UNIVERSITY OF CALIFORNIA, MERCED
CAREER SERVICES CENTER

UNIVERSITY OF CALIFORNIA, MERCED

Career Services Center
Program Review
November 2010

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Introduction

The University of California, Merced's Career Services Center (CSC) has used this self-study process as an opportunity to reflect upon the culture of the center, take stock of our examples of excellence as well as our challenges, and suggest action steps leading to improvement. This self-study has been a significant opportunity for evaluation. The self-study was performed in the spring of 2010. At the time of the study, the primary goal was to determine if the CSC meets the standards set forth by the National Association of Colleges and Employers (NACE), the national association for our profession. A self-study committee led by the Associate Director, two members of the CSC staff, two university staff members, and one undergraduate student are responsible for the majority of the content of this report.

The CSC partially met 98% of the 279 standards that assessed 13 program areas; fully meeting 212 of the 279 standards. In seven of the program areas relating to Employment Services, Graduate School Services, Career Advising, Marketing, Pre-Professional Positions, Student Employee and Volunteer Positions and Ethics, the CSC received a perfect score of 3.0. Two percent of the NACE standards were not met.

Two important items to note about this self-study. First, since the study was conducted significant organizational changes have occurred within the CSC, most importantly, the hiring of a new Director in September 2010 and the departure of the Employer Relations and Internship Coordinator in October 2010.

Second, the Career Services Center manages the student employment function for the UC Merced campus (e.g., on-campus employment and federal work-study). Since student employment services are not included in the NACE standards, a separate strategic plan needs to be developed at a later time, to address the growing demand and increased complexities of the student employment area.

Mission, Vision, & Values

Developed in 2009, the Mission of the CSC is as follows:

"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."

The Career Services Center carries out its mission by providing individual career counseling sessions, career assessment interpretations, group workshops, library and internet resources and on-campus recruiting. The mission is posted on the CSC website (http://careerservices.ucmerced.edu) and appears in several Career Services brochures.

In addition, the current mission statement for the Career Services Center falls within the guidelines set forth by the Division of Student Affairs and is easily identifiable for the staff.

Developed in October 2010, the Vision of the CSC is as follows:

Vision: By 2020 Career Services will be recognized nationally as one of the premier career services operations.

Recognized for our:

- Professionalism
- Results
- People &
- Tools

To be recognized as one of the best career services operations in the country, CSC will require a synergy of continuous support from internal and external sources and a staff fully committed to achieving this goal.

Developed in October 2010, the Values of the CSC are as follows:

Collaboration – in partnership with students, alumni, faculty, university staff, parents and employers Career Services will develop informational and experiential networks in support of the career development of students;

Service – to be of service to our students, campus partners, communities and employers through our commitment to helping others succeed;

Accountability – maintain a level of accountability to our customer's success while holding ourselves accountable to achieving our commitments and goals;

Innovation – constantly striving for enhancement and additions to our service offerings, tools and resources; and partnering with anyone/anything that can drive our creativity;

Entrepreneurial – keep an energetic and fresh approach with a team who is willing to take risk, continuously learn and committed to create a significant impact on campus and in the greater community;

Technology Integration – integrated technology infrastructure that supports all customers

career services needs, both external and internal, that improve the accuracy, efficiency, and cost-effectiveness of the operation;

Ethical – maintain the highest levels of ethics in all of our personal and professional relationships.

Contributions to the Values this past year included outreach to new students, career education/and job placement resources for current students, and networking opportunities for employers. The CSC invested a significant amount of time to increasing the quality of programs offered and to updating the use of technology for educational purposes. The CSC strives to provide the very best programs and services that available funding and resources will allow. We are guided by the above values in planning and implementing programs, services, and activities.

Challenges

It is a challenge to ensure that understanding of the mission remains pervasive among all campus constituencies. We must help students see the mission as a blueprint for their education and understand that their success will result from their whole experience: academic and co-curricular. In addition, new faculty and staff members must also become aware of our mission.

While all agreed that the Career Services Center's primary purpose is to assist students in developing, evaluating, and/or implementing career, education, and employment decisions and plans, some believed that the mission statement did not accurately reflect the modes of service that we use to reach this objective. In addition, some believed that the mission statement should incorporate learning outcomes for our area.

Recommendations

It is suggested that the Career Services Center re-visit the mission statement in order to better articulate how the department supports the mission, academic programs and advancement of the institution. In particular, because the Health & Wellness unit's mission statement was drafted after the Career Services Center mission statement, now would be an appropriate time to re-work the mission statement in order to reflect the unit's mission, vision and values. CSC must incorporate student learning outcomes and student development in its mission.

Additionally, the vision and values statements need added to the Center's web site, and on other high-profile marketing collaterals.

Program Components

Programs offered by the Career Services Center are designed based on the career development needs and academic and occupational interests of our students and employers. CSC has an opportunity to become a model for effective dialogue on critical career development issues for central California and for our students.

The Career Services Center works collaboratively with academic units, faculty members, student services, employers, and other relevant constituencies to promote students' career development. Because of the expertise and knowledge on career-related matters, CSC should be involved in key administrative decisions related to student services, institutional advancement, curriculum planning and external relations. See Appendix 1 for a list of departments that have collaborated with our office since the campus' opening.

The Career Services Center staff is able to stay up-to-date on current research, theories, contemporary career services practices and economic trends, opportunities and/or constraints through attendance in regional conferences and webinar sessions. In addition, via program evaluations that are given at the end of Career Services' programs or events, programs are consistently being modified or updated based on feedback from students. In addition, that feedback is also used to guide future programmatic efforts based off of student interest and requests.

Challenges

While we work collaboratively with academic divisions, departments, individual faculty members, etc., many of the faculty that we currently have partnerships with are lower ranked faculty or in lecturer positions. Additionally, while we have very strong linkages to the School of Social Sciences, Humanities and Arts, more could be done with the Schools of Engineering and Natural Sciences to better promote our services to students enrolled in these majors.

Recommendations

It is recommended that CSC engage/re-engage the members of this university in a direct and transparent manner relevant to the resources, services and vision the CSC has for supporting student and alumni career development. Led by the Director, Career Services will communicate the center's strong desire to develop partnerships whenever possible and/or support on-going initiatives within different programs and academic units.

Particular career-related programs and resources for STEM (Science, Technology, Engineering and Math) careers need to be developed and offered as a means for developing cooperative relationships between CSC and students, faculty, and employers. Additionally, the CSC needs to integrate employers whenever feasible and relevant into student programming and networking opportunities.

Career Advising/Counseling

Currently enrolled students receive unlimited career counseling sessions with master's level career counselors. Appointments range in time from 30 minutes to an hour and students are able to see a counselor within a couple of days of when the appointment was requested. Career counseling services are based on an educational philosophy of teaching career development and related processes. Individual appointments are tailored to meet students at their stage of the career development process. Topics discussed during a session can include: self-assessment, major choice, career exploration and research, life role choices, career decision making, goal setting, interviewing skills, job/internship search strategies, resume/CV writing, graduate school planning /preparation and other career related concerns.

Career assessments are also offered to students for free and are a valuable resource as students engage in the career exploration process. They allow students to learn more about their personality, values, skills and interests and how that might fit with different industries/career fields. Once students have gained self-awareness, the career counselor will assist them in identifying appropriate occupational, educational and employment information via our library, online databases/website or through informational interviews with alumni or community members in that particular industry.

Career counselors keep record of student appointments via individual case notes that are maintained in a locked cabinet that is only accessible by the career counselor.

Strengths

Consistently, our career counseling appointments average 17% of the student body. Furthermore, in comparison to other schools of our size and enrollment, we are able to report that the overall number of scheduled appointments is slightly higher than what other schools are reporting for their median number of appointments.

As a way to encourage students to utilize our services early in their academic career, the Career Services Center entered into a Memorandum of Understanding with Housing and Residence Life in 2009 that allowed us to offer workshops and drop in advising to residents on a routine basis. Through this MOU we are able to offer 24-36 hours of drop in advising and 10 workshops during the academic year on topics ranging from career planning for freshmen to how to find an internship.

Challenges

Internal and external demands for career services have increased due to yearly growth in student enrollment, the rapidly changing job market, expectations by parents and students for professional employment upon graduation due to increasing tuition expenses and employer preferences towards recruiting at campuses who have dedicated internal career staff who know the industries, curriculum, faculty and students.

Currently the Career Services Center employs only one FTE that's dedicated role is to provide career counseling services to our entire student population While we are able to exceed on a yearly basis the median number of students who visit us for a career counseling appointment as compared to other schools of similar size and enrollment, the challenge is meeting the growing demand for comprehensive services based on current staffing levels.

Although we offer drop in advising to our residents via Career Peer Educators (CPEs), we are struggling with marketing their drop in hours to residents that may not be living where the CPE's are conducting their office hours. As a result, our overall drop-in numbers are not as high as we would like.

Recommendations

Implement a tiered, needs-based model of career counseling service delivery. The service model would include several different levels of service, such as self-help, web-based, brief staff-assisted and individual case-managed services. Strong consideration to the usefulness of expanding walk-in times with professional staff members.

Create a hiring strategy to develop additional FTE's in support of career counseling goals and desired outcomes. Create new positions as Career Counseling Liaison for each academic school (School of Engineering, School of Natural Sciences, & School of Social Sciences, Humanities, and Arts) as well as, for those planned in the future (School of

Management & School of Medicine). A liaison would serve each school and provide specialized career counseling, internship and job search assistance and workshops and classroom presentations. Each liaison would have a thorough knowledge of students, academic curriculum, job & internship opportunities, and would support both student and employer recruitment and retention strategies. Each career counseling liaison position would report to the Director for Career Services.

The position of an Assistant Director for Alumni Career Counseling would assist alumni members through a variety of career events, individual and group coaching and networking opportunities. This position would report to the Director for Career Services.

Career Information

Through various means, the Career Services Center strives to provide career information to students and alumni that are up-to-date and relevant. Information is available in the CSC library, through printed and electronic publications that are developed by CSC staff members, via the website and on CATlink (job posting board).

In order to help students make informed career decisions, numerous resources are offered that help students assess and connect their interests, skills, needs, background, and education to the labor market and employers, including the Strong Interest Inventory, the Myers Briggs Type Indicator (personality assessment), values card sorts, checklists and other assessment tools (i.e. Eureka). Career counselors meet with students to review their assessment results and discuss resources online or in the CSC library that will help them learn more about a particular industry or career field. In addition, workshops are offered throughout the academic year on career planning and how to choose a major.

Through CATlink, students are able to access current volunteer, internship and full-time opportunities that are posted specifically for UC Merced students and alumni. In addition, employer information sessions, visibility tables and our annual Career and Internship Fair are offered throughout the academic year in order for students to learn about current employment trends and practices.

Graduate and professional school preparation needs are addressed through specialized programming (Kaplan National Test Drive, Pre-health workshops, CA Forum for Diversity on Graduate Education), one-on-one counseling and in-class presentations. Graduate school recruiters are available to speak with students at our annual Graduate School Fair or at information sessions/visibility tables during other times of the year.

Additionally, workshops are offered leading up to the fair that that addresses application processes and timelines, writing a personal statement, obtaining strong letters of recommendation and financing graduate school. Students are also able to access graduate school planning information via the CSC website and the CSC library.

The "Take One" wall is frequented by students because of its prime location and handouts that address students' needs and concerns. In particular, the *Resume & Cover Letter Guide*, *Pre-Med Guide* and *Applying to Graduate School Guide* are the most common handouts that are taken by our students.

Staff in the Career Services Center is very interested in providing the most up-to-date information to our students and alumni. Through attendance at regional conferences and system wide meetings, staff is able to learn about new employment trends and benchmark our services in comparison to other colleges and universities which allow us to stay current with our resources and how we deliver them.

Challenges

The CSC Resource Library continues to be under-utilized by students. Most students prefer electronic and web-based resources that offer convenience and can be tailored to specific needs. Another challenge is that handouts are created and updated by only one CSC staff member who has limited time available for creating new materials or revising older items.

The resources in the library are viewed by some as being "generic" and not specialized to specific affinity groups or populations, i.e. first-generation college students, by academic major, or by historically under-represented groups.

Recommendations

The CSC must effectively evaluate usefulness of given services/resources both on our website and within the Career Resources Library. Research other valuable resources to consider linking through our website: 3rd party services (like Optimal Resume); podcasts, blogs, social networking sites and other outlets that are consistent with student's normal use patterns; and technology that connects students with employers.

Review all current handouts for effectiveness and any unnecessary redundancy. Because most of our resources are available via printed publications and are not available for

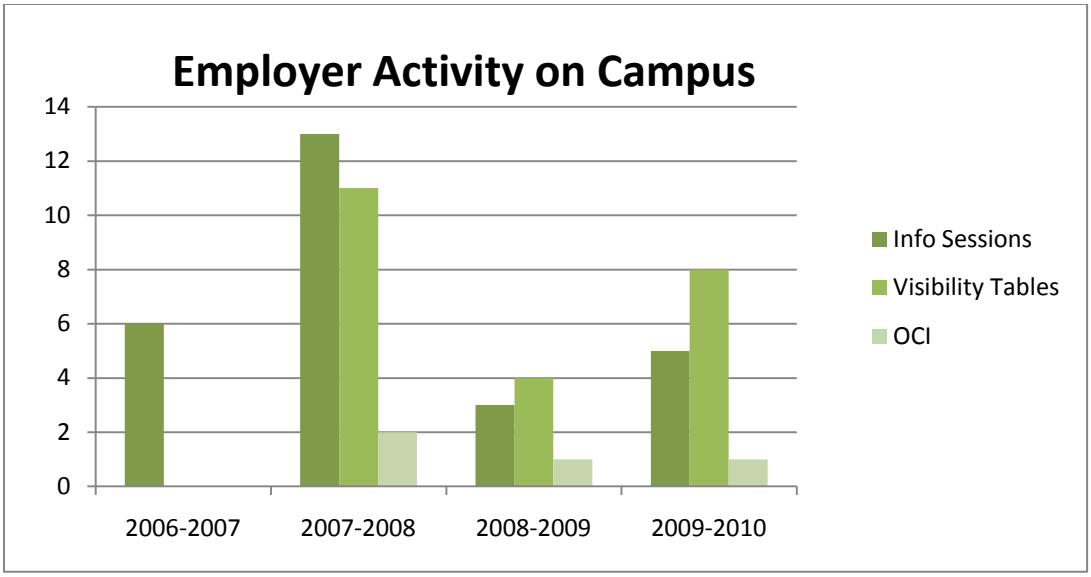
check out, students are only able to access them during normal office hours. Thus, future consideration needs to focus on offering resources online via "webshops" so that students are able to access them during times that are convenient to them. In addition, these workshops should be tailored to different learning styles and students with special needs in order to increase the amount of resources that are available to this population.

A systematic way needs to be developed to update CSC print and electronic publications on a regular basis that involves feedback from more than one CSC staff member.

Employment Services

The Career Services Center assists students in exploring a full-range of career and work possibilities through events that allow students to directly interact with employers. These include:

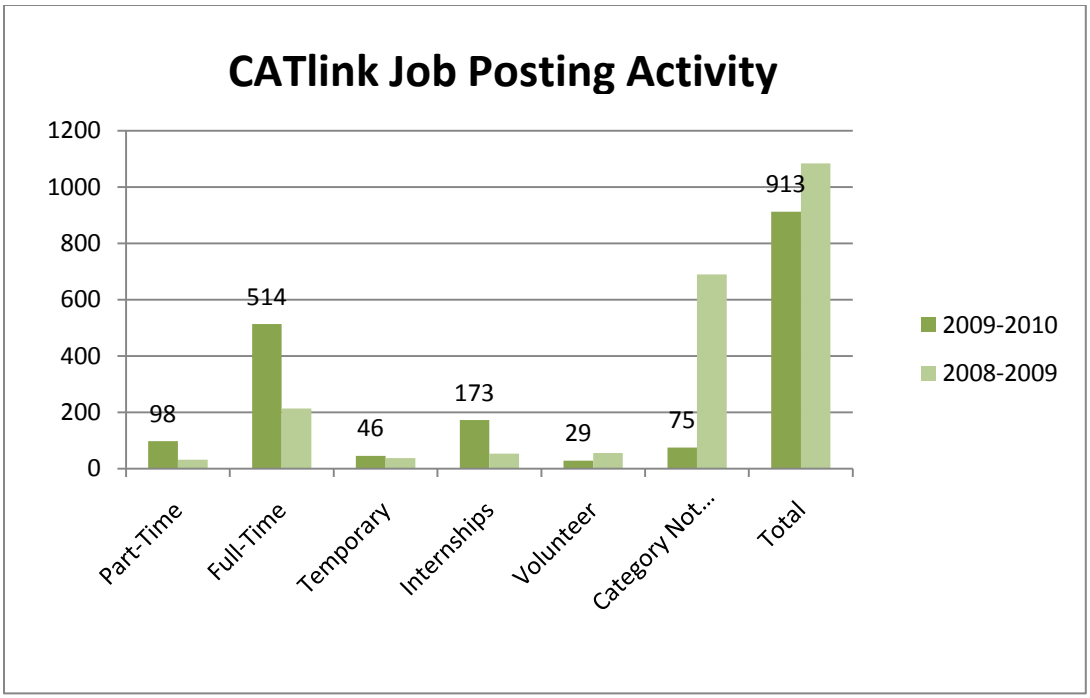
- Employer Information Sessions/Visibility Tables – Info sessions are held on campus and presented by employer representatives. Many times they are held in conjunction with a visibility table which allows for increased attendance at the info session and more opportunities for students to have their questions answered.
- On-Campus Interviews – Some employers provide interviews on campus that allows students to interview for full-time, part-time and internship opportunities. In many instances, these interviews are arranged a day after the Career & Internship Fair. See chart below for the complete breakdown of employer activity for the last four years.



- Etiquette Dinner – This event provides an opportunity for students to learn about professional behavior that they may encounter during interviews, professional organization meetings, and networking events. An etiquette consultant covers the following topics: etiquette, cultural etiquette, networking and professionalism. Employers are invited to serve as table hosts to share insights on professional behavior with the students while they all enjoy a 3-course meal.

- Career & Internship Fair – Held annually in the spring semester, this event allows students to learn about full-time, part-time and internship opportunities.

Two years ago, the Career Services Center joined our UC colleagues in using the vendor NACElink (our database is called CATlink) to house our job postings. Not only has this allowed us to increase our network of employers, but has allowed us to be able to provide a comprehensive tool for recruiters and job seekers alike. In addition, one of the advantages to this system from our previous system is the ability to download student information and automatically register incoming students which allows them immediate access to the system. While the economic downturn has negatively impacted the amount of opportunities available to our students, we have seen an increase in the number of employers registered on our CATlink system (1606 in 2009-2010 vs. 1281 in 2009-2010). To see the types of positions that employers advertise for and the activity for the last two years, see chart below.



Challenges

The economic downturn has impacted the number of employers actively recruiting at the University of California, Merced. Our geographic location and campus size also impacts employer decisions regarding expenditure of recruitment dollars. Given our campus's relative newness, UC Merced lacks a large alumni base from which to access for job leads and networking connections.

The Employer Relations & Internship Coordinator has been vacant since October 2010. The previous person left due to her partner/husband getting a new position requiring relocation. A search is underway with the goal of having this position filled by January 2011.

Recommendations

The CSC needs to develop and sustain long-term relationships with targeted employers. Particular attention needs to be put to strategically mapping a plan for engaging high quality and diverse employers within the San Joaquin Valley and from major metropolitan areas. The CSC can partner with University Relations, deans, faculty, parents, and Alumni Affairs to engage companies and individuals for job and internship opportunities.

Consider feasibility/interest in hosting either solely or as part of a consortium targeted (i.e., by academic school; career interest) career fairs or networking events. May be

attractive to employers who cannot come to campus otherwise or who would not otherwise wish to incur time and costs associated with on-campus visit.

Create a hiring strategy to develop additional FTE's in support of employer relations goals and desired outcomes. The Assistant or Associate Director for Employer Relations position would provide strategic direction, drive corporate engagement, and lead placement operations. This position would report to the Director of the Career Services Center and manage the Employer Relations Coordinator position. A Recruitment & Event Coordinator would assist with all recruitment related functions and events. This position would report to the Assistant/Associate Director of the Career Services Center.

The Assistant or Associate Director for Student Employment would develop programs and partnerships to assist students in securing on campus employment. Additionally, this position will develop and conduct workshops and training modules for both students and supervisors. This position would report to the Director of the Career Services Center and would manage the Student Employment Coordinator (current position).

As the campus continues to grow, we will need to develop a formal on-campus interview program that will allow us to expand our current services. However, in order to do so, space is needed on campus to conduct interviews and house employers in between interview times.

The Director and Employer Relations Coordinator will oversee creation of an employer newsletter to be sent out two times annually.

Finally, explore utility of using other valuable resources and consider linking through our website: 3rd party services (like Career Beam or Career Shift); blogs, social networking sites and other outlets for technology to expand employer recruiting options and sponsorship opportunities by industry or region.

Experiential Education

The Merced community and central California region present abundant opportunities for meaningful experiential learning. Allocating faculty time to arrange and supervise engagement and service-learning experiences and to nurture community connections poses a significant challenge. The Career Services Center continues to be involved in the development and maintenance of experiential education opportunities that are available to UC Merced students. Currently, the CSC:

- Coordinates the on-campus student employment program
- Establishes connections with employers to develop internships and post them on CATlink

- Advises students regarding experiential education opportunities, preparing professional materials, interviewing and tips for being successful on the job
- Hosts the annual Career & Internship Fair
- Approves academic internship proposal forms for Social Sciences, Humanities and Arts students
- Assists faculty interested in integrating a service learning component into their course syllabus
- Coordinates the UC Center Sacramento Internship program

In addition, the CSC works closely with other departments that provide experiential education opportunities. For example, the CSC:

- Assists Psychology 170 professors in locating service learning project placement sites for this course
- Offers resume writing and interviewing skills classroom presentations to service learning students

Challenges

Currently, there are not a large range of internship experiences offered/required by various academic programs. Previously, the History department was the only major on campus that required students to participate in an academic internship for credit. However, as of last year, this is no longer a requirement for the major because of the difficult time they had in locating a faculty member to teach the course.

While the Career Services Center is able to track students who participate in an academic internship, we are unable to track students participating in other experiential education opportunities because of low survey response rates. However, at this time, the campus is looking to create a co-curricular transcript that might help us to improve our tracking in the future.

Recommendations

There needs to be continued development of programs and resources which support the concept of experiential learning and empower individuals to view “career” as a life-long process. At the same time, the CSC needs to expand its vision from narrowly viewing Experiential Education as internships alone, we need to engage many more students in learning opportunities beyond the classroom through service learning, volunteerism, and civic engagement. While there had been a structured internship for credit program with the School of Social Sciences, Humanities and Arts, currently no program exists for the other two schools. Thus, it will be critical for us to form alliances with the School of

Natural Sciences and the School of Engineering in order to ensure that students in those schools are able to benefit from participating in an academic internship for credit.

Recognize CSC's staffing structure to fund an Assistant Director for Experiential Education position that oversees and coordinates all experiential learning initiatives, including but not limited to internships, service-learning, volunteer positions, civic engagement, and other opportunities that may involve curricular/co-curricular learning opportunities.

Graduate School Services

Each fall, the Career Services Center hosts our annual Graduate School Fair that brings admissions representatives to campus to speak with students about their graduate and professional degree programs. To coincide with that event, we also partner with the School of Natural Sciences and Student Advising and Learning Center to bring Kaplan Test Prep to campus to host a National Test Drive that allows students to take free graduate school entrance exams. Additionally, we offer workshops throughout the year on writing a personal statement, how to obtain strong letters of recommendation and successfully applying to graduate school.

In addition to programming, career counselors work individually with students on various graduate school-related issues, including helping students determine the relevance of graduate school to personal career goals, researching graduate/professional school options and programs, decision making, and identifying resources. Career counselors also support students in the application process, including answering questions about graduate school entrance exams; reviewing personal statements, resumes and application materials; and preparing students for interviews. Counselors regularly provide mock interviews for prospective graduate/professional school applicants. Students have access to graduate school resources in the CSC library including books about graduate programs. Graduate and professional school planning information is also maintained on the CSC website.

Challenges

One area of concern surrounding graduate school services is the potential for other departments on campus to do programming in the area and not coordinate their efforts with the Career Services Center.

Recommendations

Additional outreach to faculty and departments on campus needs to be expanded in order to better engage the UC Merced community on our graduate school services.

The CSC could help fill an unmet need by enhancing career services to Master's and Ph.D. students exploring careers outside of academia.

Program Management

The work of the CSC is created to be in alignment with institutional priorities, in particular, student development theory. The Director of the Career Services Center provides leadership to the CSC team. CSC services and programs provided are based on the most current research, theories and knowledge related to career development and education as evidenced by staff members' participation in professional associations, attendance at conferences, and staff members continuing education via professional journal reading and workshop attendance.

The CSC has established a mission statement and the CSC staff has developed program objectives and student learning outcomes that are in line with the Division of Student Affairs. These objectives and learning outcomes are reviewed and updated annually based on the results of surveys and evaluations conducted as well as on any new initiatives from the Division of Student Affairs.

Challenges

Prior to hiring a Director in September 2010, the CSC operated without a Director for more than four years. During this time, the CSC operated successfully with the appropriate structures in place including effective strategic and operational planning processes and accountability systems, however, there remained a need for a strategic leader to further advance the center within the university and develop partnerships with external stakeholders including employers and the broader community.

Recommendations

With the addition of the new Director, the Career Services Center is moving forward to expand our network to increase marketing and outreach efforts. The CSC must develop long-term goals, objectives, strategy or plans that will move Career Services to the next level. These plans need to be data-driven with clear and measurable goals, and with metrics for improvement & growth. In addition, the CSC must prioritizing competing demands to ensure that we are meeting the needs of students and employers.

Organization

The Career Services Center is part of the Health & Wellness unit within the Division of Student Affairs. In the Career Services Center, there are four vital components: career counseling, student employment, employer relations and budget & operations management. These functional areas work collaboratively together to deliver quality programs and services that ensure that the mission of the CSC is fulfilled.

The organizational chart in Appendix 2 illustrates the internal organization of the CSC

including reporting lines and areas of primary responsibility. All reporting lines are tied to the Vice Chancellor of Student Affairs.

The staff of the CSC consists of five full-time positions and one part-time position. See Appendix 3-8 for current roles and responsibilities for each staff member.

Challenges

While the placement of the Career Services Center within the Health & Wellness unit is considered perplexing by some campus community members, other areas on campus (i.e. Campus Life group within the Division of Student Affairs or Academic Affairs) could pose similar challenges with fit.

Recommendations

It was recommended that the center's organizational chart be placed on our website in order for our constituents to have a clear understanding of the department's internal organization structure. Thus, additional outreach may need to be done in order to better educate the campus community on the dimensions of wellness and how our department fits within the Health & Wellness Unit.

Human Resources

CSC staff members possess the core competencies and the knowledge necessary to cover all the primary functions of the unit, with the exception of a technical function. The unit does not currently have a technical support person on staff; however, individual staff members have baseline technical skills in order to perform their core functions, including creating documents and presentations, updating websites, using spreadsheets and databases, and using social networking media. The CSC also has access to technical support at the university within the Information Technology department.

In addition to the varied qualifications of those at the CSC, staff members also have access to campus personnel who are experts in particular areas; for example, the Office of Institutional Planning and Analysis provides assistance to the unit on the administration of our senior/alumni surveys.

Staff development primarily involves providing funds for staff to attend at least one professional development conference or event each year. Staff members are urged to become active participants within professional organizations, serving as committee members, seeking leadership positions, and/or presenting at conferences.

Management and Administration

Program design, implementation and evaluation are conducted by several staff in the Career Services Center. While evaluations are used to improve customer satisfaction and overall effectiveness of our programs, needs assessment are done in order to further assess key services and to ensure that we are meeting the needs of our internal and external constituents.

Supervision and staff development of professional and pre-professional staff is currently conducted by the Director and Associate Director.

The Director manages the financial policies and procedures in collaboration with the division's Director of Administrative Operations. Other CSC staff members collaborate with the Director when working on CSC events and programs to ensure that programs are fiscally responsible. The Director tracks all expenses and program donations and is able to use this information to help the CSC plan for subsequent years.

In addition, the Career Services Center participates in the Division of Student Affairs strategic planning process and has completed the assessment plan for the 2010-2011 academic year. As the CSC continues to gather assessment data, this will allow us to report on longitudinal information that will assist us in modifying our programs and services.

Program and Event Administration

The CSC staff is well qualified to perform all the essential functions of program and event management including needs assessment, goal setting, program planning, implementation, evaluation, budgeting, time management, problem solving, and attention to detail. CSC staff members participate in the managing of logistics, people and processes toward desired outcomes.

Research and Student Learning/Development Outcomes

Staff members have been trained in the assessment and strategic planning process via retreats and presentations from the Assessment Coordinator for the Division of Student Affairs. Topics covered include creating student learning outcomes and program objectives and methods for measuring those outcomes. In October 2010, the CSC mapped the activities of the career counseling functional area to student learning outcomes. The career counseling student learning outcomes can be reviewed in Appendix 9. The CSC is in the process of revising individual counseling and workshop evaluations to better measure the career development learning outcomes of UC Merced students. The CSC staff has the necessary knowledge and skills to interpret the collected data and make recommendations for future programs and events.

Career Advising/Counseling and Consultation

The CSC is staffed by three full-time staff member who possesses the core competencies and knowledge necessary to effectively perform the role of a career counselor. In addition to the generalist Career Counselor position, the Associate Director and Director provide career counseling services to students when the demand exceeds the current availability. Those performing career counseling hold masters degrees in counseling. Between the staff, their graduate level courses have included research, statistics, assessment tools, counseling theories, group counseling, counseling skills and interventions, multi-cultural counseling and career development theory.

Career counselors are trained and have extensive experience in administering and interpreting standardized assessments including the Strong Interest Inventory and the Myers-Briggs Type Indicator. Career counselors are skilled and experienced in working with individuals one-on-one, in pairs or in groups; teaching career classes and presenting career-related workshops and lectures. Career counselors also engage in professional development and continuing education in order to continuously enhance their knowledge and refine their competencies. Each counselor also is active in national professional associations pertaining to the counseling and career development fields. Career counselors collaborate with the Employer Relations and Internship Coordinator and attend professional development conferences in order to stay informed on current market trends, employment information and technology.

Teaching/Training/Educating

The CSC employs individuals who are qualified to provide teaching, training and other forms of career education to diverse populations to varying group sizes.

Marketing/Promoting/Outreach

Staff members strive to keep marketing skills current by participating on listservs where best practices are shared frequently and through attendance at conference workshops covering these topics. Pre-professional student staff members are tapped for ideas about how to best reach students. Student staff members help produce marketing materials (i.e. flyers, table tents, digital signage, etc), maintain *Facebook* pages and spread word of CSC events to their residence halls and student organizations.

Recommendation

Design and implement an annual benchmarking survey to learn about students' awareness of their career resources as well as their attitudes and understanding of career & employment related issues. A survey would help to answer these questions:

> How does UC Merced's Career Services Center better understand the career and professional plans of students?

What is important to students as they pursue different career opportunities? And how does the CSC assist students in their professional endeavors?

Brokering/Connecting/Linking

Brokering relationships and linking students to employers, faculty members to employers and CSC staff to faculty is carried out by several individuals on staff. The Employer Relations and Internship Coordinator is dedicated to linking the CSC to community through cultivating relationships with local government agencies, non-profit agencies and private corporations. The Employer Relations & Internship Coordinator position is currently vacant. A search is being conducted to find a qualified replacement.

Information Management

CSC staff members are qualified to use various methods for retaining and organizing information. Team members have been trained to use the various sections of CATlink to record, manage and communicate event, employer and other types of information. For counseling appointments, information is recorded using MS Excel and inputted into a secure web based program called Student Service Tracking System that feeds directly into Banner.

Further, staff members are trained to use various technological tools for service delivery, including Sakai, MS PowerPoint, Internet tools, social networking media, video camera equipment, and digital cameras. In addition, one staff member is trained to use the content management system for website editing.

Leadership by Career Services Managers

The Director has 15 years of progressively responsible experience in career services and student affairs in higher education and holds a master's degree in Higher Education Counseling/Student Affairs. The Associate Director has 5 years of work experience within career services and a master's degree in Counseling.

Professional Positions (Career Counselors and Advisers, Employer Relations Coordinators, Consultants)

The Career Counselor holds a masters degree in school counseling and has previously worked as a career counselor at another 4-year institution. The Employer Relations & Internship Coordinator position is currently vacant. This position requires a bachelor's degree and 2 years of professional experience in career development, placement, recruitment, human resources, marketing, student development or equivalent combination of education and experience. Student Employment Coordinator had no previous experience working in her current capacities before coming to UC Merced but has acquired the necessary skills and training to do the job effectively.

Pre-Professional Positions (Paraprofessionals, Interns, Graduate Assistants)

Currently the only pre-professional positions that the Career Services Center employs are Career Peer Educators (CPEs). Sophomores, juniors or seniors with 2.7 G.P.A. and above are recruited to serve as peer advocates for the center for a year basis. Extensive training is held during the fall semester that includes discussion of the following topics: career development theory, assessment components, strategies for successful career decision making and multicultural awareness. In addition, CPEs are required to observe career counseling sessions and drop ins that are led by returning Career Peer Educators. The Associate Director trains and orients the student to the CSC, meets weekly for staff meetings, conducts formal evaluations on a semester basis and is available on an as-needed basis for additional questions or concerns.

Student Employee and/or Volunteer Positions

The Associate Director is responsible for hiring, training, supervising and completing performance evaluations for all student employee positions.

Support Staff and Technical Positions

Currently the CSC employs one part-time administrative assistant who is responsible for answering the phone, scheduling counseling appointments, greeting students, employers, and other guests who visit the CSC. The administrative assistant is also responsible for ordering supplies, handling all purchasing needs through online purchasing system, processing of reimbursements, making travel arrangements, and reconciliation of financial ledgers**.**

The Career Services Center is supported by the campus' Information Technology department. In particular, IT supports CSC staff in desktop support services, provides Cat PAWS technical support and handles the migration of new students to CATlink on a semester basis.

Challenges

The CSC is in the process of implementing new uses of technology, such as videos and "webshops" to be used in delivering career development information to students. Since the CSC staff's primary training is not in technology, currently we need to rely on the department of Communications with the implementation of these projects.

Recommendations

Counselor effectiveness surveys need to be conducted on a regular basis in order to assess the needs of our current student body as well as to measure the effectiveness of our counseling services.

Student and employer advisory boards need to be developed in order to expand our outreach to employers and students alike. In essence both boards would serve to link our office to our constituents as a way to improve our services and ensure that their needs are being met.

The hiring of an IT professional would allow the Career Services Center to improve the design of our website and allow for improved overall management. In addition, a marketing/multimedia specialist would allow us to design interactive and online publications that would increase our online presence as well as allow us to better market our services to students.

In the future, consideration needs to be made to hiring Graduate Assistants in order to expand our career counseling services. While space is not currently available to house an additional staff member, this would be a great opportunity to build a relationship with Fresno State's counseling program and be able to give back to the profession.

Facilities & Equipment

The Career Services is centrally located on campus in the Kolligian Library alongside other departments within the Division of Student Affairs. Counseling staff have private offices that permit confidential work with students and files are secured to ensure the safety of our records.

Each staff member has a computer that allows access to CATlink, the internet, and other software applications. In addition, 4 computer terminals are available for students and employers to use that offer internet connectivity and are secured with a laptop lock.

The Career Services Center maintains regular business hours Monday through Friday from 8:00 a.m. to 5:00 p.m. The staff offers special events at times that are convenient for students including workshops, panel presentations, and information sessions. Additionally, the Career Peer Educators offer drop in hours to students that extend to 8:00 p.m. in the evening (Monday – Thursday).

Parking on campus is adequate but may not always be convenient for employers. A campus map and parking pass is provided to each employer in order to encourage them to recruit on our campus. For special events such as the Career and Internship Fair, the CSC provides a shuttle service and lunch for employers.

For other employer events that are held on campus (OCI/OCR), a meeting space is secured to accommodate the needs of the event and the employer. All meeting rooms on campus provide wireless internet connectivity with most rooms offering a projector. A laptop and projector is also available for check out from the Career Services Center if need be.

Accommodations for students with disabilities are provided by the Career Services Center through our collaboration with Disability Services. There is ramp accessibility to the Kolligian Library and an automated door opener for clients who may have a need for this. Additionally, we have JAWS (Screen Reader for People Who are Blind or Vision Impaired) installed on one of our computers in the computer lab and have access to a Sign Language Interpreter if one is needed for a one-on-one counseling session or event that is being hosted by the Career Services Center.

Challenges

Currently the CSC has outgrown the current office space in the Kolligian Library. The office does not have any additional space to incorporate new professional staff. Additionally, meeting space on campus is at a premium which may prevent employers from recruiting on campus in the future if no space is available to conduct on-campus interviews or information sessions.

Recommendations

Redesign the Career Resource Library into a conference/quasi presentation space. The library is the least utilized area within the CSC. This is valuable space that with modifications could be converted into a more multi-use space for students, CSC staff and employers. Aggressively pursue satellite or office space within buildings slated to be built in the near future. More immediately, a proposal for a Career Counseling Liaison dedicated to the School of Engineering needs to be written requesting this position be housed either in the existing Engineering Building or in the new building slated to be built by 2014. The growth of CSC cannot be limited by space concerns.

Technology

The Career Services Center website (www.careerservices.ucmerced.edu) follows the University's guidelines and structure and includes the CSC's mission statement, contact information, office hours, and location. It also outlines the programs and services for students, alumni, employers, and faculty. Students and alumni are able to obtain information about resumes, cover letters, interviews, job search techniques, career and major selection, and graduate school planning and preparation. Electronic copies of the most commonly used CSC handouts as well as links to external career resources are available on the website. Through the CSC website, employers are able to learn about upcoming recruiting opportunities and find out about additional ways they can become involved with our office. Also, through the website, faculty members are able to access information about the CSC's "Don't Cancel a Class" program as well as information about how to hire a student, and our letters of reference service.

We offer the Strong Interest Inventory, The Myers Briggs Type Indicator, and Eureka through online web applications. Students can take the assessments by using their

personal computers, a computer in the CSC, or other computers located throughout campus.

The Career Services Center uses CATLink as an online job board to provide students with access to all postings for full-time, part-time and internship opportunities. For on-campus jobs, a database called Cat PAWS is used that was created by Information Technology on campus and also houses staff and faculty positions.

Challenges

With the changing nature of students and their reliance on technology, the Center has sought new means to connect with students. Even so, it is evident that students still need personal support and assistance to manage the often frustrating career development and job search process. One of the major challenges facing the office is the delivery of services to the increasingly refined demands of students and alumni utilizing a combination of technology and personal interaction.

Recommendations

Fully research and implement "best practice" technology networks and systems to support all facets of our business: student development/advising, student and alumni job search strategies, placement, and analysis of data. Utilize to best possible extent new video technology system for interviews, mock interviews, and employer information sessions.

Campus and External Relations

It is increasingly important that the CSC defines and controls the vision and image it wishes to create both on and off-campus. Failure to do this will ensure that someone else will define the office and put the center in an energy-sapping reactive mode rather than a proactive, forward-moving mode. This of course will ultimately diminish the center's ability to serve students. Further, it will ensure that any efforts the CSC undertakes will have limited impact and effectiveness. There is a reservoir of good will and interest in career services at this time, this cannot be squandered.

Therefore, it is mission critical to define our partnership with both on and off campus partners to provide and/or broker career development programs and placement services to students and alumni. Branding the CSC on and off campus and distinguishing the Center within individual academic programs is becoming a priority. Further, it is critical that students take ownership of the CSC as "their Career Center." Absent that ownership, students' perceptions cause them to believe they do not have a Center on campus.

The CSC has established good working relationships with a number of offices and departments across campus for the benefit of students. For example, the Career Services

Center is closely aligned with Counseling and Psychological Services, Student Advising and Learning Center, Academic Advisors and Disability Student Services. These key partnerships allow for reciprocal referrals, consultations and to ensure that each unit is up-to-date on current happenings of each of our areas.

To further our on-campus relationships, staff of the CSC regularly attend or participate in university-wide events and programs sponsored by other departments, including OSL's Leadership Conference, Office of International Affairs International Education Week, Admissions events such as Bobcat Day or STAR, and many others. CSC staff members give presentations to students and families during student and parent orientations, Welcome Week and Preview Days.

CSC staff members also are represented on a number of University committees, including the Student Affairs Advisory Committee, Welcome Week Committee, United Way Committee, Sophomore Experience Committee, Leadership Conference Planning Committee, Student Affairs "Fun Fun" Committee, Pride Week Planning Committee and International Education Week Planning Committee. In addition, the Career Services Center has spearheaded the Student Employee of the Year Selection Committee and Community Outreach Forum Committee that involved individuals from various departments across campus.

The CSC Director attends the Student Affairs Leadership monthly meetings and bi-annual retreats.

The Director of the CSC regularly communicates accomplishments and activities of the office to higher level administration through year end reports and direct communication. Results from the annual Alumni Survey are shared with the Assistant Vice Chancellor of Health & Wellness.

CSC staff members join and participate actively in professional associations related to their respective fields. One or more staff members belong to the following organizations:

- Mountain Pacific Association of Colleges and Employers
- National Association of Colleges and Employers
- National Career Development Association
- National Society of Experiential Education
- National Student Employment Association

Staff members attend professional development workshops offered by the University as their schedules permit. For example, staff members have participated in diversity trainings, advanced training in Excel, budget/purchasing/travel workshops, as well as those offered by Human Resources.

Challenges

The current relationships with campus and external relations vary considerably. Some are based on building the capability of programs; some on encouraging them to signpost individuals to Career Services; in some sectors, no clear model is evident.

Additionally, there are numerous company/firm affiliations/connections with Career Services Center and the University as a whole that are not being leveraged for purposes of placing our students, including the Board of Trustees, vendors to campus, and academic program advisory boards.

In the past couple of years the CSC has lacked an aggressive pursuit of private and corporate donations that can translate into seed money or external commitment into our programs and services.

Another challenge that our campus faces because of its infancy is the small amount of alumni that are currently in graduate school or employed in full time career positions. As a result, students are unable to use the experience and expertise of alumni when making career related decisions because they lack the alumni that other more established campuses are able to draw from. While we are able to bring in local community members who are able to serve on career speaker's panels as well as act as career mentors for our students, there is still a definite need for alumni mentorship that will unable to be met until the campus is able to graduate more students.

Recommendations

While the Career Services Center has forged strong partnerships with the faculty and administration in the School of Social Sciences, Humanities and Arts, more work needs to be done in the Schools of Natural Sciences and Engineering. In particular, a stronger effort needs to be made to attend new faculty orientations in those schools as well as more focus needs to be made on involving academic administration and faculty in career planning and employment programs.

Provide deans/ assistant deans, and faculty with updates on student outcomes and utilization of the Career Services Center for students majoring in that department to keep them informed and invested in our services.

In specific partnership with University Relations and the Student Affairs Development officer, outline a plan for a "Corporate Partners" program. Additionally, there is an increasing need to build a Development Board to provide advisement, leadership and oversight in the philanthropic development of the Career Services Center. Seek to involve alumni as board members when feasible.

Develop proposals for a Student Advisory Board and further seek to expand contacts through a Parent Advisory Council.

Employer Relations & Recruitment Services

The CSC has developed programs and practices for employer relations and services that are in line with NACE's "Principles for Professional Conduct for Career Services and Employment Professionals."

Employers receive comprehensive information packets at the initial meeting that includes information on academic majors, CSC programs and services, marketing and branding opportunities on campus, CATlink information, and the upcoming events schedule for the entire year. The Employer Relations & Internship Coordinator works with the employer to strategically develop a plan of action for their recruiting and branding needs throughout the year. Based on employers' needs, budget, or strategic plan, the Employer Relations and Internship Coordinator works individually with employers to involve them in various events and programs hosted by the Career Services Center.

Currently, the Director promotes adherence to professional and ethical standards. CSC policies are posted on the website. Additionally, the Director follow up on leads from employers, alumni, staff and faculty through phone calls, emails and individual visits. This task will be given to the Employer Relations & Internship Coordinator once hired.

Challenges

Employment trends and hiring needs fluctuate broadly and demand for certain majors varies greatly as does the means for hiring. In addition, the ability to attract certain employers to recruit UC Merced graduates depends on factors beyond our control. Program enrollments and rankings often impact employer decisions.

Recruiting practices are trending toward increased use of electronic methods. Most organizations will accept resumes/applications only by an on-line system. As hiring organizations move toward expanded use of technology for employment sourcing, students must learn to manage their job search in a deliberate and well-organized manner. Helping students "brand themselves" in the electronic environment is an on-going challenge and an exciting one.

Growth in employment opportunities with smaller employers and entrepreneurial enterprises has placed additional requirements on CSC staff to provide special support as these organizations are often unfamiliar with college recruiting procedures. This also presents a challenge in terms of building student interest in companies who do not have strong "name" recognition.

Recommendations

Adopt a marketing plan to increase number of employers we serve, increase number and industry-diversity of recruiters, and enhance image of the UC Merced students to enhance

student/graduate job placement. Additionally, seek to integrate employers whenever feasible and relevant into programming and networking opportunities.

Legal Responsibilities

The Career Services Center staff is well versed in the professional standards and current practices of career services and counseling as set forth by NACE and NCDA. All staff members adhere to University policies and procedures including all Human Resources regulations, affirmative action and equal employment opportunity laws, all risk management and safety standards and guidelines, as well as FERPA regulations. Career services staff are also in compliance with laws governing services provided by outside vendors. Our current vendors are Simplicity, CPP, and Eureka. All parties have written policies and CSC is in compliance.

The CSC ensures that all records, including electronic files and data, are maintained in a manner that adheres to the ethical and legal guidelines. To ensure the privacy and confidentiality of career counseling notes, the CSC makes certain that all files are stored behind lock and key. For work authorization issues, the CSC is familiar with CPT, OPT, and F-1 student visa issues and regularly consults with experts in the Office of International Affairs when necessary. Finally, all University employees have access to the University's legal counsel for guidance on any of the above concerns as well as all other legal matters including civil and criminal laws, institutional policies, contractual commitments, state and federal employment laws, or any other relevant student-related statute.

Recommendations

CSC staff members should continue their professional development and reading of journals related to their fields in order to remain abreast of changes in laws affecting their fields.

Equal Opportunity, Access, Affirmative Action, and Diversity

The CSC works together with other departments to serve special populations and collaborates with various student groups. For example, the CSC regularly partners with Disability Services, Office of International Affairs, and Office of Student Life. The CSC also responds to invitations from specific student organizations to design special programs or services; for instance, providing resume reviews for the National Society for Black Engineers, hosting a networking mixer for Hispanic students with the Hispanic Chamber of Commerce and providing a speakers' panel that was held during Pride Week.

Challenges

Maintaining diversity of the professional staff with regard to race, ethnicity and gender

has been a challenge, although greater diversity exists among the CSC's pre-professional student staff.

Recommendations

While staff readily responds to any questions from faculty regarding letter of recommendation files, more outreach can be done to educate faculty members about legal and ethical issues relating to student referrals and recommendations.

Ethics

As members of the National Association of Colleges and Employers (NACE), the staff of the Career Services Center adheres to the NACE Principles of Professional Conduct (http://www.naceweb.org/principles/?referal=knowledgecenter&menuID=203&nodetype=4). Additionally, all professional staff follows federal confidentiality guidelines as outlined in the Family Educational Rights and Privacy Act (FERPA).

Once a student accepts an internship, permanent job offer, or decides to pursue full-time graduate or professional studies, the student is expected to notify employers who are actively considering them for jobs that he/she are no longer available for consideration. When a student accepts an offer, he/she should have every intention of honoring that commitment. Accepting an offer only as a precautionary measure is misleading to the employer and may restrict opportunities for others who are genuinely interested in that employer. The Career Services Center at UC Merced does not condone the reneging of job offers by candidates or employers.

Employers are discouraged from pursuing any UC Merced student who has already accepted a job offer from another organization, as this behavior can damage relationships with students, other recruiters, and relationships with the UC Merced community. Withdrawing job offers, whether verbal or written, violates professional standards and campus recruiting policy. If an employer is considering retracting an offer for whatever reason, we request that they contact our office immediately. Employers are expected to avoid discrimination in their recruitment activities and to follow equal employment opportunity and affirmative action principles.

The CSC staff remains informed and up to date on policies by attending professional conferences such as those offered by the Mountain Pacific Association of Colleges and Employers (MPACE), National Association of Colleges and Employers (NACE), and National Association of Student Employment Association (NSEA).

Recommendations

While policies are developed that are in alignment with other campuses, it is recommended that the CSC review its policies and procedures on Third Party Recruiters – Guidelines for Job Posting, Multi-level Marketing and Professional and Ethical

Expectations of Students and Employers in order to ensure that they are aligned with NACE Principles for Professional Conduct manual.

Program Evaluation, Assessment & Research

Staff members of the CSC conduct numerous evaluations of their programs and services. A variety of measures are used, including needs surveys, tracking student and alumni usage, satisfaction surveys, and learning outcome evaluations that have included custom-created assessments and standardized instruments for pre- and post-testing. Learning outcomes and evaluations are developed for the Graduate School Fair, Career & Internship Fair, Etiquette Dinner and iPlan 4 Life event.

Results from these evaluations are used to determine how effective our efforts are, how events can be improved as well as what impact they have had on the students, alumni and employers who have participated. The CSC makes changes to event content based on feedback received. We also track the numbers of attendees at these and other events.

Tracking the number of attendees is used to make decisions about which events to retain, reduce or expand.

Challenges

As practitioners, CSC staff members spend considerable time delivering services and programs. Little time remains for formal research on career development, academic success, employment trends or other areas related to the process and outcomes of the services we deliver. Thus, any research must be accomplished within the time frame already designated for the delivery of services to students and alumni. Another challenge has been in achieving adequate response to the Alumni Survey. The issue is largely one of obtaining and maintaining viable email addresses for recent graduates.

Recommendations

Formal assessment of career counseling sessions needs to be conducted in order to assess that learning outcomes are achieved and that students are satisfied with their counseling interactions.

Review the currently used annual outcome survey for effectiveness and efficiency.

External Review Issues Statement

Over the past five years, the Career Services Center has engaged in the challenges of building a career services office from the ground up. Much has been accomplished and past challenges have been turned into achievements. We do believe the CSC has become

a high performing organization that is mission-driven as it prepares for the future. At the same time, CSC recognizes that we face a number of challenges as we strive to improve the effectiveness of our structures and processes to ensure fulfillment of our mission. These challenges, however, also present opportunities for the CSC and the University to aggressively and creatively move forward. Following is a sample of the challenges and the opportunities at present.

Strategic Planning

The first challenge is for the CSC to develop long-term goals, objectives, strategy or plans. These plans need to be data-driven with clear and measurable goals, and with metrics for improvement & growth. Particular attention needs to be paid to increasing staff size to keep pace with the growth and scale of the campus.

Campus Outreach & Partnership Development

The second challenge is to develop a plan for fostering clear relationships with main stakeholders. If Career Services is to achieve the goal of helping all UC Merced students to make well-informed work-in-life decisions throughout their lives, it cannot do this solely through its own services, but has to operate in significant part through the services of others. While Career Services potentially has a leadership role in its own right, it is likely to be more effective in this respect if it carries out this role in partnership with other key on and off-campus entities. Without on-going, strong strategic relationships Career Service simply cannot be successful.

Employer Relations & Development

The third challenge is to foster and align partnerships with employers and human resource professionals in order to create an environment of expanded commitment to and between UC Merced and its key constituents. Particular attention needs to be put to strategically mapping a plan for engaging high quality and diverse employers within the San Joaquin Valley and from major metropolitan areas.

Career Events, Programming, Counseling Services and Technology Resources

The fourth challenge, closely linked to the second, is to increase significantly our current levels of awareness and service penetration. Additionally, the “employability” of our students needs to be a priority. Student professional development and career education need to continue to be the focus of programming in the next several years. One additional challenge is to provide both support and encouragement of learning through the use of technology.

Assessment/Data Collection and Reporting

The fifth challenge is for Career Services to develop a stronger evidence base for its work. Career Services must speak from a position of strength based upon solid information. It should be acknowledged as the authoritative resource for UC Merced students' career development outcomes.

In summary, The Career Services Center has taken tremendous strides to become fiscally responsible, to improve facilities and to make connections with both the on and off-campus partners. This self-study has attempted to identify some of the challenges the CSC must confront in the future. How do we use these challenges to fulfill our mission? How do we realize our vision? How do we creatively engage the opportunities represented by these challenges? We are actively addressing these questions and are confident that we can successfully engage these challenges as we have others in the past.

Appendices 1-9

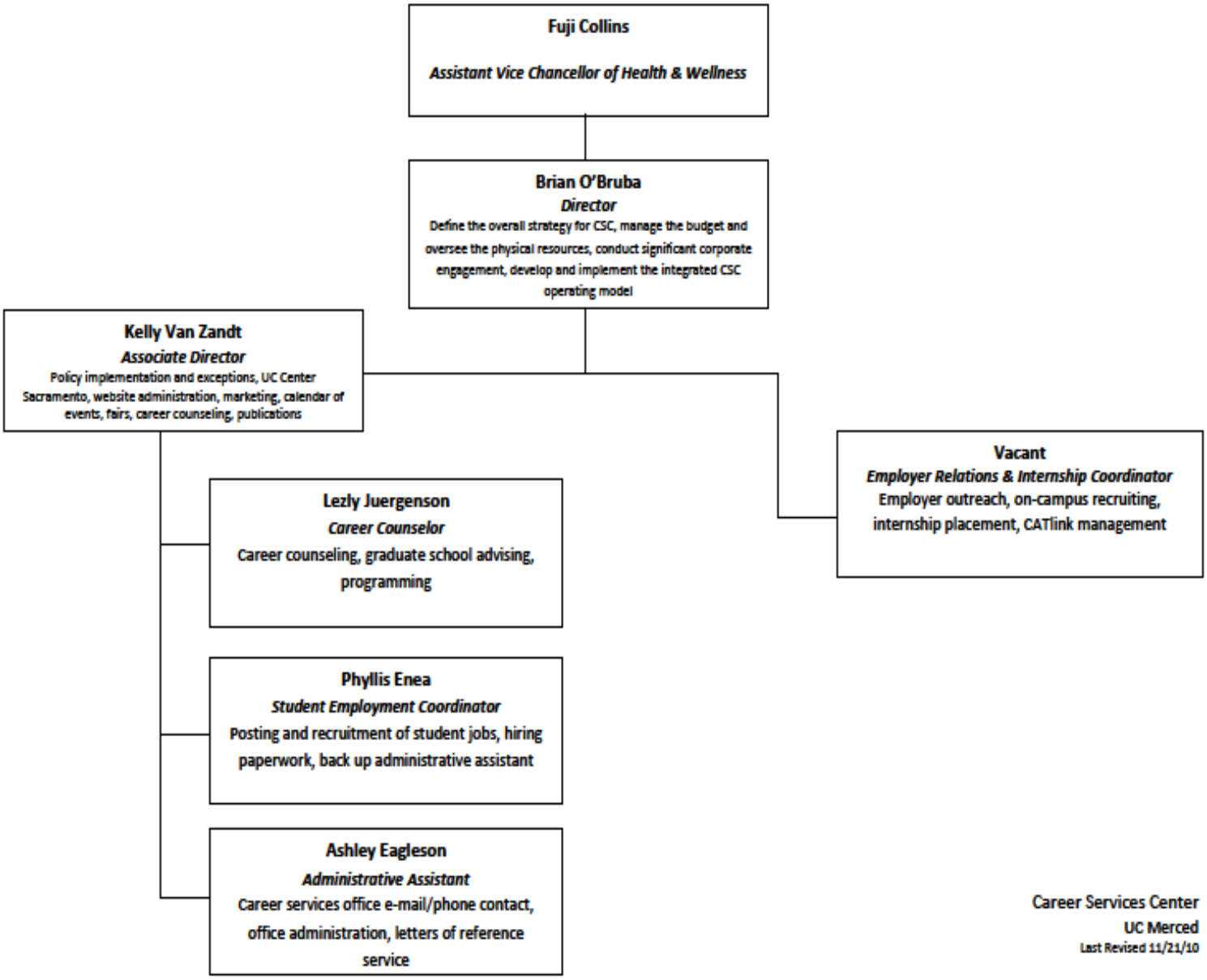
Appendix 1: Collaboration with Departments & Club Challenge

School of Social Sciences, Humanities and Arts	
Katie Winder	Assistant Professor, Economics
Alex Whalley	Assistant Professor, Economics
Shirley Kahlert	Writing Lecturer
Adriana Signorini	Peer Mentor Coordinator, Writing Lecturer
Kathleen Hull	Assistant Professor, Anthropology
Evan Heit	Professor, Cognitive Science
Gregg Herken	Professor, History
Virginia Adan-Lifante	Director, Spanish Language Program
Diana Odom-Gunn	Lecturer, Psychology
Staci Santa	Lecturer, Management
De Ette Silbaugh	Lecturer, Writing
Tori Gottlieb	Academic Advisor, SSHA
James Ortez	Assistant Dean, SSHA
Sholeh Quinn	Associate Professor, History
School of Natural Sciences	
Arnold Kim	Associate Professor, Applied Mathematics
Krista Venecia	SMI Program Coordinator
Erica Robbins	Pre-Health Advisor
Phung Colvin	EXCEL! Program Coordinator
School of Engineering	
Wei-Chun Chin	Assistant Professor, Bioengineering
Rosalina Aranda	Service Learning Program Coordinator
Office of Student Life	Heather Doshay, Assistant Director
Student Advising and Learning	Elizabeth Boretz, Director & James Barnes, Assistant Director
Information Technology	Bobby Bliatout, Help Desk Supervisor
Students First Center	Lisa Perry, Coordinator
Graduate Division	Jesus Cisneros, Graduate Diversity and Retention Coordinator
Housing & Residence Life	David Adams/Jason Mellen, Programming Coordinator
Division of Student Affairs	Jane Lawrence, Vice Chancellor
National Society of Black Engineers	Resume Writing, Preparing for a Conference
Science & Engineering Association	Resume Writing
Pilipino American Alliance	MBTI Group Interpretation, Overview of CSC
Pre-Health Professional Club	MBTI Group Interpretation, Applying to Graduate School
American Medical Student Association	Overview of CSC/Pre-Health Opportunities
Alpha Kappa Psi	Resume Writing
Kappa Delta Chi	Overview of Employer Services

Appendix 1: Club Challenge Participants

African American Student Association
Business Society (2)
Chi Alpha
Delta Epsilon Mu (formerly Pre-Health Professional Club) (2)
Environmental Engineering Student Organization
Hip Hop Movement
Intervarsity Christian Fellowship (2)
Lambda Alliance
National Society of Black Engineers
OHANA of UC Merced (2)
Persian Student Association
Pre-Health Professional Club
SOA Brigade
University Women of Merced Network (2)
UC Merced Cheer

Appendix 2: Organizational Chart – Career Services Center



APPENDIX 3: Career Counselor Job Description
UNIVERSITY OF CALIFORNIA, MERCED

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	TITLE CODE	EFFECTIVE DATE	CBU: ERC:	DATE	INITIALS
NEW POSITION/REPLACEMENT Replacement		TEMP. RECLASS ( ) TEMP. STIPEND ( )		PROVISION NUMBER	

1. (X) Recruitment ( ) Review ( ) Reclassification ( ) Update of Job Description	2. a. SALARY RATE $37,953 b. PERCENT OF TIME 100%
3. EMPLOYEE NAME Lezly Juergenson	4. CURRENT PAYROLL TITLE Student Affairs Officer II

5. DEPARTMENT/DIVISION Career Services Center	6. WORK LOCATION Library (campus)	7. WORKING TITLE (IF DIFFERENT) Career Counselor
8. NAME OF SUPERVISOR Kelly Van Zandt	9. SUPERVISOR'S PAYROLL TITLE Associate Director (SAO IV)	10. NAME OF DEPARTMENT HEAD Brian J. O'Bruba, Director

11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories)
Indicate the type of supervision the incumbent will receive after the training/orientation period.

Close Supervision ( ) Supervision ( ) General Supervision (X) Direction ( ) General Direction ( )

12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED	PAYROLL TITLE	FTE
N/A		

13. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES

The Career Services Center provides comprehensive career development programs and services to students and alumni. These include career counseling, career assessment, career oriented workshops/presentations and assistance in job/internship search strategy. Career staff in the Career Services Center receive cross-training and are able to assist in all areas of unit operations.

Under general supervision, Career Counselor will provide career counseling services to UC Merced students and alumni which include, but are not limited to, administration and interpretation of career assessments, job search strategy and interview preparation assistance, resume and cover letter review and assistance in graduate program selection. The Career Counselor will provide services on an individual basis and to groups. The Career Counselor will perform a variety of outreach activities to students including workshops and classroom presentations.

14. ESSENTIAL DUTIES OF THE JOB		
PERCENT OF TIME (Time of all duties must add up to 100%)	**FREQUENCY** (Daily, weekly, monthly, quarterly, yearly)	**ESSENTIAL DUTIES* (List in order of importance)**
55%	**Daily**	**Career Counseling** • Provide individual career counseling services to students and alumni. These services include: career assessment administration and interpretation; resume and cover letter review/critique, mock interviews, job search/internship strategy planning. • Provides assistance to students in using computerized career related systems such as EUREKA, Strong Interest Inventory, Myers Briggs Type Indicator, the College Central Network job posting system and the various Internet based career information systems. • Assist students in selecting appropriate graduate programs as well as by providing information on the application process.
25%	**Daily**	**Programs and Program Development Duties** • Develop and facilitate career-related workshops, seminars and classroom presentations. • Coordinate with the assistant director of career services in the development and administration of programs for part-time employment, internships, summer employment, and post-graduation employment. • Keep abreast of trends, issues and technology in the field of career development and job placement through attendance at professional seminars and conferences and through reading professional journals. • Assist the assistant director of career services in the development and maintenance of the Career Services Center website.
15%	**Daily**	**Administrative Duties** • Assist in the development and implementation marketing strategy for Career Services Center targeting students and alumni. • Participate in the collection, organization, analysis, and maintenance of occupational, educational, and labor market information for use in career development activities. • Participate in the direction of the activities of Career Services Center student assistants. • Maintain accurate statistics on students who participate in individual or group services with the career counselor.

5%	**As Assigned**	**Other Duties** • Local service: Serves on local committees, workgroups and teams as assigned. • System-wide service: Serves on UC system-wide committees and groups as assigned. • Community Service: Speaking to various community and professional groups on career related topics.

Knowledge, Skills and Abilities:

- Two years professional experience in career counseling, job placement, or human resources or equivalent combination of education and experience. Experience in providing career services in a higher education setting is preferred.
- Demonstrated abilities in counseling, building rapport with students, faculty, and employers, empathy, and respect for confidentiality.
- Knowledge of resume development, successful interviewing techniques, and job search skills.
- Proven track record of strong ability to develop partnerships within a higher education setting and throughout the community is essential.
- Experience in utilizing technology in marketing services to students (podcasts, streaming video, etc.).
- Public speaking experience, demonstrated outstanding verbal and written communication, organizational ability, strong follow-through, and initiative.
- A strong background in collaborating as a team player and in maintaining tact, professionalism and a sense of humor in stressful situations.
- A strong history of providing exceptional customer service and displaying a positive attitude with staff, faculty and students is a must.
- Strong computer skills, including MS Office programs, Internet, web site development, and email is required. Spreadsheet and data base experience are specific skill requirements, with preference given to applicants familiar with Excel and Access.
- Familiarity with the proper application of career assessment tools.
- Occasional travel and frequent evening and weekend work is required.
- Demonstrates skill in directing the activities of student employees.

APPENDIX 4: Employer Relations & Internship Coordinator
UNIVERSITY OF CALIFORNIA, MERCED
JOB DESCRIPTION

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	TITLE CODE	EFFECTIVE DATE	CBU: ERC:	DATE	INITIALS
NEW POSITION/REPLACEMENT		TEMP. RECLASS ( ) TEMP. STIPEND ( )		PROVISION NUMBER	

1. (X) Recruitment ( ) Review ( ) Reclassification ( ) Update of Job Description		2. a. SALARY RATE b. PERCENT OF TIME 100%
3. EMPLOYEE NAME Vacant		4. CURRENT PAYROLL TITLE
5. DEPARTMENT/DIVISION Career Services Center	6. WORK LOCATION Library (campus)	7. WORKING TITLE (IF DIFFERENT) Employer Relations and Internship Coordinator
8. NAME OF SUPERVISOR Brian J. O'Bruba	9. SUPERVISOR'S PAYROLL TITLE Director, Career Services Center	10. NAME OF DEPARTMENT HEAD Director, Career Services Center

11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories)
Indicate the type of supervision the incumbent will receive after the training/orientation period.

Close Supervision ( ) Supervision ( ) General Supervision (X) Direction ( ) General Direction ( )

12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED	PAYROLL TITLE	FTE

14. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES

The Career Services Center provides comprehensive career development programs and services to students and alumni. These include career counseling, career assessment, career oriented workshops/presentations and assistance in job/internship search strategy. Career staff in the Career Services Center receive cross-training and are able to assist in all areas of unit operations.

Under direction of the Career Services Center Director, the Employer Relations and Internship Coordinator will conduct outreach to employers to promote internship and career opportunities for UC Merced students and alumni. The incumbent with work collaboratively to facilitate student participation in internships both for and not for credit. The Employer Relations and Internship Coordinator will also provide individual services, workshops, presentations and other events to assist students in successful job and internship searches.

14. ESSENTIAL DUTIES OF THE JOB		
PERCENT OF TIME (Time of all duties must add up to 100%)	**FREQUENCY** (Daily, weekly, monthly, quarterly, yearly)	**ESSENTIAL DUTIES* (List in order of importance)**
40%	**Daily**	Internship Program and Job Search Services Administration • In collaboration with the director and associate director, develops and revises policy and procedures for the internship and job search functions of the Career Services Center. • In collaboration with the director and assistant director, assists in developing and implementing the marketing plan for the promotion and recruitment for all internship and job search programs and events to students, faculty, staff and employers. • Consults with academic departments regarding internship sites, legal and credit issues, and integrating internship experiences into existing or new courses. • Recommends budgetary and other resource needs for internship and job search programs to the director. • Actively participates in promotional strategies for annual events such as the Part-Time Job and Internship Fair and the Summer Internship Fair. • Reviews and evaluates the ongoing internship and job search programs and services. Develops appropriate reports of these activities. • Provides presentations, workshops, printed material and web links to UC Merced students on internship and job search related topics.

45%	**Daily**	**Employer Relations** • Assist in establishing and maintaining relationships with local, regional and national employers for the purpose of generating and maintaining internship, part time and full time job opportunities for UC Merced students. • In collaboration with the director and assistant director, develop and facilitate the Employer Advisory Board. • Promote sponsorship opportunities to employers in collaboration with University Relations. • Works with local, regional and national employers to ensure an accurate database of internships and job opportunity descriptions. • Provides employers with internship guidelines, compensation information for local, regional and national internships and encourages employer participation to other Career Services Center employment services including on-line job posting, on-campus recruiting, employer information sessions, visibility tables and participation in job and internship fairs. • Consults with employers on marketing strategies and liability questions. • Conducts on-site visits with new or developing sites. • Coordinates employer services and marketing with other campus departments as appropriate. 40
10%	**Daily**	**Programs and Program Development Duties** • Develop and facilitate workshops, seminars and classroom presentations related to internship and job search. • Keep abreast of trends, issues and technology in the field of internship programs and job placement through attendance at professional seminars and conferences and through reading professional journals. • Assist the director and assistant director in the development and maintenance of the Career Services Center Website.

5%	**As Assigned**	**Other Duties** • Local service: Serves on local committees, workgroups and teams as assigned. • System-wide service: Serves on UC system-wide committees and groups as assigned. • Community Service: Speaking to various community and professional groups on career related topics. • Participates in professional development meetings. • Represents the Career Services Center at professional meetings and conferences related to employer relations and/or internship program. • Other duties as assigned by the director.

Knowledge, Skills and Abilities:

- Professional experience in career counseling, job placement, human resources or marketing. Experience in providing career services in a higher education setting is preferred.
- Demonstrated abilities in advising, building rapport with students, faculty, and employers, empathy, and respect for confidentiality.
- Proven track record of strong ability to develop partnerships within a higher education setting and throughout the community is essential.
- Public speaking experience, demonstrated outstanding verbal and written communication, organizational ability, strong follow-through, and initiative.
- A strong background in collaborating as a team player and in maintaining tact, professionalism and a sense of humor in stressful situations.
- A strong history of providing exceptional customer service and displaying a positive attitude with staff, faculty and students is a must.
- Strong computer skills, including MS Office programs, Internet, web site development, and email is required. Spreadsheet and data base experience are specific skill requirements, with preference given to applicants familiar with Excel and Access.
- Occasional travel and frequent evening and weekend work is required.
- Demonstrated abilities in developing effective marketing campaigns.
- Ability to collect and analyze data to enhance program effectiveness.

APPENDIX 5: Associate Director
UNIVERSITY OF CALIFORNIA, MERCED
JOB DESCRIPTION

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	**TITLE CODE**	**EFFECTIVE DATE** **01 July 2005**	**CBU:** **ERC:**	**DATE**	**INITIALS**

NEW POSITION/REPLACEMENT	TEMP. RECLASS ( ) TEMP. STIPEND ( )	PROVISION NUMBER

1. (X) Recruitment ( ) Review ( ) Reclassification ( ) Update of Job Description	2. a. SALARY RATE step X.X b. PERCENT OF TIME 100%

3. EMPLOYEE NAME Kelly Van Zandt	4. CURRENT PAYROLL TITLE

5. DEPARTMENT/DIVISION Career Services Center	6. WORK LOCATION Library (campus)	7. WORKING TITLE (IF DIFFERENT) Associate Director

8. NAME OF SUPERVISOR Brian J. O'Bruba	9. SUPERVISOR'S PAYROLL TITLE Director, Career Services Center	10. NAME OF DEPARTMENT HEAD Director, Career Services Center

11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories)
Indicate the type of supervision the incumbent will receive after the training/orientation period.

Close Supervision ( ) Supervision ( ) General Supervision ( ) Direction (X) General Direction ( )

12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED Student Employees	PAYROLL TITLE Student Assistant	FTE 1-2 FTE

15. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES

The Career Services Center provides comprehensive career development programs and services to students and alumni. These include career counseling, career assessment, career oriented workshops/presentations and assistance in job/internship search strategy. Career staff in the Career Services Center receive cross-training and are able to assist in all areas of unit operations.

Under direction of the Career Services Center Director, the Associate Director will develop and implement a variety of career developments events for UC Merced students including programs, workshops, presentations, and fairs. The Associate Director will oversee the letter of reference file service, on-campus recruiting and job fairs as well as graduate school fairs. The Associate Director will also provide career counseling services to UC Merced students and alumni which include, but are not limited to, administration and interpretation of career assessments, job search strategy and interview preparation assistance, resume and cover letter review and assistance in graduate program selection. The Associate Director will provide services on an individual basis and to groups. The Associate Director will supervise the Career Services Center Student Employees. In the Director's absence, the Associate Director will manage all aspects of the Career Services Center.

14. ESSENTIAL DUTIES OF THE JOB

PERCENT OF TIME (Time of all duties must add up to 100%)	FREQUENCY (Daily, weekly, monthly, quarterly, yearly)	ESSENTIAL DUTIES* (List in order of importance)

50%	**Daily**	**Administrative Duties** • In collaboration with the Director, develop and implement marketing strategy for Career Services Center targeting student, alumni, and employers. • Oversee the collection, organization, analysis, and maintenance of occupational, educational, and labor market information for use in career development activities. • Coordinate Employer Services including: - Job Fairs - On-Campus Recruiting - Employer Information Sessions - Other strategies to promote part-time and full-time opportunities and internships to UC Merced students. • Coordinate other Career Services Center activities such as graduate school fairs • Direct the activities of Career Services Center student assistants. • Oversee all operations of the Career Services Center in the director's absence. • Maintain accurate statistics on students who participate in individual or group services with the offered by the Career Services Center.
30%	**Daily**	**Career Counseling** • Provide individual career counseling services to students and alumni. These services include: career assessment administration and interpretation; resume and cover letter review/critique, mock interviews, job search/internship strategy planning. • Provides assistance to students in using computerized career related systems such as EUREKA, the College Central Network job posting system and the various Internet based career information systems. • Assist students in selecting appropriate graduate programs by providing access to college catalogs, graduate school program directories, as well as by providing information on the application process.
15%	**Daily**	**Programs and Program Development Duties** • Develop and facilitate career-related workshops, seminars and classroom presentations. • Coordinate with the director of career services in the development and administration of programs for part-time employment, internships, summer employment, and post-graduation employment. • Keep abreast of trends, issues and technology in the field of career development and job placement through attendance at professional seminars and conferences and through reading professional journals. • Assist the director of career services in the development and maintenance of the Career Services Center Website.

5%	**As Assigned**	**Other Duties** • Local service: Serves on local committees, workgroups and teams as assigned. • System-wide service: Serves on UC system-wide committees and groups as assigned. • Community Service: Speaking to various community and professional groups on career related topics. • Other duties as assigned by the Director.

Knowledge, Skills and Abilities:

- Professional experience in career counseling, job placement, or human resources. Experience in provided career services in a higher education setting is required.
- Demonstrated abilities in counseling, building rapport with students, faculty, and employers, empathy, and respect for confidentiality.
- Proven track record of strong ability to develop partnerships within a higher education setting and throughout the community is essential.
- Experience in planning/coordinating highly successful large events.
- Public speaking experience, demonstrated outstanding verbal and written communication, organizational ability, strong follow-through, and initiative.
- A strong background in collaborating as a team player and in maintaining tact, professionalism and a sense of humor in stressful situations.
- A strong history of providing exceptional customer service and displaying a positive attitude with staff, faculty and students is a must.
- Strong computer skills, including MS Office programs, Internet, web site development, and email is required. Spreadsheet and data base experience are specific skill requirements, with preference given to applicants familiar with Excel and Access.
- Occasional travel and frequent evening and weekend work is required.
- Demonstrates skill in directing the activities of student employees.

17. SPECIAL CONDITIONS OF EMPLOYMENT (Licenses, certificates, credentials, bondability, altered work schedules, furloughs, travel, etc.)

Minimum qualifications

- Master's Degree in Career Development, Counseling, Student Affairs or closely related field.
- 3 years of professional experience in career counseling, job placement, or human resources
- Knowledge of career development theory, career counseling practice
- Familiarity with the proper application of career assessment tools.
- Knowledge of resume development, successful interviewing techniques, and job search skills.
- Demonstrated skill in managing events such as career fairs.
- Demonstrated skill the development of career development workshops and programs.
- Excellent organizational skills, ability to prioritize work, and complete assignments independently as well as work in a team environment.
- Demonstrated knowledge of Windows based computer programs, specifically the MS Word and Excel.
- Ability to conduct searches on the Internet and familiarity with e-mail programs.
- Excellent oral and written communication skills, including use of proper grammar, spelling and standard business formats.
- Must possess excellent customer service and displaying a positive attitude with staff, faculty and students.

APPENDIX 6: On-Campus Student Employment Coordinator
UNIVERSITY OF CALIFORNIA, MERCED
JOB DESCRIPTION

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	**TITLE CODE**	**EFFECTIVE DATE**	**CBU: CX ERC:**	**DATE**	**INITIALS**
NEW POSITION/REPLACEMENT		**TEMP. RECLASS ( )** **TEMP. STIPEND ( )**		**PROVISION NUMBER**	

1. ( ) Recruitment ( ) Review **(x) Reclassification ( ) Update of Job Description**	**2. a. SALARY RATE** **b. PERCENT OF TIME 100%**
3. EMPLOYEE NAME Phyllis Enea	**4. CURRENT PAYROLL TITLE** (_____) Assistant III

5. DEPARTMENT/DIVISION Career Services / Student Affairs	**6. WORK LOCATION** Career Services Center (campus)	**7. WORKING TITLE (IF DIFFERENT)** On-Campus Student Employment Coordinator / Administrative Assistant
8. NAME OF SUPERVISOR(S) Kelly Van Zandt	**9. SUPERVISOR'S PAYROLL TITLE** SAO IV	**10. NAME OF DEPARTMENT HEAD** Fuji Collins

11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories)

Indicate the type of supervision the incumbent will receive after the training/orientation period.

Close Supervision ( ) Supervision (X) General Supervision ( ) Direction ( ) General Direction ( )

12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED	**PAYROLL TITLE**	**FTE**
N/A		

14. ESSENTIAL DUTIES OF THE JOB		
PERCENT OF TIME	**FREQUENCY** **(daily, weekly, monthly, quarterly, yearly)**	**ESSENTIAL DUTIES**

3. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES

The On-Campus Student Employment Coordinator / Administrative Assistant oversees on-campus student employment and provides financial and administrative support to the Director and staff of the Career Services Center. Essential duties include: coordinate posting and recruitment for on-campus student jobs, interface with staff and faculty hiring managers, prepare and submit new hire paperwork to the Payroll Office, communicate important information on student employment to campus community, answer questions from students, staff and faculty, handle purchasing for department, process staff reimbursements, conduct monthly ledger reconciliation, pull financial reports, oral and written communications, prepare materials for distribution to internal and external users, schedule appointments for the Career Services Center staff, provide information to students, faculty, staff and others regarding services available, assist the Director and staff of the Career Services in ordering materials, scheduling events, routine correspondence and other tasks consistent with the provision of services to students.

50%	**Daily**	<u>On-Campus Student Employment Program Coordination</u> • Coordinate all aspects of on-campus student employment program. • Post all on-campus student employment positions in the Cat PAWS system. • Prepare hiring packets. • Assist students in completing hiring paperwork and verifying identification (I-9 certification required). • Work closely with Payroll, Financial Aid, Projects and Grants and departmental MSOs to insure that all students are employed properly and answer any questions that arise. • Review and approve any student requests or changes regarding their employment status. • Address faculty and staff questions and concerns regarding hiring student workers. • Update hiring managers on changes to the student employment hiring process. • Consult with colleagues at other UC campuses regarding student employment policies and procedures.
30%	**Daily**	<u>Purchasing and Travel Accounting</u> Responsible for preparation and submission of purchasing requisitions, travel and entertainment reimbursements and low value orders for the Career Services Center. Use of applicable policies and procedures when reviewing and submitting orders. Record and track all initiated orders from initial order through payment of invoice. Follow up on any problems related to orders, invoicing, and/or reimbursements. Provide timely submission of all reimbursements and invoices. Provide vendors with needed information regarding payments and shipments as required. Reconciliation of departmental account ledger. Assist with budget planning and preparation of financial reports and review of ledgers. Work closely with the MSO of Student Affairs to ensure compliance with policies and procedures and to troubleshoot problematic purchasing and accounting issues. Attend monthly meetings to acquire updates, etc. <u>General Office Duties</u> Provide general clerical and administrative support to the Career Services Center, serving as the initial point of contact for students, faculty, staff and off-campus employers. Prepare routine correspondence and proofread documents for accuracy and grammar. Distribute correspondence as directed, and in a timely and confidential manner. Maintain manual and computerized filing and other recording keeping systems (including running monthly usage reports for Xerox). With direction, assist in the development and distribution of materials including outreach/marketing materials.
10%	**Weekly**	<u>Letters of Reference Service</u> • Assist students in setting up Letters of Reference Files for graduate/professional school. • Complete student/alumni requests for letters of reference mailings to colleges/institutions. • Reconcile income generated from Letters of Reference service.

15. REQUIREMENTS:

- Strong administrative background including purchasing and accounts payable
- Knowledge of human resources and payroll principles in a public setting
- Proven ability to independently organize assigned tasks, set priorities, and work effectively in an environment of frequent interruptions.
- Demonstrated ability to collaborate and communicate effectively at various organizational levels, both orally and in writing.
- Skill in accurate record keeping with strict attention to detail.
- Skill to independently draft correspondence pertaining to the policies and procedures of the on-campus student employment program.
- Excellent interpersonal skills.
- Able to maintain confidentiality.
- Strong technical skills with knowledge of Microsoft Office Operations.
- Proficient in UC General ledger and Bruin Buy systems.
- I-9 certification or ability to become I-9 certified by the University of California.

APPENDIX 7: Administrative Assistant
UNIVERSITY OF CALIFORNIA, MERCED
JOB DESCRIPTION

PERSONNEL OFFICE USE ONLY					
APPROVED PAYROLL TITLE	**TITLE CODE**	**EFFECTIVE DATE**	**CBU: CX ERC:**	**DATE**	**INITIALS**

NEW POSITION/REPLACEMENT **New Position**	**TEMP. RECLASS ( )** **TEMP. STIPEND ( )**	**PROVISION NUMBER**

1. (x) Recruitment ( ) Review **( ) Reclassification ( ) Update of Job Description**	**2. a. SALARY RATE** **b. PERCENT OF TIME 50%**
3. EMPLOYEE NAME **Ashley Enea**	**5. CURRENT PAYROLL TITLE**

5. DEPARTMENT/DIVISION Career Services Center	**6. WORK LOCATION** Campus: Kolligian Library	**7. WORKING TITLE (IF DIFFERENT)** Administrative Assistant
9. NAME OF SUPERVISOR Kelly Van Zandt	**9. SUPERVISOR'S PAYROLL TITLE** SAO IV	**10. NAME OF DEPT HEAD** Fuji Collins, Assistant Vice Chancellor of Health & Wellness

11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories)

Indicate the type of supervision the incumbent will receive after the training/orientation period.

Close Supervision ( ) Supervision (X) General Supervision ( ) Direction ( ) General Direction ( )

12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED	**PAYROLL TITLE**	**FTE**

13. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES

This is a part-time position at 50% time subject to possible increase to full-time in one year dependent on future budget conditions. Anticipated schedule is 9am to 1pm, Monday-Friday.

Under the supervision of the Assistant Director of the Career Services Center, this position provides clerical and administrative support to the Career Services Center. Essential duties include ordering materials and supplies, handling all purchasing needs through online purchasing system, processing of reimbursements, making travel arrangements, reconciliation of financial ledgers, oral and written communications, checking in student appointments, preparation of materials for distribution to internal and external users, scheduling appointments for the Career Services Center staff, routine correspondence and other tasks consistent with the functions of the Career Services Center.

14. ESSENTIAL DUTIES OF THE JOB		
PERCENT OF TIME **(Time of all duties must add up to 100%)**	**FREQUENCY** **(daily, weekly, monthly, quarterly, yearly)**	**ESSENTIAL DUTIES* (List in order of importance)**
50%	**D/W**	Purchasing and Travel Accounting Responsible for preparation and submission of purchasing requisitions, travel and entertainment reimbursements and low value orders for all supported departments. Use of applicable policies and procedures when reviewing and submitting orders. Cooperate with the Business Office for Division of Student Affairs in preparation and submission of purchasing and accounting documents. Record and track all initiated orders from initial order through payment of invoice. Follow up on any problems related to orders, invoicing, and/or reimbursements. Provide timely submission of all reimbursements and invoices. Provide vendors with needed information regarding payments and shipments as required. Assist with budget planning, preparation of invoices as needed. Perform monthly reconciliation of financial ledgers for all accounts. Back-up purchasing and accounting services for other units in Student Affairs as needed.
20%	**D**	General Office Duties Prepare routine correspondence and proofread documents for accuracy and grammar. Distribute correspondence as directed, and in a timely and confidential manner. Maintain manual and computerized filing and other recording keeping systems. Assist in the preparation of materials for distribution. Schedule special events on- and off-campus as appropriate. Provide general clerical and administrative support to the Career Services Center, serving as the initial point of contact for students, faculty, staff and off-campus employers. Participate in monthly AA meetings and attend any necessary training sessions as required. Assist the department management in the development of promotional materials.
30%	**D/W**	Career Services Center Support Assist in scheduling student appointments. Check in student appointments. Answer questions by phone and in person. Prepare and maintain confidential letters of reference files. Assist in the preparation of materials for outreach activities. Schedule outreach programs on-campus and participate as needed. Reconcile income generated from career fairs, graduate school fairs and letters of reference service. Oversee the completion of assignments given to CSC student workers.

16. REQUIREMENTS:

- Associate of Arts degree and two years of experience are required; or equivalent combination of education and experience.
- Strong customer service orientation. Ability to convey a helpful and positive attitude to the public, campus departments and the various units within Student Affairs in support of the department's customer service environment.
- Excellent interpersonal skills to communicate in a pleasant, tactful and effective manner when executing tasks and responsibilities.
- Ability to exercise independent and mature judgment and to work with minimal distraction and to take the initiative to follow-up on projects or assignments.
- Math and analytical skills to calculate percentages, add, subtract, multiply and divide to process purchases and reimbursements and to perform other basic accounting tasks.
- Ability to maintain strict confidentiality to protect privacy and rights of individuals.
- Proficiency with computers and databases. Excellent computer keyboard skills. Knowledge of Windows XP, Excel, Word.
- Ability to maintain attention to detail to assure completion and accuracy of assignments.
- Ability to handle multiple tasks sometimes with conflicting priorities.

Appendix 8: JOB DESCRIPTION: Director for Career Services
UNIVERSITY OF CALIFORNIA, MERCED

PERSONNEL OFFICE USE ONLY		
NEW POSITION/REPLACEMENT **Replacement**	**TEMP. RECLASS ( )** **TEMP. STIPEND ( )**	**PROVISION NUMBER**
1. ( ) Recruitment (?) Review **(?) Reclassification ( ) Update of Job Description**	**2. a. SALARY RATE** **b. PERCENT OF TIME 100%**	
3. EMPLOYEE NAME **Brian J. O'Bruba**	**6. CURRENT PAYROLL TITLE** **Director**	
5. DEPARTMENT/DIVISION **Student Affairs**	**6. WORK LOCATION** **Campus**	**7. WORKING TITLE (IF DIFFERENT)** **Director, Career Services Center**
10. NAME OF SUPERVISOR **Fuji Collins**	**9. SUPERVISOR'S PAYROLL** **Assistant Vice Chancellor**	**11. NAME OF DEPARTMENT** **Student Affairs**
11. SUPERVISION/DIRECTION RECEIVED (see back page for definitions of categories) **Indicate the type of supervision the incumbent will receive after the training/orientation period.** **Close Supervision ( ) Supervision ( ) General Supervision ( ) Direction ( ) General Direction (X)**		

12. NAMES OF EMPLOYEES DIRECTLY SUPERVISED	PAYROLL TITLE	FTE
Kelly Van Zandt	SAO III	1.0
Phyllis Enea	AA II	1.0
Employer Relations Coordinator	SAO II	1.0

13. GENERAL SUMMARY OF DUTIES / RESPONSIBILITIES

The Career Services Center at UC Merced assists students with a range of career-related programs and services and on-campus employment opportunities. The Director will oversee the operations of the Center, hire staff, develop programs and policies, implement on and off campus employment program, establish employer relations, and lead a significant program in the Division of Student Affairs.

Specific Responsibilities:

- **Provide direction and leadership for developing career development and career services programs.**
- **Manage Center's budget and administer University personnel and fiscal policies, including the hiring and supervision of staff.**
- **Plan and deliver Career Development and Job Search Services, along a continuum for choice of college major through alumni follow-up.**
- **Oversee employer relations, on-campus recruiting program, and internships programs.**
- **Develop policies and procedures for the on-campus student employment program, campus-based work study program and off-campus federal work study program.**
    - **Work collaboratively with the Payroll Office, the Department of Human Resources, Management Services Officers and Faculty and Staff to constantly enhance the on-campus student employment program and work study programs.**
    - **Provide training to both student employee supervisors and student employees on student employment issues.**
    - **In collaboration with the Department of Human Resources, mediate conflicts between student employees and on-campus supervisors.**
- **Provide supervision and in-service training to trainees, staff and student staff.**
- **Organize a comprehensive library with up to date materials needed by students making career decisions and conducting job searches.**
- **Establish an advisory group (regional employers, faculty, and students) to plan programs and establish policies.**
- **Work closely with UC Merced's Schools and the Division of Graduate Studies to ensure that career development and placement services meet the unique needs of each School/Division and its students.**
- **Maintain and develop working relationships with other Student Affairs units (especially the Advising & Learning Center), academic departments, the Office of Alumni Relations, and community service agencies.**
- **Provide consultation to businesses and academic programs in the establishment of highly effective internship programs.**
- **Provide direction to staff in the organization of career fairs and the creation publications/websites for students on career-related issues**
- **Provide direction and leadership that fosters a multicultural environment that celebrates diversity through sensitivity, advocacy, and education.**
- **Develop and implement a comprehensive assessment plan; evaluate effectiveness of Center programs according to WASC standards.**
- **Ensure that the Career Services Center meets the standards set forth in the National Association of Colleges Employers standards for professional conduct.**
- **Serve on University boards, committees, and task forces, as designated by position or by appointment.**
- **Oversee the creation workshops for students and conduct workshops when demand exceeds the capacity of career counseling staff.**
- **Counsel students individually and in groups on career planning issues as needed when demand exceeds the available time of the career counseling staff.**
- **Administer and interpret career assessment inventories including, but not limited to, the Myers-Briggs Type Indicator and the Strong Interest Inventory when demand exceeds the capacity of career counseling staff.**

14. ESSENTIAL DUTIES OF THE JOB		
PERCENT OF TIME (Time of all duties must add up to 100%)	**FREQUENCY (daily, weekly, monthly, quarterly, yearly)**	**ESSENTIAL DUTIES* (List in order of importance)**
45%	**D**	• **The director will be responsible for the planning and ensuring the delivery of career development and job search assistance services for undergraduate and graduate students and alumni to a rapidly growing campus population. Some of the tasks involved will include: overseeing employer relations, on-campus recruiting program, and internships programs; managing the Center's budget and administering University personnel and fiscal policies, including the hiring and supervision of staff; overseeing the acquisition of resources in the career services library, working closely with UC Merced's Schools and the Division of Graduate Studies to ensure that career development and placement services meet the unique needs of each School/Division and its students. Provide direction and leadership that fosters a multicultural environment that celebrates diversity through sensitivity, advocacy, and education**
20%	**D,W**	• **Establish policy and procedure, manage and enhance the on-campus student employment and work-study programs for UC Merced students.**
10%	**W,M**	• **Enhance a comprehensive website for students to access a wide variety of career resources and to view on and off campus employment opportunities. Website also provides prospective employers with an easy way to post job opportunities.**
5%	**M**	• **Oversee the creation and, when career counseling staff are unavailable, conduct workshops for students, counsel students on career planning issues and administer and interpret appropriate career assessment inventories.**
5%	**M,Q**	• **Oversee the organization of career fairs and creation of publications/websites for students on career-related issues.**
5%	**Q**	• **Establish an advisory group (regional employers, faculty, and students) to plan programs and establish policies.**
10%	**W,M**	• **Maintain and develop working relationships with other Student Affairs units (especially the Advising & Learning Center), academic departments, the Office of Alumni Relations, and community service agencies. Serve on University boards, committees, and task forces, as designated by position or by appointment.**

17. REQUIREMENTS:

Qualifications:

- **Master's degree required.**
- **At least five (5) years of professional experience in career counseling required.**
- **Demonstrated success in creating new organizational systems.**
- **Demonstrated experience in working effectively and collaboratively with faculty, academic units, administration, student groups and employers.derstanding of the implementation and management of thnology systems in career planning and placement.**
- **Understand and articulate needs and concerns of ethnic minority, disabled, women, and non-traditional students in addition to demonstrating a personal and professional commitment to diversity.**
- **Ability to communicate clearly in writing and verbally with constencies, and experience in developing strong employee relationships.**

Appendix 9:
Career Services Center
Career Counseling - Student Learning Outcomes

Mission:

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.

Student Learning Outcomes:
The activities of the career counseling functional area are designed to contribute to the career growth and development of a student by focusing on the following:

Resources
Find, evaluate and access career, occupational and educational resources.

Gain Experience
Identify internships, class projects, volunteer opportunities, service learning, part-time jobs and student organizations.

Communicate Accomplishments

Articulate and market their strengths, interests and skills through their resumes, cover letters, personal statements and interviewing.

Conduct a Search
Research, evaluate and network to identify potential industries, organizations and educational opportunities based on competencies and occupation and job requirements.

Explore Self
Identify interests, skills, values and understand how to capitalize on strengths.

Career Management
Choose a career based on interest, skills and values; understand related career/educational options and create a back-up plan.

Decision Making
Develop and implement a framework to guide their life-long career decision making processes.

(Version – October 2010)

Students First Center (SFC) Program Review Self Study Report

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. The goals established by the unit are to maintain an 80/20 service model, create and maintain quality standards for the department, and to create and maintain a training program for new staff and a refresher program for continuing staff. Through these goals we hope to achieve our student learning outcomes of teaching civic responsibility and promoting the development of critical thinking skills.

In fall, 2009, the Division of Student Affairs launched a pilot study of the new Program Review process, adopted in February, 2009. The unit's participation in the Program Review process should help us measure our ability to meet our goals and help us identify future needs to maintain these quality standards. The following information is a summary of the SFC's Program Review process and the feedback received from the unit's self study review conducted in spring, 2009.

After being selected as one of the three pilot units for Program Review, we needed to determine our protocol for the study. The Council for the Advancement of Standards (CAS) does not provide standards for One Stop operations, nor do industry standards exist yet. Furthermore, the scarcity of One Stop operations left us with few contacts in the field to turn to for advice. To assist our efforts, the SFC Coordinator was provided with standards (CAS) for a Campus Visitor and Information Center (CVIS) and general standards (CAS) for the field of Student affairs. The SFC Coordinator reviewed these standards to develop a guiding document to use in the Program Review. Initially, we set out to try and develop a group of contacts within the industry in hopes of inquiring about assessment processes currently in practice at other institutions. It soon became clear that formal assessment processes are not common in the few One Stop operations in our region.

The most common type of assessment utilized by these organizations is verbal or written (via comment card or email) feedback provided by their constituents. Originally the SFC Coordinator hoped to use this information to begin the process of developing industry standards for One Stop shops. Nevertheless, it became challenging to acquire a commitment or willingness from similar organizations. Therefore, the standards that were developed are (at this time) specific to the needs of the UC Merced SFC and what we perceive are the potential assessment needs of the industry. Perhaps our Program Review documents will be utilized by CAS to design standards that can be made available to other comparable departments on other campuses.

The following areas were used for the SFC assessment. These standards were developed by expanding the standards for a CVIS. The SFC Coordinator combined the related CVIS areas with feedback from other One Stop managers and the SFC's own observations to create these benchmarks.

1. *The "One Stop" concept is fairly new to the field of Student affairs. As such, CAS (Council for the Advancement in Higher Education) standards do not exist for this field. The standards listed below were created using the CAS standards for a Campus Information and Visitor Services in combination with our unit's own observations, research and the assistance of other One Stop units.*
    a. *Mission*
        i. *The mission statement for a One Stop should support the mission of the larger institution or University. Beyond this general idea a One Stop's mission is to provide a central resource for assistance with student services. This aspect may vary depending on what type of theme your One Stop has chosen. A One Stop is a front line resource for the entire campus community with customer service at the heart of the operation. Therefore, the mission of a One Stop should communicate the type of services a customer can expect to receive as well as the level of quality in this service. To uphold this missions the One Stop must:*
            1. *provide accurate information and referrals*
            2. *provide a welcoming environment*
            3. *be readily accessible*
            4. *collaborate with other campus units to maintain open lines of communication*
            5. *provide comprehensive training for both new and continuing staff*
    b. *Program*
        i. *A One Stop should be approachable and receptive to the needs of its constituents. Information should be delivered through multiple media to accommodate the desires of a diverse population. Services and information should be delivered in a timely manner and should promote student learning. To demonstrate a One Stops affect on the development of a student's persona, the unit must identify desired Student Learning Outcomes. Once these outcomes have been recognized, the unit must assess its Program to ensure that these outcomes are being achieved.*
        ii. *Student Learning Outcomes*
            1. *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.*
            2. *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.*
    c. *Organization and Management*
        i. *A One Stop's organization and management is successful when continuous improvement and teamwork are adopted as the primary*

concentrations. The structure and expectations of the unit should be documented and made readily accessible for all employees. One Stop staff need clear policies and procedures for all Enrollment Services including workflow graphics, organizations charts and clearly stated service delivery expectations.

ii. *Service Model*

1. *One Stops must identify the type of service model that will guide their organization. For example, UC Merced's Students First Center has adopted an 80/20 model of service. In this method our organization strives to provide 80% of all enrollment services through a SFC staff member, or at a front counter level, leaving 20% for potential referral to a specialist within an enrollment service unit.*

d. *Human Resources*

i. *One Stops must be sufficiently staffed by personnel that have the necessary training and expertise to uphold the organizations stated goals.*

1. *Staffing*

a. *Qualifications*

i. *One Stop front line personnel should hold the same level of expertise as a mid level employee from one of the departments that the unit serves. For example, a SFC front counter staff member can provide the same level of service as a Student Affairs Officer II within the Office of the Registrar. Front line staff should hold a Bachelor's Degree and at least one year of service within the industry.*

ii. *One Stops also require some form of management independent of the units that it serves. The classification and expertise of the management will depend on the size and scope of the One Stop. At a minimum the manager should hold a graduate degree in a related field with a minimum of three years service in the Student Affairs profession.*

b. *Number of*

i. *As previously stated a One Stop should be efficiently staffed to uphold the unit's goals. To accomplish this task the level of staffing must meet the needs of its constituents. One Stops will experience busy and slow times throughout an academic year, the goal is to maintain adequate service on a consistent basis and build strategies that will help ease the flow of traffic during peak times.*

c. *Training*

i. *One Stop staff will require two main types of training. The first should be for a new hire. This type of training should orient the staff*

with campus policies and procedures, unit specific policies and procedures, provide the staff member with some form of training manual to use for reference and include a shadowing program. Staff will need training in various areas that will provide personnel with in-depth knowledge about each unit within the One Stop. For example, UC Merced's SFC staff are cross-trained in One Stop policies, University policies as well as all enrollment services (Admissions, Financial Aid, billing and Registrar).

ii. The second type of training that will need to be provided is refresher sessions. One Stop staff should be up to date with all University policies and procedures in addition to the changing needs and requirements of the units within the One Stop.

e. Assessment and Evaluation

i. One Stops should conduct regular assessments to measure their ability to achieve their stated mission, goals, objectives and learning outcomes. These assessments should evaluate the various service delivery methods employed by One Stops. Information should be collected from all constituents served by the department. Results should then be used to improve services and enhance student learning.

The next step was the creation of a workbook that would help the self study team evaluate the SFC's ability to meet the previously stated standards. The workbooks along with supplemental material were given to the self study panel and evaluated. The self study panel met bi-monthly for approximately three months to discuss each section of the workbook. At these meetings, self study group members were encouraged to provide feedback about their ratings. The next section of this report will discuss some of the feedback received during these sessions and the recommendations set forth by the Self Study panel.

The SFC self study panel consisted of 8 members, chosen as representatives of the various groups of constituents that the SFC serves. The SFC self study panel members included:

Lisa Perry, Coordinator, Students First Center
Janice Zarate, SAO II, SFC
Heather Nardello, Associate Director, Office of Financial Aid and Scholarships
Paul Roberts, Student Affairs Analyst, Office of the Registrar,
Shavon English, Admissions Officer
Jesus Jimenez, Academic Advisor, School of Natural Sciences
Kailey Horton, UCM undergraduate student
Michelle Greenwood, UCM graduate student

The various backgrounds among the panel members helped provide feedback from diverse perspectives. One of the most surprising findings was the perceived role of the SFC from the enrollment service units. The Office of Financial Aid & Scholarships views the SFC as an extension of their office in that students are directed to submit documents to the OFAS, not the SFC (even though students are actually submitting the document to the SFC, as we are their front counter). In opposition, the Office of the Registrar views the two units as one unit, instructing students to submit documents or "stop by" the SFC. In their eyes, no clear line is drawn between our two units: they see the SFC as a true One Stop Shop. The academic advisor and the student representative found this interesting, stating that they have heard it said both ways. We also discussed that this could cause some confusion among our campus community. The sign above the front counter says "Students First Center" in bold large font. Underneath this text stated in much smaller font is "Admissions, Financial Aid and Registrar." Many students will come to our counter and ask, "Where is the office of financial aid?" Through research, we have learned that other One Stop operations do not draw a distinction among offices, the campus community views these services as one cohesive unit.

MISSION

The first section evaluated by the self-study panel was the Mission of the SFC. Sections were rated on a scale of 1 to 3 scale, with 1 being the lowest and 3 being the highest. The average rating in the category of Mission was a 3 The areas that received lower rankings were in part associated with the previous comment. About role/department confusion. Some members of the team felt that the SFC needs to be better branded and clearer about advertising the services that are provided by SFC staff. Some suggestions included adding pictures of our front counter to any presentation given about the SFC and possibly coming up with a logo that could be used across all of Enrollment Services. Other reasons for low ratings included: too wide a variety of services offered not enough focus on Enrollment Services, units serviced by the SFC need to ensure that process changes are communicated clearly to the SFC staff, and the environmental factors (both human and physical attributes). Human factors contributing to this are the inconsistent level of skills among staff while physical factors relate to the space constraints that prevent the unit from improving some of its services. All of these concerns are investigated further in later discussions.

A common theme running throughout this report is the need to have skilled/trained personnel in the SFC positions. The SFC was designed to operate on an 80/20-service model. The goal of an 80/20-service model is to handle 80% of the inquiries at a front counter and potentially refer the remaining 20% to a specialist. With this goal in mind, the staffing model of the SFC was to employ highly knowledgeable staff who could balance the needs of a front counter area and function at a level of a Student Affairs Officer level 2 (SAO II)) or above. Therefore, the qualifications and skill set needed to work in these positions are drastically above being a traditional front counter entry-level position. All SFC staff are cross-trained in all areas of

Enrollment Services (Admissions, Financial Aid, Registrar and Student Business Services) and are able to provide assistance to students in all of these subjects.

PROGRAM

The second section covered the program functions of the SFC. In this segment, we reviewed the customer service practices, the delivery of services, and the Student Learning Outcomes adopted by the unit. The overall rating for this area was a 3, with a 2 rating coming in at a close second. Low ratings regarding the unit's customer service are, in part, a result of our current workload. The staff is cognizant of the students waiting in line and may hurry a student along, which can impact the level of customer service. Also, the combination of balancing phone calls with walk-in customers can influence the quality of service provided as well as the amount of time that is dedicated to each student. Ideally, phone coverage should be separate from front counter coverage. In a perfect world, the SFC would be able to assign each point of contact to separate staff members. At this time, we are only able to dedicate separate staff to phone coverage on a handful of high traffic days. The need to complete projects and attend meetings also conflicts with our customer care and enrollment services duties.

The phone system and customer services provided via phone are an important issue. First of all, the current phone system does not include a queue system. At this time, if calls are missed, they roll straight into voicemail, rather than being placed in a queue for the next available representative. With this system, many calls are missed, thus opportunities for providing service pass by and useful data are lost. Data gathered from a phone tracking system can help the SFC for numerous reporting needs as well as helping to plan for, or predict high traffic periods.

Another aspect of the phone system that needs to be addressed is the voicemail component. These comments while not discussed in the self study were noted by the SFC Coordinator during regular work hours at the SFC and during a site visit to the One Stop at USF. The SFC currently checks the voicemail for our unit as well as the Office of Admissions. For these two lines, we are able to guarantee that calls will be returned within 24 hours. Registrar and Financial Aid currently manage their own voicemails; Registrar staff return their own calls while Financial Aid has disabled the voicemail feature. The varying practices across our enrollment services units create a separation of services rather than supporting the idea of a true one-stop shop. Students are confused by this practice, as they experience uncertainty about the services they are receiving and frustration by the inconsistent practices. The USF One Stop combines all of enrollment services phones, using one number. All lines are answered by One Stop counselors who advise students. Adopting a similar practice at the SFC may help alleviate some of the aforementioned problems. As always, consistent practices help front counter staff provide seamless service.

The next aspect of our phone service that was discussed by the self study review panel was the actual quality of assistance provided to callers. As previously noted, the services provided via phone suffer due to lack of queue system and low number

of staff. In addition, these services are also affected by the qualifications and skill set held by SFC staff members. The timeliness and accuracy of a phone call is drastically affected when the staff member providing service does not have the appropriate skill set. During the spring 2010 semester, the Director of Financial Aid and Scholarships implemented a call monitoring system between the SFC and the Financial Aid unit. The Director would listen in on calls and offer feedback about the quality of service provided by the SFC staff members. In addition to improving our services, the Director also used this as an opportunity to gain a better understanding of the complications and challenges faced by the SFC and to ensure that her unit was providing the SFC with the resources and information necessary to serve our students.

Through call monitoring, it became even more apparent that not all of the SFC staff had the same skill set. Staff who were hired at a level below a SAO II struggled with grasping the complex needs of students receiving financial aid. It became apparent that misinformation was provided and students were needing to call in multiple times in order to get their issue resolved. These concerns were shared with the self study panel and directly resulted in lower ratings for some of the unit's abilities. This example of student on-line feedback highlights the concerns : "Hello, I was trying to obtain a form that is time sensitive, and I was having a hard time figuring out how to find it. I tried to call your office and no one answered their phone. I called everyone numerous times. Lisa, Jan, Cindy and Ivan, all did not answer their phone after numerous attempts all morning. What kind of office has no personnel available to answer the phone? This is very upsetting. I hope this is not common at this office."

Other aspects of the SFC's program evaluated include the Student Learning Outcomes and the delivery of services. For the most part, the SFC delivers its services through multiple media, however there is always room for improvement. Currently students can access the SFC via web, Facebook, phone, email and in person. Currently, services available to persons with physical disabilities are limited. Our website does not offer any assistance for persons who may be visually impaired and the front counter and lobby area are somewhat problematic for persons using wheelchairs. Given the current location of the SFC, we have reasonable accommodations, however, If a new space is designed the unit should examine additional features for serving this population. .

The Student Learning Outcomes for the SFC address teaching and promoting independence. The self study panel agreed that, when possible, SFC staff members *do* take the extra time to show students how to complete forms, navigate campus resources and solve problems. Many times you will see SFC staffers turning computers, asking students to log-in and showing them how to acquire the necessary information. Lower ratings received in these areas were related to peak service periods. When lines are long, staff may not always be able to walk students through these steps. It can be much quicker for us to look up the information and resolve the issue as opposed to asking a student to log-in and navigate through a new process. The committee recommends that non-enrollment service functions be

removed from the SFC's responsibilities in order to further promote the unit's Student Learning Outcomes. For example, the unit is currently overseeing the Student Regent recruitment process; the self study panel discussed this item and agrees that it should fall under the role of another Student Affairs unit. Additional recommendations are listed at the end of this report.

The final topic under the Program section is the unit's responsiveness to the needs of its constituents. The SFC is continually evolving to meet the needs of our campus population. Currently, feedback is collected through a customer service survey, an online comment card, an annual focus group, through in-person feedback and the Program Review process. Simple changes are typically implemented without delay while more complex items may require more time. Through the Program Review process, the unit acquired comments that led to website improvements, office organization/improvements and modifications to customer service practices. More specifically, the SFC implemented the following ideas: improved back up counter coverage requests, made modifications to website layout and icons, added new and improved signage for the front counter and the implemented line triage. While the overall review process will provide additional feedback, these simple suggestions were effortless and quick to implement.

ORGANIZATION AND MANAGEMENT

This section of the workbook examined the SFC's policies, procedures and overall management. The majority of the feedback collected in this area was rated highly, however some areas did receive a lower rating. The first question addressed the unit's ability to implement improvements. The committee agreed that the SFC excels in this area and mentioned that feedback from this process had already initiated changes in the SFC's operations. Modifications that have already been adopted are listed above.

The next topic in the Organization and Management section examined the unit's policies and procedures. The sub topics within this theme explore each enrollment service unit and their expectations for the SFC staff. To begin, we discussed the general policies and procedures for the SFC. This area received an average rating (2's and 3's) mainly due to the absence of formal documentation. When the University opened, the SFC stepped into its role with little or no guidance and no set policies or procedures. When the University opened in fall, 2005, many of the departments were ramped up quickly to meet students' needs, and the SFC was no exception. Over time, the SFC has evolved into the initial concept of a gateway to enrollment services, but documenting the procedures has taken a back seat to directly providing student services. One current project is to formalize a departmental handbook. This document is designed to help acquaint new staff with SFC policies and procedures and to provide refresher training for continuing staff.

Next, the panel evaluated the policies and procedures, as communicated to the SFC staff, for each of the three enrollment service units , starting with the Admission Office. This section received relatively low ratings. The SFC has and continues to

struggle with the expectations from the Admission unit. It is difficult to gain a clear understanding of the SFC's role with regards to this area and to clearly relay admission information to students. Changes, such as staff roles, deadlines and communications happen almost daily, many of which are not communicated to the SFC. As the frontline resource for students, it is imperative that SFC staff are given current information in a timely manner. SFC personnel continually find it difficult to maintain an image of reliability in the area of Admissions. SFC staff will communicate policies and procedures to inquiring students, however if that same student contacts an Admissions staff member directly, they may be given a different answer. From then on, a student will no longer want to work with SFC staff members and attempt to go directly to the person who gave them the answer they wanted the first time.

It is also difficult to provide service to students without the appropriate tools or information. Much of what the Admissions Office uses to evaluate students records is done outside of the Universities Student Information System (BANNER). SFC staff do not have access to these systems (while this report was being written the SFC acquired access to one of these tools which drastically improved the unit's ability to provide service to our applicants) used by the Admission Office which limits the amount of assistance SFC personnel can provide to students. Their travel schedule makes it is challenging to get a hold of Admissions staff by phone. The combination of this, with the lack of information and no method for creating appointments directly, affects the customer service at the SFC. Many times the only service SFC staff can provide is contact information for an Admissions specialist. Students will end up leaving the department without resolution to their problem, with no appointment and only a business card in hand. This is not contributing to the SFC 80/20 model and not providing the student with a satisfactory outcome.

To improve the relationship between the SFC and Admissions, the panel recommends that the Admissions Office start looking at ways to establish more concrete roles and expectations for their unit. Some items/policies that would be helpful for the SFC are an organizational chart that will more clearly define staff member's roles and responsibilities, clear dates/deadlines for department requirements, a clear appointment process for students who need to meet with an Admissions staff member, increased usage of the Student Information System BANNER and improved communications with SFC staff, or with whom?.

Next, the panel evaluated the policies and procedures regarding the Office of Financial Aid and Scholarships as they are communicated to the SFC personnel. Overall, the SFC and Financial Aid Office have a strong relationship. Communication is consistent and improvements are continuously implemented. This year, the OFAS implemented a call monitoring system. The primary goal was to gain a better understanding of the complications and challenges faced by the SFC staff and to ensure that the Financial Aid Office is providing SFC staff with the resources and information necessary to serve UCM students on their behalf. The secondary goal was to ensure that the service being provided by the SFC is the same service one

could expect from a Financial Aid staff member. Through this process, small changes were made to enhance the services provided via the SFC while weaknesses among the SFC staff became even more apparent. As previously mentioned, the need to have skilled/trained personnel in the SFC positions is critical to our ability to provide quality service. The Director of Financial Aid and Scholarships spent significant time with one SFC staff member to correct and improve this person's financial aid knowledge. The call monitoring system proved to be a valuable tool that might be expanded to the other enrollment services and could include the SFC Coordinator using call monitoring to assure quality services are being provided. At this time, the lack of resources (specifically time and low staff) prevents this policy from coming to fruition.

Finally the panel reviewed the policies and procedures regarding the Office of the Registrar as they are communicated to the SFC personnel. Per the self study panel, both Registrar and SFC personnel feel that this is one of the unit's strongest areas. Registrar staff always ensure that SFC personnel have the necessary tools and updates to provide service on their behalf. In addition, Registrar staff feel that they have 100% confidence in the abilities of the SFC staff, they truly believe in the one stop concept. They have full confidence that a SFC staff member understands their role in this area and will contact a specialist if necessary.

The organization and management section of this exercise produced useful feedback for the SFC. Through these discussions, we have validated the SFC's own observations. SFC staff are very aware of the various successes and problems associated with each enrollment service. We hope to use this feedback to improve the overall operations at the front counter and our services to students. The last topic that was discussed in this section was the 80/20 service model and the unit's ability to meet this goal. This topic received a 3 rating. The feedback provided suggested that sometimes SFC staff exceed the 80% expectation and should increase the utilization of specialists to help ease the traffic at the front counter. We also received a comment that we provide too many services, especially with regards to information outside of enrollment services. The SFC recognizes this issue and has, over the past few years, started to eliminate some of these functions from our area. Nevertheless, it is sometimes natural for certain related services, such as questions about housing or parking and transportation, to be provided by a SFC staff member.

HUMAN RESOURCES

The next aspect of the SFC that was examined was the human resources that currently exist within the unit. As previously stated, the staffing model of the SFC was to employ highly knowledgeable staff who could balance the needs of a front counter area and function at a level of an SAO II (Student Affairs Officer level 2) or above. The current staffing model at the SFC does not support this fundamental goal. At this time, the SFC employs one SAO II, a SAO I and a contract position that is equivalent to a SAO I. However, the contract appointment will be replaced by a second SAO II. With this current organization in mind, the SFC received a relatively low rating regarding the appropriate skill level required for the position.

The supervision and number of staff for the unit was also considered in this section. Due to the low number of staff, the current supervisor spends more than 50% of her time working at the front counter providing enrollment services. As such, the managerial functions of the unit suffer. In addition, the unit lacks secondary supervision, currently in the supervisor's absence, the SAO II fills in but is not compensated for the additional work. The low number of staff also contributes to the unit's inability to meet the needs of its constituents. This past summer, there were numerous days where the unit was unable to answer phone calls due to the high volume of walk-in customers. Ideally the unit needs to employ enough staff that the front counter duties can be separated from phone responsibilities. This would allow the SFC to continually provide service to both our walk-in and phone inquiries.

The final component within the human resources section was an evaluation of the tools and training provided to the SFC staff. Unfortunately this section also received relatively low ratings. As new staff, many personnel are not given an orientation regarding campus policies and procedures and it has only been within the past few years that the Division of Student Affairs has started offering their own orientation. The type of training that is currently offered by the SFC focuses around on the job training and job shadowing. The SFC is creating a training manual but does not expect to finish this project until spring 2011.

In the interim, the staff have created resource binders that contain valuable information to help train and refresh staff. Unfortunately with the current discrepancies among the staff training, skills and level of knowledge, the job shadowing program does contain some flaws. As continuing staff, updates from the various enrollment services should come through our liaison program. The liaison program assigns a SFC staff member to each enrollment service unit; this person attends assigned staff meetings, trainings and conferences. It is expected that this person will gain detailed information regarding their prescribed service and act as a resource in that area for other SFC staff members. Liaisons provide updates to SFC staff through email communications and unit staff meetings.

Overall, the panel felt that this section of our evaluation was the area that needed the most attention. The units that are served by the SFC are concerned about maintaining quality service at the front counter. The SFC is also concerned about meeting the needs of our constituents and is already working on improving some of the issues highlighted in this section. One final recommendation for this topic is that the SFC have representation at the Dean's and Director's meetings. Information is shared at this meeting that provides updates regarding the campus that affect staff and potentially the SFC. There have been a handful of times that services directly provided by the SFC have been discussed at this meeting.

ASSESSMENT

The final topic evaluated by the SFC self study panel were the forms of assessment employed by the unit. This section received relatively good ratings from the panel.

The SFC is continually collecting and evaluating feedback from our constituents. Not only do we evaluate comments that come from face to face interactions but during the past couple of years we have also implemented an online customer service survey and an electronic comment card. These two tools have received some activity, over the next two years we hope to dramatically increase the information that comes through these channels and to utilize it as a method for improving the SFC's services. The moderate ratings from the panel, regarding this subject, directly relate to the short time frame that these tools have been available. In seven years when the next program review is conducted, we would hope to see high ratings in this category.

RECOMMENDATIONS

We would like to thank the time and efforts by the SFC's self study panel. The feedback and ideas discussed by this committee will be examined by the SFC and presented to the external reviewer for potential adoption and/or further recommendations. Ultimately this feedback will be used to improve the unit's services to students and create a long-range plan for the development and sustainability of the SFC.

<u>Summary of Recommendations</u>

- Create a true One Stop image. Enrollment service offices should adopt similar practices to help create a feeling of unity. Ultimately operations at the front counter will be less problematic and our campus population will have more confidence in the SFC staff and a clearer sense of the services available at our counter. Due to the complexities involved in supporting the different enrollment services units we will need to evaluate which items can be modified. The following are a list of potential improvements that will improve the services at the SFC while maintaining the necessary business functions of each unit.
    - Adopt a branding that can be used across all Enrollment Services. One idea was to adopt a logo that could be inserted on all forms for Admissions, Financial Aid and Registrar. This would allow offices to keep their own names on the forms to help identify the appropriate routing but also help the students understand the concept of a One Stop.
    - Provide more/better information about the services offered at the SFC. The committee felt that students might not have a full understanding of the services available at the SFC. In contrast, other committee members felt that some students think we do "everything" and may not know the appropriate office to contact for help with non-Enrollment Service related questions. With our small staff and large campus population, the latter can cause unnecessary traffic at the SFC thus making it difficult to help the students that require assistance with Enrollment Services.

    - Dissolve individual department phone lines and adopt one number for all of enrollment services.
        - If this is done we may need to look at eliminating voice mail.
- Modify physical space to make the environment more welcoming and accessible to constituents. Things that should be altered:
    - Purchase a phone system with a queue. Calls should be tracked, length of calls should be accounted for and calls should not roll directly to voicemail. A queue system will place calls in a waiting area for the next available staff member.
    - Current front counter computers are difficult to flip back and forth between the SFC staff member and the student. The SFC needs computers that are better suited for this purpose. – *NOTE: completed in summer 2010*
    - Current front counter set-up does not allow for much privacy between service stations. Barriers or other privacy tools need to be installed/purchased.
    - A self service station should be added to the SFC lobby.
    - The SFC may want to look at adding additional signage to indicated when a staff member is on the phone and unable to assist the next person in line. – *NOTE: in progress*
    - There is a lack of space in our current area. This is causing problems for staff and students. If additional space is reconfigured or when a new space is considered, the committee would like to see space for students to complete outstanding items that are required for our office (example – students that need to complete a Master Promissory Note).
    - Improved areas for working with persons who have physical disabilities.
- Remove all non-enrollment service functions. Suggestions are to decrease the amount of phone services that are not directly related to Admissions, Financial Aid or Registrar, decrease the amount of committee representation held by SFC staff members (Commencement, Orientation and possibly more), move out projects that are not directly related to our ability to provide enrollment services (SIR packet, Student Regent and Operational events calendars).
- Complete the SFC handbook (training manual). *NOTE: in progress*
- Work with the Admissions unit to improve processes between the two units. An appointment scheduling process should be established and an organization chart should be created.
- Implement call monitoring across all enrollment services.
- Improve staffing:
    - In the future staff should not be hired below the level of a SAO II.
    - Additional staff are needed to allow time for managerial functions to be completed.

- Hire/promote current staff to include a secondary level of supervision for the unit.
- Complete the SFC training manual and training program.

SALC Program Review

June 23, 2010

Submitted by Elizabeth Boretz, Director

and the SALC Staff

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I. Introduction: Student Advising and Learning Center (SALC) Program Review

A. Process

In the spring of 2010, the staff of the SALC provided 7 reports containing self studies of the overall effectiveness of its programs, assessment practices, and fulfillment of the area's mission. A committee including all SALC staff members, the Director of Recreation and Athletics, a student representative, 1 academic advisor from the School of Social Sciences, Humanities and Arts, and the Assessment Coordinator for Student Affairs reviewed the reports and rated the programs using the following information:

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.

Division of Student Affairs Mission Statement

Student Affairs recruits and develops dedicated students and staff who are committed to lifelong learning. In keeping with the University's Principles of Community, we cultivate a campus environment characterized by respect for human dignity and diversity. Toward these aims, Student Affairs promotes an enriched learning environment, often collaborating with faculty and units campus-wide, to provide students with opportunities to realize their intellectual, physical, social, and emotional potential.

Key to ratings:

Initial: Program is not yet ready for long-term establishment or implementation, although adequate planning, staffing and resources are in place for a pilot-run or experimental application, on a small scale. Program may already have undergone a pilot-run, and is currently requiring further planning and re-design, before full establishment for long-term implementation.

Emerging: Program is running, and has been in place long enough to begin to show a pattern of some level of effectiveness. Adjustments to the program are in progress on a relatively large scale, to adapt the program for better efficacy based on student feedback and other sources of assessment and evaluation. Planning for long-term staffing and establishment of the program , toward expansion and service to a larger portion of those who may benefit from it, is still in its early stages.

Developing: Program has established a pattern of effectiveness and participant satisfaction, and has demonstrated an ability to respond to feedback from evaluations toward continual improvement and refinement of its elements. Overall, program is running effectively, is solidly staffed, and demonstrates ability to adapt to changes and growth of the campus population and environment.

Developed: Program represents potential "best practices," or has begun to share its outcomes and practices as models for colleagues across the region, state and country to emulate. Program continues to undergo changes and adaptations, in response to ongoing assessment and evaluation.

B. What We Learned

The ratings provided above led the reviewers to point out that many of the SALC programs have several components, which are developing at different rates. The discussion below shows that overall, reviewers were consistent with one another in their ratings, yet they often found it difficult to fit each program element into a single category.

Reviewers observed that although some programs demonstrate quantitatively that they are serving students well and accomplishing their goals, qualitative data to support those successes are lacking. Other relatively consistent observations from the reviewers underscore the self-reported realities of space and staffing constraints that limit access to in-depth data on the "why" of student and program outcomes. Overall, the reviewers present a cumulative message that the SALC would benefit greatly from a researcher on the staff, to help refine and expand the content of assessment efforts and findings. Armed with more thorough data and more depth of information from student responses to SALC programs, the area would be able to advance its programs toward greater effectiveness.

Each program's review is summarized at the end of each of the sections that follow, II-IX.

II. Learning Assistance Programs

The Learning Assistance Program incorporates group workshops, individual consultations, development of web and print resources, facilitation of student success collaborations between student and academic affairs, and assistance with implementing mid-semester grade workshops. The Learning Assistance Program also involves instruction, coordination of curriculum and Peer Instructor development for a first-year experience course, Undergraduate Studies 10 (USTU-10). The Assistant Director of the Student Advising and Learning Center also serves as Coordinator of Orientation programs and first year experience initiatives.

A. Standards

The Learning Assistance Program operates under the Council for the Advancement of Standards in Higher Education (CAS). Examples of CAS student development outcomes include:

Intellectual Growth: Workshops taught through the Learning Assistance Program contain self assessment exercises, exploration of strategies and tools, and experiences that encourage application of strategies to current academic challenges. Students employ decision making skills throughout the workshop to help select strategies that best fit their learning preferences and areas of study.

Personal and Education Goals: The Learning Assistance Program outreach efforts emphasize the application of success strategies in both academic and personal life settings. Students learn that

emotional intelligence, self management, and personal responsibility strategies applied to their course work are also essential to success in leadership, career and relationship roles.

Independence (and Interdependence): Workshops and other outreach efforts emphasize effective choice making. Students learn what resources are available to them, why it is important to ask for help, and how to ask for help. These behaviors are normalized through the use of published, institutional and department research as well as the sharing of personal experiences from peers. For example, in learning that A and B students are the most frequent tutoring attendees at UC Merced, requesting help from this resource can become easier.

B. Data

Dramatic increases in the number of students participating in study strategies workshops have occurred in 2009 and 2010 with over 500 students participating in workshops (1/7th of our student population).

Participant evaluations are implemented at nearly every workshop, using a combination of likert scales and qualitative responses. The likert scale has been changed this year to make it more understandable to students as there have been inconsistencies between students' likert scale responses and qualitative responses. These inconsistencies and the different evaluations used in campus housing-hosted workshops, make it difficult to draw quantitative conclusions across workshop offerings. However, analysis of qualitative responses indicate that workshops consistently help students engage in positive thinking and self talk, learn new study strategies, and renew their sense of determination to set goals for personal behavioral change.

C. Commitment to Diversity

Student Employment: The Learning Assistance Program values diversity in its student hiring processes. Student Peer Instructors reflect the diverse cultures, ethnicities, academic majors, genders, sexual orientations and personalities of students at University of California, Merced.

Many of the resources are designed for web, print, and workshop use. The learning strategy resources on the learning center website are available 24 hours a day 7 days a week. Workshops are held during mid-day, late afternoon, and evening to accommodate student schedules. Workshops requested by departments or student organizations, which have tripled over the last year, are also accommodated.

D. Mission Statement Relevance

"helping students achieve academic success, overcome barriers, reach exciting milestones in their work. . ." -Student Advising and Learning Center Mission Statement

Using current research as well as assessment measures designed by Student Advising and Learning Center, students' college transition challenges have been identified both quantitatively and qualitatively. This is used in planning, collaborations and discussions and meetings throughout campus.

Workshops have been designed to help students understand their transitional experiences by identifying strengths and weaknesses, highlighting the differences between high school and college, and sharing characteristics and strategies of successful students.

Serving as Peer Instructors for the Undergraduate Studies Course, undergraduate student mentors challenge and support students as they discover their own pathway for success. Mentors meet weekly with a group of 5 to 10 students engaging them in activities, case studies and discussions related to course objectives and student success.

> *"often collaborating with faculty and units campus wide . . .":*
> *-Division of Student Affairs Mission Statement*

In efforts to develop of a culture of academic success across campus, the Learning Assistance Program staff member organizes group meetings and e-mail communications between professional staff and faculty committed to the academic success of students. Informally called the Academic Booster Club (ABC), the Assistant Director met with staff and instructors from Writing and Natural Sciences for a year. They collaborated on a project to promote more usage of learning support resources ranging from wellness and career services to writing workshops and peer mentoring. Since that time, the Assitant Director has maintained relationships with key staff and lecturers in the academic units for the purpose of sharing ideas, and communication about ongoing efforts to help students academically.

> *"become a leading model of innovative approaches for student centered initiatives. . .":*
> -Division of Student Affairs Vision Statement

Due to a lack of physical space in the learning center on campus, virtual learning environments and resources have been explored. During the 2007-2008 school year, bi-weekly podcasts featuring strategies and skills for academic success were developed and produced by students under the Learning Assistance Program direction. Relationships have also been fostered with Wadsworth Cengage Learning, publisher of the Undergraduate Studies (USTU-10) course text, to discuss how partnerships might be built to support further web resources. Continuation and development of these innovative practices and initiatives will depend on additional professional staffing and space.

E. Obstacles

Staffing: The Learning Assistance Program's only staff member divides their time between orientation, first year student initiatives, and department initiatives as Assistant Director. As each of these areas has strived to meet the needs of our growing student population, continuation and development of the services stated above deserves full-time staff attention. The challenges of serving the highest percentage of first generation and historically underrepresented student populations in the University of California system also necessitates staff growth in this area.

Space: Additional professional staffing in the Student Advising and Learning Center must be matched with further office and work space.

Employing more student staff has been one example of efforts to meet the growing responsibilities of the Learning Assistance Program. While student perspectives and experiences

have added unique and important elements to the program, there is no space available for them to plan, to implement programs or to hold office hours in the Student Advising and Learning Center. This further frustrates the center's efforts to meet the growing demand for high quality programs and to provide developmentally appropriate experiences for student employees.

F. Professional Guidelines and Mission

Council for the Advancement of Standards in Higher Education (CAS) Learning Assistance Guidelines:

CAS Learning Assistance Program (CAS LAP) Mission
"The mission statement must address the purpose of the learning assistance program, the population it serves, the programs and services it provides, and the goals the program is to accomplish."

UC Merced SALC 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."

The SALC oversees several programs, and due to the scope of its responsibilities does not fit into the CAS Standards for Learning Assistance: Pre-Law Advising, Undeclared Advising, New Student and Family Orientation, Parents' Newsletter *Partners in Success*, Elite Scholarship Head-Hunting and Coaching, Grant Writing, Inauguration of Fiat Lux Scholars Program in January of 2010, Instruction of USTU 010 Freshman Success Course, Peer Tutoring, Leadership for All Academic Advising, management of Mid-Semester Grade Tracking and Mandatory Mid-Semester Workshops, and an extensive series of Optional Learning Assistance Workshops throughout the year.

The CAS LAP standards are observed in general operations in the SALC, with regard to promoting the CAS LAP general philosophy of promoting student success through "Realistic Self-Appraisal"; "Leadership Development"; "Appreciating Diversity"; "Interdependence"; "Healthy Behavior"; "Collaboration"; and taking a holistic approach to student success. These elements are incorporated to different programs within the SALC, as appropriate. They apply to the development of the staff as well as to the students that the area serves. Collaboration with many different units campus-wide is critical to the area's ability to uphold the CAS LAP standards.

G. Comments of Reviewers

Two reviewers provided ratings ranging from emerging to developing, and even developed, for learning assistance programs. One reviewer pointed out accurately that assessment of learning assistance programs has been inconsistent. It is, in fact, not the SALC's intention to assess every workshop and event, as there are in excess of 75 such programs each year, and the staff members

dedicate most of their time to direct programming and service to students, rather than follow-up and thorough analysis of student evaluations. Strengths pointed out by the reviewers include the success in attracting students to such events, and the appropriateness of the programs for the area's mission. Reviewers recommended standardizing the assessment practices for learning assistance programs, toward more consistent data collection throughout the year.

III. Freshman Mid-Semester Grade Reporting and Mandatory Mid-Semester Success Workshops

A. History

Beginning in the fall of the inaugural year, campus-wide mid-semester grade reporting was implemented for all lower-division courses. This unique and demanding practice helps to reinforce the good progress of those students who are excelling; it helps disproportionately high numbers of newly arrived faculty gauge their own performance and effectiveness early in the semester with the campus' unique population as well. Most importantly, this process alerts students, advisors and staff to the needs of students who are struggling in their classes. Keeping in mind the demands of issuing grades at mid-semester as well as at the end of the term, it is evident that the teaching faculty members demonstrate dedication to special efforts to promote student success.

The Mandatory Success Workshop program works in tandem with mid-semester grade reporting efforts. All freshmen who have at least one unsatisfactory grade of D+ or lower have a block placed on their registration for the next semester, by the SALC Director. This hold is released only upon participating in a 1-hour workshop, organized by the Student Advising and Learning Center. In these workshops, in the fall, participants complete two-page self-assessments listing several campus resources, personal obstacles to success, and study-related behaviors. This short activity is followed by brief talks led by diverse Peer Mentors who had attended these workshops as freshmen, and are now excelling as upperclassmen. For the remainder of the session, academic advisors, professional counselors, and other skilled staff members within Student Affairs break the students into small groups for discussions.

In these groups, the students produce "success plans," listing steps that they will begin to take that very day, to improve their performance. With the exception of fall, 2009, in excess of 50% of each freshman class has faced this requirement due to low grades, with a consistent rate above 95% of fulfillment of this requirement. This fall there were 47% of new freshmen on the list, out of over 1,100. Requiring workshop attendance of every at-risk student is a massive task, with each session limited to 50 students. The commitment of staff time to this significant effort remains a high priority each semester. A makeup exercise is available to the few students who do not attend, after the conclusion of the workshop series.

Student feedback on these sessions has remained consistently positive since the initial implementation of this program:

5 "strongly agree". . . 1 "strongly disagree"					
I am glad that I attended this workshop.	5	4	3	2	1
	74%	**16%**	**3%**	**6%**	**1%**
I would recommend this activity to a friend					

if he or she were having difficulties.	5	4	3	2	1
	71%	**12%**	**9%**	**6%**	**2%**
I expect to improve my performance as a student before this semester is over.	5	4	3	2	1
	92%	**5%**	**1%**	**1%**	**1%**
I plan to utilize more student services and faculty office hours than I used before this workshop.	5	4	3	2	1
	90%	**3%**	**5%**	**1%**	**1%**
I now understand more about how I need to					

In the open-ended portion of the evaluation form, comments that occurred more than 75 times each semester follow:

The most useful part of this workshop was:
Writing a success plan/ setting goals.
Talking in small groups
Finding out that I am not the only one with these problems.
Finding out where to get help.
Peer mentors giving advice.
Self-evaluation to see what I can improve on; everything.
Gaining confidence that I can get back on track.

Make it longer/More time for groups.
Have it earlier in the semester.
No changes needed; I liked it how it was (this is the most frequent comment)
Work with us one on one.
Give more specific tips about how to succeed.
Have faculty here.

Ongoing efforts to address these student recommendations for improving the workshops are in progress, where feasible. Mid-semester grade reporting and Mandatory Success Workshops continue in the spring semester. Their format is different from the fall. Students select a session based on its focus topic, such as "Academic Stress Management," "Motivation in College," "Sleep and Nutrition for Academic Success," or other areas of need that came to light in the fall sessions. These sessions are led by staff from the areas of specialization such as Counseling, Health Education, and Career Services. Students construct Success Plans based on the specific topics that they are addressing in the workshop. The units that provide the facilitators for these sessions conduct their own assessments, in line with their intended outcomes and best practices.

A sample of 75 surveys were pulled from past workshops, that were completed by students who finished their semester Subject to Academic Dismissal, to compare to the responses of their peers who improved their performance after the workshop experience. A clear constellation of items of concern immediately came into focus:

	Rate of Non-Dismissal Student Responses	**Rate of Dismissal Student Responses**
I do not feel motivated to succeed.	.8%	17%
I have good intentions but do not follow through.	41%	68%
Lack of confidence in my abilities	11%	27%
I have not learned to control the stress that college brings into my life.	24%	61%

Controlling stress, following through, being confident, and motivation comprise an endless cycle, each one of these things feeding into or eating away at the other. Confidence crumbles after falling behind on reading and losing track of the course content, which leads to stress, that may deter a student from fighting to recover in the course by catching up on what was missed. Any connection to one point in this cycle can set it into motion, throwing the student into an academic tailspin.

On average, students from the at-risk demographics at UC Merced finish the semester Subject to Academic Dismissal (GPA below 1.5) at a rate 18% higher than those from better prepared backgrounds. Clearly, this mid-semester intervention has been somewhat effective in closing the gap between success rates among higher-risk and lower-risk freshmen, moving from a 24% discrepancy at mid-semester, to an 18% difference at the end of the semester. The Academic Dismissal students are disproportionately African- American, Latino/Hispanic, First-Generation and low income.

B. Commitment to Diversity

Over the past three fall semesters, the SALC observed that at-risk freshmen of African-American, Hispanic/Latino, low-income, first-generation backgrounds, on average, have struggled in classes at a rate 24.6% higher than their better prepared counterparts. The SALC Director has helped to spread awareness of the ethnic and other demographic discrepancies in performance campus-wide, particularly through regular meetings with the academic advisors across the Schools. Also, the SALC Director procured a federal grant to support the learning needs of students from at-risk, underrepresented groups, and has another, larger grant pending, anticipating award in June, to add 140 more students to the program.

Freshman Cohort	**% of Participants in Mandatory Success Workshops from Low-Income, African-American, Hispanic/Latino**	**% of all Freshmen from Underrepresented or At-Risk Groups on Campus, Total**

	Populations	
Fall, 2007	83%	52%
Fall, 2008	72%	52%
Fall, 2009	78%	54%

C. Insights from Mid-Semester Mandatory Workshops

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Grade point average and academic standing are tied to credit load. It is a natural inclination for new students who view themselves as somehow unfit for the research university to take a minimal credit load in their first semester. At UC Merced, a minimum of 12 credits are

required in order to have full-time student status, rendering one eligible for on-campus jobs, on-campus housing, and full financial aid. At-risk students at UC Merced find themselves in poor academic standing at a higher rate than their more traditional counterparts. The chart below suggests that when students take higher credit loads, they earn higher grades and remain in good standing:

Fall Semester	% of Freshmen in Academic Probation or Subject to Academic Dismissal at **12-14 Credits**	% of Freshmen in Academic Probation or Subject to Academic Dismissal at **15 or More Credits**
2005	20.9%	10.4%
2006	16.7%	15%
2007	15.4%	10.3%
2008	16.4%	10.8%

The SALC is currently working with the mathematics program to develop an inaugural Supplemental Instruction component that will both reinforce learning and confidence-building in math, as well as build up students' course schedules. The intention of the pending "Student Support Services" grant is to develop a broad array of supplemental opportunities, that will round the schedules of at-risk students up to 15 or 16 credits to develop a routine of full engagement early in their college careers.

D. Using Past Findings to Revise Policies and Practices to Promote Retention and Success

The unity among the Student Advising and Learning Center, Registrar's Office, Institutional Planning and Analysis, and the academic advising units across the campus feed into constant enhancement of policies toward optimal retention. For example, in the first three years it became evident that implementation of the basic UC policy to dismiss students who earn below a 1.5 GPA in one semester, or below 2.0 in two consecutive semesters, led to excessive dismissal rates that were disproportionately affecting low-income, first-generation, African-American and Latino students. By the time the second year of operations arrived, different units developed processes to honor dismissal appeals as much as possible. The undeclared area, aware of the lower preparation levels associated with low-income freshmen who do not have a major, began to discontinue dismissals, with rare exceptions in the case of a 0.0 term GPA.

By the fall of 2008, after discussions across campus, the dismissal policy was revised to offer all academic units an alternative to sending students home after just 1 or 2 semesters. The revision encourages all academic units to offer Subject to Academic Dismissal students the option of moving to undeclared status, into the jurisdiction of the Student Advising and Learning Center. Additional policies were created to define the requirements for the students' return to the original field of study, and/or exploration of the prospect of adopting a new major, within one to two

years of the dismissal appeal. Details of the currently known outcomes for this policy change are found in the report about Undeclared Academic Advising.

In order to ensure that the Subject to Academic Dismissal students engaged with the resources that they needed, they were required in the spring of 2009 to enroll in USTU 010, Freshman Success Course. This class uses Skip Downing's *On Course: Strategies for Succeeding in College and in Life*. This course teaches concepts that help learners to feel empowered as young adults. It helps them recognize their potential, and their worthiness of success. Specific learning strategies, on the other hand, are taught outside of class in workshops, that the course participants are required to attend. In its first two trials, all of the students who persisted in the course through the end of the semester finished the term out of danger of a second dismissal process.

E. Assessment

It is the regular practice of the SALC to collect student feedback on every fall mid-semester workshop, and to track student responses in their self-assessment exercises at the sessions (attached). Ongoing meetings among advisors and communications across the departments, generated by SALC data, have contributed to ongoing improvements and changes to policies and practices that affect retention of first-year students. Most of the data are quantitative, although narrative feedback from students is always examined and incorporated into planning and development of the program.

Occasionally, SALC staff members have been asked to speak to the students in classrooms where most freshmen were failing at mid-semester, to provide feedback to the instructor. SALC observations on which courses are seeing inappropriate rates of failing grades are reported regularly to the relevant Schools and units, so that interventions can take place, when possible, to help the class recover academically and to plan for future improvements. The rate of freshmen struggling has been dropping consistently since the opening of the campus (see attachment).

F. Comments of Reviewers

Reviewers rated the effectiveness and assessment of this program as Developing/Developed, with one reviewer having listed the service to the mission as "emerging." This feedback, from the student reviewer, raises some thoughtful points:

"a lot of energy is focused on low income, minorities, and/ or first generations students. I feel that within the mission statement, those specifics groups should be written such that the students within the said groups understand and have the peace of mind that there are on-campus staff dedicated to their specific success. I can gather that with the mission statements already in place as well as the current programs in place, the item is still in the developing stage. It seems to me that far more time and energy needs to be devoted to the student success workshops by possibly adding in another workshop or some form of tracking system to help those at risk students succeed in college. In the mission statement it references "student leadership skill development" I think that more can be done to help better create programs to specifically deal with that aspect of Student Advising and Learning."

While it is true that the Success Workshops do not place an emphasis on leadership development, they do involve the participation of student leaders to speak at the sessions; facilitators at these workshops also encourage participants to engage with clubs and leadership opportunities. More

significant is the comment that the mission does not emphasize the needs of the at-risk students. This will be addressed at the SALC's next retreat for revising the mission statement.

Other feedback from the committee revolved around the need for greater insights into how the Success Workshops are effective. Some questions they raised included: do the needs differ between students who improve after attending a workshop, versus those who do not improve?; What are the students' thoughts on the workshop experience in the long term, after completing the semester? – Might this provide useful insight for further development? These are good questions, and without research staff to identify, track and interview the students, this program will not be able to develop to its fullest potential.

Strengths identified included the appropriateness of collecting feedback on the spot, and the consistent efforts to innovate, in direct response to student feedback from term to term. It was also noted that this program is in part "developed" in that it is well established and fit to serve as a national model for promoting student success. In addition, it serves the area's mission effectively.

IV. Tutoring Program

A. Training and Professionalism

The tutoring program offers academic assistance to students through peer led small group and one-on-one interactive learning sessions. This student centered learning experience has facilitated student progress and success. The emphasis in tutoring is gaining an understanding of the concepts that create long-term knowledge. For the past 2 years, all tutors have been required to complete a 4-credit, upper division tutor training course. With minimal resistance, this requirement has been accepted by the faculty members who endorse the tutor selections and promote usage of this program. Even with the demanding training, the SALC hires approximately 40 tutors each year, up from just 12-20 during 2005-2007. Also, the program serves more than 20 different courses, having expanded into several highly popular upper-division offerings with the maturation of the student body and its preparedness for advanced tutoring.

This past year peer tutors enrolled in a tutor training course that focused on pedagogy, best practices, and cognitive learning theories. Tutors became fluent in methods that engage students in active learning, and that incorporate multiple learning styles. As a result of training, tutors encourage students to discuss ideas and to demonstrate their grasp of concepts. Students participating in tutoring gain confidence as well as competence. They are able to articulate what they learn which enhances their learning outcomes.

The tutor training course added to the professionalism of the tutors and the tutoring program. In addition to the course, regular meetings reinforced prior learning and prepared tutors for presenting at the Second Annual Central Valley Higher Education Consortium Tutor Conference. Almost all of the tutors in the tutoring program attended. They made several group presentations on best practices, with peer tutors and professional staff from 3 other institutions in attendance. The tutors demonstrated a high level of proficiency in the scholarship of peer tutoring. Through

collaboration and mutual efforts, the tutors helped to make the Conference an event that was beneficial for all participants.

Another aspect of professionalism was the completion of the application for certification by the College Reading and Learning Association. This process has helped to highlight the particular strengths in the tutorial program with regard to development of the student staff. Certification of the program requires fulfillment of several criteria which many institutions find unreachable; only 1 other UC has acquired certification. UC Merced meets 100% of the 15 criteria, and anticipates the award of certification within the next few months. This means that the program will soon begin to have many card-carrying, certified professional tutors who are still undergraduates.

B. Marketing to Peers

To increase awareness of the available student support, tutors held several workshops and events. Students have requested workshops and additional tutoring time prior to mid-terms and final exams. These requests are accommodated by the tutors and are well-attended. The Pass This Class final exam event served about forty students; many of those students regularly attend tutoring. Whereas the increasing attendance at workshops, tutoring, and events suggests that students recognize the benefits of tutorial support, the increase also suggests that the image of tutoring as something that is only for students who are at-risk is changing.

In an effort to increase student performance in areas where the rate of success is low, there have been proposals to initiate greater student involvement and to provide on-going support for students. An example is that now several instructors track their students' attendance at tutoring and provide incentives for their students to attend. The pattern of difficulty in Math 5 has been addressed by offering an additional hour after class for tutorials, beginning in the fall of 2010. These sessions will be led by tutors who attend the class and who are therefore recognized by students as part of their support system. The additional tutorials will be designed as a regular undergraduate studies course for the spring semester. This is a significant development, anticipated to grow into peer-led Supplemental Instruction with potential for course credit given to students who participate regularly. This indicates remarkable progress on the part of the SALC as a true partner to academics in the delivery of instruction, and in particular, enhancing and complementing the classroom learning of at-risk or otherwise struggling students.

Tutoring has become more of an integral part of the academic environment. There are tutors who regularly attend the classes they serve and there are tutors who work in classes to assist students with individual and group assignments. The greater visibility of tutors increases students' understanding of the tutoring process and encourages students to attend tutoring.

C. Tracking and Assessment

The number of students attending tutoring suggests that they do perceive tutoring as instrumental in their academic success. The proportion of students on campus using this service has dropped in the past year. At its peak, in the fall of 2008, 44% of students on campus used tutoring at least once. From 2006-2008, attendance was holding at above 30%, double the rate of what UCR

reported for the same service. This spring, there are 389 students on record as having attended, down to 12%. They attended 2-8 times, each. The lower proportion of users, in part, can be attributed to the severely limited space available for tutoring. Space has never been adequate, with only 2 tables that seat 5 students, and the space availability has not expanded with the growth of the student population. The other explanation for the drop in attendance has to do with challenges to tracking and reporting. In an actual learning center, students swipe their identification card when they come in, and TutorTrac or other forms of software interface with Banner to sort data showing correlations with GPA's and retention, for example. At UC Merced, students must sign in, and they often write their ID number in a way that is illegible, or incorrectly, or they neglect to sign in due to lack of ample seating, such that they do not stay long. Tracking usage has grown more difficult with the passing years and campus expansion of the student population.

In other areas of assessment and evaluation in tutoring, the tutors review needs assessments completed by the tutees early in the semester. Through their training and ongoing interactions with the Coordinator, they adjust their approach based on early feedback from the students regarding their confidence level in the discipline, and their stated expectations for tutoring. At the end of the semester, students complete evaluation forms about their tutors, and their own progress as self-reliant and group learners.

The SALC has turned to Institutional Planning and Analysis for examination of data on one occasion, to help with observations on correlations between attendance levels and student outcomes. Unfortunately, the reporting of student ID numbers is inconsistent and often inaccurate, and the findings were not useful, due to the need to eliminate so many entries that had no student data in the system. Instead of relying on quantitative measures, we must look to the anecdotal. It is particularly evident that tutoring enthusiasts swear by the value it holds in their lives as students. Writing tutors often form bonds with low-confidence writers, and they work together consistently throughout the year.

Cramped space, increasingly exclusive access to tutoring, and lack of automated tracking capabilities prevent acquisition of findings on the impact of tutoring on retention. However, it is important to note that over the years, there have been students on record as having attended as many as 38 times per semester. In fact, in the spring of 2010, 0 participants attended just once. Tutor-oriented workshops or "study fests" are well attended, with more than 100 students present at such events each semester in 2008-09. The effectiveness of tutoring may be measured in the loyalty that students show, by attending repeatedly, after giving it a try. In the future, the vision for a learning center will provide more solid data on outcomes. Appropriateness of space is closely tied to effectiveness of assessment, and there is inadequate availability of appropriate space for tutoring on campus. For the present, the emphasis on sound pedagogy and professionalism in the tutorial environment help to encourage and empower learners, always with an emphasis on learning by doing.

D. Comments of Reviewers

This program was rated consistently between "initial" and "emerging." This is due to the relatively low quality of data that the program has provided. Although student attendance at orientation is tracked weekly, the data are flawed in their raw form, as they come from student sign-in sheets. Tutors are not able to focus on clarity of handwriting and assurance that every

student signs in, when they are also focusing on student learning and leading a collaborative learning session. The drop-in nature of the program, combined with the frequent occurrence of students not always finding a seat, creates further inconsistency in the program's ability to deliver its services, as well as in the ability to identify the level of engagement of each participant. Inappropriateness and shortage of space for tutoring contribute to this difficulty; tutoring in a learning center facilitates tracking, by having each student scan their catcard as they enter the space.

The reviewers noted that focusing on the professionalism of the tutors and the thoroughness of their training, along with compliance with College Reading and Learning Association guidelines are effective strategies for optimizing the program's strengths, in the face of space and other constraints. Tutoring supports many elements of the area's mission, ranging from empowering learners to developing leaders. Reviewers recommended improving strategies for tracking utilization in a more accurate manner, although no specific suggestions were provided for how to approach this problem.

V. Academic Advising for Undeclared Students

Ms. Cynthia Donahue is the undeclared academic advisor in the Student Advising and Learning Center. There are approximately 450 undeclared students each semester, although during the summer and fall the number has approached 800. Walk-ins and appointments are available Monday through Friday from 9am-12pm and 1:30pm-4pm.

Total Undeclared Students

Fall 2008: 304

Spring 2009: 336

Fall 2009 start of term: Approximately 700

Fall 2009 end of term: 462

Spring 2010: 436

A. Values and Guidelines

The following excerpt was taken from an article found on the National Academic Advising Association (NACADA) website written by Wes Habley Director, Office of Educational Practices. "In the most recent survey (the Sixth national survey) published in 2004 as a NACADA monograph, data were collected on the mean number of advisees assigned to each full-time equivalent advisor. The survey showed that the mean number of advisees assigned to full-time advisors at 375/1 in two-year public colleges, 121/1 in two-year private colleges, **285/1 in four-year public colleges**, and 153/1 in four-year private colleges."

"…many 'experts' in the field of academic advising suggest that a **target advisor load for full-time advisors should be about 300/1…"**

Core Values

The core values in undeclared academic advising at UC Merced are modeled after the core values in the National Academic Advising Association (NACADA).

Core Value 1: Advisors are responsible to the individuals they advise.

The undeclared advisor stays in contact with her advisees through email, telephone, in person appointments, and Facebook. Throughout the semester she sends reminder emails about deadlines, events, academic workshops, and policy updates. She recognizes her individual role is to assist students with achieving academic success, overcome barriers, and realize their intellectual, social, and emotional potential.

Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.

The undeclared advisor works closely with other departments in order to best serve students. She puts a great deal of effort into getting to know the students and often refers students to Career Services, Counseling and Psychological Services, Disability Services, Health and Wellness, Students Life, and the three academic schools.

Core Value 3: Advisors are responsible to their institutions.

The undeclared advisor works collectively with all UC Merced advisors often sharing advising philosophies and techniques to best serve the students.

Core Value 4: Advisors are responsible to higher education in general.

The undeclared advisor always supports student goals as they uphold the educational mission of the University.

Core Value 5: Advisors are responsible to their educational community.

The undeclared advisor supports students who desire to incorporate community service and study abroad into their educational experience. She encourages the collaboration between academic and off-campus environments.

Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

Professional development for the undeclared academic advisor has included attending Regional NACADA conferences, Skill Path seminars, UC Academic Advisors Conference, and the UC Women's Conference.

B. De-Majoring Policy and Commitment to Diversity

In an effort to retain students the de-majoring policy was implemented at the end of fall 2008. Select students who were declared as a major in one of the academic schools and who were subject to dismissal at the end of the term were given a second chance by being moved to

undeclared status and given the opportunity to explore other majors, as an alternative to dismissal. The first semester that a student is de-majored the student must follow an Academic Support Agreement. De-majored students will most likely remain undeclared a minimum of three semesters before they meet the terms to declare a major again. This is due to the demands of rebuilding one's GPA through course repeats in a systematic manner, on a realistic timeline as they develop their confidence as learners.

Number of students de-majored after each semester.

After Fall 2008 – 93

After Spring 2009 – 41

After Fall 2009 – 89

Total: 223

Total of these students enrolled in spring 2010: 159

Total of these students still undeclared in spring 2010: 148

93 students were de-majored in fall 2008. Here is their status as of spring 2010:

43 students are still active and undeclared at UCM.

7 students have declared a major again at UCM.

23 have been dismissed.

18 are inactive.

2 are on a Planned Educational Leave.

41 students were de-majored after spring 2009. Here is their status as of spring 2010:

20 students are still active and undeclared at UCM

4 students have declared a major again at UCM.

4 have been dismissed.

13 are inactive.

89 were de-majored after fall 2009. Here is their status as of spring 2010:

77 students are active and undeclared at UCM.

6 are inactive.

6 are on a Planned Education Leave.

This practice of sending struggling students to the undeclared area has retained more than 50% of them, when they would likely have been dismissed had this policy revision not been implemented. This demands more intensive attention, and more frequent one-on-one visits between the advisor and advisee, but the outcomes are worth the effort. In general, as evidenced in the data on the rate of academic struggles among low-income and under-represented students, this policy is helping to improve retention of the most at-risk students and maintain our diversity level.

C. Helping Students Explore

Students are often referred to the http://learning.ucmerced.edu website for many tips and suggestions on choosing a major. Students can meet with the undeclared academic advisor to discuss their interests and explore course descriptions and major options.

Students are encouraged to use the following exploration strategies:

• Written Exercises - opportunities to reflect upon their interests, values, goals and life expectations are very valuable in helping students clarify their decisions. Writing may also help students understand where they are in the process of deciding.

• Individualized Interpretation of Formal Assessment – Career Services offers many self assessment tests to guide students in the decision making process.

• Modeling Opportunities – Job shadowing and informational interviews are highly encouraged in the exploration of possible careers.

• Building Support in One's Social Network – Students are always encouraged to talk about their choices with family and friends. This is critical to helping them feel good about their choices.

• Engaging with the campus – students are encouraged to pursue wellness and involvement through clubs, recreation and athletics, and other methods of connecting with others outside of the classroom. This helps them balance their lives and feel a stronger sense of belonging.

D. Supporting At-Risk Students

Students who are struggling academically are fully supported by the undeclared academic advisor and the Student Advising and Learning Center. If a student is placed on special probation or if they move to undeclared though the de-majoring process they are required to follow the Academic Support Agreement.

When taking into consideration that a disproportionately high number of undeclared students are struggling to recover academically, and are frequently striving to adhere to an advising

agreement, the need for more than 1 academic advisor makes itself evident. Currently, the 1 advisor does not succeed in meeting each at-risk student the full number of times prescribed on the agreement, due to lack of time available. In addition, the absence of a designated advisor for at-risk students in undeclared status leaves many agreements unenforced. Retention outcomes still suggest that the area is highly effective. However, there is room for growth and advancement in this important area of advising.

E. Assessment of Program

Ongoing evaluation of academic advising on paper has been in place for the past 3 years. Each student completes an anonymous form at the conclusion of their advising appointment. Hand-tallying and storage of the papers has been cumbersome and time-consuming.

In spring 2010 an online advising assessment was implemented and available for undeclared students. The initial assessment form created was used for the first few weeks of the semester. After receiving student feedback it was discovered that the rating scale was confusing. As a result a second assessment form was created that was more comprehensible. Student responses on all surveys have been overwhelmingly positive, and they generally express appreciation for the feeling of supportiveness and encouragement that they receive when working with the academic advisor.

The assessment gives students an opportunity to assess Cynthia Donahue in the areas of availability, accessibility, knowledge of resources and requirements, helpfulness, and approachability. There is also space for students to write in comments and suggestions. Students are also asked to self evaluate themselves and their participation in the advising process. Assessments are used to determine if student's needs are being met and to find out where improvements are needed.

This Assessment of Academic Advising was also sent out through an online Survey Monkey to all undeclared students at the end of spring 2010 semester. There are plans to send this survey out at the end of every term to help with the continuous growth of the undeclared advising process.

F. Comments of Reviewers

Academic Advising proved to be an area showing particular areas of strength. Reviewers consistently rated the overall effectiveness and service to the mission as "developing"; they rated the assessment practices as initial/emerging. In light of the reality that one advisor has served every undeclared student, even in the onslaught of high-need students at risk of dismissal, these ratings tell a positive tale. That is to say, the academic advisor clearly has concentrated her efforts on direct service to students, and has been compelled to place a lower priority on program assessment. The advisee : advisor ratio is double that which is recommended by NACADA, and the SALC is currently in the process of hiring an additional, full-time advisor to address this deficiency. This may open more opportunities for the advising staff to begin to develop a stronger assessment plan.

The greatest strength of the advising program lies in the commitment to supporting the academic recovery of the most at-risk students who have been removed from their major. The committee pointed out that evidence of effectiveness in restoring at-risk students to their majors is limited,

due to the relatively short history of this program. It will take more semesters before actual trends become detectable. Qualitative assessment of how students find their way back to a degree path will serve the area well for the purpose of future development of the program.

VI. Peer Academic Advising Program

The Peer Academic Advising Program was created in fall 2008. Four Peer Academic Advisors (PAAs) were hired to assist students in the areas of academic requirements, support services, and campus resources. Cynthia Donahue from the Student Advising and Learning Center and Alfred Day from Residence Life co-supervise the Peer Academic Advisors.

A. Mission Statement

The mission of the Peer Academic Advising program is to help raise awareness among students about academic requirements, learning support services, campus resources, and important dates and deadlines; the program also provides pre-professional leadership development and advising experience to respected students. The Peer Academic Advisors work closely with professional staff across campus to ensure that students have a successful and fulfilling experience while attending UC Merced.

B. Training

Prior to the start of fall 2008 the PAAs participated in two days of training. The first day of training the PAAs joined the Residence Assistants during a training focusing on communication skills and active listening techniques. The second day was spent with Cynthia Donahue going over academic advising as a whole, campus resources, academic requirements, and legal and privacy issues. Representatives from Student Life, Counseling and Psychological Services, and Career Services also met with the Peer Academic Advisors.

C. Professional Development

UC Merced recognizes that academic advising is a constant learning process and we have a responsibility to the student to keep up with the ever changing of requirements and policies. To keep the PAAs current on all academic changes each PAA is assigned to a school advisor and meets regularly for ongoing training, updates, and professional development.

The PAAs attended the Regional National Academic Advisors Association (NACADA) conference in San Francisco in spring 2010. It is our goal to attend one professional conference a year.

D. Staff Meetings and Office Hours

PAA staff meetings are held every other week for one hour. Cynthia Donahue and Alfred Day facilitate these meetings.

Each PAA holds office hours for ten hours a week in the Mariposa and Tuolumne residence hall lounges.

E. Awareness Social Events

1. Date: 9/25/2008

Event Name: Float Social

Location: Tuolumne Residence Hall 2nd floor lounge

Number of Students Attended: 104

Description: Students were encouraged to bring their syllabi and planners. The PAAs assisted students with organizing their semester and writing all important dates in their planners. This was a way to kick off the semester and allow the students to get to know who the PAAs and find ways they can help.

2. Date: 2/26/2009 and again on 3/11/2010

Event Name: Carnival of Services

Location: Private Dining Room

Number of Students Attended: 86 in 2009 and 85 in 2010

Description: The PAAs and Career Peer Educator made posters that listed campus services and resources. Students were given a sheet with a number of questions listed and they had to go around to the posters and find the correct answer. The intent was to give students important information in a way that was fun and exciting.

3. Date: 8/28/2009

Event Name: Slide to Success

Location: Residence Hall Lawn

Number of Students Attended: 57

Description: This was a semester kick off event in conjunction with the Sigma Chi fraternity.

E. Academic Success Events

The following three events were all similar in format. Peer tutors were brought into the residence halls to assist students with classes. The intent was to reach students who may have never taken advantage of tutoring.

1. Date: 11/17/2008 and 11/18/2008

   Event Name: Tutor Marathon

   Location: Mariposa Residence Hall 1st and 2nd floor lounges

   Number of Students Attended: 66

2. Date: 3/9/2009 and 3/10/2009

   Event Name: Midterm Madness

   Location: Tuolumne Residence Hall 1st floor lounge

   Number of Students Attended: 42

3. Date: 12/8/2009 and 12/9/2009

   Event Name: Finals Mania

   Location: Mariposa Residence Hall 1st floor lounge

   Number of Students Attended: 63

G. Ongoing Projects

Newsletter

Monthly newsletter put together by the PAAs. Topics include current events, important dates and deadlines, student spotlight, and study tips.

Help Yourself Club Cards

The “Help Yourself” program is encouraging students to attend tutoring and professors’ office hours. Students who attend 10 sessions of either tutoring or professors’ office hours and fill out the "Help Yourself" Club Card will be entered into a drawing to win a $5 gift card to Jamba Juice.

H. Assessment of Program

Fall 2008

40 students seen during office hours

Spring 2009

18 students seen during office hours

During the 2008-2009 year we only tracked students who took time to sit down with the PAAs and go over courses and major options. The students who stopped by for a quick question or to pick up a form we did not track. In the 2009-2010 year it was decided to track every student that uses the PAAs as a resource.

In addition, we looked at the times and location of office hours. During the 2008-2009 academic year office hours were held during the hours of 8am-8pm and in both the first and second floor residence hall lounges. Moving into the 2009-2010 academic year we eliminated the times of the day when students were not visiting office hours, and we discontinued use of the second floor lounges. PAAs now only held office hours in the first floor lounges of Mariposa and Tuolumne residence halls and between the hours of 10am-7pm.

Fall 2009

169 students seen during office hours

Spring 2010

75 students seen during office hours

In an attempt to capture feedback from the student body an Assessment of Peer Academic Advising form was created an implemented in spring 2010. The assessment gives students an opportunity to assess the PAAs in the areas of availability, accessibility, knowledge of resources and requirements, helpfulness, and approachability. There is also space for students to write in comments and suggestions. Students are also asked to evaluate themselves and their participation in the advising process. Assessments will be used to determine if student's needs are being met and to find out where improvements are needed. The results from the spring 2010 semester are attached.

There are plans to send this survey out through a Survey Monkey to all students who live in housing at the end of each term to help with the continuous growth of the Peer Academic Advising program.

I. Comments of Reviewers

This is a relatively young program, and reviewers consistently rated the assessment and effectiveness of the program as "emerging," which is appropriate for its size and newness, barely at 2 years now. Service to the mission received a higher rating of "developing" from one of the reviewers. Reviewers noted that the program is making a reasonable effort in tracking usage of

Peer Academic Advisors' office hours, and of participation in events and programs. Suggestions included training and enlisting the PAA's in the actual assessment process, which may open opportunities for more qualitative feedback. It was noted that peer to peer leadership and education are proven methods for student success, and in this respect the program is serving the area's mission well, empowering both the learners and the student leaders in the program.

The reviewers provided suggestions that include expanding marketing and outreach strategies to peers, to further spread awareness of campus resources. Training of the PAA's is consistent and sound, but further development of this program may enrich the assessment and general advising efforts. Finally, more thorough, qualitative assessment would be beneficial to the program, perhaps through focus groups and interview of students, to assess their needs and preferences for this kind of service. The SALC does not have adequate staffing for such an effort at this time. As the staff grows, these useful suggestions may be addressed.

VII. USTU 010

A. History

For the past 4 years, SALC staff members have discussed the need for a freshman success course. As relationships developed between the SALC and the academic units, particularly the Writing Program, it became evident that a partnership would be possible. This was critical to the foundation of such a course, since Student Affairs staff members are not authorized to instruct credit-based courses without the backing of an Instructor of Record. The SALC Director and Assistant Director collaborated with the "syllabus guru" Dr. Michael Truong of the Center for Research on Teaching Excellence (CRTE) to develop the learning outcomes. Undergraduate Council (UGC) approved the 1-credit course for freshmen, with Dr. Robert Ochsner, Director of the Writing Program and CRTE, as Instructor of Record.

The first run of the course occurred in the fall of 2008, co-taught by the Director and Assistant Director of the SALC, along with 4 Peer Instructors, selected from among the previous summer's Orientation Leaders. Participants in the course were drawn from new, undeclared freshmen who had placed into WRI 001, which is an indicator of higher risk for academic struggles. The reason for selecting undeclared students in part had to do with nationally known data showing that those without majors often are more at-risk for dropping out of college. Another motivation for selecting only the undeclared had to do with several academic areas concerned that this 1 credit would disrupt their students' progress through their degree requirements. Since that time, the Schools have accepted this course, with Engineering encouraging its new students to enroll, and Natural Sciences and Social Sciences, Humanities and Arts expressing no objections to their most at-risk students in the course, particularly those on Academic Probation who are still in the major.

The program grew to 2 sections in the fall of 2009, adding the Vice Chancellor for Student Affairs, and the Associate Vice Chancellor for Student Affairs to the team of instructors. The sections were filled with WRI 001 freshmen. In the spring of 2010, a third section was added, adding the Assistant Vice Chancellor for Recreation and Wellness and the newly arrived Fiat Lux Scholars Coordinator to the instructional body. The Fiat Lux Program is the SALC's special service for at-risk freshmen from low-

income families. All of the sections in the spring of 2010, as well as the Fiat Lux Scholars Program, were filled with freshmen on Academic Probation. Outcomes for the spring are not yet available. However, at mid-semester 50% of the students in all 3 USTU 010 spring 2010 sections had at least 1 unsatisfactory grade. In the fall of 2009, 100% of these students had unsatisfactory grades, with 80% of them having at least 2 such grades. This 50% improvement is promising for final outcomes of the semester.

B. Format

The course revolves around the enjoyable text, *On Course: Strategies for Succeeding in College and in Life*, by Skip Downing. The course learning outcomes are based on the chapter topics: accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, developing emotional intelligence, and believing in oneself. Each week, the instructors lead discussions and activities that reinforce the brief readings on these topics, and the Peer Instructors lead small-group exercises to further reinforce the weekly learning. Every class session opens with a 5-minute quiz to enforce the reading requirement, which rarely exceeds 15 pages per week. Finally, students submit a reflective writing on the week's theme, of 500 words, to keep the topic on their mind in between class sessions. The students earn 1 credit for the course, with Pass/No Pass grading.

C. Commitment to Diversity

The Peer Instructors consistently represent diverse student demographics, which in part is a reflection of the equitable hiring of the Orientation Leaders, where they first get their training.

In the spring of 2009, the course enrollment was restricted to first-year freshmen who had appealed their dismissals at the end of their first semester on campus. There were 30 students enrolled, with the following distribution:

	Spring 2009 USTU 010 Enrollment – All Had Been Removed from major; Dismissed First Semester and Reinstated	General Undergraduate Population
African-American	13% (4)	7%
Latino/Hispanic	36% (11)	32%
White/Caucasian	20% (6)	22%
Asian	13% (4)	32%
Other and Declined to State; Includes East Indian and Middle-Eastern	16% (5)	7%

It is evident that USTU 010 has served disproportionately high numbers of underrepresented students, and disproportionately low numbers of Asian and White students. Also, 100% of the Asian students in this particular section of USTU 010 were from families that did not speak English in the home. These findings simply reinforce the severity of the need for more availability of support programs for underrepresented students early in their college career. No data were available regarding the income levels of the USTU 010 enrollees, as the Director of the SALC has had to research student data by hand, one at a time; she does not have ready access to income information. Ongoing, more consistent involvement of Institutional Planning and Analysis (IPA) would be helpful in enhancing the assessment and development of this course's outcomes, as well as the significance of the demographics of students in the course, and how the different groups respond to it.

D. Assessment and Evaluation

The inaugural run of this course in the fall of 2008 provided a small sample of 25 undeclared new students. Of the 25, 4 finished that semester on Academic Probation (GPA 1.5-1.99), 1 finished Subject to Dismissal (GPA 1.22), and the rest, 80%, finished their first semester in Good Standing. The general population of undeclared freshmen showed a Good Standing rate that semester of 73.9%. If we remove from these observations the 1 student who did not pass the course (mostly due to non-attendance, and therefore unaffected by the course content), then the students in the first USTU 010 section were 100% free from academic dismissal (n=24), compared to 5.6% facing academic dismissal among the undeclared in general (n=231). This suggests that there may be a positive effect that promotes retention among freshmen who engage with the USTU 010 course. Also, it is important to remember that these were students with relatively weak preparation in writing. The SALC does not have access to data regarding retention and academic performance of WRI 001 freshmen, although it is suspected that they have a higher rate of dismissal than the general student population.

The most intriguing question surrounding USTU 010 relates to its potential impact on retention. In the spring of 2009, when the class was filled with dismissal students (fall 2008 term GPA <1.5), showed retention and dismissal rates through the next fall equivalent of that for all reinstated students, regardless of whether or not they enrolled in the course. It was clear throughout the spring 2009 semester in USTU 010 that those who did not persist beyond their first year of college had not really wanted to be there at all, demonstrated through high rates of absenteeism in this once-weekly course. For this reason, spring of 2010 saw the enrollment of academic probation freshmen (fall 2009 GPA 1.5-1.9), rather than dismissal students (GPA <1.5); their fall performance had shown some success in some courses, suggesting more openness on the students' part to the content of USTU 010. Final outcomes are not available, but at mid-semester 50% of those enrolled had all satisfactory grades, which is a 50% improvement over mid-semester, fall 2009.

E. Course Evaluation

USTU 010 is held to the same course evaluation expectations as all courses on campus. The first batch of reviews provided from CRTE arrived shortly before this report, for both sections from the fall of 2009. There are several questions on the form, but a particularly telling one follows. Out of the 50 students who completed the final evaluation, all but 2 were won over by the course. In addition, the rate of those with high/very high more than tripled over the course of the semester:

How interested were you in taking this course at the beginning of the semester?

Unstatisfactory	Very Low	Low	Moderate	High	Very High
1	9	6	22	4	7

Now that you have nearly completed the course, how would you rate your interest level in the course?

Unstatisfactory	Very Low	Low	Moderate	High	Very High
1	0	1	8	22	18

Attached course evaluations reflect the appreciation that the students feel for the course; their weekly writings regularly reveal candid and heartfelt narratives of the students' moments of insight into their own potential and worth as learners and future professionals. Teaching the course has been a gratifying experience for all involved; this course provides an opportunity for professional development as the instructors watch freshmen in transition develop their self-assuredness week by week.

F. Assessment

During the first 3 semesters of this course offering, the students completed a pre-assessment survey, based on the course learning outcomes. The same survey was given at the end of the semester, to track changes in the students' awareness of the course content. As the attachment shows, the students were rating themselves as having strong knowledge and strengths in all areas of the course, on the first day of the semester. This yielded little to track, with regard to change measures; students generally continued to rate themselves as equally strong at the end of the semester.

Therefore, in the spring of 2010 each student was interviewed, with the self-assessment survey as a guide sheet for the instructor conducting the interview, and the instructor selected the ratings. The students were given the same survey at the end of the semester, not in interview form, to rate themselves. The change measures for spring 2010 are not yet available.

G. Obstacles and Future Planning

The obstacles to further development of this course revolve around access to data for proper tracking of students in the long and short term, space and trained instructors for

the course, and compliance with the expectations of the Undergraduate Council and the Schools. Having access to data on the income levels and first-generation student status would further inform the retention-related outcomes of this course. Tracking has been inconsistent with regard to what data are examined, and which sections are studied, purely due to the constraints on access to proper research staff and databases.

As for growth of the course, whether or not this course should expand to more than 3-4 sections has been brought into question. The SALC needs to come up with selection criteria for instructors, and also maintain active communication with the Instructor of Record regarding the course's development. An experimental, large section of 75 is planned for the fall of 2010, filled with the new cohort of Fiat Lux Scholars, led by their Coordinator, Jesse Bernal. Finally, the success of the course owes itself in large part to the involvement of Peer Instructors, usually 4 per section. Selecting, scheduling, funding and weekly training of these student staff members has become challenging with 3 sections currently in progress. Expansion will further complicate this critical component of the course.

H. Comments of Reviewers

Reviewers found this course to be emerging/developed in its service to the mission, and ranging between initial and emerging in its overall effectiveness and assessment practices. The main questions that held the reviewers back from rating the program as "developing" had to do with gaps in the data. For example, the quantitative findings show that students in USTU 010 are indeed showing improvement in their overall success in college. However, no data are provided that attribute that improvement to enrollment in the course. It may not be possible to sort out all of the influences in each student's life to determine whether or not the course itself is leading to student success. Committee suggestions to investigate that notion may not be feasible, since every student has unique obstacles, influences and motivational factors that would be nearly impossible to attribute accurately to particular experiences in the course, or in other aspects of their lives.

The course serves the mission in that its content incorporates empowering learners, and peers assist with the instruction. The course syllabus and learning outcomes had not been provided to the reviewers, which posed some difficulties for determining the effectiveness. Both reviewers acknowledged the clear message in the students' responses that the course is a positive experience, and that students find it beneficial to their overall success. The themes of the course speak directly to the needs of at-risk learners and students in transition.

Further development of assessment toward better understanding of how this course affects the students would help reviewers, and all campus constituencies, see the true value of this course.

XIII. Orientation

The Orientation Program consists of summer orientation programs for students, parents, transfers, and Spanish speaking parents as well as spring programs for new students and parents. Nearly year-round coordination of a campus wide committee, staff training, a website, online registration system, five orientation related publications, facilities use, food planning, and staffing are essential to the program's success. The Orientation Program employs 20 student staff and a full-time graduate student intern during the summer. Approximately 15 student staff work during the fall and spring semesters as Peer Instructors for a first year experience course and for other related transition programs. This program functions as part of the Student Advising and Learning Center and is directed by the Assistant Director who serves as its only professional staff member. The Assistant Director of the Student Advising and Learning Center also serves as Coordinator of Learning Assistance programs and first year experience initiatives.

A. Standards

The Orientation Program operates under the Council for the Advancement of Standards in Higher Education (CAS). Standards are used to guide Orientation Program goals at the program level as well as within orientation committee and subcommittees. These standards are provided as a tool to help plan orientation presentations and develop learning outcomes for each session**.** Examples of (CAS) student development outcomes include:

Leadership Development: From eager freshmen to seasoned 5th year seniors, the Orientation Program provides rich development experiences in teamwork, small group facilitation, teaching, personal awareness, problem solving, mentorship, and presentation skills. As leaders, student staff members see their work as a meaningful contribution to the university mission in helping new students and their parents create a successful start here.

Personal and Educational Goals: Student participants discuss and reflect on resources presented at Orientation to create and share their own goals and plans in small group settings. Orientation Leaders develop personal and team goals and meet periodically with professional staff to chart progress. Experienced Orientation Leaders have an opportunity to make lasting contribution to the Orientation Program, its staff or UC Merced through designing and implementing a specific "legacy" project that advances the leadership, recognition or traditions of the program.

Effective Communication: Orientation participants build connections with peers, mentors and university staff and faculty through carefully designed, small group communication exercises in relationship building, reflection and goal setting. Orientation Leaders learn communication and public speaking skills in team, small group, and large group settings with parents, students and administrators.

B. Data

In 2009, orientation evaluations for student participants indicated that over 95% of those surveyed either strongly agreed or agreed that:

- *The university staff members were helpful and encouraging*.
- *Orientation Leaders and staff answered my questions and helped me understand what it takes to be successful here.*
- *The university demonstrated that it cares about me and my education*.

C. **Mission Statement**

Orientation Program, along with the orientation committee, developed a mission statement in 2007. It was revised slightly in 2009. A small group format was created for 2009 summer orientation. Groups of 10-15 students led by peer Orientation Leaders, created more opportunities for engagement, personal attention, reflection and discussion to better connect the Orientation Program with the university's mission, program mission and CAS standards.

D. Commitment to Diversity:

Student Staffing: The Orientation Program student staff members reflect the diverse majors, ethnicities, genders, sexual orientations, cultures and personalities of the UC Merced campus. The staff averages a representation of every academic major on campus with 6 different ethnicities and languages spoken.

Student Staff Development/Training: Topics of mattering and marginality, first generation and generation 1.5, Gay, Lesbian, Bi-sexual, Transgender Queer issues, Myers-Briggs Personality Type Indicator, communication and leadership skills, and transfer student population diversity have been approached from case study, discussion and simulation experiences facilitated in partnership with faculty and staff from other campus units as well as outside campus facilitators.

Spanish Speaking Parents Orientation: In an effort to meet the needs of the first generation student/parent population, the Orientation Office has instituted this special Orientation since 2008. The program involves significant additional efforts to secure classroom space, knowledgeable Spanish speaking staff presenters and share research on Latino family perspectives. On average, 50 parents participate each year. In addition to a better understanding of their students' transition, those attending have developed stronger relationships with their fellow parents and the campus staff who serve as the Spanish speaking presenters.

Transfer Student Orientation: A summer Orientation specific to the needs of transfer students began in 2009. Focus groups with current transfer students, sharing current research, and planning within the orientation committee, academic advisors, and student affairs staff presenters resulted in an orientation that was well received.
More that 95% of the transfer students surveyed indicated that they strongly agree or agree that:

- *University staff members were helpful and encouraging during transfer orientation.*
- *They learned how to access resources to help them be successful during the student affairs presentations.*
- *Attending orientation helped them learn how this campus operates as well as how to make the academic and social transitions to university life.*

E. Mission Statement

"often collaborating with faculty and units campus wide . . .":
-Division of Student Affairs Mission Statement

Staff and faculty from departments across campus are a part of the Orientation committee as well as the development of the Orientation Leader staff. The Orientation Program has been recognized as one of the most well organized and well trained staff on campus as a result of these collaborative efforts.

The Orientation Planning Summit also encourages collaboration and unification around a common mission. Staff orientation presenters and student affairs administrators gather each spring to assess needs, plan learning objectives and begin work on developing engaging first year student and parent focused orientation sessions.

"become a leading model of innovative approaches for student centered initiatives. . .":
-Division of Student Affairs Vision Statement

Smaller groups during the orientation day have allowed students and their parents to be more engaged with peers, orientation leader mentors and student affairs professional staff throughout the one day program. This is further supported by research in mentoring, student development and orientation related fields. The student program featured presentations engaging 30 to 45 students, spaced by periods of reflection, goal setting, and discussion lead by Orientation Leader staff. This student development focused approach demanded extensive efforts to build ownership with campus partners, capture classroom spaces and orchestrate rotations in order for all program elements to reach each student group.

" . . .an enriched learning environment…(and) opportunities to realize their intellectual, physical, social and emotional potential."
-Division of Student Affairs Mission Statement

The Orientation staff training program features a strong student development focus, providing engaging leadership and personal growth opportunities for both the under and upper-class student leader.

National Orientation Directors Association (NODA) Graduate Student Internship Program: In 2008, the Orientation Program was the first student affairs department on campus to offer a graduate student internship. UC Merced's status as a new university provides a rich learning environment for graduate students to both learn from and contribute its development. The program has benefited from the diverse perspectives,

current course work and research from graduate students in student affairs programs throughout the country.

Orientation Staff Summer Book Club: A leadership development book, selected by the Graduate Student Intern, provides an opportunity to look at current research or best practices and encourages staff to apply this new knowledge to their personal development and Orientation work. It also provides a 'common language' that student staff can reflect on and discuss in the daily problem solving tasks of their work as a team.

Mission Statement: The Orientation Program, along with the orientation committee, developed a mission statement in 2007. It was revised slightly in 2009. A small group format was created for 2009 summer orientation. Groups of 10-15 students led by peer Orientation Leaders, created more opportunities for engagement, personal attention, reflection and discussion to better connect the Orientation Program with the university's mission, office mission and CAS standards.

F. Obstacles

Staffing: Managing the daily program along with training a staff of 20 students and a summer graduate student intern often necessitates the program's only professional staff member to be two places and two people at the same time. Last minute room changes or unwelcome cancellations of space reservation provide challenges to overcome at nearly every session. Needs to confirm final program details requiring meetings and communications between administrators, staff and academic advisors conflict with the time required to adequately prepare student staff for their critical, highly visible Orientation day roles. Additional professional staff is needed to allow for further program development, especially as the university plans to expand the program to include first year initiatives.

Space: Lack of space on campus forces sacrifices in training and planning. Virtual meeting space has been utilized on UCM CROPS, an online project collaboration system. However, it has not fulfilled the need for personal interactions. There is no space available to plan, to implement programs or to hold office hours in the Student Advising and Learning Center. Reservation space under other departments' control is available to the program only as a low priority. This further frustrates the center's efforts to meet the growing demand for high quality programs and to provide developmentally appropriate experiences for student employees.

Storage: Three small cabinet spaces for orientation program materials are found in three different offices and meeting rooms on campus as no additional space is available in the Student Advising and Learning Center office. Access to these storage areas is limited to times when these offices are open or the few minutes each day when meeting rooms are available. This further frustrates the functioning of the Orientation Program.

Campus Buy-In: Different units in Student Affairs and across campus continue to complain about having to be present on 9 Fridays of the summer, when they would prefer to take long weekends or vacations. Space constraints on campus demand of all collaborators adaptability and adherence to a limited and a schedule based on precision timing and maneuvers to make this event a success. The SALC and Orientation staff members maintain a positive view and manage to lead a successful, campus-wide effort, but managing complaints and criticism occupy an inappropriate amount of the staff members' time throughout the year. Some areas have suggested conducting one big orientation all in one day, when they do not realize that conveying a message of our personalized atmosphere is important to the program's mission, and also, the central effort of orientation revolves around advising and registering each new student for fall classes. Smaller-sized, repeated sessions have proven to be popular and effective with the students and their parents. In addition, most colleagues enjoy the experience of Orientation and are supportive of its demands.

G. Comments of Reviewers

This program received a rating of developing, its strongest rating, for its appropriateness and service to the SALC mission. Its assessment and effectiveness were rated as emerging/developing, which is not to imply that the program's quality in general is lacking. To the contrary, both reviewers noted the rapid rate of change and adaptation that the program has shown over the years toward optimization of the student and parent experience. The most notable development is the movement to creating a small-group experience for the students, even at the expense of demanding scheduling efforts, longer time commitment s from presenters, and the commitment to precision timing to keep the program moving smoothly, time after time.

As one reviewer stated,

"In addition, in their open-ended survey responses, many students highlighted Orientation-inspired desires to seek out academic involvement once matriculated. That is, Orientation helped students realized the importance of attending office hours, meeting faculty, and utilizing tutoring services as key to their success at UCM. The program is successful at encouraging students to be proactive and look forward toward planning out their time at UCM.

While the experience felt personalized, several students responded that even greater individualized attention would make the program more effective in reaching its goals/mission. For example, several students responded that they would have liked more interaction (in presentations, etc.) and increased attention (during registration, etc.).

This item was evaluated as "emerging" because while the program demonstrates a solid pattern of some level of effectiveness, the program report highlights several obstacles that will require further adjustments as it progresses, particularly space and professional staffing limitations. As the campus grows, Orientation Programs will also need to grow to effectively maintain the intimate and personalized nature of the program."

XIV. **Catch-All: Elite Scholarships Advising; Pre-Law Advising; Advising; Grant-Writing; Fiat Lux Scholars**

A. Elite Scholarship Headhunting, Advising and Coaching

In the summer of 2005 the SALC Director compiled a list of the most elite competitions for undergraduates, noting that new freshmen need to begin learning of programs such as Truman, British Marshall, Goldwater, Rhodes, Udall and other early. These programs usually are for high-achieving juniors and seniors, and they require long-term preparation. Lacking a "Prestigious Competitions Office" or "Elite Scholarships Office," the SALC Director took up this cause. The SALC website shows the list of all such opportunities, and the Director researched as many programs as possible, and then confirmed with the organizations UC Merced's eligibility to participate. She acquired access to the Donald Strauss Foundation Fellowship competition, which allows just 15 different campuses in California to compete each year.

The National Association of Fellowship Advisors is the most useful resource for these endeavors, and the Director joined this organization. However, the biennial conference occurs during orientation every time. This is where networking is done with newer or lesser known elite organizations, and also where there is training on the most important and current issues in such programs. UC Merced has had no presence because the contact person on campus wears too many hats to serve the students fully in this role. This has held back the expansion of student access and awareness of many prestigious competitions. There are no stated learning outcomes for this particular program, although it falls under the umbrella of the SALC Mission, as do all programs listed in this report. It supports the mission of both Student Affairs and the SALC by providing opportunities for student learning and empowerment through the self-exploration that is required of nominees as they go through the application process.

To date, UC Merced has captured 4 Strauss Fellowships(2006-2010), and has had 1 Truman Finalist (2005). UC Merced has submitted 2 nominees to the Marshall competition, 2 to Goldwater, and 2 to the Mitchell. Each submission involves up to a year or more of meetings with the nominee to plan and refine their application.

Starting in the fall of 2006, the Director has compiled a list of all continuing students with a GPA of 3.8 and above. She submits the list, sorted by School, to the Deans, who send out her invitation letter under their name. The letter explains what "elite" and "prestigious" competitions signify, and encourages each student to attend an informational meeting led by the Director, early in their college career. There have been 38-50+ students on the list each year. In the fall of 2009, only 3 students showed up for the session. In other years, approximately half of the students have attended. Many others follow up with the Director over the course of the year. In general, students at UC Merced, even the top achievers, do not see the importance of pursuing elite opportunities. Several have initiated the application process, but they

dropped out due to "no time" for the task. Others wait until the deadlines have passed to check in and learn what they missed at the information session.

From time to time, the Director is called upon to support students through different application processes that involve precise completion of documents, and extensive writing on the nominee's part. In the spring of 2010 the Director stepped in to coach 17 nominees through Harvard's Latino Leadership Initiative application process, involving nearly 100 drafts of the 2 essays per student, along with the first drafts of the nominees who began the process, but did not complete it.

In general, elite scholarship coaching is an erratic, often demanding task. The one-woman campaign to spread awareness is slowly gaining momentum. Advisors and other colleagues provide support where they can, and the deans have consistently provided theirs. The culture of competitiveness simply has not permeated UC Merced's student community. This is not a program normally included in Learning Centers, but the SALC Director is happy to provide this service until growth in the campus calls for a designated office or professional to support students in prestigious competitions.

B. Pre-Law Advising

The SALC Director has covered the role of Pre-Law Advisor, in the absence of any such program within the academic units. The Merced Pre-Law Society formed as a student organization in the fall of 2006, and the Director serves as the club's official advisor. She provides SALC Registration Fee funding for essential opportunities such as the bus for transportation to the Council for Legal Education Opportunity in the Bay Area each January. This is a day-long conference with separate tracks for underrepresented freshmen, sophomores and juniors to prepare them for law school. Participation provides the students lifelong access to the CLEO support network through law school and the professional years. This support comes in the form of scholarships and fee-free conferences and intensive trainings and retreats. The club officers organize an annual pre-law conference on campus, attorney panels and courthouse visits in the local area throughout the year, and they practice LSAT questions together. The Director organizes Kaplan's "National Test Drive," where students can take a practice LSAT free of charge, on campus, at least once each year; she also brings in Kaplan professionals to offer workshops on the application process, admissions strategies, and other useful topics.

In the fall of 2008 the MGMT program hired Lecturer Mark Harris, an attorney, to teach upper-division courses on business law. He helped to generate momentum for the first Moot Court Competition, co-advising the club in 2009-10 with the SALC Director. He is leading the students in an effort to see a pre-law minor established on campus.

In the spring of 2010 the club's officers nominated the Director for the Outstanding Advisor award, and it was conferred to her. She and the students have worked hard and consistently together to see to it that all pre-law students have the opportunity to

explore their interests and fulfill their dreams. Several of the past members are now in law school, although there is no single, fool-proof mechanism for tracking the students. Most of the students plan to work for a few years before applying to law school. True outcomes must be found through the Alumni Association and Career Services' tracking efforts.

C. Academic Advising

The Schools each have their own team of academic advisors, supervised within the unit, usually by the Assistant Dean. The SALC has 1 academic advisor, anticipated to grow to 2 in 2010-11, for the undeclared. The SALC Director has convened all of the advisors regularly since the summer of 2005. She then distributes the meeting notes to the School Assistant Deans, Registrar staff, Student Affairs leadership, all advisors, the Vice Provost for Undergraduate Education, and several other professionals across campus by request, who find the notes useful. The meetings provide the opportunity for the advisors to share concerns about any current issues, ranging from impending course shortages to policy changes that are proving cumbersome to enforce. The meetings also provide a forum for advisors' discussions with visitors from Disability Services, Residence Life, new academic programs, Career Services staff, even the Campus Police, when there are items to discuss, ideas to brainstorm, or news to share.

Advisors have become loyal to the meetings, which now occur once every 2 weeks. Also in attendance is a representative from the Students First Center, International Programs staff, and Jesse Bernal, Coordinator of the Fiat Lux Scholars Program. This loosely centralized advising communications system has proven to be unique among the UC's and also, highly successful for maintaining respect and communication campus-wide in the advising ranks.

The SALC Director contributes to the university's mission by promoting the development of the advisors in these meetings, and by encouraging their participation off campus in professional events. She set up, for example, a Safe Zone training just for the advisors, most of whom completed the short course, such that Safe Zone placards now are seen in all advising areas. She also helps to keep them connected to the UC Advisors' Conference news, as the representative to the Deans and Directors Board for that group, and provides them ongoing exposure to people, news and issues in Student Affairs on campus.

D. Grant Writing and Fiat Lux Scholars Program

The SALC Director writes grants for funding of programs that promote student success, to enhance and expand the programs of the area. Three years ago, she successfully competed for the Ronald McNair Post-Baccalaureate Achievement Program funding. This program was handed over to the Office of Undergraduate Education, where it currently serves the target population of underrepresented students in the professoriate.

She completed a proposal to the Fund for the Improvement of Post-Secondary Education (FIPSE) in the summer of 2009, for an initiative to provide students with an option to rent their textbooks at a low rate. The Director designed this program as an inaugural Educational Opportunity Program with the book rental as a component of it. This program was funded, and initiated in January of 2010. It currently serves 59 students, and will serve over 100 as of the fall of 2010. Tracking efforts are underway, although the program is too young to show any outcomes. The students in the program all are low-income freshmen on Academic Probation. They also all are in USTU 010, and early reviews show that some 50% of them at mid-semester, had all satisfactory grades. This is an improvement over their fall performance, before the program arrived, when all of them were failing or nearly failing at least 1 or 2 classes.

The SALC currently has a large, renewable funding request pending through the U.S. Department of Education's TRIO Programs for Student Support Services, which will expand upon the Fiat Lux Program, adding supplemental instruction to the area's services.

These efforts help to keep the SALC and the campus in general dynamic and adapting to the needs of the students, in service to the mission of providing access and support to the region's most promising but disadvantaged students.

E. SALC as Catch-All

The SALC is where the Parents' Newsletter, *Partners in Success* is produced, by compiling contributions from all 3 Schools, Campus Police, Administrative units such as Business and Financial Services, and all interested Student Affairs units. There has been 1 issue produced each semester, fall and spring, since the fall of 2005. Again, this is a service that the SALC provides to the entire campus to help all areas share their news and important messages, at its own expense.

The SALC also produces and funds the student planner, soliciting page content from several Student Affairs units, again providing those areas the opportunity to promote their programs as keys to student success, along with the SALC mission and message of self-empowerment through time management. In addition, the SALC compiles and edits all of the sections of the *General Catalog* contributed by the Student Affairs units.

The Mandatory Freshman Assembly is produced by the SALC each fall, where faculty speakers encourage and inform the new students the day before their first semester starts. The Director also sees to it that the Judicial Affairs Program take the floor to cover critical topics regarding policies related to alcohol consumption, anti-stalking policies and other matters. In this respect, the SALC provides a centralized service to the entire campus, providing the preparations and funding for a program to promote the messages of other areas.

The SALC takes on a wide variety of tasks all year long, as they arise. It collaborates campus-wide in almost all that it does, and provides leadership and funding for many programs that serve the SALC mission, as well as the missions of other areas in Student and Academic Affairs.

F. Comments of Reviewers

One of the reviewers declined to provide actual ratings, as the items in this section comprise small programs that are relatively erratic in their delivery, none of which are receiving a significant amount of consistent attention from the staff. The second reviewer placed all items in this section between initial and emerging, due to the lack of depth in development and assessment. These programs in general represent areas for future growth, in line with the expansion of the campus population.

Reviewers commented that some areas, such as grant writing, pre-law advising and unification of academic advisors, demonstrate strengths. Both have built momentum, and are showing positive impacts upon the campus. Overall, however, all of the areas in this section show a lack of structure, and no statement of standards or professional guidelines.

Reviewers acknowledge the need for the programs in this section, and at the same time observe a lack of adequate staffing to see them develop to their full potential.

XV. Conclusion

The SALC, in general, is making active efforts to assess and continuously advance the effectiveness and development of its programs. All assessment efforts that have sought feedback on student satisfaction, which have been made for nearly every program in the area, show that the students have positive feelings toward the programs. Students have increased usage of the programs and resources in greater numbers each year, with the exception of tutoring, the program that faces the greatest space constraints.

SALC data, in general, are quantitative. A somewhat uniform theme among reviewers' responses revolves around seeking more qualitative feedback, with a focus that delves more deeply into the connection between the student experiences in the programs, and the ways that those experiences have affected their success. Congruent with that observation from reviewers is the reality that all SALC staff members have demonstrated a commitment to the students as a first priority. That is, in the face of light staffing and growing student populations, more partnerships across campus, and expansion of programs, staff members focus on direct student interaction above all else, which leaves in-depth assessment in a lower priority status as a matter of day-to-day survival. The SALC has no "low season" to permit the staff to reflect on the past year and review or compile reports. Programs are robust and active all year long, and the ones that do taper off at the end of spring semester are replaced with the advising and organizational efforts connected to Orientation as the summer begins. To advance assessment fully, the SALC is in need of staffing dedicated exclusively to supporting this effort.

Reviewers' feedback has proven to be useful. On the one hand, the collective message of the reports demonstrates that there is room to learn much more about how the area's programs affect the students' learning and success. On the other, the commitment of the SALC's staff to serving students and actively demonstrating faith in their potential, no matter what hardships the students face, is evident.