TABLE: Student Affairs Assessment Results and Actions. For each of the eight Student Affairs units reporting actionable assessment results, a table provides the Program Objective (PO) or Student Learning Outcome (SLO) assessed, a summary of the findings and conclusions about student performance or behavior based on the assessment results (Results and Conclusions), the co-curricular actions taken in response to the assessment results (Co-curricular Actions), and revisions the program is making to the assessment process (Assessment Actions).

OFFICE OF THE REGISTRAR

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

Results and Conclusions:

- Of the 176 students who applied to graduate in Fall 2009, 24% or 42 did not graduate. Further investigation revealed that the largest percentage did not meet the requirements.
- Staff in the Office of the Registrar found the second largest group who did not graduate as the most puzzling. Almost 20% of those who did not graduate (8 students) did not complete the University requirement of completing 120 units. This seemed like a needless error that dramatically and negatively impacted the students' success as well as the University's four year graduate rate.

Co-Curricular Actions:

- The Office of the Registrar will continue to build relationships with all academic advisers to ensure that they are communicating the 120 unit minimum requirement to students.
- To improvement applicant completion, the Office of the Registrar will consider 1) refining the My Audit output to direct students to advising and 2) provide students who have filed candidacy forms with follow-up information on the achieving degree clearance.
- The new MyAudit function is expected to help decrease these incidents and to help educate the student about all graduation requirements.

Assessment Actions:

- As part of their 2010-11 assessment plan, the Office of the Registrar will continue to gather applicant degree completion data to track trends and changes related to the conclusions above, with the goal of reducing the number of students who fail to meet this minimum unit requirement to zero.

PO: Adapt the Mid-Semester Grade Workshop program to meet the needs of a growing first year population and track the academic standing and retention of students who were not accommodated through the traditional "live workshop" but rather, engaged on-line or in other success planning activities.

Results and Conclusions:

- Students who were accommodated through non-traditional efforts were asked to report on their perception of the effectiveness of the self-guided intervention experiences. The student reports were carefully reviewed for evidence of an equivalent experience, and it was determined that the alternative assignment provided the students with the focus on their success that the live workshop is designed to provide.

Co-Curricular Actions:

- The Student Advising and Learning Center feels it can continue to explore non-traditional methods to meeting this growing demand, based on the positive feedback from participants in 2009-10.

Assessment Actions:

- Since it appears that non-traditional methods of reaching these students will continue, the Student Advising and Learning Center can compare the end-of-semester outcomes of the students in traditional and non-traditional workshops.

CAREER SERVICES CENTER

PO: Increase the number of students who participate in career counseling, career assessment or career check up appointments by 5% by the end of the spring semester, 2010.

Results and Conclusions:

- Records indicated a decrease in these three kinds of career counseling appointments. The staff concluded that they are delivering career counseling in many different forms, not just the individual appointment. For example, the Career Peer Educator program has increased the presence of career education in the residence halls, perhaps leading to fewer residents taking advantage of the Career Services Center in the Library building. These satellite counseling opportunities were not factored into the assessment goal or measurement.
- To increase the number of students seen by a career counselor, Career Services also implemented the iPlan 4 Life Program to inform first year and undeclared residential students about the steps to career planning and the associated services available in the CSC. Held at semester's end, the program had great turn-out and surveys results were positive.

Co-Curricular Actions:

- Work to more consistently market the message to students about the importance of career counseling.
- Repeat the iPlan 4 Life event in 2010-11, but earlier in spring semester, to enable students to respond to the program's message during the semester.

Assessment Actions:

- The Career Services Center will expand the assessment tool used at the end of the iPlan 4 Life event, to include a pre-test of the participants' career knowledge and then a post-test to determine what the students gained by participation in the CSC event.

PO: To improve the international student orientation program, since many difficulties arose regarding visas that should have been addressed at orientation in 2008-09.

Results and Conclusions:

- Survey results from the international student orientation in Fall 2009 indicated that international students were confused about a variety of topics, including what types of authorizations they needed to travel, how many hours they were able to work, and who to contact about visa status.
- Survey results also revealed that undergraduate international students were primarily seeking additional guidance on cultural issues, how to make friends and how to get around California, while graduate international students were concerned about the expectations of their academic appointments and visa regulations.
- Results also indicated relatively widespread English language anxiety.

Co-Curricular Actions:

- Implement separate breakout sessions for undergraduate and graduate students, after a joint welcome.
- Information concerning roles and responsibilities (including their own) will be enhanced and include visual aids
- The International Student Advisor will be the primary presenter at orientation so that students will imprint her as their visa support, and, thus positioning her as their first point of contact on all issues.
- The Counseling Center will be invited to present to clarify roles but also to provide a human presence to this important service.
- Belinda Braunstein from the English Language Institute will discuss resources to improve English.
- An international student handbook is being developed as a reference resource.
- A web-based version of the handbook (as well as all related pre-arrival materials) will be available on the OIA website as of August 1, 2010 so that all students have access to the information prior to arrival.
- A small handbook will also be printed to be used as a guide for students throughout the year.

Assessment Actions:

- The revised international student orientation program will be assessed in 2010-11 to determine if the changes to the program met both graduate and undergraduate international students' needs.

HEALTH PROMOTION

SLO: The Certified Peer Education (CPE) program will increase the 2009-10 UC Merced peer educators' knowledge and skills in the following areas: strategies for changing high-risk behaviors, listening, responding and referring, intervening, developing inclusive peer education efforts, programming and presenting, taking care of oneself, and ensuring group development and success.

Results & Conclusions:

- The pre-test/post-test provided with the certified training was administered to 18 of the 19 peer educators. Results indicated that the majority of peer educators reported an increase in competence level for all but six of the 26 measured areas of competency.

Co-Curricular Actions:

- The section on inclusive programming scored the lowest level of increase from the pre-test to the post-test, suggesting that the coordinator rethink the training to better meet the needs of the peer educators.
- Additionally, students with a high level of confidence or competence in their skills in one area may not pay as much attention to that training, so the coordinator will include the more experienced peer educators in the presentation during the training in fall 2010. Believing that teaching is the best way to learn, the intention is for experienced students in the role of teacher will be inspired to learn the material more deeply.

Assessment Actions:

- The coordinator noted that the survey relied on confidential self-reported data immediately following the training sessions. To increase confidence in the results, next year the coordinator plans to administer the survey confidentially, and to conduct a follow up assessment toward the end of the first semester, after the students have been presenting to real groups for several weeks.

DINING SERVICES

PO: To develop a sustainability marketing plan aimed at increasing the social awareness around sustainability, what it means and how students can contribute.

Results and Conclusions:

- The Dining Services staff was aiming for a 0.5% reduction in trash, which was not realized. However, they did identify a demand for reusable containers and have established a "Green To Go" program where students can pay more for a more environmental-friendly take out container.
- While the Dining Services team did discover that there is a demand for reusable containers and that students are willing to pay more for a "green" TO GO container, they are not sure what motivated the students to choose the more sustainable option. They want to learn more about the students' commitments to sustainability and how they can help the students change to "greener" behaviors.

Co-Curricular Actions:

- They are working in collaboration with the residence life team to create good habits among the first year residents to eat dinner IN the dining center, instead of choosing the "dine out" option. They will launch a rewards program for those who eat dinner on campus and will reward the RAs who actively support the Dinner in the DC initiative.
- They are designing a more focused campaign to educate the customers in the Dining Center and encourage the campus community to "eat in" to promote sustainability.

Assessment Actions:

- The impact of the "eat in" campaign will be measured using the 2010-11 Housing and Residence Life annual student survey to determine the extent of the students' commitment to sustainability and their motivation for participating in "greener" activities.