAT Review						
11th	04/23/2010	154	154	0	0.00%	100%
10th	N/A	140		0	0.00%	N/A
9th	N/A	102		0	0.00%	N/A
SAT/ACT Test Prep Workshop						
11th	02/05/2009	154	116	0	0.00%	75%
SAT/ACT Registration						
SAT Reasoning Test Registration						
12th	11/06/2009	156	125	35	22.44%	80%
11th	05/07/2010	154	123	3	1.95%	80%
SAT Subject Test Registration						
12th	11/06/2009	156	78	22	14.10%	50%
11th	05/07/2010	154	77	0	0.00%	50%
ACT Plus Writing Registration						
12th	11/06/2009	156	125	35	22.44%	80%
11th	05/07/2010	154	123	8	5.19%	80%
Fee Waiver Distribution		Total Allocated	Total Used			
12th	N/A					N/A
11th	N/A					N/A
FINANCIAL AID						

GRADE	DEADLINE	Talent Search Program				MINIMUM
FAFSA Pin Number Registration		Totla	Expected	Actual	Percentage	
12th	02/19/2010	156	156	140	89.74%	100%
FAFSA Application Assistance						
12th	03/02/2010	156	156	114	73.08%	100%
Financial Aid Night						
12th	02/26/2010	156	109	0	0.00%	N/A
Cal Grant Report Review						
12th	04/30/2010	156	156	7	4.49%	100%
Scholarship Workshop						
11th	06/22/2010	154	108	0	0.00%	70%
Scholarship Application Assistance						
12th	05/28/2010	156	109	21	13.46%	70%
PERSONAL DEVELOPMENT						
GRADE	**DEADLINE**	**Talent Search Program**				**MINIMUM**
Note Taking Workshop		Total	Expected	Actual	Percentage	
9th	12/11/2009	102	77	17	16.67%	75%
Studying for Success Workshop						
9th	05/07/2010	102	77	0	0.00%	75%
UNIVERSITY ENROLLMENT ASSISTANCE						
GRADE	**DEADLINE**	**Talent Search Program**				**MINIMUM**
UC Admission Application Workshop		Total	Expected	Actual	Percentage	
12th	11/06/2009	81	61	44	54.32%	100% of UC Eligible
Individual UC Admission Assistance						
12th	11/30/2009	81	81	53	65.43%	100% of UC Eligible
Individual CSU Admission Assistance						
12th	11/30/2009	81	81	37	45.68%	100% of UC Eligible
Individual CCC Admission Assistance						
12th	05/14/2010	156	156	5	3.21%	100%
Post-Secondary Checklist Workshop						
12th	04/23/2010	156	156	0	0.00%	100%
Junior Questionnaire						
11th	06/04/2010	154	154	0	0.00%	100%
Senior Questionnaire A						
12th	12/18/2009	156	156	154	98.72%	100%
UNVERSITY ENROLLMENT INFORMATION						
GRADE	**DEADLINE**	**Talent Search Program**				**MINIMUM**
Placement Exam Information		Total	Expected	Actual	Percentage	
12th	04/30/2010					100%
Housing, FA Interpretation & Verification						
12th	04/30/2010	156	156	22	14.10%	100%
Senior Questionnaire B						
12th	06/11/2010	156	156	139	89.10%	100%
Admission Confirmation						
12th	04/02/2010	156	156	4	2.56%	100%
College Acceptance Letter						
12th	06/11/2010					100%
Senior Enrollment Follow-Up						
12th	09/25/2010	156	156	5	3.21%	100%

Conclusions (This section will be due in summer 2010 along with your Annual Report)
Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

The CEP remains committed to establishing strong accountability frameworks (logic models) for all of its student, parent, and school-centered programs. The sample accountability framework reflects CEP's conscientious effort to implement a uniformed accountability system amongst all of its programs, thus, creating a structured working environment that reflects transparency in program objectives and outcomes. All accountability frameworks have been web-enabled in CEP's effort to monitor live data on a daily basis. The accountability framework for the Upward Bound Program will be completed by July 31, 2010 and web-enabled by August 31, 2010.

Program Objectives #2
Clearly articulate in a sentence or two your second PO and include it here. Reminder: Program objectives are related to program improvement and might include such issues as efficiency, participant satisfaction or timeliness of materials. Please provide the reader with a context as to why this PO is important to measure.

By **June 30, 2009** the CEP part-time "communications" intern will develop, implement, and maintain CEP's stakeholder website.

Measures
Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.
Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

Progressive deadlines will be established leading up to the completion and management of CEP website. By **October 31, 2009** CEP website structure and context will have been created. By **December 18, 2009** programmers will have developed website layout. By **January 30, 2010** communications intern will maintain website content.

Results (This section will be due in summer 2010 along with your Annual Report)
Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective was met. Typically a results summary should be between 100-300 words.

The CEP understands the importance of communicating its mission, program objectives and successes to its constituents by means of an interactive website, electronic newsletters and brochures. Although CEP has actively recruited for the part-time "communications" intern position since December 2009, it has been unable to fill the position. CEP seeks the possibility of contracting an individual to provide the text for CEP communication tools. In the meantime, the Data Analysis and Evaluations unit has created the website and on-line newsletter tools pending the recruitment of a writer by early fall 2010.

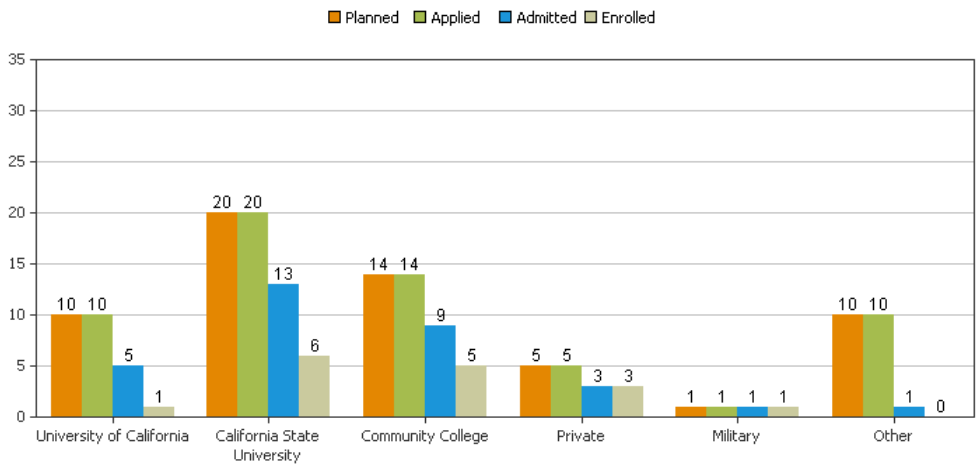
Communication is critical in gaining more credibility amongst school partners. CEP recently launched a communication tool that will provide ongoing information to school partners about the value of CEP programs to their students and families. This communication tool is aligned to CEP's accountability frameworks and provides stakeholders with updates on CEP's progress towards completing the projects outlined in the various programs accountability frameworks. For example, staff has one week after their stated deadline to communicate how many students they registered for the SAT/ACT. This tool is managed through a newly developed database that allows individual program managers to monitor individual staff data reports and communications to school partners. On January 25, 2010 it was enhanced to track the number of communications sent to stakeholders. As of today 552 communications have been sent to CEP stakeholders regarding CEP's deliver of student and parent-centered services.

SAMPLE COMMUNICATION REGARDING STUDENT SERVICES:

Dear XXXXXX:
Our accountability framework calls for 100% of active 12th grade UC Scholars Early Academic Outreach Program students to complete a Higher Education Application Questionnaire (Senior Questionnaire A). I use the results of this questionnaire to determine how to better serve our UC Scholars Early Academic Outreach Program students. I am writing to inform you that 31 of the 31 (100.00%) UC Scholars Early Academic Outreach Program students completed this important questionnaire and have included the results below showing how many UC Scholars Early Academic Outreach Program students applied to various colleges and universities:

School Summary
Number of Students by Institution of Higher Education
2009 - 2010

IHE Type	Planned		Applied		Admitted		Enrolled	
University of California	10	32.3 %	10	32.3 %	5	16.1 %	0	0.0 %
California State University	20	64.5 %	20	64.5 %	13	41.9 %	0	0.0 %
Community College	14	45.2 %	14	45.2 %	9	29.0 %	0	0.0 %
Private	5	16.1 %	5	16.1 %	3	9.7 %	0	0.0 %
Military	1	3.2 %	1	3.2 %	1	3.2 %	0	0.0 %
Other	10	32.3 %	10	32.3 %	1	3.2 %	0	0.0 %
Total	31	100.0 %	31	100.0%	23	74.2 %	0	0.0 %



Meeting this important framework requirement ensures that I am able to communicate actual college-going application data of our UC Scholars Early Academic Outreach Program students.

As always, please feel free to contact me at or msalinas@ucmerced.edu should you have any questions or concerns.

Sincerely,

Marisa Salinas, Student Affairs Officer

UC Merced Center for Educational Partnerships

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SAMPLE COMMUNICATION REGARDING PARENT SERVICES:

Dear Mr. XXXX :

Our accountability framework calls for our partnership to serve twenty-five (25) unique high school families through the Parent Empowerment Program (PEP) during the Spring semester. In addition, our accountability framework calls for PEP participants to receive an average correctness rate of seventy-five percent (75%) on workshop post-surveys. We also conduct pre-surveys for each workshop to determine exact growth rates in participant knowledge for each workshop. As you know, the primary purpose of PEP is to empower parents to clearly and unequivocally understand how to help their children navigate the myriad of issues related to financing higher education and matriculating to a college or university.

In order to reach this framework element, the following Parent Empowerment Program Workshops were conducted:

Date	School	Workshop	# of Participants	Pre Correct %	Post Correct %	Change %	Objective Met	Parent Average Rating
03/03/2010	XXXX High School	Introduction to the Parent Empowerment Program & Systems of Higher Education	10	64.58%	91.67%	27.08%	Yes	4.31
03/08/2010	XXXX High School	Pathway to Higher Education : AG	17	33.33%	79.05%	45.71%	Yes	3.84
03/15/2010	XXXX High School	Pathway to Higher Education : Higher Education Entrance Exams	21	34.22%	90.04%	55.82%	Yes	4.23
03/22/2010	XXXX High School	Financial Aid	15	45.13%	89.58%	44.46%	Yes	4.11
03/29/2010	XXXX High School	K-12 Standardized Exams	16	22.06%	92.65%	70.59%	Yes	2.29
04/08/2010	XXXX High School	Individual Academic Plan	12	N/A	81.25%	N/A	Yes	N/A
04/12/2010	XXXX High School	Review Session	13	N/A	79.65%	N/A	Yes	4.46

Below is a summary of attendees as well as pre and post-survey results for the aforementioned workshops.

Introduction to the Parent Empowerment Program & Systems of Higher Education

Year Phase : **0910P1**
School Name : XXXX HS
Number of Respondents of Pre-survey : 12
Number of Respondents of Post-post : 12

	Question	Pre Survey		% correct	Post Survey		% correct	% change
1	Any person who is 18 years old can enroll at a community college. (T)	Correct	9	75.0%	Correct	11	91.7%	16.7%
		Incorrect	3		Incorrect	1		
		Unsure	0		Unsure	0		
2	My child must obtain an Associate's Degree	Correct	3	25.0%	Correct	9	75.0%	50.0%

	before they can obtain a Bachelor's Degree. (F)	Incorrect Unsure	9 0		Incorrect Unsure	3 0		
3	The highest-level degree indicated below is: Master Degree.	Correct Incorrect Unsure	6 5 1	50.0%	Correct Incorrect Unsure	12 0 0	100.0%	50.0%
4	My child can obtain a Master's Degree directly after obtaining their: Bachelor's Degree.	Correct Incorrect Unsure	6 6 0	50.0%	Correct Incorrect Unsure	10 2 0	83.3%	33.3%
5	Please check examples of "University of California" institutions of higher education: UC Davis, UC Merced, UC Santa Cruz.	Correct Incorrect Unsure	10 2 0	83.3%	Correct Incorrect Unsure	12 0 0	100.0%	16.7%
6	Please check examples of "California State University" institutions of higher education: CSU Fresno, CSU Bakersfield, CSU Stanislaus.	Correct Incorrect Unsure	9 3 0	75.0%	Correct Incorrect Unsure	12 0 0	100.0%	25.0%
7	Please check examples of "California Community College" institutions of higher education: FCC, BCC, Merced College, WHC, Modesto College.	Correct Incorrect Unsure	10 2 0	83.3%	Correct Incorrect Unsure	11 1 0	91.7%	8.3%
8	Please check examples of "Private" institutions of higher education: Fresno Pacific University, University of the Pacific in Stockton.	Correct Incorrect Unsure	9 3 0	75.0%	Correct Incorrect Unsure	10 2 0	83.3%	8.3%
9	My child can obtain a Bachelors Degree at a California Community College. (F)	Correct Incorrect Unsure	9 3 0	75.0%	Correct Incorrect Unsure	12 0 0	100.0%	25.0%
10	What system of higher education enrolls the top 12.5% of California's high school graduates? University of California	Correct Incorrect Unsure	6 6 0	50.0%	Correct Incorrect Unsure	11 1 0	91.7%	41.7%
11	The University of California system has how many universities in the state? 10.	Correct Incorrect Unsure	8 3 1	66.7%	Correct Incorrect Unsure	11 1 0	91.7%	25.0%
12	The California State University system has how many universities in the state? 23.	Correct Incorrect Unsure	8 3 1	66.7%	Correct Incorrect Unsure	11 1 0	91.7%	25.0%
	Average			64.58%			91.67%	27.08%

The objective rate of post survey is : 75%.

The average rate of post survey is : 91.67%.

75% Objective is Met.

Workshop Rating Summary

Workshop Name	Workshop Rating					Average
	Q 1	Q 2	Q 3	Q 4	Q 5	
Introduction to the Parent Empowerment Program & Systems of Higher Education	4.5	4.0	4.8	4.9	4.9	4.6
Pathway to Higher Education : AG	4.0	3.9	4.0	4.2	4.6	4.1
Pathway to Higher Education : Higher Education Entrance Exams	4.4	4.6	4.7	4.8	4.6	4.6
Financial Aid	4.2	4.2	4.4	4.4	4.6	4.4
K-12 Standardized Exams	4.8	4.7	4.9	5.0	5.0	4.9
Individual Academic Plan	0.0	0.0	0.0	0.0	0.0	0.0
Review Session	0.0	4.9	4.8	4.9	5.0	3.9

Workshop Rating Scale: *1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree*

No.	Survey Statements
Q1	The Parent Empowerment Program staff provided a comfortable atmosphere during tonight's workshop.

Q2 I felt that I could relate with the other parents who participated in tonight's workshop.
Q3 I look forward to attending future Parent Empowerment Program workshops.
Q4 Tonight's workshop provided me with valuable information.
Q5 I enjoyed the reflective session tonight.

Meeting this important framework requirement ensures that the partnership contributes to a better understanding of higher education not just among students but their families as well.

As always, please feel free to contact me at (559) 241-7476 or yuribe@ucmerced.edu should you have any questions or concerns.

Sincerely,

Yesika Uribe, Student Affair Officer

UC Merced Center for Educational Partnerships

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Conclusions (This section will be due in summer 2010 along with your Annual Report)
Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

The CEP understands the importance of communicating its mission, program objectives and successes to its constituents and will make a concerted effort to recruit either a part-time "communications" intern or contractor to develop, implement and maintain CEP's website and develop its newsletters and brochures by early fall 2010.

Further, the absence of an internal writer has not prevented the CEP from communicating regularly to stakeholders on the progress of student and parent-centered activities. As of June 2010, 552 communications have been sent to CEP stakeholders regarding CEP's deliver of student and parent-centered services.

Student Learning Outcome #1
Clearly articulate—preferably in a sentence or two—your first SLO and include it here. Reminder: Learning Objectives address what a student learns or how a student changes by participating in the program or utilizing the service. Student Affairs Learning Outcomes are listed above. Please provide the reader with a context as to why this PO is important to measure.

By **June 30, 2010** CEP students will learn how they can successfully complete the required college preparatory courses (the "a–g" course pattern).

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.
Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO #1 was met.

A variety of surveys will be implemented to assess the value added of CEP postsecondary enrollment workshops through pre and post knowledge based surveys.

Results (This section will be due in summer 2010 along with your Annual Report)
Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the student learning outcome was met. Summarize your results for SLO #1 here. Typically this summary should be between 100-300 words.

The number of overall 12th grade students completing the A-G course pattern remained at a solid 48.87% during AY/FY 2009-2010. We hope that this percentage will increase based on the fact that 91.24% of our current juniors completed Algebra I (with "C" or better) by the end of their 10th grade year. We feel confident that these percentages are exact reflections of student records as we have embedded all validation, GPA, and other A-G rules on the back end of our CEP student information system; thus dramatically minimizing opportunities for manual errors and students exposure to workshops focused on A-G course requirements.

Further, in AY/FY 2009-2010 CEP's focus on providing students with ongoing academic advising to ensure they successfully complete the required college preparatory courses for admission to institutions of higher education increased by 5.2%. The center attributes this increase to students exposure to workshops focused on A-G course requirement the different systems of higher education and staff developing and reviewing students' individual academic plans (IAP). Participation and pre and post survey results are listed below:

A - G Course Requirements

Showing 1021 students

1. I must complete the A-G requirements in order to graduate from high school.

	Pre		Post	
True	552	56%	291	50%
False	276	28%	289	49%
Unsure	166	17%	7	1%

2. I must complete the A-G requirements in order to be UC/CSU eligible.

	Pre		Post	
True	688	70%	537	92%
False	72	7%	33	6%

Unsure	225	23%	12	2%

3. How many years of high school History/Social Science are required to be UC/CSU eligible?

	Pre		Post	
1	19	2%	4	1%
2	378	38%	448	77%
3	254	26%	91	16%
4	198	20%	35	6%
Unsure	143	14%	5	1%

4. How many years of high school English are required to be UC/CSU eligible?

	Pre		Post	
1	13	1%	3	1%
2	90	9%	22	4%
3	126	13%	44	7%
4	662	67%	514	87%
Unsure	102	10%	6	1%

5. How many years of high school Mathematics are required to be UC/CSU eligible?

	Pre		Post	
1	11	1%	1	0%
2	161	16%	33	6%
3	407	41%	475	81%
4	312	32%	72	12%
Unsure	99	10%	5	1%

6. How many years of high school Laboratory Science are required be UC/CSU eligible?

	Pre		Post	
1	118	12%	18	3%
2	404	41%	453	77%
3	183	19%	96	16%
4	48	5%	16	3%
Unsure	234	24%	5	1%

7. How many years of high school Foreign Language are required to be UC/CSU eligible?

	Pre		Post	
1	126	13%	45	8%
2	519	53%	437	74%
3	109	11%	77	13%
4	62	6%	25	4%
Unsure	167	17%	8	1%

8. How many years of high school Visual & Performing Arts are required to be UC/CSU eligible?

	Pre		Post	
1	359	37%	514	87%
2	253	26%	49	8%
3	75	8%	15	3%
4	41	4%	6	1%
Unsure	253	26%	7	1%

9. How many years of high school Electives are required to UC/CSU eligible?

	Pre		Post	
1	217	22%	476	81%
2	178	18%	53	9%
3	101	10%	22	4%
4	178	18%	16	3%
Unsure	306	31%	19	3%

10. Please select the course below that will give you an additional point on the grading scale.

	Pre		Post	
English 12 C	93	10%	47	8%
English 3 H	128	13%	275	47%
Pre-Calculus	83	9%	54	9%
Calculus	260	27%	151	26%
Unsure	405	42%	63	11%

Systems of Higher Education

Showing 628 students

1. Please check which of the following are examples of "Universities of California"

	Pre		Post	
Fresno City College, Bakersfield College, Merced Community College	25	4%	21	4%
CSU Fresno, CSU Bakersfield, CSU Stanislaus	26	5%	22	4%
UC Davis, UC Merced, UC Santa Cruz	451	79%	471	84%
Fresno Pacific University, University of Pacific, University of Southern California	43	8%	42	7%
Unsure	26	5%	6	1%

2. Please check which of the following are examples of "California State Universities":

	Pre		Post	
Fresno City College, Bakersfield College, Merced Community College	27	5%	17	3%
CSU Fresno, CSU Bakersfield, CSU Stanislaus	383	67%	475	85%
UC Davis, UC Merced, UC Santa Cruz	53	9%	33	6%
Fresno Pacific University, University of Pacific, University of Southern California	54	9%	29	5%

Unsure	53	9%	6	1%

3. Please check which of the following are examples of "California Community Colleges":

	Pre		Post	
Fresno City College, Bakersfield College, Merced Community College	459	82%	493	89%
CSU Fresno, CSU Bakersfield, CSU Stanislaus	12	2%	12	2%
UC Davis, UC Merced, UC Santa Cruz	20	4%	11	2%
Fresno Pacific University, University of Pacific, University of Southern California	15	3%	26	5%
Unsure	55	10%	15	3%

4. Please check which of the following are examples of "Private" institutions of higher education:

	Pre		Post	
Fresno City College, Bakersfield College, Merced Community College	15	2%	21	4%
CSU Fresno, CSU Bakersfield, CSU Stanislaus	60	10%	24	5%
UC Davis, UC Merced, UC Santa Cruz	30	5%	17	3%
Fresno Pacific University, University of Pacific, University of Southern California	410	67%	417	84%
Unsure	98	16%	19	4%

5. The University of California system consists of how many campuses?

	Pre		Post	
23	111	18%	59	12%
76	57	9%	19	4%
10	262	43%	386	79%
109	19	3%	18	4%
Unsure	158	26%	7	1%

6. The California State University system consists of how many campuses?

	Pre		Post	
23	184	31%	323	66%
76	79	13%	66	13%
10	83	14%	48	10%
109	22	4%	29	6%
Unsure	235	39%	25	5%

7. The California Community College system consists of how many campuses?

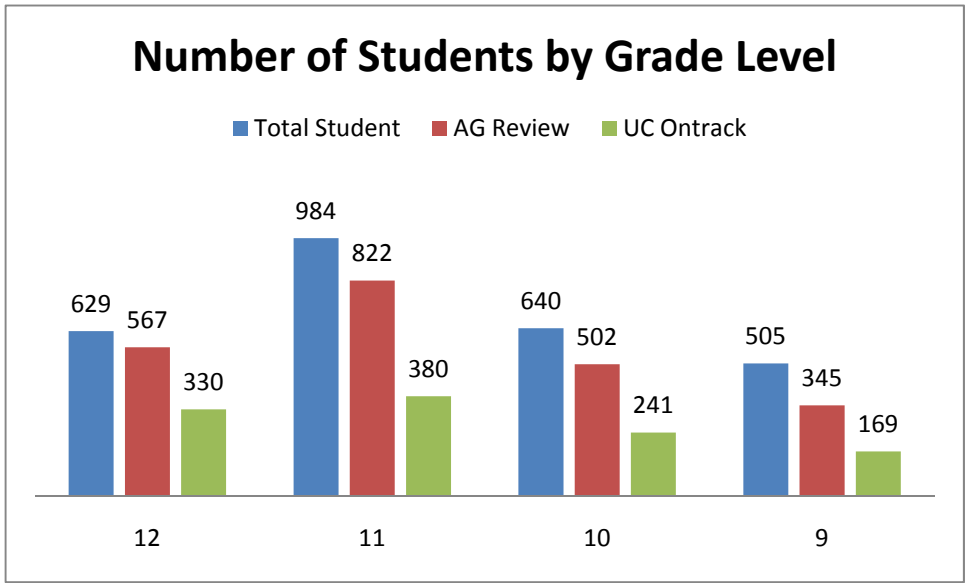
	Pre		Post	
23	43	7%	32	7%
76	104	17%	56	11%
10	45	8%	21	4%
109	132	22%	352	72%
Unsure	272	46%	28	6%

8. Please check which of the following institutions of higher education do not grant Bachelor's Degrees:

	Pre		Post	
Fresno City College, Bakersfield College, Merced Community College	247	41%	281	56%
CSU Fresno, CSU Bakersfield, CSU Stanislaus	46	8%	58	12%
UC Davis, UC Merced, UC Santa Cruz	55	9%	47	9%
Fresno Pacific University, University of Pacific, University of Southern California	35	6%	47	9%
Unsure	226	37%	70	14%

9. Please check which of the following institutions of higher education grant Associate's Degrees:

	Pre		Post	
Fresno City College, Bakersfield College, Merced Community College	120	20%	233	47%
CSU Fresno, CSU Bakersfield, CSU Stanislaus	77	13%	55	11%
UC Davis, UC Merced, UC Santa Cruz	100	16%	89	18%
Fresno Pacific University, University of Pacific, University of Southern California	69	11%	58	12%
Unsure	243	40%	66	13%



Conclusions (This section will be due in summer 2010 along with your Annual Report)
Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

CEP understands the importance of exposing CEP and non-CEP students to the various institutions of higher education and A-G course requirements. For AY/FY 2009-2010, CEP served 2,758 students in grades 9th through 12th, reviewed 2,236 individual academic plans (A-G course plans), but despite CEP's efforts, only 1,120 (40.6%) students are currently A-G on-track.

The aforementioned results do not include middle school students. The results do however, account for the GEAR UP 11th grade student cohort, which severely impacts the overall A-G course completion for CEP students. The GEAR UP Program currently serves the entire 11th

grade class, with an average grade point average (GPA) of 2.27. Therefore, the number of high school students completing the A-G course plan is an objective CEP staff will address in AY/FY 2010-2011.

Student Learning Outcome #2

Clearly articulate—preferably in a sentence or two—your second SLO and include it here. Reminder: Learning Objectives address what a student learns or how a student changes by participating in the program or utilizing the service. Student Affairs Learning Outcomes are listed above. Please provide the reader with a context as to why this PO is important to measure.

By **July 31, 2010** incoming 12th grade students will learn about college entrance requirements and how to write an effective UC personal statement.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO 2 was met.

A variety of surveys will be implemented to assess the value added of CEP postsecondary enrollment workshops through pre and post knowledge based surveys. The CEP will host summer writing academies on how to write an effective UC personal statement, integrating student and teacher surveys.

Results (This section will be due in summer 2010 along with your Annual Report)

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective or student learning outcome was met.

Given the importance of higher education exams, staff also spent a considerable amount of time focusing on registering students to take these exams. A total of 766 CEP students participated in a "PSAT workshop," 436 students participated in a "Higher Education Entrance Exams Workshop," 296 (38%) 12th grade CEP students registered for the ACT, and 348 (45%) registered for the SAT Reasoning higher education exams. Further, 255 (33%) of the 12th grade CEP students who completed the A-G requirements also took the ACT or SAT Reasoning Exam.

PSAT Workshop

Pre Total Number : 766

Post Total Number : 752

	Question	Pre Survey		% correct	Post Survey		% correct	% change
1	Why should you take the PSAT?	Correct	365	47.7%	Correct	380	50.5%	2.9%
		Incorrect	381		Incorrect	359		
		Unsure	20		Unsure	13		

2	Where should you go to sign up for the PSAT?	Correct	570		74.4%	Correct	426		56.6%	-17.8%
		Incorrect	189			Incorrect	305			
		Unsure	7			Unsure	21			
3	Which of the following is NOT tested on the PSAT?	Correct	369		48.2%	Correct	602		80.1%	31.9%
		Incorrect	380			Incorrect	139			
		Unsure	17			Unsure	11			
4	Grid-ins are used for:	Correct	337		44.0%	Correct	585		77.8%	33.8%
		Incorrect	396			Incorrect	139			
		Unsure	33			Unsure	28			
5	A wrong answer in the multiple choice sections deducts:	Correct	168		21.9%	Correct	594		79.0%	57.1%
		Incorrect	580			Incorrect	142			
		Unsure	18			Unsure	16			
6	You can take the practice test for the PSAT at:	Correct	159		20.8%	Correct	447		59.4%	38.7%
		Incorrect	579			Incorrect	284			
		Unsure	28			Unsure	21			
7	Guessing an answer after eliminating answer choices you know are wrong is known as:	Correct	613		80.0%	Correct	667		88.7%	8.7%
		Incorrect	140			Incorrect	68			
		Unsure	13			Unsure	17			
8	How much time is allocated to the PSAT?	Correct	209		27.3%	Correct	27		3.6%	-23.7%
		Incorrect	537			Incorrect	713			
		Unsure	20			Unsure	12			
9	Which of the following is not included in the writing section of the PSAT?	Correct	243		31.7%	Correct	155		20.6%	-11.1%
		Incorrect	503			Incorrect	574			
		Unsure	20			Unsure	23			
10	What is the scoring range of the PSAT?	Correct	224		29.2%	Correct	49		6.5%	-22.7%
		Incorrect	507			Incorrect	681			
		Unsure	35			Unsure	22			
	Average				**42.5%**				**52.3%**	**9.8%**

Higher Education Entrance Exams Workshop

Total Responses : 436

1. All student applying to a UC or CSU SHOULD take the "SAT" or "ACT".

	Pre		Post	
True	380	89%	403	99%
False	17	4%	3	1%
Unsure	31	7%	2	0%

2. All student applying to a Coommunity College campus MUST take the "SAT" or "ACT".

	Pre		Post	
True	88	21%	26	7%
False	220	52%	366	92%
Unsure	116	27%	4	1%

3. How many SAT subject test(s) do students applying to a UC have to take?

	Pre		Post	
1	28	7%	5	1%
2	173	41%	327	80%
3	47	11%	50	12%
4	30	7%	17	4%
Unsure	149	35%	9	2%

4. Students can take the "SAT" or "ACT" as many times as they want.

	Pre		Post	
True	228	54%	330	84%
False	103	24%	54	14%
Unsure	93	22%	11	3%

5. In order to be eligible for a UC which of the following exams would you take?

	Pre		Post	
SAT Reasoning & 2 SAT Subject Test	73	17%	105	26%
PSAT	9	2%	1	0%
ACT Assessment plus Writing	15	4%	21	5%
SAT II	11	3%	14	3%
Both A & C	30	7%	38	9%
Both A & B	108	25%	218	53%
Unsure	180	42%	12	3%

6. All students applying to UC admission in the Fall must take the required exams no later than _____ of their senior year.

	Pre		Post	
October	51	12%	11	3%
November	65	15%	36	9%

This summer, CEP offered fifteen (15) UC Scholars EAOP, GEAR UP, and Talent Search Program UC Writing Academies throughout the Central San Joaquin Valley providing 204 (64%) CEP students and 115 (36%) non-CEP students with an opportunity to participate in summer enrichment activities focused on writing an effective UC Personal Statement. On the last day of the academies 204 (64%) CEP students and 115 (36%) non-CEP students will attend a one day campus visit to UC Merced.

Below please find a snapshot of the UC Merced Summer Writing Academy Student Feedback Survey for summer 2009. The survey results for summer 2010 will not be available until June 30, 2010 upon the closure of all fifteen (15) UC Merced Summer Writing Academies. CEP

hopes that the survey result for summer 2010 will reflect students' positive experience in producing the first draft of the UC Personal Statement.

UC Merced Summer Writing Academy 2009
Student Feedback Survey

1 Strongly Disagree **2** Disagree **3** Unsure **4** Agree **5** Strongly Agree **NA** Not Applicable to me

Total Number : 166

Gender

Male :	35	21%
Female :	103	62%

Ethnicity

African American :	10	6%
Native American :	0	0%
Chinese :	1	1%
East Indian :	6	4%
Filipino :	0	0%
Japanese :	0	0%
Korean :	1	1%
Mexican/Chicano :	119	72%
Pacific Islander :	1	1%
Vietnamese :	0	0%
White/Caucasian :	9	5%
Hmong :	9	5%
Others :	10	6%

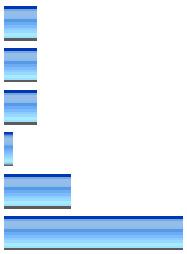
Home Language

English Only :	36	22%
Spanish Only :	22	13%
Hmong Only :	0	0%
English and Spanish :	84	51%
English and Hmong :	9	5%
Other non-English Only :	3	2%
Other Bilingual :	8	5%

Please evaluate the effectiveness, organization, and your feelings of this Writing Academy by indicating your agreement to the following statements on a 1-5 scale (1 = strongly disagree and 5 = strongly agree).

1) The Writing Academy helped me to write a better personal statement.

NA : 0	0%
1 : 1	1%
2 : 0	0%
3 : 5	3%
4 : 43	26%
5 : 112	67%



2) The Writing Academy helped me to use figurative language more effectively.

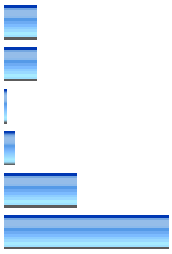
NA : 1	1%
1 : 6	4%
2 : 11	7%
3 : 46	28%
4 : 49	30%
5 : 44	27%

3) As a result of my participation in the Writing Academy I feel more confident in my writing skills.

NA : 0	0%
1 : 1	1%
2 : 3	2%
3 : 27	16%
4 : 64	39%
5 : 61	37%

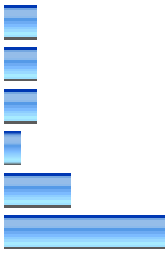
4) I am more confident in applying to a UC after my participation in the Writing Academy.

NA : 0	0%
1 : 0	0%
2 : 2	1%
3 : 8	5%
4 : 46	28%
5 : 103	62%



5) The training I received in the Writing Academy was fun and interesting.

NA : 0	0%
1 : 0	0%
2 : 1	1%
3 : 11	7%
4 : 43	26%
5 : 100	60%



6) The instructor of the Writing Academy was well prepared for class.

NA : 0	0%
1 : 0	0%
2 : 1	1%

3 : 7	4%	
4 : 27	16%	
5 : 120	72%	

7) The time of day the Writing Academy took place was convenient.

NA : 0	0%	
1 : 5	3%	
2 : 10	6%	
3 : 18	11%	
4 : 45	27%	
5 : 83	50%	

8) The location of the Writing Academy was convenient.

NA : 0	0%	
1 : 3	2%	
2 : 2	1%	
3 : 10	6%	
4 : 18	11%	
5 : 121	73%	

9) I would recommend the Writing Academy to other students.

NA : 0	0%	
1 : 1	1%	
2 : 0	0%	
3 : 1	1%	
4 : 33	20%	
5 : 123	74%	

10) The material used for the Writing Academy was very beneficial.

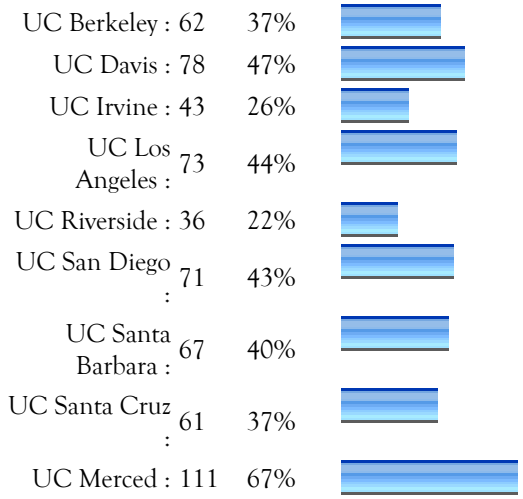
NA : 0	0%	
1 : 1	1%	
2 : 0	0%	
3 : 8	5%	
4 : 45	27%	
5 : 110	66%	

Which Colleges / Universities do you plan to apply to? Please check all that you have in mind.

UC : 152	92%	
CSU : 101	61%	
Community College : 27	16%	
Private School : 50	30%	

Other : 5 3%

If you are interested in attending a UC please check the campus(es) you are interested in:



Conclusions (This section will be due in summer 2010 along with your Annual Report)
Note: The conclusion should summarize briefly the collection and analyses of data. It also should "close the loop" by identifying what decisions and/or program modifications were made on the basis of these analyses.

This AY/FY 2009-2010, CEP offered 1,202 CEP students in grades 9th through 12th an opportunity to participate in a series of workshops focused in higher entrance exams and 319 incoming 12th grade CEP and non-CEP students an opportunity to participate in a summer academic enrichment activity focused on writing an effective UC Personal Statement.

The survey results for the summer 2010 UC Merced Writing Academy will not be available until June 30, 2010 upon the closure of all UC Merced Summer Writing Academies.

University of California-Merced
University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: ___Counseling and Psychological Services_____

Mission Statement

The mission of Counseling and Psychological Services (CAPS) is to support the mental health of UC Merced students, in a confidential atmosphere of acceptance and accessibility, to promote their academic, personal and social development. CAPS is also committed to the development and training of ethical and highly competent clinicians who are prepared to serve a diverse clientele.

Planning Goals

Goal 1: To provide accessible, effective and multiculturally competent mental health services to UC Merced students that is personalized, confidential, and cost-effective.

Goal 2: To develop and begin implementing a comprehensive assessment program for CAPS.

Goal 3: To extent the presence and reach of CAPS into the UC Merced community.

Program Objectives and Student Learning Outcomes

Program Objectives

Program Objective #1:
Determine which of the available services are relevant for a variety of student groups on campus (i.e., Engineering majors, graduate students, etc.).

This program objective is important to measure because there are significant differences in the students who are presenting to CAPS for services. Specifically, graduate students, engineering majors, and natural science majors are underutilizing services. It would be beneficial to CAPS to understand why this is the case and if anything can be done about it.

Measures:
Focus groups with relevant staff members across campus (i.e., academic advisors; Fall 2009); Confidential survey (administered through Point and Click electronic recordkeeping system) sent to random sample of CAPS clients asking if services met their needs and what can be done to improve services in the future (Spring 2010).

Results:
This program objective was partially met. Dr. Reynaga-Abiko met with the academic advisors in Fall 2009 to discuss how to ensure students of all majors attended counseling services, when needed. Data from the academic advisors consisted of feedback that students of all majors are referred to CAPS but Engineering students tend to not follow up on those referrals, no matter what the academic advisors say. The advisors in Engineering shared the frustration with

Engineering students not attending CAPS in the numbers they should, given the high level of stress that seems to be present in that student population.

Both Drs. Reynaga-Abiko and de Blieck met with several staff members to discuss issues relevant to graduate students. Information that came out of these meetings consistently pointed to the high level of stress and pressure on graduate students, but that they do not feel comfortable accessing services at CAPS for a variety of reasons. These include a) not wanting to see their students in the waiting area; b) not wanting their advisor to find out they are accessing CAPS' services; and c) not having enough time to attend appointments because of the demands of graduate training at UC Merced. Using this feedback, more targeted outreach programming was done by Dr. de Blieck and twice the number of graduate students were seen in 2009 – 2010 compared to 2008 – 2009.

A confidential survey was not sent out through Point and Click (PNC) because of technical difficulties with PNC. Dr. Reynaga-Abiko and Mr. Spurgeon (Health Services) have been told that this issue will be resolved soon but it is ultimately not in their control. Although the infrastructure is not available at this time, Dr. Reynaga-Abiko is prepared with the CAPS-related questions to ask when the technology is fully functional.

Program Objective #2:
Reorganize and expand the CAPS webpage.

This is important to increase student access to mental health information, including services available on campus, and various national and international organizations they may find useful. Given that the current generation of students seems to highly utilize internet-based resources, CAPS must maintain a relevant web page to effectively deliver information to UC Merced students, prospective students, and their families.

Measures:
Conduct an online survey of registered students to evaluate their perceptions and utilization of material available on the website, including feedback for improvement.

Results:
This objective was not met because there was not enough human resources (regarding time and expertise) to create a webpage. This remains one of the goals for 2010 – 2011.

<u>Student Learning Outcomes</u>

Student Learning Outcome #1:
By participating in outreach services (seminars), students will be able to improve their understanding and skill set in the topical area presented.

Measures:
A pre- and post-test for participants will be given at the seminar to assess their knowledge and skills.

Results:

CAPS collected evaluations at the end of all outreaches that were delivered, unless we were partnering with another office that was also doing an evaluation. CAPS chose to err on the side of not over-surveying students and, because most of the outreaches conducted in 2009 – 2010 were collaborative efforts, we only gathered data from about 10% of our outreaches. The survey asked three questions: 1) The information was presented in a way that was easy to understand; 2) I understand the topic better now; and 3) I learned something of value. Nearly two-thirds of all respondents "completely agreed" with all three statements, and less than one-third "completely disagreed."

Student Learning Outcome #2:

Students who participate in group therapy will become familiar with group process and have a better understanding of the issues presented/discussed.

Measures:

Participants will complete an evaluation and survey at the end of the group. This will allow us to assess if their participation facilitated their understanding of the topic presented/discussed and whether the group process assisted them in dealing/coping with their issues or concerns.

Results:

CAPS had all students who participated in group therapy complete a pre- and post-test. They were asked three questions: 1) I feel comfortable interacting with a group of people (i.e., 3 or more individuals); 2) I have an awareness of how I interact in social situations; and 3) I have an awareness of how other people perceive me in social situations. For each of these questions, they were asked to mark if they (1) completely disagree; (2) somewhat disagree; (3) not sure; (4) somewhat agree; or (5) completely agree. For the pre-test, the mean response to question #1 was 3.86, the mean response to question #2 was 2.86 and the mean response to question #3 was 2.57. For the post-test (i.e., after 16 weeks of group therapy sessions of 90 minutes each), the mean response to question #1 was 4.43, the mean response to question #2 was 4.89 and the mean response to question #3 was 3.76. From these results, it seems that the therapy group was successful at helping students feel more comfortable interacting with a group of people, developing awareness of how each group member interacts in social situations, and increasing their awareness of how other people perceive them.

Conclusions

Overall, the inaugural assessment plan for CAPS (2009 – 2010) went very well. Most of the program objectives and student learning outcomes were met, which provided helpful information regarding how to improve CAPS' services for the future. Measures were administered in a variety of forms (i.e., qualitative and quantitative), which allowed different types of data to be gathered to inform CAPS' processes. This information will be used to modify future assessment planning and help set annual department goals. For those areas that remain unmet, much was learned about what is required in order to achieve those goals, which will also inform future planning.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: **Disability Services**

Mission Statement

The mission of Disability Services is to promote an inclusive and positive learning environment that emphasizes education, empowerment, informed participation, and equal access to all academic and campus programs by and for students with disabilities.

Disability Services works in collaboration with our diverse campus and community constituencies in support of equal access and opportunities for individuals with disabilities as a shared responsibility and cultural value.

Planning Goals

Goal 1: Develop a DS Program Evaluation Plan

Goal 2: Develop a DS Campus and Community Outreach Plan

Goal 3: Develop a DS Orientation Services Program

Goal 4: Develop a DS Student Staff Training Plan

Program Objectives and Student Learning Outcomes

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

<u>Program Objectives #1</u>

DS program policies and procedures will be reviewed and assessed to ensure that faculty and students are sufficiently engaged and informed of their respective rights and responsibilities by and through DS as part of an overall student centered collaborative approach for academic accommodation services coordination.
AY09/10 DS PO #1 **Measures:**

DS will track data on students served, by disability category as well as the core types of services/accommodations provided to each student and timeliness of service delivery. DS will collect data that tracks student and faculty academic accommodation services appointment outcomes.

AY 09/10 DS PO #1 Data Collection Results:

DS PO #1 data was collected for each student by disability category and for accommodation services eligibility. For AY09/10, DS registered a cumulative total of 67 students compared to 38 registered students for AY08/09. Comparatively, students with Learning Disabilities (LD) continue to represent the largest disability type (30%) of the DS student population served by DS. Similarly, students with Psychological Disabilities represent the second largest disability population type (22%) receiving accommodation services. Data results also revealed a significant increase in the number of students with medical disabilities (1,000% from AY08/09).

For AY09/10, proctoring services continues to be the most frequently used DS accommodation service (49 eligible students or 43% of total DS registered students). Notetaking service continues as the second accommodation service need for students (37 eligible students or 33% of total registered students).

One area of DS PO #1 data collection that was not sufficiently addressed for AY09/10 was in tracking student and faculty academic accommodation services appointment outcomes.

AY 09/10 DS PO #1 Data Collection Conclusions:

DS PO#1 data results demonstrate that proctoring services and notetaking services remain the main program service delivery issues for DS. For DS proctoring service development, this trend will mean a higher resource demand for adequate proctoring room space. This will place an additional emphasis upon continuing College instructional staff and faculty collaboration in order to adequately meet the accommodation service needs for the expected rise in eligible registered DS students. Another factor will be in locating additional proctoring room space which may involve developing additional campus departmental collaborations with non-academic oriented student support services units, such as Housing and Recreation units.

Program Objectives #2

DS will assess student and faculty satisfaction with DS service delivery and effectiveness in coordinating academic accommodations.

Measures

DS Services satisfaction survey instruments will be developed and implemented for faculty and student assessment. These survey instruments will allow students and faculty to provide confidential and anonymous responsive feedback on DS service delivery and provide for DS service improvement suggestions.

AY09/10 DS PO#2 Data Results:

An initial notetaking services student satisfaction survey data results was developed and student data obtained. Online student satisfaction surveys for Communications Services and Proctoring Services have subsequently been developed and will be implemented for Fall 2010. Additional student satisfaction surveys for DS registration, student intake and accommodation service planning will also be developed accordingly.

AY09/10 DS PO#2 Conclusions:

Overall, this AY09/10 DS PO#2 will be carried over as part of AY10/11 DS Assessment planning.

DS Student Learning Outcome #1

Students will demonstrate understanding of their student centered role and responsibility by successfully completing the DS intake and registration process by the 3rd week of each semester.

DS SLO #1 Measures:

DS student intake and accommodation services planning procedures will include student data points to quantify student understanding of DS policies and procedures. DS service request processing data will be tracked and collected to assess student compliance with DS student intake and registration policies and procedures.

DS SLO #1 Results:

DS student intake processing was modified to include data collection and tracking to ensure that DS service forms and associated policies were individually discussed with students as part of the DS accommodation services planning process.

DS SLO #1 Conclusions:

DS SLO #1 data results demonstrate that DS student intake is providing students with an adequate overview of the importance of the student and faculty collaborative role in the academic accommodation process. One area for DS program improvement however is in facilitating more direct DS faculty orientation services. This will be a focus for AY10/11.

<u>DS Student Learning Outcome #2</u>

Students will demonstrate increased self-advocacy skills through successful engagement with faculty in discussing their academic accommodation needs and attaining a student assessment outcome that meets academic course standards.

DS SLO#2 Measures:

DS student intake data will be collected to track DS student accommodation services planning appointments. DS will incorporate follow-up "post student-faculty accommodation discussion appointment" surveys to quantify and assess student outcome satisfaction with student/faculty accommodations discussion appointments.

DS SLO #2 Results:

DS implemented a new student "re-registration" method utilizing an integrated email and web based database application to send out DS student registration notifications and track confirmation responses. Additional re-registration questions allowed students to indicate a desire to meet with the Disability Services Coordinator as part of the re-registration process. DS achieved a 99% students re-registered rate by the first day of instruction.

DS SLO #2 Conclusions:

Overall, this new DS re-registration method resulted in increased DS accommodation services delivery efficiencies for students through earlier production of student academic accommodation services eligibility faculty notification letters, allowing more time for students who requested a DSC accommodation services appointment as part of re-registration process. This method for student re-registration for DS will be continued.

This DS SLO #2 was not fully implemented to include post student-faculty accommodation discussion appointments. This will be carried over for AY10/11 DS Assessment planning.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: _____Financial Aid and Scholarships_____

Mission Statement

The Office of Financial Aid and Scholarship's mission is to identify available resources, determine students' eligibility for those resources, and make those resources available to students in an accurate, efficient and timely manner thus ensuring that all students who are eligible to attend the University, have the financial resources to do so.

Planning Goals

Goal 1: To provide guidance to students and parents in the application and aid delivery processes.

Goal 2: To provide accurate and clear consumer information regarding financial aid at UC Merced.

Goal 3: To seek funding for students from as many sources as possible and maximize financial aid available to UC Merced students within the limits of each source of funding.

Program Objectives and Student Learning Outcomes

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objectives #1

Increase the percentage of continuing students who submit a Free Application for Federal Student Aid (FAFSA) by March 2nd and submit verification documents by June 1st in order to ensure that financial aid is available for them at the start of the fall semester.

Measures

We are in the second year of a new campaign to ensure that students complete their FAFSA by March 2nd. This coming year we will enhance that campaign to include the timely completion of the verification process. We will evaluate the percentage of continuing students who completed their FAFSA, continuing student scholarship and verification process on-time and look for increases over the prior years.

Results

In 2008-09, 85% of the continuing students who submitted a FAFSA, submitted it by March 2nd. In 2009-10, 90% of the continuing students who submitted a FAFSA, submitted it by March 2nd.

In 2008-09, 79% of the students who were selected for verification submitted their verification documents on-time. In 2009-10, 93% of the students who were selected for verification submitted their verification documents on-time.

Conclusions

We saw a 5% increase in the number of students who submitted a FAFSA on-time. Therefore, our campaign to ensure that students complete their FAFSA by March 2nd appears to have worked.

We saw a 14% increase in the number of student who submitted their verification documents on-time. Therefore, our campaign to ensure that students complete their documents on-time, appears to have worked.

Program Objectives #2

Increase the resources available to help educate students about the financial aid process.

Measures

We plan to develop on-line financial aid training resources for students and conduct an on-line survey with students designed to assess the effectiveness of these resources.

Results

We opted to purchase Financial Aid TV in an attempt to provide on-line financial aid training resources for students in a timely manner. Unfortunately, we were not able to create the on-line survey to assess the effectiveness of these resources.

Conclusions

We are going to continue using Financial Aid TV because our usage reports indicate that students are viewing the information. However, we do hope to implement an effectiveness survey at some point in the future.

Student Learning Outcome #1

Continuing students will have a clear understanding of important deadlines included in the financial aid process.

Measures

We plan to conduct a 2 question survey asking 1) the date that the FAFSA is due each year and 2) the date verification documents are due each year as part of their award acceptance process in the Spring. We will evaluate the number of students who answer these questions correctly.

Results

Of the 263 students who answered question 1, 225 or 86% answered correctly and of the 271 who answered question 2, 250 or 92% answered correctly.

Conclusions

We are not really sure what to conclude from this survey since we did not have any baseline data to compare with the results. However, we are pleased with the high percentage of students who appear to have a clear understanding of our deadlines.

Student Learning Outcome #2

Students will have a clear understanding of and complete the new Direct Loan process implemented for 2009-10.

Measures

We will assess the percentage of students who completed the steps necessary to obtain loans prior to the start of instruction.

Results

In 2008-09, only 60% of the students who had accepted a loan prior to August 1st had completed all of the necessary steps and received a loan disbursement prior to the first day of instruction.

In 2009-10, 100% of the students who accepted a loan prior to August 1st had completed all of the necessary steps and received a loan disbursement prior to the first day of instruction. In fact, 233 students who accepted the loan after August 1st but prior to the first day of instruction also had completed all of the necessary steps and received a loan disbursement prior to the first day of instruction.

Conclusions

Based on the results, we believe our conversion to the Direct Loan program was successful and it appears that students had a clear understanding of and were able to complete the Direct Loan process.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: Graduate Student Services

Mission Statement

Mission:
Graduate Student Services (GSS) exists to support graduate students academically, socially, and professionally by ensuring that graduate student orientation and campus wide workshops, events and services are designed to meet the psychosocial and cognitive aspects of the graduate and professional student experience. GSS advises the Graduate Student Association, collaborates with Student Affairs and Academic units campus wide, and collaborates with the Graduate Group Coordinators of each school to ensure a collaborative campus environment focused on supporting the graduate and professional student experience.

Planning Goals

Goal 1: Expand the Lyceum Series, adding additional academic, social and professional workshops and events

Goal 2: Create a graduate student experience assessment/survey

Goal 3: Coordinate and collaborate with Student Affairs and Academic units campus wide to organize 2010 Graduate Student Orientation Week

Goal 4: Advise the Graduate Student Association on organizing and structuring their governance in relation to serving on campus wide committees and supporting the graduate student experience

Goal 5: Streamline the registration and Teaching Assistant/Graduate Student Researcher processes for incoming and continuing graduate students

Goal 6: Create a sponsorship program for each graduate group to develop a Fall or Spring semester professional/career development retreat

Program Objectives and Student Learning Outcomes

Program Objectives #1
By January 2010, expand the Lyceum Series to include new academic, social and professional programs for Spring semester, such as: tax workshops, research exhibitions, grant writing and on-campus guest speakers. The expansion of the Lyceum Series will improve GSS efforts in supporting the graduate and professional student experience.

Measures
By June 15, 2010 GSS will distribute a graduate student experience assessment/survey that will include questions regarding the Fall/Spring Lyceum Series.

Conclusions

GSS's goal of expanding the Lyceum Series by adding additional academic, social and professional development workshop and events was accomplished with a twofold increase in programming. The expansion of the Lyceum series increased from 17 workshops and events in 2008-2009 (6 social, 4 academic, 1 professional and 6 personal) to 37 workshops and events in 2009-2010 (19 academic, 9 social, 3 professional and 6 personal).

The collection and analysis of data is not yet available as the measurement (the creation of a GSS survey) originally intended to assess this goal was not completed. At the time of writing this strategic plan the GSS coordinator was unaware of Graduate Division's annual Continuing Student Survey. It was redundant and unnecessary to create a new survey. Instead of creating the GSS survey, the GSS coordinator was successful in adding questions to Graduate Division's Continuing Student Survey that focused on assessing the Lyceum Series workshop and events. Without the results from the survey, the GSS Coordinator is unable to measure this goal. Results from the survey will be made available mid-July 2010 and will be submitted as an addendum to this assessment and year end report.

Program Objectives #2

Beginning May 01, 2010 and finishing June 01, 2010 GSS will have created a graduate student experience assessment/survey. This survey will assess the overall (academic, social and professional) experience of graduate students during the Fall 2009/Spring 2010 academic year. GSS will invite Student Affairs and Academic units to collaborate on questions to be included in the survey. Data made available from the survey will improve GSS programming and graduate student satisfaction.

Measures

By July 15, 2010 data complied from the graduate student experience survey will be made available via the Gradlife website to all graduate students, Student Affairs and Academic departments who participated in the creation of the assessment/survey.

Conclusions

GSS's goal of creating a graduate student experience assessment/survey was not completed. At the time of writing this strategic plan the GSS coordinator was unaware of Graduate Division's annual Continuing Student Survey. It was redundant and unnecessary to create a new survey so this goal was eliminated. Instead, the GSS coordinator was successful in adding questions to the Continuing Student Survey that focused on assessing the Lyceum Series workshop and events. Results from the survey will be made available mid-July 2010 and will be submitted as an addendum to this assessment and year end report.

Student Learning Outcome #1

By participating in the Lyceum Series, graduate students will have the opportunity to increase her/his academic, social and professional experience by learning more about the skills necessary to become leaders, scholars, professionals and researchers.

Measures

The graduate student experience survey sent to all graduate students by June 15, 2010 will evaluate their growth in their knowledge of workshop and event topics and subjects offered in the Lyceum series.

Conclusions

The measurement and assessment of the Lyceum workshop and events is not yet possible. At the time of writing this strategic plan the GSS coordinator was unaware of Graduate Division's annual Continuing Student Survey. It was redundant and unnecessary to create a new survey so this goal was eliminated. Instead, the GSS coordinator was successful in adding questions to the Continuing Student Survey that focused on assessing the Lyceum Series workshop and events. Results from the survey will be made available mid-July 2010 and will be submitted as an addendum to this assessment and year end report.

Student Learning Outcome #2

By participating in the assessment/survey, each graduate student will have the opportunity to share their satisfaction or dissatisfaction with the programming and support services offered from the campus community. The act of graduate students completing the survey invites graduate students to take ownership and authorship over their experience at UC Merced. Graduate student will learn that their voices do elicit change within the graduate community.

Measures

Through the Gradlife website, "webform" data collection, analysis and tracking, GSS will review the total number of graduate students who completed the survey and reviewed the data. Changes made to the 2010-2011 Lyceum Series and increased/decreased student participation will also indicate change within the graduate student community.

Conclusions

This measure was unobtainable, as the GSS survey was not created. Results from Graduate Division's Continuing Student Survey will be made available mid-July 2010 and will be submitted as an addendum to this assessment and year end report.

Health Promotion
University of California-Merced
2009-2010 Assessment Plan

Mission Statement

The mission of the Health Promotion department is to provide students with the information and skills necessary to make healthy life choices, to create a campus and community environment that encourages such choices, and to connect students with appropriate resources on and off campus. The department will implement evidence-based programs that utilize peer-to-peer education and inter-department collaboration to reach students in both individual and group settings. Such programs designed to improve student health will ultimately foster a more productive learning environment at UC Merced and prepare students for a healthier future after graduation.

Planning Goal #1: Create comprehensive programs to address high-risk health behaviors among UC Merced students by incorporating environmental management and health education strategies.

Program Objective: Create a campus task force by the end of the Fall 2009 semester to (1) assess high-risk alcohol use amongst UC Merced students, (2) identify key issues based on the results of such assessment, and (3) develop a response plan to these issues.

Measures: First task force meeting takes place by the end of the Fall 2009 semester.

Results: The first task force meeting did not happen by the end of the Fall 2009 semester, and did not happen by the end of the Spring 2010 semester either. As a result, the program objective was not met. During a meeting with the Health Promotion department, AVC-Wellness, and VC-Student Affairs, Health Promotion staff learned that there is a campus protocol for establishing a campus task force, including formal charges for the group that are approved by the AVC and VC. Such steps must be followed prior to the initiation of task force meetings.

Conclusion: Steps need to be taken prior to the initiation of task force meetings to address high-risk alcohol use. Due to the information collected from the AVC/VC meeting, the Health Promotion department will revise the initial program objective for the 2010-2011 academic year to reflect the steps of proposing a campus-wide task force. In developing the charges for the task force, the department will consult with professionals at the US Department of Education, Higher Education Center for insight into best practices.

Planning Goal #2: Develop a group of highly trained peer advocates, known in the UC Merced community as a credible source for health information and a leader in inclusive programming.

Program Objective: Require all 2009-2010 UC Merced peer health educators to become certified under the Bacchus Network's Certified Peer Education (CPE) training program no later than September 30, 2009.

Measures: Verify CPE status of all 2009-2010 UC Merced peer health educators on September 30, 2009. Any peer health educators who are not certified as of September 30, 2009 will be asked to leave the program and reapply for the program the following school year.

Results: Nineteen peer health educators completed the CPE training and took the certification exam by September 30, 2009. The exams were sent to the Bacchus Network to be graded. All 19 peer health educators passed the certification exam and received certification cards; copies of the certification cards are filed in the Health Promotion office. Since all peer health educators accepted into the program received certification by September 30, 2009, the program objective was successfully met.

Conclusions: The purpose of the CPE training for the UC Merced peer health educators was to increase the knowledge, skills, and credibility of the volunteers. The Bacchus Network's program was adopted since it is nationally recognized as an effective method for training peer educators. The program objective was met; however, that does not necessarily indicate the training resulted in increased knowledge, skills, and credibility. To ensure the program objective supports the department goal, the Health Promotion department should assess the appropriateness of the training for UC Merced peer educators as well as the impact on the organization's credibility. In addition, simply because Bacchus Network's training is nationally recognized does not mean that it is completely comprehensive. The Health Promotion department should take steps to determine whether or not the campus peer educators need and/or desire other training elements.

Student Learning Outcome: The Bacchus Network's Certified Peer Education (CPE) program will increase the 2009-2010 UC Merced peer health educators' knowledge and skills in the following areas: strategies for changing high-risk behaviors, listening, responding and referring, intervening, developing inclusive peer education efforts, programming and presenting, taking care of oneself, and ensuring group development and success.

Measures: Peer health educators who participate in the CPE training program will be required to complete a pre & post test assessment of their knowledge and skills in the following areas: strategies for changing high-risk behaviors, listening, responding and referring, intervening, developing inclusive peer education efforts, programming and presenting, and ensuring group development and success.

Results: Eighteen of the 19 students who completed the CPE training program took both a pre-test and a post-test survey. The confidential (not anonymous) survey instrument was created by the Bacchus Network and solicited self-reported data from students on 26 questions. Students were asked to respond to each question using the following competence levels: 5=very strong, 4=strong, 3=okay, 2=weak, and 1=do not have. Table A illustrates the average response to the 26 questions for both the pre- and post-tests. Comparing pre- and post-test averages, student competence levels increased for all questions except "utilizing the ethical principles to make decisions." In addition, the post-test results indicate that, on average, students report a minimum of a "strong" competence level for all tested areas. Table B summarizes the results of the matched pre- and post-test survey responses. The results of the matching indicate that the majority of students reported an increase in competence level for all but 6 of the 26 areas. In general, these 6 areas are related to the competency of "developing inclusive peer education efforts." Thus, it appears that the student learning outcome was met with a few noted exceptions, specifically related to inclusive programming.

TABLE A

Skills, Knowledge, Attributes	**Competence Level**	
	Pre-test	**Post-test**
Engaging in active listening	4.2	4.8
Knowledge about campus resources	3.7	4.3
Knowledge about strategies to change high-risk behaviors	3	4.6
Recognizing and accepting my strengths and deficiencies	3.9	4.7
Effectively presenting programs	3.6	4.4
Effectively organizing my time	3.8	4.2
Effectively managing my academic commitments	2.2	4.6
Talking with a friend about a risky behavior or choice	3.4	4.7
Talking with a peer about a risky behavior or choice	3.3	4.8
Referring someone to campus or off-campus counseling	3.4	4.6
Intervening in a crisis situation	3.2	4.2
Presenting ideas and information effectively to others	3.9	4.4

Having conversations with students who are a different race/ethnicity, gender, religion, or sexual orientation than me	4.7	4.8
Developing an effective solution to a problem	3.8	4.4
Responding to someone who "wants your advice about something serious"	4	4.6
Comfortable with presenting programs to students who are a different race/ethnicity, gender, religion, or sexual orientation than me	4.2	4.7
Being a role model for healthy choices	3.7	4.7
Understanding people's values that are different from my own	4.2	4.8
Having an understanding of my own values	4.4	4.8
Utilizing ethical principles to make decisions	4.4	4.4
Responding to someone who is resistive to changing a behavior	3.3	4.1
Effectively recruiting students who are difference than me to join my peer education group	3	4.7
Effectively planning a program or event	3.8	4.4
Effectively marketing a program or event	3.7	4.2
Knowledge of at least three tools to effectively manage my stress	4.1	4.9
Knowledge of components of successful peer education groups	3.3	4.7

TABLE B

Skills, Knowledge, Attributes	**Increase**	**Decrease**	**No change**	**Total**
Engaging in active listening	10		8	18
Knowledge about campus resources	10	1	7	18
Knowledge about strategies to change high-risk behaviors	18			18
Recognizing and accepting my strengths and deficiencies	11		7	18
Effectively presenting programs	10		8	18
Effectively organizing my time	9	2	7	18
Effectively managing my academic commitments	10	2	6	18
Talking with a friend about a risky behavior or choice	12		6	18
Talking with a peer about a risky behavior or choice	13		5	18
Referring someone to campus or off-campus counseling	12	1	5	18
Intervening in a crisis situation	10		8	18
Presenting ideas and information effectively to others	9	1	8	18
Having conversations with students who are a different race/ethnicity, gender, religion, or sexual orientation than me	4	2	12	18
Developing an effective solution to a problem	9	2	7	18
Responding to somone who "wants your advice about something serious"	9		9	18

Comfortable with presenting prorams to students who are a different race/ethnicity, gender, religion, or sexual orientation than me	8	2	8	18
Being a role model for healthy choices	13	1	4	18
Understanding people's values that are different from my own	6		12	18
Having an understanding of my own values	8	1	9	18
Utilizing ethical principles to make decisions	6	4	8	18
Responding to someone who is resistive to changing a behavior	10		8	18
Effectively recruiting students who are difference than me to join my peer education group	11		7	18
Effectively planning a program or event	9	1	8	18
Effectively marketing a program or event	10	2	6	18
Knowledge of at least three tools to effectively manage my stress	10		8	18
Knowledge of components of successful peer education groups	14		3	17

Conclusion: The student learning outcome was met, with a few noted exceptions. Upon review of the data, such exceptions can be explained in a few ways. First, each of the 6 areas noted above received a minimum of a “strong” average rating on the pre-test (as indicated in Table A). Students who perceived a high competence in such areas prior to the training may not have felt the need to be as attentive to these presentations. Further, students who actually had a high level of competence in these areas prior to training most likely did not have as much room to improve. Regardless, it is important for the Health Promotion department to further explore the possible deficiencies in training related to “inclusive programming efforts,” and potentially adjust the training to better meet the needs of the peer health educators. Also noteworthy is the fact that the survey relies upon confidential, self-reported data immediately following the training sessions. The quality of the data may be improved by making the survey anonymous and conducting a follow-up assessment at the end of the first semester, once the peer health educators have had opportunities to implement the knowledge and skills they acquire during training.

Planning Goal #3: Establish long-term programming partnerships with other UC Merced departments.

Program Objective: Establish a formal relationship with Housing & Residence Life in which the Health Promotion department is responsible for providing active and passive programs to first year and continuing students.

Measures: Both a Health Promotion representative and a Housing & Residence Life representative will sign a Memorandum of Understanding to outline Health Promotion responsibilities for providing health programs in the residence halls by August 31, 2009.

Results: On September 1, 2009, an agreement was signed by Kristin Hlubik (Health Promotion Coordinator), Leslie Santos (Director of Housing and Residence Life), and Charles Nies (AVC-Student Life) and outlines the responsibilities of both the Health Promotion department and Housing and Residence Life in providing active and passive health education programs to students living on-campus. As a result, the program objective was met.

Conclusion: The development of a long-term partnership between Health Promotion and Housing and Residence Life is crucial to the expansion and reach of Health Promotion programs, especially as the residential population continues to increase at UC Merced. 2009-2010 was the first academic year in which a formal partnership was created between the two departments. The partnership brought additional resources to the Health Promotion department as well as increased campus support for peer

health education (anecdotally). As such, it is important for the Health Promotion department to continue such a partnership with Housing and Residence Life and explore additional partnerships with other departments. In addition, due to the newness of the partnership, it is important for representatives from Health Promotion and Housing and Residence Life to meet regularly to explore ways to improve the efficiency and effectiveness of the partnership.

Student Learning Outcome: Students living on-campus during the 2009-2010 school year, who attend the Health Promotion programs in the residence halls will understand what campus and community resources are available to support them with various health issues.

Measures: Pre & post tests will be used after each Health Promotion program in the residence halls to determine whether or not students learned about new resources available on-campus and in the community.

Results: Pre and post tests were not conducted for the Health Promotion programs in the residence halls during the 2009-2010 academic year. As a result, the student learning outcome was not met. Such a delinquency arose from many factors. First, the Health Promotion department and peer health educators created a large number of new programs for the Housing and Residence Life partnership. The time demand for creating such programs was unexpected, and resulted in a great deal of last minute work. As a result, the creation of pre- and post-tests were generally sacrificed due to poor time management and poor planning. Second, the intent of the Health Promotion department was to conduct student driven surveys (created by the peer health educators, with guidance from Health Promotion staff). Sufficient time was not dedicated to survey development during the peer health education training; thus, there was a lot of confusion amongst the peer health educators regarding quality survey development. Third, the number of survey responses was insufficient in the few instances in which they were distributed.

Conclusion: Moving forward, it is essential for the Health Promotion department to make assessment of residence hall programs a priority in order to determine whether or not the Housing and Residence Life partnership is effectively improving the health-related knowledge and behaviors of UC Merced students. During the 2010-2011 academic year, the development of such survey instruments will be more feasible since most of the work that was put into program development during the 2009-2010 academic year is complete. In addition, it may be more efficient to develop a standard survey instrument for such programs that can then be adjusted/modified. The Health Promotion department will also devote peer health educator training time to survey development. Finally, the department will explore ways to incentivize students for taking the surveys; and perhaps, improve the ease for students by conducting only a post-test survey.

Planning Goal #4: Develop and implement an evaluation plan for department programs.

Program Objective: Develop and implement a survey instrument to assess the impact of the Healthy Cat program on student knowledge and behavior change.

Measures: Department staff create a pre & post test survey instrument to measure (1) student knowledge of nutrition, physical activity, and heart health; and (2) changes in the physical health of participants.

Results: Due to lack of participation in the Healthy Cat program during the 2009-2010 academic year, the program was cancelled; thus, a survey instrument was not developed. The purpose of the program objective was to initiate a process for program evaluation within the department, starting with a single program. As such, the department decided instead to evaluate the sleep kits that were distributed by the peer health educators; the kits included a sleep mask, ear plugs, and an information card on health sleep habits. When students received a sleep kit, they were asked to voluntarily give their email addresses. The sleep kits were distributed during the month of March, and the confidential survey was distributed electronically via Survey Monkey 6 weeks after the final sleep kit distribution day. As a result, the program objective was met, with some adjustments.

Conclusion: Although the Healthy Cat program was not evaluated, the Health Promotion department met the program objective by creating an evaluation tool for the sleep kits that were distributed on-campus. In the future, the department can improve the quality of assessment tools by consulting with various campus staff, faculty, and students.

Student Learning Outcome: Participation in the Healthy Cat program will (1) increase student knowledge of nutrition, physical activity, and heart health; and (2) increase the overall physical health of participants.

Measures: Pre & post tests will measure individual knowledge on three topics: nutrition, physical activity, and heart health. In addition, pre & post tests will measure physical health in the context of Body Mass Index (BMI), blood pressure, strength, flexibility, and cardiovascular recovery.

Results: As noted above, the sleep kits were evaluated instead of the Healthy Cat program, since the latter did not happen. The survey that was created aimed to measure: (1) use of sleep kit materials, (2) impact of sleep kit materials on quality of sleep, and (3) knowledge gained related to healthy sleep habits. Of the 500 students who collected a sleep kit, 100 voluntarily gave the peer health educators an email address in order to take part in the follow-up survey. Six weeks after the final day of sleep kit distribution, the confidential survey was sent electronically via Survey Monkey to the 100 voluntary participants. Data was collected after a 2 weeks survey period, at which time 25 participants had responded. As a result, the student learning outcome was met, as survey data was collected from a tool that was designed to measure (1) changes in knowledge and (2) behavior change resulting from the sleep kits. The results of the survey are summarized below:

1. Did you receive a sleep kit from the H.E.R.O.E.S. (the sleep kit included a sleep mask, ear plugs, and an information card)?
    a. Yes (100%)
    b. No (if you did not receive a sleep kit, you are done with the survey…thank you!)
2. Have you used the sleep mask provided in the sleep kit?
    a. Yes (68%)
    b. No (32%)
3. How often have you used the sleep mask?
    a. Once (25%)
    b. Weekly (33.3%)
    c. Daily (8.3%)
    d. I have not used the sleep mask (33.3%)
4. Has the sleep mask improved your quality of sleep?
    a. Yes (52%)
    b. No (12%)
    c. I have not used the sleep mask (36%)
5. Have you used the ear plugs provided in the sleep kit?
    a. Yes (48%)
    b. No (52%)
6. How often have you used the ear plugs?
    a. Once (29.2%)
    b. Weekly (8.3%)
    c. Daily (8.3%)
    d. I have not used the ear plugs (54.2%)
7. Have the ear plugs improved your quality of sleep?
    a. Yes (37.5%)
    b. No (12.5%)
    c. I have not used the ear plugs (50%)
8. How many hours of sleep did you get last night?
    a. Less than 5 (16.7%)
    b. 5 (4.2%)
    c. 6 (16.7%)

    d. 7 (8.3%)
    e. 8 (41.7%)
    f. 9 (12.5%)
    g. More than 9 (0%)
9. What tips did you learn from the information card included in the sleep kit (you may select multiple answer choices)?
    a. I did not read the information card (12%)
    b. I read the information card, but I did not learn anything from it (0%)
    c. Get 7-9 hours of sleep every night (64%)
    d. Go to bed at the same time every night and wake up at the same time every morning (68%)
    e. Keep naps short, no longer than 30 minutes (68%)
    f. Avoid caffeine and alcohol close to bedtime (60%)
    g. Avoid physical activity close to bedtime (52%)
    h. Make your sleep environment dark, quiet, and comfortable (52%)
    i. Establish a wind-down bedtime routine (40%)

Findings suggest that the sleep kits may have been effective in increasing quality of sleep and increasing knowledge on healthy sleep habits.

Conclusion: The student learning outcome was met; however, the processes of survey development and data analysis highlight recommendations for the future. First, the survey was distributed near finals time, a time when students are generally quite busy and do not have the time or attention for non-academic requests. In the future, survey periods should be planned in advance to avoid holiday periods, midterms, and finals. Second, students voluntarily gave email addresses for the follow-up survey, and so a significant portion of the students who received sleep kits are not included in the data; thus, the survey results may not accurately represent the target population. Third, the survey channel that was utilized (Survey Monkey) is quite elementary and does not allow for cross-tabulations or other data analysis tools. For example, it would have been useful to know whether or not the students who utilized the sleep mask and ear plugs were more likely to get 7-9 hours of sleep. Fourth, some of the terminology in the survey is subjective. The term “quality of sleep,” for example, was much debated in the department, but was ultimately used for lack of a better option. Such ambiguous terms, however, may impact the quality of the survey results. Regardless of the survey flaws, such an instrument was helpful in allowing the department to see that such outreach programs do seem to increase students’ knowledge and potentially impact behavior change. Anecdotally, the impact of the results on the peer health educators was very positive, in that it was evidence to them that all of their efforts are making a difference.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: **Health Services**

Mission Statement

The mission of Health Services is to help students strive for maximum physical and emotional health while pursuing their academic and personal goals at the University. Health Services is committed to providing the highest quality primary health care, in combination with health education and wellness promotion, through caring, accessible and affordable services.

Planning Goals

Goal 1: Provide accessible, timely primary care that is personalized, confidential and cost-effective.

Goal 2: Educate students, emphasizing wellness promotion, healthy lifestyles, and lifelong disease prevention.

Goal 3: Promote a campus community that provides a supportive environment for students to pursue personal wellness.

Goal 4: Foster an environment to teach life-long learning skills to students to be active participants in their health and wellness.

Program Objectives and Student Learning Outcomes

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objectives #1

The Student Health Services web page is a resource for all registered students. We would like to improve the content and utilization to promote the Health Center's clinical services, health education and outreach efforts.

Reorganize and expand the Student Health Services' web page in order to increase student access to health information, information regarding patient services and educational programming available from Student Health Services. Develop a marketing campaign to support the launch of the new web site.

Measures

In Fall 2009, recruit a focus group of undergraduate and graduate students to evaluate students' perceptions and value of the material available on the web site. The results of the study will be used in Spring 2010 to gauge the usefulness of the information and identify possible additions/changes.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

Program Objectives #2

Utilize the Health Services' Electronic Medical Record (EMR) to measure the impact of patient education provided during the student's medical appointment to improve the student's ability to affect their own health care choices based on sound medical information, assistance and advice acknowledging culture and lifestyle differences.

The implementation of an EMR should promote more efficiency in the delivery of clinical care and better tracking of outcome data. We will develop a customized report to track the documentation of patient education provided during the student's appointment.

Measures
Conduct a study in Spring 2010 to ascertain patient compliance with provider instruction, and measure the effectiveness of provider communication strategies, e.g. questions regarding student stress, activities, lifestyle behaviors, that might relate to the student's personal health status and healthy choices.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

Student Learning Outcome #1

As a result of accessing clinical health services, students will be able to improve their knowledge and skills for making health care decisions and learn to be a responsible participant in their own health care choices through their understanding of the treatment plan and health education they received during their visit.

Measures
Student compliance with the treatment plan will be measured on the student's subsequent visit to the health center. Their compliance and understanding of the treatment plan will be documented by the provider at the time of the follow-up visit.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

Student Learning Outcome #2

Through the health center's influenza prevention campaign students will be able to identify and demonstrate prevention strategies for the influenza viruses, including H1N1.

Measures

Health Services will survey students' knowledge of influenza prevention strategies at 1.) the health center for students with medical care appointments and 2.) at the flu shot clinics conducted on the campus.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: Housing and Residence Life

Mission Statement

The mission of Housing and Residence Life at the University of California, Merced is to provide clean, safe, student-centered residential communities.

We cultivate our living-learning experience to support academic accomplishment, diversity and respect for human dignity, and student success.

Our sound financial management and business principles enable us to expand our programs and facilities to serve the changing needs of the students and university community.

Planning Goals

Goal 1: Build and maintain safe, secure, and comfortable residential facilities that support resident's ability to successfully transition into UC Merced and advance through their educational career.

Goal 2: Develop the departmental program guided by our learning principles for promoting student success around Resourcefulness, Scholarship, and Citizenship.

Goal 3: Maintain student-centered policies and procedures that promote efficiency and fiscal responsibility.

Goal 4: Offer opportunities for staff to further develop their potential.

Program Objectives and Student Learning Outcomes

Program Objectives #1

(Goal 1) To better maintain the facilities, increase the number of work orders submitted by residents for needed repairs within their private space.

Why Important? Residents are hesitant to submit work orders for fear of being billed. As a result, routine maintenance issues are not addressed in a timely manner which contributes to the deterioration of the buildings and possibly impact resident retention.

Measures

Residents and staff submit work orders on-line on an on-going basis. These are tracked in the "The Maintenance Authority" (TMA) system. Reports will be pulled and compared to last year at mid year and year end to determine an increase in the number of work orders submitted by students. We will also look at the number of work orders submitted by staff as a result of the Health and Safety inspections to determine whether or not residents are submitting work orders.

Results

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective was met. Typically a results summary should be between 100-300 words.

Although data shows growth in the number of work orders submitted, it does not equal the growth in the number of residents. It is evident that a good number of work orders continue to be submitted by staff as a result of inspections during winter and spring break closings, and at year end.

Work Order Stats	2006-07	2007-08	2008-09	2009-10
	235	1224	1282	1303*
Growth in Work Orders		21%	5%	2%
Number of residents	299	804	1090	1183
Growth in residents		69%	36%	9%

* 873 submitted by mid-year (January 10,2010)

Data collected regarding reasons why residents do not submit work orders (annual resident satisfaction survey): Of the 183 who responded, 3% did not want to get billed, 54% haven't seen anything needing repair, 13% don't know how, 8% don't know what a work order is, and 22% other (specifics not explored). However, billable damages at the year end continue to not be reported by students and found by staff performing inspections.

Timely Maintenance: Data from TMA (combined FM and Housing Maintenance) reflects an average 32 hour turn-around time for work orders excluding requests submitted on weekends and holidays. An improvement over last years 37 hour turn-around time. Housing Maintenance staff continues to achieve a 24 hours turn-around goal.

Although a lot of data was collected do not support our assumptions.

Conclusions

After significant efforts to market and promote the work order system, educating residents on routine work order (non-billable), and spending money to reward students who submitted work orders, data does not reflect an increase in the number of work orders submitted.

An evaluation of the year end work orders submitted at closing does not indicate that "routine maintenance" issues were not addressed. It does however demonstrate that residents did not submit work orders for actual billable damages – broken light covers, holes in walls, broken screens. So the assumption that residents do not submit work orders for fear of being billed is probably true, even if the survey results said differently.

The assumption that we are not keeping up with routine maintenance because residents are not submitting those types of work orders is probably false, since a good amount of the work orders at year end were for damages and not routine maintenance.

And finally the assumption that routine maintenance may have a negative impact on retention is not supported at this time proven by the record number of continuing student housing applications.

Housing and Residence Life will continue promoting and educating residents about our work order system using some of the same marketing strategies. The current TMA work order system is not user friendly and is difficult to navigate. StaRez is currently working with TMA to develop a more user friendly, attractive, web based interface that we plan to incorporate when the program is ready. We will continue collecting and analyzing data.

Program Objectives #2
(Goal 2) Increase resident satisfaction with the RA's performance/role in serving as a resource to residents.

Why Important? For the past few years residents have rated their satisfaction with their RA's performance as a resource and referral for students at 85%. RA's receive extensive training on the resources available to students and will need to intentionally share their wealth of knowledge with residents.

Measures
Residents participate in an annual Housing Service Satisfaction and RA Evaluation survey conducted in early spring. This data will be compared to the previous year to determine the % improvement.

Results
Residents responded to the question, "My Resident Assistant knows the resources available on campus to refer me", as part of the annual resident satisfaction survey. Results demonstrate an 8% improvement from 84% in 2008-09 to 95% in 2009-10.

Conclusions (This section will be due in summer 2010 along with your Annual Report)
The importance of the role of the RA as a resource to residents was emphasized as part of fall training and reinforced throughout the year during individual and staff meetings. The RLC's also worked closely with their RA's and Sr. RA's to create informative newsletters and bulletin boards.

We will continue to create a culture within residence life where the importance of the RA role as a resource to residents, particularly for new students, is clearly understood and reinforced by the supervising staff. The goal is to continue to achieve a resident satisfaction rating in the 90 percentile.

Student Learning Outcome #1
(Goal 1) Implement an educational campaign to heighten resident's awareness of safety issues and reduce damage billing by providing information and the tools needed to maintain a clean, safe, and well maintained residential environment.

Why Important? Safety in a group living situation is necessary. Cleanliness tends to be a major conflict among residents. Heightening individual awareness ensures a safer group living environment, and builds confidence, strengthens their sense responsibility to others, and results in an environment conducive to learning.

Measures
Health and Safety Inspections are conducted 2 times a year. Information is sent out prior to the actual inspection, violations are entered into a database, and individuals receive follow-up letters that identify specific violations and action needed prior to the post-inspection. This data will be compared to last year's information. Learning will be determined by the percentage decrease in both the amount of work orders submitted as a result of the inspection and overall number of violations.

Damage billing is derived from the daily RA duty logs and incident reports submitted to the office. Learning will be determined by a reduction in the overall damage bills issued as compared to last year's incidents.

Results

This learning outcome was intended to assess how education about the general cleanliness and safety measures translates to an actual reduction in overall damage billing. The relationship to damage billing assessment was not done.

Damage billing information provided from RA duty reports was not analyzed.

We were however able to track and compare the number of health and safety violations between Fall 2008 and Fall 2009 and Fall 2009 to Spring 2010. Taking into account a 9% increase in residents between terms the data is showing a noticeable decrease in the number of violations.

Violations	F2008	F2009	% comparison between fall terms	Spring 2010	% comparison between fall09 and spring10 terms
Trash	35	20	-75%	14	-42%
Recycling	24	22	-9%	9	-100.5%
Appliances*	24	10	-140%	17	70%
Bathroom					
Overall Filth	24	15	-60%	18	20%
Toilet	6	11	55%	2	-5.5%
Shower	12	7	-71%	6	<1%
% difference	125	85	47% reduction	66	2.8% reduction

*unauthorized kitchen appliances such as hot plates, coffee makers, hot water pots, etc.

Conclusions

Education of the students on what we were trying to achieve was done with flyers, Facebook information, sample cleaning schedules made available on the website, OA and RA face to face questions and answers, instructional flyer, posters, etc. Students are made aware of expectations and common infractions prior to inspection; the follow up letter identifies the infraction and explains how to rectify the situation; and the re-inspection allows us to verify if learning occurred (issue resolved). In the vast majority of cases, the infraction is resolved. The noted reduction between the fall and spring terms also confirms that they understand the expectation and live more healthfully.

Cleanliness of the rooms and encouraging the students to use a "chore chart" for cleaning and sharing those duties has been effective. Sample cleaning schedules are available on our website.

The extra effort to educate and promote health and safety standards among residents has paid off as evidenced in the steady reduction in numbers between semesters. We are currently working to produce a bathroom cleaning instructional video that will be available through our website next fall. We will continue the educational efforts as part of our routine operation.

Student Learning Outcome #2

(Goal 2) Promote resident participation in programs facilitated by the Resident Assistants and our partnering offices (Career Services, Student Advising and Learning Center, and Health Education) designed to promote learning in the areas of resource awareness, academic skill development, and citizenship.

Why important? The residence life program offers residents practical co-curricular learning opportunities to enhance their overall student experience. Residents need to take advantage of the opportunities designed to develop them as young adult.

Measures

Co-curricular workshops and programs are offered throughout the year for resident students. Individual programs are evaluated by residents and tracked in a database. Based on the learning goal (resource, scholarship, citizenship), residents rate their overall experience attending each program using a 10 point scale. Resident feedback is collected through the following questions:

By attending this program…

- I learned about **resources** to help me be successful on or off campus.
- I was exposed to skills that may assist me to be **academically successful**.
- I was exposed to aspects of **civic engagement** that may strengthen my skills as a civic leader and/or become socially aware and engaged.

Narrative comments are also collected in response to the following questions:

- In what ways was this information helpful
- List two things you learned as a result of attending this event

The same tracking method will be used to assess an increase in resident participation.

Results (This section will be due in summer 2010 along with your Annual Report)

Note: Results include a brief narrative of findings, and/or essential tables or graphs. The results should indicate the extent to which the program objective or student learning outcome was met. Summarize your results for SLO #2 here. Typically this summary should be between 100-300 words.

Statistics are collected for each program hosted by the residence life staff using attendance sheets evaluation forms

Program and Activities	Resources		Scholarship		Citizenship		Program Totals	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
# Programs/Activities	42	60	19	60	39	41	100	154
Attendance	1154	1148	405	1144	2197	1352	3756	3644
Avg. Attendance	27	26.1	21	27.8	56	39.65	34.6	31.2
Faculty Attendance	1	2	3	4	5	12	9	18
Avg. Rating out of 10	8.67	8.79	8.13	8.82	8.97	9.1	8.59	8.9

It is important to note that Program statistics were not accurately collected during the fall semester due to undefined expectations of the reporting staff.

Satisfaction rating as reported in the annual resident satisfaction survey.

08-09	09-10	
89%	92%	I learned about **resources** to help me be successful on or off campus.

84%	89%	I was exposed to skills that may assist me to be **academically successful**.
81%	86%	I was exposed to aspects of **civic engagement** that may strengthen my skills as a civic leader and/or become socially aware and engaged.
	75%	I have used the skills to/new techniques I learned by attending programs hosted by Housing and Residence Life (eg. take notes differently, make healthier foods, etc)

Resident comments about what they learned at a program:
Scholarship: "helped me study and stay focused on my studies, I learned that I should be more prepared than I am for my finals, it will help me plan my finals week study schedule; plan out study methods, how to manage time wisely, learned how much free time I had, understand what mind of leaner I am to study easier, learned a lot about majors that gave me ideas for careers to pursue"
"divide time equally to get all reading done"

Citizenship: "Diversity is more than just race, it is an expression of thought; it allowed me to gain insight into inner thoughts of society; I was able to think in a new perspective and have fun; reminded me to be proud of who I am, where I am from and where I am going; now I know about cyber bullying; my friend is a bully, I helped make Merced a more lively place and met involved community members; I was able to contribute something to someone; be supportive; expanded my knowledge on being a better person.

Resources: "provided me with additional information for writing cover letters; learned what makes a good impression when applying for jobs; I learned different ways to protect myself from harm; "gave me a better plan to determine my major; major doesn't determine career; help to fill out FAFSA; Learned how to protect myself from the sun; 10 tips for etiquette; I feel that motivation is what is affecting me so the tips help me out a lot; how to help a friend or even someone you don't know to get them out of an uncomfortable situation.

Partner Program Statistics: 49 programs with an average attendance of 25.6 per program, and a rating of 8.5 or higher on a scale of 10.

Partner Programs	# Programs	Ind. Program Attendance	Total Attendance	Avg. Rating on scale of 10
Career Services	16	14.4	217	8.45
Health Education	15	32.25	326	9.05
Student Advising	18	33.05	409	7.9

Conclusions
Overall programming statistics shows a 54% increase in the number of program offered in 09-10 as compared to 08-09 with a 3% decrease in the total number of attendees. The decrease in attendance may be a result of the inaccurate data collection during the fall term.

A significant amount of data has been collected to assess learning in relation to programs. The most telling data is the actual comments provided by program attendees. The application of learning has been reinforced by the 75% of residents who reported using the information they learned while attending programs.

The new Partner Program initiative was a formal collaborative effort between Housing and Residence Life and the offices of Career Services, Health Promotions, Student Advising and Learning Center intended to offer skill building programs focused on the unique needs of our

first-year and continuing student populations. Partner Programming accounts for about 32% of the programs offered and 26% of resident attendance at programs. With one year of experience, our partners have a better understanding of the need and expectation to offer different program topics based on resident's developmental needs (FYE & CSE). We will continue to define the program needs and further develop our partnership process.

The program tracking tool is being improved; expectations clarified; and training incorporated to ensure data is collected accurately. Tracking programming and intended learning has become a part of our department culture. We will continue to track programming statistics and learning to ensure the intended outcome is supported by the time and money spent on programming.

Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit**:** **Office of Admissions**

Mission Statement

The University of California, Merced Office of Admissions seeks to recruit, admit, and enroll undergraduate students who will develop and grow educationally, personally and contribute to the University, community, state, nation and the broader global society. To that end, the role of the Office of Admissions is to recruit, admit and encourage enrollment of a diverse student population regionally, nationally and internationally who are well prepared, academically and accomplished beyond the classroom.

Planning Goals

Formulate 3-4 goals and include them here.

Goal 1: Annually enroll an entering class consistent with the campus enrollment plan.

Goal 2: Promote UC Merced at the state, national, and international level to generate interest, primarily among prospective high school and community college students who are well-prepared, diverse, and good candidates to excel in our campus environment.

Goal 3: Improve and implement the assessment, selection, verification and transfer credit process for students as they progress from applicants to enrolled status.

Goal 4: In collaboration with campus faculty, develop a plan for implementing at UC Merced the new University of California's eligibility construct, "Entitled to Review."

Program Objectives and Student Learning Outcomes

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objectives #1

The recruitment process is clearly one of the most important responsibilities of the Admission Office. The ability to convey appropriate messages to prospective students that will yield applicants, produce admitted students and enroll a well prepared and diverse student body is a primary goal. The approach must be strategic for greatest outcomes and efficiency.

Enhance a regional recruitment model by:

Building and maintain effective relationships with relevant institutions, ongoing

Initiate and maintain, in partnership with the Center for Educational Partnerships, ongoing presence in Central Valley schools, by August 30, 2009

Integrate regional representative in regional or district committees or coalitions; e.g., ARCHES, MESA, etc., by December 2009

Each regional representative to build and maintain a database of educational contacts within their region, ongoing

Each regional representative to design and implement two community-based workshops or presentations by May 2010.

Develop and implement a management and evaluation component based on data and outcomes.

Contact Card collection, Entry, Monitor and Follow up in place by September 15, 2009

Each regional representative to provide a mid-year summary of events (by January 2010) and end-of-year report by June 2010

Admissions leadership to monitor admissions activities/events, their format and attendance, ongoing.

Re-design and configure current Recruit system in order to assess events, maintain database of contacts, and calculate effectiveness by October 2009.

Measures

We have three primary tools that we will use to measure the outcomes of our efforts including: our Recruitment Management System, the Banner Data Base, and a survey tool. Each will be used to measure student attendance, submissions of applications, Statements of Intent to Register and ultimately enrollment rates. The survey will measure student and educator perceptions.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

<u>Program Objectives #2</u>

Communications is a critical component in enrolling a qualified student body that meets the desired enrollment goals. The timeliness, content and messages are critical to the impact on the prospective applicant, applicant, admitted student and those who have made a commitment to enroll (SIR).

Complete and Distribute the 2009-10 comprehensive communication calendar by September 17, 2009 and:

Update the comprehensive application communication plan by September 15

Update and refine the central communication recruitment plan by September 10
Lay out all communications sorted by different audiences by October 1

Implement a comprehensive communication plan

By September 30, create timelines for individual projects and work backwards to ensure deadlines are met

By October 15, fine-tune standard letters earlier so they are ready to go at the designated point in the cycle

Measures

We will measure whether deadlines were met, the number of messages that were sent and their impact based on number of student responses to each communication. We will use our recruitment management data base, Banner System accompanied with our internally build reporting systems. We will also extract outcomes of student perception from SIR Yes and No surveys.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

<u>Program Objectives #3</u>

In an environment where a substantial percentage of high school graduates begin their postsecondary education at California Community Colleges, it is imperative to have in place extensive articulation for UC Merced degree requirements.

Increase the level of articulation with California Community Colleges and improve the process verification and the awarding of transfer credit.

Increase from 50 to 110 the completed articulation of CCC by June 2010.
Plan for implementation of a new system for transfer evaluation by September 2010.

Measures

In June 2010 determine if articulation goal met. If not, determine why not in order to increase efforts to expand articulation with California Community Colleges.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

<u>Student Learning Outcome #1</u>

Because of our increased communication efforts, students will understand the positive attributes of UC Merced, the application and financial aid process and be able to complete them.

Measures

The number of student contacts (calls or email) regarding the application process will be reduced by 15% over the prior year.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

Student Learning Outcome #2

The information we provide will help students make an informed choice when deciding on attending UC Merced by dispelling stereotypes, bias and myths.

Measures

The percentage of students submitting a Statement of Intent to Register (SIR) will increase by 1% compared to prior last like term, i.e., spring SIRs for 2010 will be 1% higher than for 2009.

Results (This section will be due in summer 2010 along with your Annual Report)
Conclusions (This section will be due in summer 2010 along with your Annual Report)

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: OFFICE OF INTERNATIONAL AFFAIRS

Mission Statement

The Office of International Affairs (OIA) supports UC Merced's vision of becoming a leading international institution. Through global initiatives, international partnerships, visa services and study abroad exchange, OIA aims to internationalize the campus and to position UC Merced to take a prominent place in global higher education.

Planning Goals

Goal 1: Internationalize UC Merced by defining undergraduate global competencies and facilitating a global curricular focus, develop a sophomore-level global certificate program, enhance international exchange opportunities for faculty and students, encourage international aspects in all coursework, acknowledge collaborative international research and international service performed by faculty in the review process.

Goal 2: Represent UC Merced in multi-institutional associations, national and international organizations, multi-national projects and an array of collaborative global opportunities related to UC teaching, research and public service.

Goal 3: Assist students as they engage in high-quality education abroad opportunities that enrich and expand campus curricula and promote intercultural understanding.

Goal 4: Sponsor visas for internationals students, faculty, researchers and professional staff and provide activities to ease cross cultural adaptation.

Goal 5: Manage the International Center as a resource for the campus community and visitors.

Program Objectives and Student Learning Outcomes #1 of 2

Program Objectives #1

In August 2008 Academic Affairs staff conducted an orientation for new international students. The orientation was held 12 days prior to the start of the term so attendance was very low. The orientation lasted six hours and featured a series of presentations from campus groups as well as an overview of visa regulations.

During 2008-09 several international students encountered difficulties due to ignorance of their obligations as non-immigrant visa holders. OIA is hoping that restructuring the orientation, providing a handbook, the iCenter, and dedicated visa staff will improve students' knowledge and compliance with the SEVIS regulatory environment.

This Assessment Plan is focused on efforts to improve the International Student Orientation.

This effort directly supports the following Student Affairs Learning Outcomes:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)

Planning Objective #1

In 2009-2010 OIA will strive to improve the International Student Orientation. The new orientation will focus primarily on how to comply with the SEVIS regulatory environment. It will cover areas unique to cross-cultural challenges, ways to enhance English language ability and unique opportunities for international students such as the International Student Association (ISA)

Measures: Program Objective #1

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.
Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

By attending the orientation international students will become familiar with:

1. The role, mission, role and services of the International Students and Scholars Office (ISS).
2. US CIS F-1 regulations and benefits. Information that must be reported to SEVIS.
3. Their responsibilities with regard to maintaining valid non-immigrant status during their stay in the U.S.
4. Resources available to serve their needs, including the counseling services through the Wellness Center.
5. Ways UC Merced policies regarding Leave Of Absence, Reduced Course Loads, and Registration differ between domestic and international students.
6. When it's best to seek the counsel of the visa advisor rather than the academic advisor
7. State Department Security Clearances, the Technology Alert List, and how these may impact an individual's ability to leave and re-enter the United States.
8. How to apply for a social security card.

9. The International Student Association (ISA)

Student Learning Outcome #1

In 2009-2010 OIA will strive to improve the International Student Orientation. The new orientation will focus primarily on how to comply with the SEVIS regulatory environment. It will cover areas unique to cross-cultural challenges, ways to enhance English language ability and unique opportunities for international students such as the International Student Association (ISA)

Measures: Student Learning Outcome #1

1. The International Student Orientation will be conducted as closely as possible, but prior to, the start of the term.

2. Incoming international students will be notified in advance of this mandatory meeting and asked to register on-line.

3. ISS staff will conduct the international student orientation to cover rules and regulations applicable to all international students.

4. The orientation will last approximately three hours and be followed by a 1-hour informal reception attended by continuing graduate students, faculty and staff.

5. During the orientation a student panel with describe their experiences at UC Merced and take questions from the new students.

6. The orientation is mandatory and attendance will be taken. ISS staff will contact students who miss the orientation to meet with them individually or schedule a make-up orientation.

7. At the end of the orientation students will complete an evaluation and survey. This instrument will measure the student's understanding of the main rules and regulations previously covered at the international student orientation. It will also collect information related to the following areas: academic level; pre-arrival, arrival; English language ability.

8. In April 2010 students will again be surveyed to determine if the information they received at the orientation was helpful and was retained. They will be asked to reflect on their first year at UC Merced and to contribute information concerning areas the August orientation had covered.

The information will be analyzed and used to improve the August 2010 new international student orientation. **Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO #1 was met.**

****

The Student Affairs Division launched unit Assessment activities in June 2009. During this pilot year an assessment exercise was launched (represented by this report).

The 2009 International Student Orientation was held on Saturday August 22, the day the after the dormitories opened and three days prior to the start of instruction. Students were able to enroll on-line. Attendance was 15 of 17 students or 89%. The arrival of two students was delayed due to unforeseen circumstances.

Information critical to maintaining student visa status while in the U.S. was presented. A student panel gave presentations on their experiences and took questions. A reception followed for all international students, faculty supervisors and administrators. During this time a lively discussion ensued on various aspects of adjusting to life in the U.S. and to teaching American-style classes.

Two surveys were taken: the first was a paper survey/evaluation of 50 questions given directly after the event; the second was an online survey at the end of spring term 2010.

The cohort surveyed was 20% female/80% male; 60% grad/40%undergrad; 40% were in the US for the first time; 60% arrived in the US at least two weeks before the orientation; only 50% of students had read the information sent to them prior to arrival; 50% were picked up at the airport and 10% drove personal cars to reach Merced; all but one student had already opened a bank account and obtained a cell phone; only two students had applied for a Social Security Card but 87% said they felt well informed of the process to apply; only three students indicated they were interested in joining a local family for Thanksgiving.

The first survey disclosed quite a bit of English language anxiety with only 30% confident in their level of comprehensive and ability to teach.

The favorite activity of the orientation was the icebreaker ranking 4.7 out of 5, followed by the student panel, 4.53 out of 5.

The survey disclosed room for improvement in the following areas: students were confused about what types of authorizations are needed prior to travel; whether they are in a STEM field and therefore subject to MANTIS, the number of hours they are able to work; who to contact with questions about visa status; 100% of students felt they had at least a good understanding of their responsibilities to maintain legal visa status.

In general the graduate students arrive earlier than undergrads and typically have the help of a faculty member or peer mentor to get settled. In general the graduates need less cross-cultural and adjustment information and more information on visa regulations. Information about teaching courses, how to meet the expectations of faculty supervisors, where to go for medical and psychological help, and resources to build confidence in their English abilities are of greatest interest to the grads. The undergraduates are more interested in cultural issues, how to get around California, making friends etc.

The second survey was not consistent with the first and so does not provide a clear data mapping. The intent of the second survey was to explore information the student had retained, and where holes in critical regulatory information might still exist. It was the second survey that shed light on where the orientation needs to be strengthened.

100% of students knew about SEVIS and the basics of F-1 visa status. However, the number of students confused about roles and responsibilities and about where to go for help on campus was significant, even after an academic year at UC Merced.

9% of students thought the Counseling Center could help them obtain financial information, 11% thought the Counseling Center assisted with academic difficulties, 10% would go to their faculty supervisor if feeling stressed rather than the Counseling Center; 78% would contact Rachel Martin for information about working off campus, 4% thought OIA assisted with searching for off-campus housing, 10% were confused about the Social Security Card, payroll and tax information (thinking all are related to immigration), 22% thought OIA was responsible for maintaining the immigration status of the student, 30% thought the Registrar would put a hold on information if they didn't notify SEVIS of a status change; 20% did not know where to go to contact an International Student Advisor. In 2010 we'll align the survey and evaluation tools in order to track whether or not information related to visa issues actually declined during the year.

Actions for Improvement

The graduate and undergraduate students differ in their needs for information and in the level of mentorship they receive prior to the start of school. It would be ideal if separate orientations could be provided for these two cohorts but, while international student numbers are small, this will not be possible. Instead, the two groups will be separated into break out groups for a portion of the orientation. Information concerning roles and responsibilities (including their own) will be enhanced and include visual aids. International Student Advisor Suki Nawaz will be the primary presenter so that students will imprint her as their visa support, the Counseling Center will be invited to present to clarify roles but also to provide a human presence to this important service, and Belinda Braunstein will discuss resources to improve English.

An international student handbook is being developed as a reference resource. A web-based version of this (as well as all related pre-arrival materials) will be available on the OIA website as of August 1, 2010 so that all students have access to the information prior to arrival. A small handbook will also be printed to be used as a guide for students throughout the year.

This SLO is in the Emerging stage of the Assessment Rubric. The International Student Orientation will again be assessed in 2010-11 and better methods of measurement employed.

Program Objectives and Student Learning Outcomes #2

Program Objectives #2

At UC Merced the International Opportunities Program (IOP) is the non-UCEAP portion of the study abroad menu. Three areas must be developed to implement the IOP area:

1. Forge agreements of affiliation with private-sector study abroad program providers. Affiliation with these agencies will give students a greater range of options in terms of qualifying GPA levels, more flexible deadlines, different types of programs and more of varied duration and academic cycles. As an example: some of the potential affiliates offer short courses or internships during winter break.

2. Establish a new type of Planned Education Leave (PELP). Craft supporting processes and procedures, and align the shared and discrete roles of four stakeholder units: the Offices of Admissions, Financial Aid, International Affairs and the Registrar.

3. Implement MARINER, a study abroad database that will allow UC Merced to track and report IOP and EAP students to UCOP and the Institute of International Education (IIE). While participating, IOP students are on an IOP Leave and not enrolled. Therefore they fall outside most of the records management systems dependent on Banner. A proprietary records management sysem is required.

This Assessment Plan focuses on #1 Expanding the Study Abroad Portfolio by affiliating with private-sector study abroad agencies.

Program Objectives #2

As UC Merced grows, and as the campus continues efforts to internationalize the community and curriculum, it will be important to match our sister UC campuses in providing a broad array of study abroad and international exchange opportunities. As part of that effort, and to encourage more undergraduate students to take advantage of education abroad, OIA is planning to expand its study abroad portfolio. By May 2010 UC Merced students will be able to study abroad through the UC Education Abroad Program (EAP) or through the International Opportunities Program (IOP) with private study abroad providers.

This effort directly supports the following Student Affairs Learning Outcomes:

- Increase capacity for leadership and teamwork;
- Articulate a sense of self, identity and knowledge of their effects on others;
- Develop an understanding and appreciation of human differences.

- In 2007 UCOP mandated campuses to make a variety of study abroad options available to students in addition to those offered through the UC Education Abroad Program, to create a unique leave of absence category for this purpose, and to allow students to apply qualifying portions of their financial aid award to these programs.

Measures: Program Objectives #2

Student Learning Outcome #2

Providing a broad range of study abroad program options will:

1. Encourage students to utilize recommended and trusted providers
2. Achieve efficiencies in the transfer course evaluation process by tracking courses often taken.
3. Achieve efficiencies due to providers' willingness to to adapt to UC processing needs when possible.
4. Broaden scholarship and financial aid options

Measures Student Learning Outcome #2

By September 1, 2009 select 5-7 study abroad affiliates. Affiliates will be selected based on the following criteria:

- Associates of other UC campuses
- Have attributes that uniquely serve UCM cohort
- Are able to accommodate a wide range of qualifying GPAs
- Have greater deadline flexibility than EAP
- Offer a broad range of program cycles

1. By October 1, 2009 contact providers to begin affiliation discussion and request agreement materials incl. terms and conditions
2. Review affiliation agreements and request changes in terms and conditions that are necessary to comply with UC policy
3. Obtain the approvals of Provost EVC Alley and SAVC Lawrence.
4. By January 15, 2010 add web pages on IOP process and links to affiliates to make options available to students.

Facilitate recruitment activities

Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO 2 was met.

****

The Student Affairs Division launched unit Assessment activities in June 2009. During the pilot year an assessment exercise was launched (represented by this report). As the Division and the OIA have grown in awareness the purpose, function and the types of activities it became clear the this SLO was not at the appropriate phase to yield useful information.

Developing an International Opportunities Program (IOP) and affiliating UC Merced with non-EAP study abroad providers was more a developmental objective (or program objective) rather

than Student Learning Outcome, and that objective has been met. Now that the IOP is in place we will be able to track its effectiveness and through assessment identify areas that can be improved.

UC Merced and the Office of International Affairs is now affiliated with 6 private study abroad providers (affiliates):

1. American Institute for Foreign Study (AIFS)
2. Global Links (aka Australearn, Asialearn)
3. Institute for Study Abroad (IFSA)
4. International Studies Abroad (ISA)
5. Academic Programs International (API)
6. Semester at Sea

The affiliates have established a profile at UC Merced through visits to the campus, participation in International Education Week Activities, participation in the annual fall International Opportunities Fair, etc. An IOP leave process has also been developed and a misc. fee of $150 to recover some of the processing costs approved.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: **Office of Student Life (OSL)**

Mission Statement

Mission:
The Office of Student Life exists to support the development of our students and community to promote responsible and engaged citizenship.

Vision:
The Office of Student Life will be a leader in providing innovative, student-centered programs and services that enhance the academic vision and connect students with opportunities for social, intellectual and skill development.

Planning Goals

Goal 1: The OSL will establish a departmental assessment plan of action in order to determine if the office is fulfilling its mission and vision.

Goal 2: The OSL will develop a technology plan to maximize information flow, manage data, and enhance service provision.

Goal 3: The OSL will increase student input in program planning and resource efforts.

Goal 4: The OSL will reach out to faculty and community leaders to create opportunities for intellectual growth and community leadership.

Program Objectives and Student Learning Outcomes

Program Objectives #1

Program: Assessment Initiatives
To more accurately measure our programs as a means to determine if the OSL is achieving its mission statement.

With WASC visits and a national increased awareness of Student Affairs Assessment, it is becoming increasingly more important to measure all programs and initiatives in a consistent manner. Our office has created an "assessment team" that is leading the charge to develop program objectives, learning outcomes, and tracking systems to improve the way we measure what we do. This is the integral PO for planning goal 1 and something that will improve all of our resources and services if followed consistently over time.

Measures

Our office will know if we are achieving our mission through the following preferred assessment measures: feedback/evaluation forms, an assessment grid that will track the

rates at which we achieve specific parts of our mission, focus groups, anecdotal evidence through advising, and attendance rates at various events.

Results - Goal #1:

- **We created a general OSL feedback form to measure individual programs. This form was also modified for some programs that allowed program specific information to be captured while still gathering standard demographic data.**
- **We chose not to complete an assessment grid this year. After much review, we determined that we were in the early stages of developing our assessment plan and needed more time to determine the components of that plan before creating a formal assessment grid.**
- **Focus groups were conducted in the area of Women's programs and Fraternity and Sorority Life. Other forms of assessment were used in other OSL areas, such as post event program evaluations (in all areas), advising appointments, and anecdotal conversations.**
- **At the end of the spring semester a survey was sent out campus wide to students, staff, and faculty. The feedback gathered indicated that 67% of respondents felt that the Office of Student Life is fulfilling our mission, 7% identified that OSL is not fulfilling it's mission, and 26% of respondents were unsure.**

Conclusions: The Office of Student Life made a concerted effort to assess our mission, activities, and impact on students, however more consistent assessment methodology must be utilized and maintained throughout the academic year to gather more substantial and less anecdotal assessment data.

<u>Program Objectives #2</u>

Program: OSL Website

To enhance the level and layout of resources and information available on the OSL website to promote responsible behavior and increased awareness of opportunities available.

This PO is important to measure because the new website is a perfect opportunity to reach our planning goal 2 and improve the technological focus of our office. Achieving this objective to improve the website will allow students, faculty, staff, and the community and increased awareness of all the other programs, resources, and initiatives we offer.

Measures

Our office is looking into opportunities to have surveys and feedback forms pop up directly on the website during use to gain valuable evaluations from users.

We can also track the numbers of people who attend programs because of information on the website, attend programs because they learned about them from the website, or contacted us because they found our information while looking at the website. If possible, we will track forms downloaded off the site and number of people who visit the site.

Results – Goal #2:

- **The Office of Student Life was successful in going live with our new website which provided more information about OSL programs and services, and allowed for easier self service customer access to documents such as forms, policy and procedure guidelines, general resources, and event information.**
- **The new website allowed each OSL staff member to input his/her information independently at their convenience which resulted in more up to date information regarding programs, events, and services being highlighted on the website . . . in essence the site was always more current and detailed.**
- **Many users identified through informal conversations that they downloaded forms from the OSL website, or that they looked up policy information online.**
- **An additional service component of the new site was adding the room reservation capability. Hundreds of online reservations were submitted and allowed users to request a room online, and receive an online confirmation. This provided 24/7 access to this OSL service, thus making room reservations more timely and efficient for users as well as reservation administrators.**
- **The new site went live in January 2010 instead of September 2009, thus creating a delay in implementing programs and services through the use of online technology. This delay impacted our ability to complete this objective in full. Updates to the website are continuing to be made to make the site more user friendly, effective, and efficient for users, and to allow OSL to gather more data about use of services and resources.**

Conclusions: This goal remains an important focus for the Office of Student Life. We plan to gather more information such as # of site users (by overall site and individual areas), to track the number of resources downloaded (forms), the number of room reservations requested, and the implementation of pop-up informal survey questions. These elements will provide a deeper and more complete assessment view of our technological impact regarding our information, programs, and services. This goal is ongoing. We must promote the website through some intentional marketing mechanism to encourage an increase of site users (such as club training, and tabling, etc.).

<u>Student Learning Outcome #1</u>

As a result of participating in Registered Campus Organization (RCO) Training, students will know policies and procedures relating to posting on campus, finances, and resources available.

This is an example of a learning outcome that a student will obtain through attending the RCO training held each fall. This is important to increasing student involvement on campus and improving the abilities of clubs and organizations through enhanced knowledge.

Measures

In order to measure this learning outcome, the OSL will:
-Ask for feedback through an evaluation form at the end of the training sessions.
-Track the mistakes on forms/accounts to verify that students absorbed information.
-Gauge what students learned about university resources through conversations and advising in the office.

Results – Objective #1

- **Participants who filled out evaluation forms included students attending spring club leadership luncheon training, Sorority and Fraternity Leadership Training, and Safe Zone training. Those attending Registered Club and Organization training did not fill out formal evaluation forms, though post training feedback conversations were held with many students.**
- **Mistakes made on forms / student accounts were not formally tracked during the course of the 2009-2010 year. However, a review of the accounting / event sponsorship process determined that mistakes are rarely made on the initial forms themselves, but instead, are made when students turn in the "backup" documents to complete the accounting /event sponsorship process (all forms/ documents are not turned in initially, or in a timely manner). Anecdotal information identified that over time, students became more effective, efficient, and timely in turning in the proper/requested/ required paperwork, and made less mistakes in filling out forms. This became a practice makes perfect scenario. The more students repeated the event sponsorship/accounting process, (and as a result of providing them information at each point in the process), students became more knowledgeable therefore becoming more effective and efficient at successfully navigating the processes.**
- **Through conversations and advising appointments in OSL with students (particularly RCO participants) throughout the year, we determined that students became much more knowledgeable about both OSL, campus resources, and university policies regarding use of facilities, accounting procedures, and RCO policies.**

Conclusions: It will be necessary for OSL to further and more consistently evaluate the effectiveness of our training programs and their impact on student participants. While we are conducting some evaluation, the inconsistency may leave holes in our planning that could hamper our training effectiveness. OSL has continued to provide ongoing training/education, and support informally (drop in meetings, 1:1 contacts, informal trainings) which seems to enhance student's connections to the staff/office, and seemingly help develop student's knowledge and skills in relation to OSL and campus/community resources. While we plan to assess our trainings more effectively, we also want to maintain the ability to connect with students to incrase their knowledge and access to resources through informal means.

<u>Student Learning Outcome #2</u>

Students who attend the strategic planning session for women's programs will be able to provide input on the future of women's programs at UC Merced and feel an increased sense of community and resources for them.

This is one learning outcome expected for participants in the women's strategic planning session to be held on October 1. This outcome assists in carrying out both planning goals 1 and 3.

Measures

An extensive feedback form will be available to all participants at the session close.

Results – Learning Outcome #2

- **Students who participated in the planning sessions provided input, feedback, and concept to the mission, vision, and structure and development of Women's programs at UCM.**
- **As a result of participating in the planning session, 100% of attendees identified through evaluations that they would be likely to attend women's programs in the future.**
- **100% of participants in the planning sessions identified that they felt like women's programs fit into the mission of UC Merced.**

Conclusions: The students who participated in the strategic planning sessions were often participants in women's programs offered throughout the year. While we cannot prove a direct cause/effect relationship, the students who participated in the strategic planning sessions seemed to have a greater awareness about women's programs and a higher rate of participation in women's programs throughout the year. Planning session participants also identified a sense of hopefulness and excitement about the future of women's programs at UC Merced.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: **Office of the Registrar**

Mission Statement

The Office of the University Registrar supports the mission of the University of California, Merced, by serving as the primary office of academic records and campus card services. To that end, we oversee various processes and programs including initial student registration through verification of degree conferral; veteran services; and classroom scheduling. We operate with a core group of dedicated staff who strive to use the best technology to provide a personalized customer service experience. In all that we do, we are committed to the principles of mutual respect, fairness, good stewardship, and sensitivity to the diverse populations we serve.

Planning Goals

Goal 1: Maintain and protect the integrity of data and academic records relevant to our operation.

Goal 2: Initiate strategies for collaboration with new campus constituencies and continue to strengthen existing partnerships.

Goal 3: Provide accessible resources to empower those we serve to be responsible and self-sufficient.

Goal 4: Establish assessment practices that lead to improvement of all business processes.

Program Objectives and Student Learning Outcomes

Program Objective 1: Determine and document reasons why students do not graduate when expected. Develop a series of proposed initiatives to help students overcome the challenges they encounter when attempting to graduate.

Measure for Program Objective 1: Registrar's staff will review, log, and analyze records of students who applied to graduate in Fall 2009 and Spring 2010, but did not, to identify patterns that could help identify reasons why students did not graduate as expected.

Results
During the Fall 2009 degree clearance process, the degree analyst reviewed individual applicant records and logged reasons why applicants did not complete their degrees as intended. Reason categories were created based on closely related themes and results were tallied. Results appear on Chart A on the attached 2009-2010 Assessment Plan Attachment document.

Conclusions
1. Records for applicants in the second category (Did Not Meet 120 Minimum Units) warrant further investigation to determine if these students (a) registered for needed units during the last term and then dropped or (b) if they did not register for the needed units at all
2. The Fall 2009 results may have been skewed due to the high number of declarations of candidacy that students submitted. Many students filed by the April 1, 2009 deadline in the hope of graduating in Fall 2009 in order to participate in the May 2009 Commencement when Michelle Obama served as the Commencement keynote speaker. Spring 2010 data comparisons will help confirm this assumption.
3. Results in the fifth category (Paperwork/Processing Not Yet Complete) evidence office efficiency--and deserve celebration! The two applicants in this category did not complete their degrees due to study abroad or transfer credit record receipt delays (not Office of the Registrar delays). Following proper business practice in the Registrar's profession, official records of this type must be received before degree clearance is complete.

4. MyAudit (automated degree audit) use is expected to decrease occurrences in several categories because this tool provides individual degree requirement and completion information for students and advisors. Since MyAudit was implemented in October 30, 2009, we expect that higher percentages of students will graduate during their application term in the future.
5. Based on the above results, two initiatives for improving applicant completion will be considered for future terms:
    a. Add a MyAudit statement close to Declaration of Candidacy section of the report to read: "If your courses are not in progress and areas on the audit are red you may not finish. See your advisor as soon as possible!"
    b. When students turn in declaration of candidacy forms at the Student First Center, they will receive a sheet (or receive an email) that lists information about the implications of dropping or changing their class schedules once they file declarations of candidacy. It would also list the steps from declaration of candidacy submission through degree clearance.
6. Registrar's staff will continue to gather and assess applicant degree completion data in the future to track trends and changes related to the Conclusions above.

Program Objective 2: Determine and document reasons why instructors miss grade submission deadlines. Develop a series of proposed initiatives to help instructors overcome challenges they encounter when attempting to enter grades.

Measure for Program Objective 2: Registrar's staff will analyze grade submission rates to identify patterns if the on-time submission rate does not reach 100% each term.

Results

During the Fall 2009 and Spring 2010 grade submission process, the grading coordinator logged reasons why instructors missed grade submission deadlines. Reason categories were created based on closely related themes and results were tallied. Results appear on Chart B on the attached 2009-2010 Assessment Plan Attachment document.

Conclusions

1. Compared with the number of missing grades during 2008-2009 (545 missing grades for Fall 2008; 488 final missing grades for Spring 2009), 2009-2010 results (92 missing grades for Fall 2009; 102 missing grades for Spring 2010) show that on-time compliance is improving even while the number of UC Merced course sections and students is increasing, which is cause to celebrate! The improvement is largely due to the grading coordinator's enforcement and communication efforts as well as the support for compliance received from the School Curriculum Assistants, Assistant Deans, and Deans. IT representatives have also been willing to improve CROPS messaging since Fall 2008.
2. Fall 2009 results for both the first category (CROPS Issue--Thought "Submit" Was Hit) and the third category (Confusion with Independent Study Course) evidenced the need for improved IT training and communication with instructors. Effective with Spring 2010, the IT CROPS team began sending automatic reminder messages to faculty with missing grades (hourly close to the deadline). These reminders undoubtedly had an impact on the Spring 2010 improved compliance results for these two categories, as well as on overall results.
3. Based on the results, several strategies for improving grade submission compliance will be considered for future terms:
    a. Copy Deans on grade reminder messages to all instructors. Also copy Deans on the email communication sent post-deadline that lists noncompliant instructors.
    b. Email students with NR (Not Reported) grades explaining what the NR grade means and procedures to follow in contacting the instructor involved. The resulting contacts from students may encourage the noncompliant instructor to submit grades on time in the future.
    c. Determine and incorporate incentives to encourage faculty to submit grades on time.
4. Registrar's staff will continue to gather and assess grade submission data in the future to track trends and to encourage on-time submission.

Student Learning Outcome 1: Students will be able to demonstrate basic knowledge of the registration process and resources available to assist with the enrollment process.

Measure 1 for Student Learning Outcome 1: Survey Fall Registration Round Up attendees before they leave the event to determine their level of understanding of the registration process.

Results

Registration Round Up is held each fall term to prepare first term freshmen for spring term registration (their second term at UC Merced). Registrar's staff collected surveys that students completed before leaving the Registration Round Up workshop and compiled the results. Results appear on Chart C on the attached 2009-2010 Assessment Plan Attachment document.

Conclusions

1. The overall results were positive, with students reporting that they believe their registration preparation was enhanced after attending the workshops. To obtain more meaningful data, we will increase the number of surveys collected for this event in the future (only 56% of attendees turned in surveys). It may also be helpful to determine what percentage of all total "new" freshmen in their first term attends the workshop.
2. It may be interesting to compare the registration experience of individuals who reported confidence after the workshop with their actual registration transactions (errors received, timely registration after registration opened, etc.). These data may be difficult to match one to one, however.
3. Based on student survey results, (a) the event should be moved up one week so it is held the week before registration opens, (b) improved wireless access should be provided, (c) brief presentations should be added, and (d) coordination with School representatives should be increased so more advisors attend to answer student advising questions.

Measure 2 for Student Learning Outcome 1: After spring semester registration, survey a control group composed of both Registration Round Up attendees and non-attendees to determine if those attending are better prepared to register than those who did not attend.

Results

Surveys were emailed to attendees and non-attendees after Spring 2010 registration during Fall 2009 (20 were in each randomly-selected group). Seven responses (three attendees and four non-attendees) were received. Results showed that attendance did not appear to impact preparation for registration.

Conclusions

1. The lack of attendance impact may have resulted because the non-attending students who responded were already prepared for registration, which is why they chose not to attend the Registration Round Up event.
2. Increasing the number of post-event survey responses in the future may provide more significant data. Incentives to respond should also be offered.
3. Instead of conducting a post-event survey in the future, more meaningful results may be received by investigating registration transactions/errors received by attendees versus non-attendees.

Measure 3 for Student Learning Outcome 1: Gather data reflecting the percentage of students who register within a certain timeframe from the date that registration opens as well as the percentage of students who receive registration errors.

Results

Using Crystal queries, the Associate Registrar compiled the Fall 2009 data after the completion of the term. Results appear on Chart D on the attached 2009-2010 Assessment Plan Attachment document.

Based on Fall 2009 data:

- 65.8% of Seniors register within one week of the time they are eligible to register.
- 70.1% of Juniors register within one week of the time they are eligible to register.
- 79.6% of Sophomores register within one week of the time they are eligible to register.
- 78.2% of Freshmen register within one week of the time they are eligible to register.

The Associate Registrar did not compile registration error data, since courses were ungrouped for the first time in Fall 2009. The ungrouping of courses resulted in a higher number of registration errors than usual, and this would have skewed assessment data. These data will be compiled in the future.

Conclusions

1. The data indicate that there appears to be no incentive for graduate students to register as early as possible during priority registration. It would be interesting to determine if the 4 percent of graduate students who registered within one week of their eligibility are former undergraduates, which may indicate that they already understand the registration process.
2. The number of special priority students (Disability Services students and Veteran students) who use priority registration is lower than expected. Comparing these two groups of students and their registration timeframes may be helpful to determine who used the priority registration from 8 days late and on. Perhaps one group would benefit from more marketing/communication messages regarding taking advantage of their special priority registration status.
3. Since registration holds (advising, account balance, etc.) impact registration timeliness, holds could be incorporated in the data collection in the future to distinguish students whose holds block registration from students who were able to register at any time.
4. Lower classification students register during the first 24 hours and first week of eligibility at higher rates compared with upperclassman. This may be an indicator of competition for classes as well as improved communication regarding registration provided to freshmen/sophomores from the time of New Student Orientation forward. Also of note is that fewer lower classification students register after 98 days past their eligibility compared to upper classification students.
5. The Fall 2009 class schedule was publicized later than usual (due to the changes needed to ungroup courses), so this may have impacted the percentages of students who registered earlier. There may not have been adequate time for them to prepare and meet with their advisors before they registered.
6. Based on the above results, several strategies for encouraging more timely registration will be considered in the future:
    a. Provide incentives to encourage graduate students to register early. As competition for graduate level courses increases in future years, graduate students' registration behavior may change. Some graduate students report that registering early can be challenging due to faculty approvals needed and the availability of faculty to provide the approvals.
    b. Increase communication to students about priority registration open dates and times.

Student Learning Outcome 2: Students will be aware of CatCard features and capabilities.

Measure for Student Learning Outcome 2: Log web site, phone, in-person, and email inquiries about campus card functions and analyze responses.

Results

The CatCard Administrative Assistant logged email inquiries received during Fall 2009 and Spring 2010. Results appear on Charts E and F on the attached 2009-2010 Assessment Plan Attachment document. Website activity hit totals cannot be determined at this time.

Conclusions

1. The results provide a valuable log of office activity showing that there is increased traffic at the beginning of each term.
2. It would be interesting to track what type of inquiries/activities the Walk-In Traffic category comprises.
3. Activities that are directly related to students are hard to identify/target in the results, since this office serves all campus constituencies. (For example, the largest category, Affiliate Accounts, comprise email notifications for transaction clearances to the Recreation Center, Child Care Center, and other offices.)
4. If these data are collected in the future, it should be included in a "program objective" versus student learning outcome.
5. It is hard to determine the extent of student awareness of CatCard features based on the results; however, logging office activity was useful to determine 2009-2010 "trends" for this office's services.
6. It would be interesting to track the proportion of students on campus who use laundry, dining, etc., based on CatCard activity as well as the frequency of use and location-based availability for the "average" student.

2009-2010 ASSESSMENT PLAN ATTACHMENT

CHART A
2009-2010 Graduation Applicants Who Did Not Graduate During Expected Term

Term	Total Students Who Applied	Total Applied Who Did Not Graduate (% of Total)	Did Not Meet 2.0 Cum GPA	Did Not Meet 120 Minimum Units (short units)	Did Not Pass/Earn Minimum Grade Needed in Required Course(s)	Did Not Complete Requirements (Needed Course; Didn't Take It or Dropped)	Paperwork/ Processing Not Yet Complete	Dismissed before Intended Grad Term
Fall 2009	176	42 (24%)	1 (2%)	8 (19%)	7 (17%)	20 (48%)	2 (4%)	4 (10%)
Spring 2010	223*							
Sum 2010	*							

**As of June 18, 2010, the degree clearance process for Spring 2010 and Summer 2010 applicants is not complete. These data will be finalized in the future.*

CHART B
2009-2010 Unsubmitted Final Grades

Term	Total Grades Not Submitted	CROPS Issue-- Thought "Submit" Was Hit	Incorrect Instructor Assigned to Section	Confusion w/ Independent Study Course (did not think grade was needed)	Faculty Out of Area (City, State, Country)	Grades Not Ready on Time	Other
Fall 2009	92 grades 22 sections 12 faculty	44 grades 9 sections 4 faculty	2 grades 2 sections 2 faculty	7 grades 5 sections 4 faculty	8 grades 2 sections 1 faculty	31 grades 4 sections 1 faculty	
Spring 2010	102 grades 17 sections 8 faculty	None	5 grades 2 sections 1 faculty	1 grade 1 section 1 faculty	21 grades 7 sections 3 faculty	75 grades 7 sections 3 faculty	
Sum 2010	N/A						

**As of June 18, 2010, grading for Summer 2010 has not occurred. These data will be finalized in the future.*

CHART C
Fall 2009 Registration Round Up

Term	Total Attended	Surveys Received	Confident to Register after Event	Prepared to Register after Event	Would Recommend Workshop to Friend
Fall 2009	225	126 (56% of attendees)	105 (83% of surveyed)	102 (81% of surveyed)	122 (97% of surveyed)

CHART D
Fall 2009 and Spring 2010 Registration Timeframes

Term	Timeframe Registered after Eligibility	Graduate Students	Seniors	Juniors	Sophomores	Freshmen	Special Priority Reg*
Registration for Fall 2009	<24 hours	2.72%	42.10%	47.82%	62.99%	68.59%	23.09%
	1-7 days	1.35%	23.68%	22.28%	16.63%	9.65%	42.31%
	8-14 days	1.35%	3.95%	4.35%	3.74%	3.31%	11.54%
	15-21 days	6.76%	3.51%	3.53%	1.46%	3.03%	3.85%
	22-28 days	4.05%	3.07%	0.82%	2.08%	2.88%	3.85%
	29-35 days	7.41%	2.19%	4.35%	4.56%	1.30%	7.69%
	36-70 days	12.18%	6.13%	5.70%	1.88%	5.34%	3.82%
	71-98 days	11.48%	4.84%	3.27%	2.29%	2.15%	0.00%
	>98 days	52.70%	10.53%	7.88%	4.37%	3.75%	3.85%
Registration for Spring 2010	Data Not Yet Collected						

**Special Priority Registration groups are Disability Services students and Veteran students, who are eligible to register one week before other student groups.*

CHART E
2009-2010 CatCard Office Inquiries

Month	Web Hits	Phone	Walk In	Email	Total Contacts
Aug-09	Not Recorded			78	78
Sep-09		0	140	83	223
Oct-09		9	138	38	185
Nov-09		3	77	31	111
Dec-09		2	59	32	93
Jan-10		13	179	2	195
Feb-10		10	183	10	203
Mar-10		9	106	81	201
Apr-10		7	128	43	187
May-10		10	68	36	115

CHART F
2009-2010 CatCard Office Email Inquiries by Type

Month	General Questions	First Card	Meal Plan	Flex Plan	Laundry Plan	Book Store Plan	Lost Card	Card Not Working	Library Plan	Replace Fee	Affil Acct	EPay Qts/ Dept	Comm Plan	Access	**Total**
Aug-09	48	0	0	3	5	1	3	0	0	0	17	0	0	1	78
Sep-09	29	2	0	1	0	0	8	12	0	0	26	1	0	4	83
Oct-09	14	0	0	0	0	0	2	0	0	0	19	1	0	2	38
Nov-09	3	1	3	4	0	0	1	4	0	1	13	1	0	0	31
Dec-09	21	0	2	0	0	0	2	0	0	0	7	0	0	0	32
Jan-10	0	1	0	0	0	0	0	0	0	0	1	1	0	0	2
Feb-10	4	0	0	0	0	0	2		0	1	0	0	1	2	10
Mar-10	7	5	0	0	0	0	1	3	0	1	65	0	0	4	81
Apr-10	6	9	0	0	0	0	0	9	0	0	28	0	0	0	43
May-10	4	1	0	2	2	0	0	1	0	2	24	1	0	0	36

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: Recreation and Athletics - Division of Student Affairs

Mission Statement

The UC Merced Intercollegiate Athletics and Recreation Department's mission is to offer a wide range of high quality athletics and recreation programs which will enhance and enrich the educational experience of students, as well as to provide recreational and fitness facilities and activities for the entire University community. Specifically, recreational activities will provide for enjoyment and encouragement for all students to develop a commitment to lifelong fitness and wellness.

For the individual students who participate in athletics, UC Merced's goal is that they be both students and athletes, that is, "student-athletes" in the fullest sense of the phrase. Intercollegiate athletics is committed to conducting a program that is consistent with the educational purpose of UC Merced. Students will have opportunities to pursue excellence through athletics, to develop their personal, physical and intellectual skills, to hone leadership traits and abilities, to experience the rewards of service to campus, to community and beyond and to forge a lifelong relationship with the University.

Planning Goals

Goal 1: Implement an assessment program for Recreation and Athletics.

Goal 2: Develop a five-year Strategic Plan for Recreation and Athletics.

Goal 3: Extend our presence and reach into the Merced community.

Program Objectives and Student Learning Outcomes

Program Objectives #1
In addition to our current survey of intramural sports participants, we will develop an assessment tool for our Outdoor Adventure program.

Measures
Survey will be developed by the end of fall 2009. Participants in each Outdoor program will be surveyed at the conclusion of the program. Surveys will be maintained in order to maintain annual comparisons and program improvement.

Results
Our department worked during the academic year to develop a survey instrument to measure many facets of our Outdoor Adventure Trip program. We struggled with the development of an instrument to measure all of the items we were interested in. One of our issues was finding the appropriate length of the survey so we could measure the items we wanted, but not overwhelm the participants with long surveys. The other challenge was obtaining buy-in from our National Parks Ranger staff. The NPS Rangers lead the bulk of our trips and we struggled to have

consistent application, and delivery, of the survey with all of the participants. We feel this has been resolved, but feel we do not have at this time, a large enough sample group that delivers significant data.

Because of the challenges with survey design and implementation, this objective was not completely fulfilled. We are continuing to work on the survey instrument and will implement the survey in the fall. Additionally, we have put in place procedures to insure the survey is consistently utilized on all activities.

Conclusions
We were only able to obtain limited data from our surveys that were implemented, but not enough to summarize in a chart/graph. Based upon the information from the surveys that were completed, along with verbal feedback from participants, we have made several changes to our process and our program.

The feedback we did receive from our participants indicated that they would like to have more detailed information about the trip difficulty and personal equipment they may need. We also found that participants were not always reading the trip information provided to them prior the pre-trip meeting and therefore, would register for a trip without a good understanding of the difficulty of the activity.

Two adjustments we will make are: 1) shortening the survey and 2) delivering it to participants immediately after event, as they travel back to campus. We hope that these adjustments will improve the response rate and provide us with additional data.

We have also changed our pre-trip process in order to provide more useful information to our participants and to give us a chance to better understand the participants skill/ability/comfort level with a particular activity. We will provide more concise and detailed information about trip ratings to the participants and, on the more challenging activities, will meet one-on-one with the participants to evaluate their level of skills and/or ability to handle the physical/mental demands required.

Program Objectives #2
Develop and implement a needs assessment for Recreation and Athletics programs and facilities that will help us prepare our five year Strategic Plan.

Measures
Develop a survey instrument during the fall 2009 semester that will be used to assess the Recreation and Athletics needs of current students. Implement survey in spring semester.

Results
We were not able to implement a specific and definitive survey during the 2009-2010 academic year. While we did pilot surveys for Intramural Sports measuring participant satisfaction and staff performance, we struggled with finding the proper way to measure need assessment for our student population. In a relevance search, we did find a national survey used by our peer institutions to measure needs and satisfaction of participants. It can also provide an opportunity for us to benchmark with comparable institutions across the country.

Additionally, work on the 5-year Strategic Plan was difficult due to shifting priorities as we entered the academic year. With the focus on the much-needed expansion of the Recreation & Wellness Center taking most of our planning resources, the 5-year Strategic Plan was pushed back. As we have worked through the challenges of R+W Phase 2, it is clear that the Strategic Plan for our program is even more critical. We did not meet this objective for the year, but we have a strategy to meet this goal in the 2009-2010 academic year.

Conclusions

While we were not able to implement all aspects of this Program Objective, we feel it is still an important objective to be carried forward into 2010-2011. The work on R+W Phase 2 has indicated there is an even more critical need for a 5-year Strategic Plan for our department. With a clearer picture of our near-term enrollment projections, we can now take a serious and thoughtful look at how our program will develop and grow. It is our goal for the 2010-2011 academic year to begin to develop our 5-year Strategic Plan that will include both programming and facility growth plans. A critical piece of information that will be needed to help us develop this plan is input from our students.

Since our participation numbers from the 2009-2010 academic year show that almost 85% of our students entered the Recreation Center, we can begin to look to that population to tell us what they would like to see as we grow. To obtain this vital information we will rely on the following methods: 1) Develop a short set of questions we can ask of participants who utilize the Recreation Center and our other programs. This will give us a good starting base of information to help drive our process. 2) Create focus groups to ensure that we are receiving input and feedback that might be missed on the short surveys, and allow participants to engage more in the process of change. And, 3) If we feel we are not reaching enough of our student body to make these informed decisions on a Strategic Plan, we would then look to implement the benchmarking survey which is available to us from a national organization.

Student Learning Outcome #1

As a result of employment with Recreation and Athletics, student staff will gain leadership opportunities that will aid in the development of their self-confidence, self-esteem, improved communication skills, and the ability to analyze problems and use critical thinking skills to find positive solutions. Initial focus will be on students hired as building staff.

Measures

Survey will be developed during the fall 2009 semester. Pre & Post test for student employees at the beginning of the semester (pre test) and at the end of the semester (post test). The survey will be implemented in the spring 2010 semester. Results will be maintained for annual comparison.

Results

We began piloting this with our Intramural and Sport Club student staff as opposed to the building staff. Through these pilot assessments we determined that assessing student staff knowledge and experience prior to their training (pre), and then again at the end of the term (post), appears to the best way to measure this data. Our students are provided training in all areas of their job responsibilities, and at the end of the semester we are measuring their growth in several technical areas, ability to communicate, and their abilities to problem solve.

In addition to these pre and post tests, we have also initiated formal evaluations during events measuring staff performance and supervisory skill sets during events. These have also provided a great deal of information in support of this SLO. Our challenge has been to develop a consistent way to increase response levels and we are focusing on ways to incent the participants.

From our limited work with this, we feel we are on the right track to meeting this SLO.

Conclusions
In the limited amount of data we have collected, we have found a correlation between time spent and quantity of training related to self-confidence and decision-making on the job. While this should not be a surprise, it is an example of the results we hope to show for all of our student staff.

Because of this finding with our intramural staff, we have made the decision to increase the quantity and content of our training for all student positions. We are working through a process to develop consistent "on-boarding" for all new student staff regardless of what program area they work, in hopes they will have a consistent basis of knowledge, skills and tools to use within our program. This has begun within the intramural and club sports programs and will be a focus for our facility staff in the fall. We feel this will move us even further towards our goal of meeting this SLO.

Additionally, we will be implementing a more consistent way to measure the on-the-job demonstration of this SLO. While we have anecdotal examples, we want make sure we are capturing these examples in a more formal way.

Student Learning Outcome #2
As a result of participation in Outdoor Adventures, students will gain leadership opportunities that will aid in the development of self-confidence, self-discipline and teamwork.

Measures
Pre & Post test for participants in Outdoor Adventure programs will be administered throughout 2009-2010. Results will be maintained for annual comparison.

Results
This is one area where we have no formal results. Again, we have anecdotal experience that shows students participating in the program have developed their self-confidence. Many of our participants in the Week of Wilderness are currently orientation leaders, Yosemite interns and leaders within their student organizations. What we have to determine is if their participation in our Outdoor Adventure programs played a role in this or if they already possessed the necessary leadership skills and that is why they participated in our programs, initially.

Conclusions
As with our Program Objective regarding Outdoor Adventure assessment, we have been working through how to capture this for our student participants. The challenge was we were trying to measure program satisfaction, marking effectiveness, program objectives and this SLO on one instrument; clearly this presented us with the extremely long survey. Because of this, we focused on the PO survey and now we are looking to find a way to measure the impact of our program on student participants.

We feel we are meeting this SLO, but at this time we do not have any concrete data to support our claim.

Moving forward we feel focus groups with our consistent participants may be the best way to measure our effectiveness on this SLO. We can see where our consistent participants are leaders elsewhere on campus, and we feel confident we are having an impact on this, but are not sure how to measure. Creating focus groups with different levels of participants may help us understand what are role is. By looking at the different levels (frequent trip participants, occasional trip participants, one time participants) may help shed some light on what our impact is the more times they interact with our program. Additionally, we may be able to determine if there is a reason some folks participate more than others.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: **Student Advising and Learning Center**

Mission Statement

The mission of the Student Advising and Learning Center is to provide academic advising and learning support services which empower students to be successful in their academic and personal development. The SALC aims to provide academic assistance to students through a collaborative effort campus-wide, with the goal of helping students achieve academic success, overcome barriers, reach exciting milestones in their academic work, and develop leadership skills.

Planning Goals

Formulate 3-4 goals and include them here.

Goal 1: Develop partnerships with housing and OSL staff teams to develop a more seamless transition to university life the first 6 weeks of school for a cohesive Welcome Week.

Goal 2: Undeclared Experience Program: an exploratory "boot camp" or ongoing, structured series of visits to different campus resources, connections with professions, faculty interactions. Perhaps this could be folded into an EOP, or into the content of a special USTU section.

Goal 3: Tutor presence in the classrooms as partners with faculty, lecturers and TA's. Tutors attend class sessions and collaborate regularly with the instructors; tutors and TA's have some shared training.

Goal 4: Open a Freshman Advising Center for supplemental support to the course selection and related guidance provided by the advisors in the Schools.

Program Objectives and Student Learning Outcomes

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objective #1 Assessment: **Emerging**

Adapt the Mid-Semester Grade workshop program to a growing population of freshmen. Create alternatives to the live workshop experience that continue to help all freshmen struggling in at least one course build confidence and prepare a Success Plan. This is necessary in that the number of freshmen each year is growing, and it is clear the growth in academic advisor numbers is not proportionate to the size of the incoming cohort each year. Since data already show that the most at-risk first year students for

not remaining on campus past two years are those who are failing 3 or 4 courses at mid-semester, a self-directed success planning experience for those struggling in 1 or maybe 2 classes may prove to be effective and efficient. This will free up the advisors to focus their attention on the new students, in live workshops, who are having the most difficulties.

Measures

Track academic standing and retention of students who were not accommodated through a live workshop, but rather, engaged with an online or other success planning activity. Have these students evaluate the perceived effectiveness of the self-guided intervention experience.

Results (This section will be due in summer 2010 along with your Annual Report)

Although a record number of freshmen were faced with the workshop requirement each semester in 2010, a sufficient number of sessions were made available to accommodate all of them. However, the area successfully began to develop an alternative to attending the workshop. This is because more than 100 students each semester, despite knowing of the requirement and reserving a seat in a session, were no-shows. The SALC accommodated these students with, in the fall, the opportunity to complete the self-assessment sheet used in the workshops, and then write a 3-page reflection on the areas that they identified on their own where they have potential to explore unused resources and apply new strategies. Clear, specific instructions were provided to the students, explaining that the goal is to write out a success plan, addressing areas identified on the self-assessment that leave room for improvement. Approximately 100 of these essays were submitted by first-year students in the days and weeks immediately following the conclusion of the workshops. Without exception, students exhibited a spirit of renewal in their writings, and often seemed more engaged and focused on planning their success than in the live workshops; most expressed appreciation for the opportunity to take a positive view of their future potential.

In the spring, another 100 no-show students were assigned to locate a workshop on their own, offered by any unit on campus, and submit a 3-page reflection on how they could apply their learning to their own success. Again, students consistently expressed excitement over the positive experience of finding and attending a workshop, and over the usefulness of the ideas shared in the session. These were workshops that had already been scheduled, and ordinarily are under-attended, so the influx of Success Workshop make-up students did not create any serious overcrowding. One student, in a hurry to find a workshop, attended the Pride Week panel, and to her great surprise expressed that she picked up insights that will help her in her education and future career, by developing sensitivity to the LGBT community that she had never thought about before.

Managing over 500 students each semester proved constructive, whether by “traditional” means in the scheduled “Success Workshops,” or by requiring self-directed engagement in a skill-building activity to promote the student’s engagement with campus resources. Feedback from units outside of the SALC was positive, with the rise in attendance at many normally poorly attended events.

There is no evaluation tool for the make-up essays, such that no coding process has taken place. Unlike the workshops, reviewing of 100 essays for findings poses a serious challenge in regard to staff hours for analysis of the undertaking. The overall message from the students’ essays, however, has been powerful and intriguing.

Conclusions (This section will be due in summer 2010 along with your Annual Report)

At this time, the SALC is meeting the goal of seeing each student with poor grades at mid-semester fulfill the requirement of gaining awareness of campus resources. It is evident that in some cases, not

attending a planned Success Workshop may have a more positive impact upon the student than attending one.

Should there be a significant rise in the freshman population, further developments will be needed, with more alternatives to the scheduled workshops.

Program Objective #2 Assessment: **Initial**

Tutoring generates self-efficacy in the students who attend the sessions. Currently, tutors are trained to engage those who attend and to help them solve problems and answer their own questions within the tutorial environment. Promotion of self-efficacy through tutoring involves advancing tutoring techniques to help the tutees apply the skills they learn at tutoring to their problem-solving and other tasks inside and outside of tutorial sessions. Tutoring is to be viewed as a supportive resource, but not as a "source" of answers and solutions.

Measures

Evaluate tutors through interviews, observations and their final reflections with regard to their strategies and effectiveness for teaching self-efficacy. Add to the current tutor evaluation forms that the students complete, items that make reference to this intended outcome in particular.

Results (This section will be due in summer 2010 along with your Annual Report)

Needs assessments were developed and issued to tutees at the start of the semester. Tutors did take the opportunity to review these as the semester progressed. The large number of tutors and the limited hours of their Coordinator held back further developments in this process.

Conclusions (This section will be due in summer 2010 along with your Annual Report)

There are no conclusions to report at this time; the staffing constraints in the tutorial program have not allowed for advancement on this goal.

Student Learning Outcome #1 Assessment: **Initial**

Students struggling in just 1 course, or in more, gain familiarity with support services to help them overcome academic and other struggles that may be holding back their performance in class; students prepare a Success Plan and improve their performance.

Measures

Track academic standing and retention of students who were not accommodated through a live workshop, but rather, engaged with an online or other success planning activity. Check on final course grades that were in jeopardy at mid-semester, for the students who utilize the less personalized intervention programs.

Results (This section will be due in summer 2010 along with your Annual Report)

Tracking of differences in outcomes for those who had unsatisfactory grades at mid-semester and DID attend a Success Workshop, as compared to their counterparts who fulfilled the requirement by an alternate means, has not occurred. As noted above, the direct student feedback from both kinds of experiences has been comparable. The actual success rates of those who differed in their way of fulfilling the requirement is unknown. Furthermore, students who did not attend a Success Workshop

generally were those who were slow to respond to important announcements and who claimed that they "did not know" that the requirement existed. Many who were no-shows made statements that demonstrated that the alternative to the workshop developed their awareness of how to use campus resources, as well as a renewal of their motivation to succeed.

It is likely that the academic standing of those who missed the workshop requirement will be poorer than those who did attend, simply based on the observation that those are the students who avoided fulfilling the requirement in the first place. The main reason for the no-show occurrences had to do with late arrival to the sessions. Late arrivals are not permitted, and all students are informed of this that the time that they are first alerted to the requirement, at the time that they register, and then in e-mail reminders after they register.

Conclusions (This section will be due in summer 2010 along with your Annual Report)

All who were no-shows made statements that demonstrated that the alternative to the workshop developed their awareness of how to use campus resources, as well as a renewal of their motivation to succeed. In the spring, all students involved in alternatives to the workshop were compelled to explore websites, locate workshop schedules, attend on their own, and then report on that experience, in writing. It became evident that for most of these students, this was the first time that they had ever viewed workshop schedules for different student services units across campus. The students are not given a deadline, but rather, the message that they will be permitted to register as soon as their essay arrives in the SALC. This exercise taught self-regulation and self-directedness that opened the students' eyes to how capable they are of changing their view of their potential, and solving a problem on their own.

Student Learning Outcome #2 Assessment: **Initial**

Students gain awareness of themselves as independent learners, through participation in tutorial sessions. They become unofficial partners to the tutors, helping others around them, even when they were the ones who came in for help. This Student Learning Outcome focuses on the "tutees," and not the development of the tutors.

Measures

Currently, tutees do evaluate the tutorial experience, but they do not evaluate their own progress as self-reliant learners. The evaluation forms that the tutees complete at the end of the semester will address this issue specifically. During the semester, the tutors will direct more of their attention to promoting self-efficacy in those who attend their sessions, using techniques learned in the training course and in conference with their supervisor.

Results (This section will be due in summer 2010 along with your Annual Report)

This project is still in the early phases of development. Assessment forms exist for this purpose, and tutees have completed needs assessments at the start of the semester, but a tracking effort to help them see their own development has not been implemented. Staffing limitations in tutoring have not allowed for advancement of this project at this time.

Conclusions (This section will be due in summer 2010 along with your Annual Report)

None available. It is evident that tutees at the start of the semester become "regulars," with some attending nearly every week. This presents the opportunity to track development of tutees. At the same time, limited access to tutoring due to space and seating shortages deters many students from becoming regulars. Also, some who start the semester attending discontinue attendance, possibly due to crowding.

University of California-Merced
Division of Student Affairs
2009-10 Assessment Plan

Department/Unit: Students First Center

Mission Statement

Note: Departmental missions must be directly aligned with those of the Division of Student Affairs. A mission statement should include approximately 3-5 sentences that identify the ***name*** *of the department, its* ***primary functions****,* ***modes of delivery*** *and* ***target audience****.* Mission statement should be approximately 100 words or less.
Rationale: Explains how the departmental mission relates to the mission of the Division and supports the mission of the University.

Mission:
The Students First Center (SFC) assists the University of California, Merced, to maintain excellence in education, research and public service by assisting students, parents and visitors in a central location with information about a variety of campus services. Located on the first floor of the Kolligian Library, the SFC is a student's first stop for questions about admission, financial aid, scholarships, student records, and registration.

Planning Goals

Note: Planning Goals are broad statements that describe the overarching, long-range intentions of an administrative unit. Goals are used primarily for general planning, as the starting point for the development and refinement of program objectives or student learning outcomes.
Formulate 3-4 goals and include them here.

Goal 1: Maintain an 80/20 service model

Goal 2: Create and maintain quality standards for the department

Goal 3: Create and maintain a training program for new staff and a refresher program for Continuing staff

Goal 4:

Program Objectives and Student Learning Outcomes

Note: Program Objectives are related to program improvement around issues like timeliness, efficiency and participant satisfaction. Learning Objectives address what a student learns or how a student changes by participating in a program or utilizing the service. Both program objectives and student learning outcomes are measurable statements that provide evidence as to how well you are reaching your goals.

Formulate 2 assessable program objectives and 2 learning outcomes for 2009-2010.

The Division of Student Affairs' Learning Outcomes are:

- Improve confidence in their abilities (learning, social, critical thinking, creativity, problem solving and purposeful risk taking)
- Develop a sense of civic responsibility and engagement
- Demonstrate effective written, verbal and technological communication skills
- Increase capacity for leadership and teamwork
- Articulate a sense of self, identity and knowledge of their effects on others
- Develop an understanding and appreciation of human differences

Program Objectives #1

Clearly articulate in a sentence or two your first PO and include it here. Reminder: Program objectives are related to program improvement and might include such issues as efficiency, participant satisfaction or timeliness of materials. Please provide the reader with a context as to why this PO is important to measure.

Build and maintain a training program that will give new staff a strong UC Merced knowledge base primarily in the area of Enrollment Services. This program should improve current staff's knowledge and professional development skills and ensure consistent, efficient, and quality customer service.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

1. Initial Staff Training Survey – will be given at the beginning of a training program to assess current knowledge of office procedures. Survey will be given to participants of the training program (SFC Staff and/or SFC Student Staff)
2. Feedback received at Annual SFC Focus Group – SFC Focus Group is comprised of the Directors and Assistant Directors from all of our Enrollment Services Units.
3. Results from bi-annual SFC Customer Service Survey – all constituents are encouraged to complete the SFC Customer Service Survey
4. Information received from electronic Comment Card - electronic comment cards are available on the SFC website and are included in all SFC Staff members email signature lines

Results

This program objective is still in-progress. When the SFC opened in Fall 005 we had little or no resources for staff. Over the years we have started to develop resource binders, annual training calendars and other tools to ensure that the SFC staff have the necessary resources for providing enrollment services to our campus population. While these items help us get by we feel that it is necessary to develop a formal training program, including tangible resources, to ensure quality service. As the training program is still in the development stage we are unable to provide feedback for the results section of this assessment plan.

Conclusions

We hope to complete the training program in 2010-11. The SFC finds it difficult to complete projects in addition to our normal enrollment service tasks. With a small staff and large campus population, customer inquiries tend to take most of our time. This year we found that our Program Review required much of our time and forced us to push back deadlines for other non-critical items. At this time our training program is approximately 80% completed. To date we have a training manual in draft form, quality standards (for the unit) in draft form and an annual training calendar, also in draft form. We will be able to devote additional time to this project after the completion of two other tasks that have more pressing deadlines. Ultimately we hope that these formal training tools will ensure consistent service from all SFC staff members.

Program Objectives #2

Clearly articulate in a sentence or two your second PO and include it here. Reminder: Program objectives are related to program improvement and might include such issues as efficiency, participant satisfaction or timeliness of materials. Please provide the reader with a context as to why this PO is important to measure.

Maintain an 80/20 Service Model. The goal of the 80/20 Service Model is to complete 80% of all customer transactions at the Students First Center with 20% or less needing referral to an Enrollment Services Specialist. Within this model the customer receives service from a seamless perspective across all enrollment services units while specialists are able to focus on assigned tasks.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you will use to determine the extent to which the PO was met.

1. Feedback received at Annual SFC Focus Group – SFC Focus Group is comprised of the Directors and Assistant Directors from all of our Enrollment Services Units.
2. Results from bi-annual SFC Customer Service Survey – all constituents are encouraged to complete the SFC Customer Service Survey
3. Information received from electronic Comment Card - electronic comment cards are available on the SFC website and are included in all SFC Staff members email signature lines

Results

1. The overall outcome of the SFC Focus Group seemed to be a positive outlook towards the SFC's services. In previous years it has been evident that our services were not up to standard and that improvements were necessary. The 09-10 meeting did not bring up these types of comments; rather it appeared that units were happy with the modifications that had been put into place. The only area of concern that has carried forward for the past few years is the need for all SFC staff to hold the same level of skills. It is imperative that all SFC staff members meet the qualifications of a SAO II or above in order to ensure that the unit is meeting the 80/20 service model. This topic was mentioned in the unit's Year End Report and will be re-addressed in the units Self Study report.

2. The two areas that were looked at in the bi-annual SFC Customer Service survey were the satisfaction of services offered and the satisfaction of courtesy and helpfulness of the staff. In the first area the SFC received the majority of submissions (48%) in the satisfactory category (with very satisfied as the highest ranking possible). In the second area the SFC received the most responses (45%) under the very satisfied ranking. We are pleased to receive both of these rankings and feel that the satisfied ranking for item number one may stem from a misconception that the SFC is the campuses one stop for all concerns. The unit's Self Study panel is recommending that the SFC conduct a campaign to promote the services offered by our unit.

3. In future Assessment Plans this may not be a good measure for Program Objective 2. Although we did receive good feedback from our electronic comment card it does not provide data that is supportive of meeting our 80/20 model. In 09-10 we did a lot of promotion for this service. Initially we only received questions through this tool. After examining the method in which the item was presented we realized that the icon needed to be updated, once this change was made the information coming in changed from inquiries to feedback. Out of the 9 comments received, 3 were questions and only one provided negative feedback. The following is a comment that speaks to the services provided by our staff: "I am a senior and have been impressed in the past with the assistance that the staff at Student First Department. Today was even better. The questions that I had were quickly and efficiently responded to in regards to filing the paperwork for Upper Division Independent Study, Declaration of Candidacy for Graduation and getting paperwork for supplemental funds. My visit was less than 5 minutes of getting what I needed done, I appreciate their quickness and thoroughness. Great job!"

Conclusions

After the restructuring of our unit we were able to uphold this goal, some of the enrollment service units even felt that we were exceeding it. The Financial Aid Office believed that the front counter staff felt obligated to answer every question with little or no referrals to experts within their area. To improve this relationship the Financial Aid Office provided the SFC staff with tips on knowing our limitations. From our end, we worked with the Financial Aid staff to help increase their accessibility to the student population. Some of these measures included, building a more simplified method for making appointments between students and their financial aid advisor and creating advisor drop-in hours. The Registrar's Office has full confidence in the abilities of the SFC staff and feels that our level of service meets the needs of both of our areas. The Admissions Office is a bit more challenging, we still struggle with the appointment making process and a solid knowledge of what each staff member is responsible for. We have recommendations and suggestions on additional tools that will help us maintain the 80/20 model with regards to admissions. These items will be listed in the unit's Self Study Report.

Student Learning Outcome #1

Clearly articulate—preferably in a sentence or two—your first SLO and include it here. Reminder: Learning Objectives address what a student learns or how a student changes by participating in the program or utilizing the service. Student Affairs Learning Outcomes are listed above. Please provide the reader with a context as to why this PO is important to measure.

Students will learn and develop their critical thinking skills through the services provided at the SFC by learning how to navigate campus services and resolve issues independently.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO #1 was met.

1. Results of the Student Services Tracking System

Results

After meeting with Emily Langdon, our Assessment Coordinator, I was able to more clearly define a method for measuring this Student Learning Outcome (SLO). Through the Student Services Tracking System we will select one or two simple services (provided by the SFC) to determine if students are starting to understand these concepts. For this year we have decided to look at Add/Drop transactions. This is a simple service provided by our unit with clear deadlines that are widely published. Overtime we hope to see that the service statistics will decrease as students progress through their academic career. From this year's tracking we learned that seniors had the highest (40%) amount of inquiries within this subject, sophomores came in second (25%) and juniors came in third (18%). These results are showing us the complete opposite of what we are hoping to accomplish.

Conclusions

There are a handful of factors that could be contributing to these results. First, seniors tend to have very specific needs regarding courses; in their last year they are trying to complete final degree requirements. One problem they may encounter is finding that some of these courses are full by the time they attempt to enroll. Full courses will require students to gain approval prior to manually enrolling in the course. The high number of sophomores coming in for this same service may be attributed to it being their first or second time completing this task outside of a New Student Orientation. As our University has gotten larger the amount of hands-on instruction provided at Orientation, regarding the registration process has diminished. As such, sophomores may be finding that they lack the necessary tools for completing this process on their own. The statistics for juniors are near the expected level. If our goal is to see a decrease in the need for this service, throughout an academic career, then juniors should rank as the 3rd highest group of students coming in for add/drop assistance. Being that this is our first year of examining this data, our results and conclusions are somewhat shallow. The 10-11 Assessment Plan should be able to provide information about any trends that may emerge and draw conclusions to any comparative data.

<u>Student Learning Outcome #2</u>

Clearly articulate—preferably in a sentence or two—your second SLO and include it here. Reminder: Learning Objectives address what a student learns or how a student changes by participating in the program or utilizing the service. Student Affairs Learning Outcomes are

listed above. Please provide the reader with a context as to why this PO is important to measure.

Students will learn civic responsibility through the services provided at the SFC. SFC staff will provide students with the necessary tools and instructions for meeting University dates, deadlines, submitting information via our My.UCMerced.edu portal and providing accurate timely information to requesting agencies.

Measures

Note: Measures describe the methodology and timeframe for data collection. Measures also should identify the population being surveyed and/or tested.

Write a short paragraph that describes the measure(s) you used to determine the extent to which SLO 2 was met.

1. Results from the online Student Service Time tracking database will provide information regarding the types of contacts we receive at the SFC. These contacts can track the amount of frequency, type of service and number of contact for each student that is logged. The desired results would indicate that a student would not visit the SFC for the same type of inquiry more than once.

2. Results from bi-annual SFC Customer Service Survey – all constituents are encouraged to complete the SFC Customer Service Survey

Results

Our Assessment Coordinator also helped us more clearly define methods for measuring our second Student Learning Outcome (SLO). After some thought the aforementioned measurement number 2 may not be an effective method for gathering data about this SLO. Measurement number one can be examined by selecting a handful of students to monitor throughout their academic career. Our desired expectation is to determine if their need for assistance has decreased during their time at UCM. If their need for services has not decreased then we would also want to examine the type of inquiries they are having. For example, as a freshman a student may come to the SFC twice, once for help with adding/dropping courses and once for questions about their bill. As a senior this same student may still come in twice but now they are coming to see us for assistance with their Declaration of Candidacy and transcripts for applying to grad school. 09-10 is our inaugural year for tracking this information; as such we do not have any results to report in this years Assessment Plan.

Conclusions

At this time we have selected 5 students to monitor over the course of their academic career at UCM. These students were selected because they had the highest amount of entries in our Student Services Tracking database for 09-10. In 10-11 we will examine these same students to determine if our previously stated expectations are being met.