STUDENT AFFAIRS YEAR END REPORTS

2007 – 2008

TABLE OF CONTENTS

Vice Chancellor of Student Affairs……..

Students First Center……...

Admissions and Relations with Schools and Colleges, Office of……

Bobcat Bookstore……

Campus Card……....

Campus Dining Services……...

Career Services Center……..

Center for Educational Partnerships……

Counseling Services……...

Disability Services……

Financial Aid and Scholarships, Office of……

Health Services……..

Recreation and Athletics……....

Registrar, Office of……

Residence Life and Housing……..

Student Advising and Learning Center……..

Student Life, Office of……

SUMMARY REPORT FROM JANE FIORI LAWRENCE, VICE CHANCELLOR FOR STUDENT AFFAIRS

Student Affairs' third year, 2007-08, was as exciting, challenging, stressful and rewarding as our first two years. Services within the Division of Student Affairs were deepened, a new residence hall opened, a dining expansion got underway, new services and activities were available to students and new staff joined us bringing additional talents and skills to the University.

After two years of concern about enrollment, we started fall semester 2007 with 1871 students enrolled: 669 new freshmen, 116 new transfers and 50 new graduate students. We also had 90 FTE students enrolled in summer 2007 classes. Reaching this enrollment was the result of thoughtful and strategic collaboration between the Office of Admissions and the Schools. A Shared Experience Program was created and implemented that allowed approximately 50 students to matriculate at UC Merced with guarantees that they could transfer, if they met certain conditions, to another UC school at the end of two years. We also put into place several new scholarship strategies to influence enrollment and respond to the financial needs of our mostly first-generation low income students. The Students First Center took responsibility for what we have come to call our "anti-melt" campaign to reduce the number of students who SIR in the spring, but who do not matriculate in the fall. With the arrival of Kevin Browne as Assistant Vice Chancellor for Enrollment Management a comprehensive enrollment plan, new publications, new recruitment strategies and a new Welcome Center were rolled out during 2007-08.

In fall 2007, one of two buildings that make up the Sierra Terraces, Tuolomne Hall, opened. It has proven to be a very popular facility for our freshmen students. During the year, the second building, Mariposa Hall, was finished, but not occupied, and we began an expansion of the Dining Commons.

Two important committees got underway during this year. The first, under the leadership of Le'Trice Curl, Director of the Office of Student Life, conducted an in-depth investigation into how we might go about creating a student union and what would be the critical features of our first union. The second committee, co-chaired by Jason Juarez and Charles Nies, looked at how we might create a Cultural Center on campus. With support from the Cabinet, consultants were hired and a Chancellor's Blue Ribbon Commission on Intercollegiate Athletics was created in late Spring 2008. The Commission and the consultants will work throughout Fall 2008 with a report due in early 2009. More on the outcome of this Commission will be in the 2008-09 Year End Reports.

This year allowed us to begin the process of focusing on staff recognition and creating greater depth among our professional staff. New assistant directors were hired in a number of units, the position of Director of Administrative Operations for the Division was created, the AVCs began to meet weekly with the Vice Chancellor and a staff recognition program was created and implemented. The leadership of Student Affairs (director level and above) continued to meet as a team every two weeks throughout the year. These meetings promote communication, coordination

and collaboration and a team response to problems and issues. In addition, retreats involving all managers, assistant directors and directors were held in January and July 2007. Both retreats focused, in part, on the Five Year Strategic Plan for Student Affairs. All Student Affairs staff is kept apprised of Divisional and campus initiatives via a bi-weekly newsletter published by the Students First Center. An all Student Affairs staff meeting was held in August 2007 so that staff would become familiar with the Division Strategic Plan and priorities for the coming year.

The retirement of Allan Grimsby lead to a slight reorganization within Student Affairs and the creation of a third AVC position: Assistant Vice Chancellor for Health and Wellness. A national search was conducted for this position and Dr. Fuji Collins joined us in late June 2008. For the third consecutive year we conducted a search for a director of the Career Services Center. This search, like the previous ones, did not end successfully. We are currently exploring alternative options. Dr. Charles Nies was promoted to Associate Vice Chancellor in late Spring 2008. Among his other duties will be responsibility for the Division of Student Affairs when the Vice Chancellor is away.

Several of the important accomplishments that occurred during 2007-08 were:

- Hired an experienced professional from UCSB to serve as our Coordinator for Graduate Student Services
- Opening of Tuolomme Hall; Completion of Mariposa Hall (Sierra Terraces)
- Undergraduate Council approved extension of mid-semester grades for another 5 years
- Registrar's Office received approval for block scheduling
- Financial Aid Office processed 15,000 FAFSA applications for over 8,000 students
- UC Merced received its own unique Title IV Code
- Highest numbers of applications and SIRs received to date
- Creation of the Welcome Center and regional Admissions representative model
- Expansion of workshops, "toolbox" series, tutoring to support student learning
- Expansion of UC Merced's sports club teams
- Approval by Cabinet of Greek system
- Students voted approval of an Associated Students of UC Merced fee and the Student Life fee
- Bookstore experienced a 33% increase in sales; 74,000 transactions
- Student Advising and Learning received UC Merced's first McNair Grant
- Over 3,000 visits to the Career Services Center and their creation of the first Student Employee of the Year Program

The Student Response Team, under the leadership of Charles Nies, continued to expand its work during 2007-08 and modified its protocols on how to address a range of student crises. Proto-Call was purchased and implemented to allow 24/7 access to counseling services.

The Student Fee Advisory Committee (SFAC), a student led committee that reviews and recommends to the Chancellor how all registration fees and campus-based fees should be allocated, continued its important work throughout 2007-08 under the able leadership of Jason Castillo. In the Fall, the SFAC met with each department that received Registration fees to get an update on how fees were being spent; in the Spring the SFAC held hearings with each department receiving Registration fees and then deliberated on allocations and made funding recommendations to Chancellor Kang.

The unit reports contained herein reflect a snapshot of their challenges and successes during 2007-08. The Student Affairs Year End Report was created for three reasons. First, and most important, the Report records the accomplishments and challenges of the staff and units within Student Affairs. This Report is part of the history of the creation of the 10th campus of the University of California. Second, this Report establishes a foundation upon which we can measure our progress in coming years. Finally, the Report provides other administrators, faculty leadership and students with a better understanding of the range of activities and initiatives undertaken by units within Student Affairs.

Student Affairs Leadership

2007-08

Jane Fiori Lawrence, Vice Chancellor for Student Affairs

Allan Grimsby, Special Assistant to the VCSA and Director, Special Student Services (through December 2007)

Jorge Aguilar, Associate Vice Chancellor for Educational and Community Partnerships

Charles Nies, Assosciate Vice Chancellor – Student Affairs

Kevin Browne, Assistant Vice Chancellor – Enrollment Management

David Keymer, Special Assistant to the VCSA (Spring 2008)

Encarnacion Ruiz, Director of Admissions and Relations with Schools/Colleges

Diana Ralls, Director, Financial Aid and Scholarships

Elizabeth Boretz, Director, Student Advising & Learning Center

David Dunham, Director, Campus Recreation and Athletics

Debra Kotler, Director, Counseling Services

Leslie Santos, Director of Residence Life & Housing

Le'Trice Curl, Director of Student Life and Judicial Affairs

Annette Garcia, Director of Administrative Operations, Student Affairs

Susan Fauroat, Associate Director, Admissions

Alex Delagillo, Associate Director, Admissions

Alfred Day, Associate Director, Residence Life & Housing

Steve Noret, Associate Registrar

Orquidea Largo, Associate Director, Center for Educational Partnerships

Heather Nardello, Assistant Director, Financial Aid

Marie Fevinger-Munoz, Assistant Director of Admissions and Relations with Schools/Colleges

Kelly Patterson, Assistant Director, Career Services Center

Jason Belheumer, Assistant Director, Financial Aid

Greg Spurgeon, Assistant Director, Health Center

Erin Webb, Assistant Registrar

Josh Purga, Assistant Director, Counseling Services

Lisa Perry, Manager, Students First Center

Kevin Storms, Manager, Bobcat Bookstore

Jason Souza, General Manager, Campus Dining Services

Students First Center
Year End Report
2007-2008

Mission Statement

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.

Summary 2007-2008

The SFC provided service to 9,535 people in the 2007-08 academic year. These contacts were tracked from August 20, 2007 to June 6, 2008 for 275 days of service with normal hours of operation Monday through Thursday 8:30AM to 5:30PM, Fridays 8:30AM to 5:00PM and special service hours as needed. This represents an average of 34.67 contacts a day receiving service from 2.5 staff members and 8 carefully trained student staff. The highest day of service occurred on May 30, 2008 the last business day prior to the financial aid document deadline. On this day the SFC provided service to 119 people with the majority of service taking place via phone under the Financial Aid Verification Related/Document Intake category. However, on Housing Move-In day, August 24th, 2007, we had so many walk in customers that our lobby had a line out the door from approximately 8am to 5pm.

Overall we experienced a small growth, in services provided, of 1.84% from 2006/07 to 2007/08. These statistics do not take into account the amount of time spent with each customer, nor does it reflect the number of questions asked by each person. The level of knowledge held by an SFC staff member enables them to provide service in a variety of areas. Students are able to contact us for help with one question and receive service on a number of other topics. For example, many students or parents call about financial aid and then move into questions about billing, payment plans and their payment options. An inquiry of this nature would reflect one contact in our service statistics.

There were many contributing factors that minimized the amount of growth in the service statistics at the SFC in the 2007/08 academic year. On February 14, 2008 UC Merced officially opened its first Visitor Center. Until this date, all visitor inquiries went through the Students First Center. We saw a 26% decrease in the number of visitor related inquiries from 2006/07 to 2007/08. Another factor was the improvement in the quality of online services. In Fall 2007 the UC Merced Office of Communications began migrating all departmental websites to a new template. These new templates improved the appeal and accessibility of online information. Also, in late 2007 the SFC digital signage displays were installed. Shortly after the SFC staff began using these displays for advertising important dates, deadlines, campus hours of operation, website info and many other important services available to students. The combination of more accessible information, the opening of the visitor center and the increase in upper classmen (who were able to provide advice to many of our inexperienced students) all were potential contributing factors to the minimal growth of services provided at the SFC.

Challenges

In 2007-2008 our biggest challenge was keeping up with the increased work load at the SFC. With at 45% growth in our student population and no growth in the SFC staffing our workload increased significantly. As you will see in the summary of this

report our overall growth in service statistics was minimal. However, the additional workload of taking in documents, answering emails, phone calls and providing the overall support for this larger student population was difficult for our small staff.

We continue to have problems with counter coverage when a staff member is out ill or when someone requests a vacation day. Balancing the phone calls, in person requests, emails, online networking sites, meetings and individual projects when we are under staffed can be a stressful situation.

Another continued problem in 2007-2008 was maintaining communication across all of the Student Affairs units. Through our SFC liaison program, we have drastically improved communication with our three core areas of services. However, being that the SFC is a student's one stop shop for many of their questions, we tend to get numerous inquiries regarding services outside of these three core area's. In order to maintain our goal of providing the best level of service possible it is imperative that we open the lines of communication across all campus departments. To overcome this challenge we try to participate in various committees and work with other units to have representation at staff meetings for those units that generate heavy traffic at the SFC. For example Janice Zarate now regularly attends the Academic Advisors meetings.

The 2007-08 academic year was the first year that, on more than one occasion, the SFC experienced long lines and repeatedly missed calls at our front counter. We are currently working on two projects that will help minimize these problems. Our first project is the purchasing of a paging system. Our goal is to implement this system with students who will need detailed counseling above the level of service provided at our front counter. By moving these students out of line, we will free up counter staff to assist other students. The second project is the implementation of an Express Service line. This new feature will be enforced during our peak business times such as the first two days of instruction, housing move-in day and orientation. An example of the services available at this line will be dropping off or picking up a form, checking an account balance or inquiring about directory information. Our hope is to have the Express Services Line implemented by the fall 2008 New Student Orientations.

The final challenge to address in this report is the hiring and training of new staff. With only 2.5 SFC staff members, it becomes a challenge to maintain counter coverage when we are faced with the loss and replacement of a staff member. Due to the high amount of knowledge and skills required for our staff the initial training period is lengthy and leaves the SFC with minimal support for an extended amount of time. To overcome this obstacle one of our departmental goals is to create a training program that will rely heavily on the expertise of our three core areas of service. The hope is that the SFC Coordinator will be able to remain at the front counter during the majority of this training period thereby leaving the SFC with 1.5 trained staff members. In 2009 we hope to hire a third full time employee. Having 3.5 staff members will greatly assist in minimizing our coverage issues.

The following information provides an in depth look at the SFC, the services provided, the challenges and successes of our unit, departmental goals and the overall evolution of the Students First Center.

Successes

In 2007-08 the SFC has experienced numerous successes. The first success is the improvements in our Anti Melt campaign. Last year we were given the task of overseeing the Anti Melt project. Anti Melt is the term used to describe those new

students who submit their State of Intent to Register, but "melt" away prior to the start of the semester. In other words, these students never actually enroll in courses. We were given the Anti Melt project with very short notice and were left with minimal time to prepare or to organize our objectives. This year we were able to learn from the previous years experience and to create a more effective campaign. The 2007/08 Anti Melt project includes a master communications calendar (organized in early April), alpha sections that assign specific students to individual SFC staff members, a three-tiered phone calling campaign, weekly messages sent via mail and email and new technology available to the SFC staff for monitoring the progress of their assigned students. With these improvements we are confident that we will see a decreased melt rate for the fall 2008 academic year.

Two other accomplishments for the SFC were the near completion of the Kolligian Library West Wing first floor lobby and the implementation of our new website template. The lobby project was originally started prior to the opening of campus and was scheduled for completion in fall 2005. Numerous complications arose and this project was left in limbo. In the 2006-07 academic year the project was handed over to the SFC Coordinator. Throughout the next year, the project underwent numerous changes and experienced delays due to the involvement of departments across campus. Nevertheless, the majority of this project was completed in spring 2008. The SFC lobby project included a stain treatment for the walls, floor resurfacing, the installation of digital signage displays and a permanent sign for the SFC. The aspects of this project that are still in progress are the installation of a self service kiosk, added seating and the possible installation of another display case. The near completion of this project also brought about another success for our unit. This success was the ability to create and update digital signage content in our lobby and across campus. Ultimately, this tool provides us with a more effective means of disseminating information to our campus community.

The next accomplishment was the implementation of our new website template. The assistance of the Office of Communications was required for this migration. However, with the help of our Vice Chancellor, Jane Lawrence, our site was pushed forward as a high priority and was finally completed in 2007. This new web template has enabled us to improve the overall delivery of virtual information. The website project also helped to pave the way for some of the other successes experienced by the SFC in 2007/08. One of these successes was the ability to better manage our website content. With this new tool we were also able to more effectively promote our online communities. Both our Myspace and Facebook accounts have seen a dramatic growth in members from 2006/07 to 2007/08. Another related result was the ability to update our site's quick links to more accurately reflect the services that students would need to get started or continue their education at UC Merced. Finally, to further improve our online services we are hoping to implement a website tracker and an online comment card.

Plan for Use of Tracking Information and Results for 2007-2008

The services provided by the Students First Center (SFC) are currently tracked at two different levels. Students who visit the SFC for a common type of assistance are noted on the Tally of General Services. Students who need more intensive aid are tracked in the Intensive Student Services register. The SFC would also like to start tracking the use of services provided through our web site. Our objectives are to develop a survey that will appear after a person has been on our site for more than two minutes, and as previously mentioned we hope to implement a website tracker and an online comment card.

Tracking of Intensive Student Services

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

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

In late fall of 2007, the Students First Center's online Student Services Tracking account was completed. At this time we were able move from a paper tracking from to an electronic tracking database. All of our information collected prior to this time was also entered into the system and backdated with the appropriate date of service. At this point we (along with many other Student Affairs units) are working with the Information Technology department to pull reports from this database. The completion of this request does not have an estimated end date. Our next goal for this level of service is to investigate ID scanners that may feed directly into BANNER and the online Student Services Tracking system.

Tally of General Services

The Tally of General Services collects data on the overall number of people served in all areas of assistance provided by the SFC. The following information is collected via the SFC Tally Form:

- Date
- Service Method – In person, phone, e-mail
- Type of Service:
    - Admissions
    - Career Services
    - Cat Card
    - Education Abroad
    - Facilities
    - Financial Aid / Student Business Services
    - Information Technology
    - Library
    - Lost & Found
    - Parking / TAPS
    - Registrar
    - Special Student Services (Health, Disability & Counseling Services)
    - Student Advising & Learning
    - Student Life/Housing/Dining
    - Visitor Info (directions, maps, brochures)

Use of Information

Tracking via the online Students Services database will allow us to:

- Provides a database for other units. Admissions, Financial Aid, & Registrar can look up specific students to verify services received, dates of service and frequency. This can be helpful when trying to resolve a dispute, to establish a timeline of events and to determine staff involved in specific instances.
- Guide the SFC in determining the scope and depth of services to be offered

- Guide the SFC Coordinator in determining the types of training required for staff
- Determine the types of BANNER access required for SFC staff
- Guide the SFC in determining the best methods of service delivery and emphasis on various points of access to service
- Determine the variety of resources and information available
- Assess the effectiveness of the SFC by determining how many students are served at the frontline thereby freeing up the individual units to focus on more in-depth concerns and issues
- Help determine the amount of staff necessary for operating the SFC
- Establish the variety of resources and information that should be available at the SFC

At this time we still do not know how to pull information from the online Student Services Tracking system. The use of this information has not been implemented as of June 2008.

Reporting of Information

The Tally of General Services is compiled into monthly charts that are submitted to the Directors and Assistant Directors of the core areas served by the SFC. These reports are broken down by unit of service and provide information about common questions and traffic flow. Department heads are encouraged to examine the data and contact the SFC staff for discussion. This information is also reported, as a pie chart, in the Bi-Monthly Student Affairs Internal Newsletter. Student Affairs directors can use this information to compare the demand for services across all of the units. In addition, the information gathered from the Tally of General Services provided the service statistics used in the summary section of this report.

2007-2008 Results

Since August of 2005 the SFC has grown in size, services and knowledge. During this time we have learned a lot about our function as an enrollment service. In spring of 2008 Kevin Browne, the Assistant Vice Chancellor of Enrollment Services, was hired to oversee the SFC, Admissions, Financial Aid and the Office of the Registrar. Having all three units under the same supervisor has helped to clarify the role of the SFC as well as to more clearly define our interaction with the other enrollment services units.

With a more clearly defined role and the information gathered from our service statistics and the SFC Focus Group, we have been able to enhance the overall service provided at the SFC. We have used this information to better prepare staff by seeking out additional counter coverage at peak service times and to obtain intensive training in high demand topics. The trainings for SFC professional and student staff require continuous attention. These trainings coincide with the University's academic calendar and departmental important dates and deadlines. In the spring of 2008 we were able to create an annual training calendar for both the professional and student staff at the SFC. We will be making adjustments as needed.

Tally of General Services

In the 2007-2008 academic year we did not make any modifications to the departmental categories used for the Tally of General Services. We continued to provide monthly reports to the offices of Admissions, Financial Aid and Registrar. These reports included a detailed graph of the service statistics for each individual unit. The table below provides an annual total of the charts submitted for these

monthly reports (this is also the total count for services provided, broken down by area of service, for 2007-2008)

	%	in person	%	by phone	%	e-mail	**%**	Voicemail	**TOTAL**
Admissions	10%	237	87%	2025	2%	41	1%	19	**2322**
Financial Aid	61%	2094	33%	1337	0%	10	0%	2	**3443**
Registrar	79%	1841	17%	403	4%	85	0%	1	**2330**
Other SA (1)	89%	572	9%	58	2%	11	0%	0	**641**
Other SA (2)	68%	546	30%	240	2%	12	0%	1	**799**
TOTAL	**55%**	**5290**	**43%**	**4063**	**2%**	**159**	0%	23	**9535**

Total contacts from September 2006 to June 2007

Delivery Methods
The predominant service delivery method for all issues other than Admissions was in person with 55% of service delivered in this manner. In contrast, 87% of all Admissions-related contacts were by phone. This outcome parallels our service delivery summary from 2006/07. Given that 56% of all service was provided in person, and that the SFC has experienced no growth in professional staff, it is critical that we continue to implement new methods for streamlining our processes. In addition to improving our online services, we are also working on more efficient methods for providing in person service.

Our services provided via email are continuing to grow. We have grown from serving only 11 people, via email, in 2005/06 to 159 in 2007/08. Since the start of our summer tracking, 6/9/08, we have served an additional 25 students via email. Also, our online communities have increased drastically this year to over 400 friends on Facebook and over 200 friends in our Myspace account. These online communities are another way for us to disseminate information to our campus community and ultimately help decrease the number of students who need to wait in line for service.

Area of Service
The area with the largest demand in 2007-08 was Financial Aid with 36% of all contacts related to this area. Last year the area with the largest demand was Admissions with 30% of the total contacts. In 2007/08 Admissions and Registrar related inquiries both came in at 24% of the total services provided while the other areas of service were small in comparison at 15% of the total contacts.

This year the financial aid verification document deadline was on June 1st, 2008. Our highest day of service occurred on the day immediately preceding this deadline. We tried implementing a couple of new policies to help create a more streamlined process for collecting and completing an initial review for these documents, however, we still experienced long lines and increased wait times with phone calls. The overall experience at the SFC front counter was chaotic and stressful. One of the more useful policies that was implemented in the middle of the document intake

season was intake slips. These slips served as a guide for determining what needed to be submitted and what was missing. In fall 2008 we are planning on meeting with the Office of Financial Aid and Scholarships to discuss what worked, what didn't and how to further improve our processes for next year.

The sub-issue within Admissions that required the most attention was inquiries from applicants. These students typically have questions that extend beyond the area of admissions and can result in lengthy phone calls. Applicants usually want to know about financial aid, campus housing and student life. In response to this high demand and in an effort to better serve our applicants, the SFC acquires training in all of these areas. The sub issue within the Registrar category that required the most attention was requests for enrollment verifications and transcripts.

In 2007-2008 we saw an overall drop in the amount of contacts related to all other services outside the core enrollment functions. The drop in these contacts will help us concentrate on our primary areas of service and ultimately better manage our workflow.

Time Period
Our busiest time periods continue to be during the first two weeks of a semester and the days immediately preceding or following an important deadline. These results mirror the outcomes from all previous years.

Training
In 2005-2006 the SFC staff received very little training prior to the start of the academic year. In 2006-2007, the SFC Coordinator was able to seek better and more intensive training for the staff. For 2007-2008 our goal was to create an annual training calendar. Unfortunately this project was not completed until the end of the spring 2008 semester. We are currently using this document and it is helping us to better prepare for days that we expect to have heavy traffic at the SFC and is improving the level of service provided at our front counter. As the student population and campus grow the services provided and knowledge needed for the SFC staff will need to increase. As such, our annual training calendar will be a continual work in progress. Our next goal is to create a training schedule for new SFC staff and SFC student staff.

Another opportunity for SFC staff to acquire training is through the SFC liaison program. The SFC has designated each staff member to act as a liaison to one of the three core units associated with our area. These units are asked to adopt their liaison and to provide them with the same training and knowledge as the other staff in their area.

SFC Focus Group
In spring 2007, the SFC Coordinator organized a meeting, entitled the SFC Focus Group. The Directors and Assistant Directors of the core areas of service, Admissions, Financial Aid, Registrar and Student Business Services (SBS), were invited to attend and discuss the development and growth of the SFC.

At the 2007 focus group the SFC received a request to create a front counter training program that provides instruction regarding the daily operations of the SFC. This training was started in October of 2007 held on a monthly basis for the following five months.

Strategic Plan

As part of the Student Affairs Division wide strategic plan the SFC identified five goals specific to our unit that would help meet the division wide objectives. These five goals are: to further develop an all-inclusive Anti Melt Campaign; to improve the website use for visitors, prospective students, applicants, admits, and SIRs including the use of videos, and live chats; to improve our social networking tools; to complete the SFC lobby; and finally to complete the campus Welcome Center. The status of all of these goals have been addressed in previous sections of this report.

Admissions And Relations With Schools And Colleges
Year End Report
2007-2008

Overview

The 2008 admission cycle was the culmination of the efforts of the last five years, as the development of the campus has evolved to a state where UC Merced is perceived as a viable option for college-bound students. Contributing to the positive outcomes were several factors: 1) A greater awareness of the campus has occurred in part because of the outstanding achievements and accomplishments of the maturing and growing student body. 2) The campus is now "real" to prospects, counselors and families throughout the state. 3) Educators in K-14 are more familiar with the unique opportunities that UC Merced provides. 4) The campus admissions unit is more experienced, resulting in faster notifications and improved communications. 5) A strategy was implemented to gain targeted support from current students and faculty, and an effort was made to synchronize the efforts of the Student Affairs Division's service units on campus. Together, these factors resulted in a 35% increase in positive responses from admitted applicants.

The original campus enrollment targets for fall of 2008 were re-adjusted to 800 freshmen and 160 transfers. During the summer of 2007, these targets were increased to 900 freshmen and 175 transfers for a total target of 1,075 new undergraduates. These targets were very ambitious based on the previous two application cycles. We modified these new targets to compensate for a potentially difficult transfer target. The new adjusted targets included 950 freshman and 125 transfers. They were especially critical because of the low enrollment we had received in fall 2006 and our need to make up some of that shortfall.

In preparation to meet the new 1,075 enrollment target, we utilized the limited historical data we had to develop projection targets for fall 2008. To meet the freshman enrollment target, we projected that it was necessary to process 20,061 applications, net 18,366 admissions, yield 1,118 Statements of Intent to Register and keep the melt down.

The transfer enrollment goal posed a substantial concern because we had not received large transfer applications in previous years. Transfer students are often yielded from community colleges near the university. However, one of the challenges we have faced in the region is that overall, the transfer rates from local area colleges has been historically small. Also, students who meet our admission guarantee often qualify for other more selective UC campuses. Nevertheless, we set out and established targets for transfers. We projected that we would need to process 1,108 transfer applications, admit 776 students, and yield 139 Statements of Intent to Register to enroll 125 transfer students.

Our strategy for 2007-08 included the following objectives to reach our goal's:

- Implement a comprehensive recruitment plan to increase the volume of applications, admits, SIRs and enrollments at both the freshman and transfer level.
- Improve the implementation of the Transfer Initative to generate more eligible transfer students and increase transfer enrollment.
- Improve our admission processing, articulation and verification unit's review, in order to gain greater efficiency.
- Improve our communication and follow-up to students from prospect to incoming student.

- Improve communication with educators so as to gain greater familiarity, confidence and interest in UC Merced.

We moved forward on the planned concept of identifying selected regions in the state that could be serviced by assigned staff. This included hiring regional representative in areas where we have had enrollment success and where substantial potential exists: the Central San Joaquin Valley, Bay Area, and the Los Angeles Basin.

Effective and efficient admission processing procedures and operations are critical to successful growth. Therefore we also focused on improving our processing of applications. We made changes in who would be reviewed and notified first, when admissions decisions were made, and how we came to these decisions. In addition, we modified our comprehensive communication plan and created yield strategy. Combined, these efforts helped us reach our targets. We collaborated with the Student First Center in creating a comprehensive anti-melt calendar/strategy, and are trying to keep the melt below 15%.

The Admission unit enlisted the collaboration of the UC Merced campus community, Student Affairs units, School Deans, faculty, enrolled students, sister UC campuses, and the Office of the President to produce what has been a very successful admission cycle leading toward reaching the established goals.

As of June 11, 2008 we had produced very favorable results. Strong and favorably distributed SIR response of 1,135 students was composed of more regular and early referral students. This strong response has the potential to net an enrollment of 968 new freshman students.

Transfer applications exceeded projections by over 96%. This large increase in applications has produced 23% more SIRs. Therefore, we are in a good position to enroll approximately 146 new transfer students.

Although there were changes in enrollment targets and those targets were very ambitions, the UC Merced Admissions unit has been successful in adjusting to this substantial challenge and is in a good position to reach or exceed the 1,075 enrollment target for fall 2008.

Recruitment
The recruitment team had the primary responsibility of identifying, reaching, and soliciting enough qualified students to apply and ultimately enroll at the campus. They approached this challenge by laying out a strategy and four major objectives to reach these goals.

Strategy
Implement a comprehensive recruitment plan to increase the volume of applications at both the freshman and transfer level, ultimately enabling us to reach the desired enrollment goal.

Objectives
- Build upon and improve the regional model so as to develop relations with local educators, improve access to students and foster greater interest and willingness to enroll at UC Merced in targeted regions.
- Develop and implement a comprehensive recruitment calendar.

- Implement an effective yield strategy and assist with the anti-melt campaign.
- Design and implement a plan for a Visitors Center that will host prospective students and their families, Early Academic Outreach Programs, community-based groups, high school and community college programs, and the general public.

Regional Model:
The staff worked effectively to successfully implement our concept for a regional model and hired new admissions officers dedicated to the Central Valley area, the Bay Area/Sacramento region and the Los Angeles area. Other major areas were covered by floating staff, based on availability and prioritization. While the San Diego area was not assigned a staff member, the Los Angeles staff member was able to cover the major selected programs as was the case in Northern California, the Central Coast and the Imperial Valley.

Comprehensive Recruitment Calendar
Like former years, we studied and assessed the outcomes of recruitment visits and their conversion to actual enrollees. We discovered that the three main region from which we yield students are again the Bay Area, Southern California and the Central San Joaquin Valley. The students that enroll at UC Merced come from a broad range of schools from where, in most cases, one in less than three students originate.

Therefore we again utilized the statewide CCUN and CCUD as our primary source of identifying which schools we would target. We also responded to requests from schools that had in the past yielded applicants, admits, SIRs and enrolled students. Along with participating in college fairs, the staff provided application workshops and UC Merced information sessions. This year, the outreach staff conducted 640 application workshops and information visits for high schools, community colleges, and middle schools and attended community-sponsored events.

Yield Campaign
Yield continues to be an important element in the admission process. This year we implemented a multi-faceted plan that included:

Visiting school sites and meeting with students who had applied to UC Merced.

Contacting applicants and admitted students with a series of electronic and postal communications to inform students of upcoming events and important dates and stimulate and maintain their awareness and interest in UC Merced.

A comprehensive phone campaign was implemented. All admitted students were called by currently enrolled students. The campaign provided admitted students the opportunity to receive a personal contact and insight into student life at UC Merced.

Events Coordination
A series of events were hosted for the admitted students including Bobcat Day, Chancellor's Receptions in San Diego, Los Angeles and Santa Clara counties, Transfer Day, Inside UC Merced and Experience UC Merced. Our yield events this year were highly attended. This year Bobcat Day hosted more than 1,900 registered guests and another estimated 500 walk-ins. All three Chancellor Receptions exceeded capacity.

In addition, the admissions unit held several regional events in the fall. The office also worked with student groups and helped them organize and host campus events which admits, applicants and prospective students could attend to gain insight into

the UC Merced campus experience. Events included the African American Student Association Event (UMOJA), the Cinco de Mayo Celebration, Asian Fest, the Pilipino Student Conference, and the National Association of Chicano/Chicana Students (NACCS) Regional Foco. These programs proved to be very successful largely as a result of a new events coordinator.

Visitors Center:
We now know that getting students to visit the campus is an important step in their ultimate decision to enroll. Our new Assistant Vice Chancellor was the driving force in improving facilities. He negotiated with the housing director and arranged to acquire high-profile space on Scholars Lane. This new dedicated space features a location with large windows and easy access. It was equipped with spaces for professional staff and features work stations and a relaxing lobby. In addition to the dedicated space, there is a small conference room that can be used on occasion for small group presentations. This new space was a significant advancement from a hallway where tours originally gathered, and it has enhanced our guests' experience.

A staff member was assigned to lead the Visitor Center and help develop the full program of services and array of tours that will become available. In addition, student tour guides were relocated to the new facility and quickly adapted to their new environment.

Promoting the space was advanced by ensuring that staff spoke of campus visits during presentations at various venues. In addition, efforts were made to encourage groups to host conferences on campus. This year, students from Reedley College and Migrant Education in Kern County were hosted on campus in residence halls overnight. They experienced campus life as well as a tour. These conferences entailed substantial planning from admissions, housing, facilities, risk management and campus academic areas.

Recently, the lead staff member assigned to the Visitor Center resigned. This provides an opportunity to create a new job description that will be more closely aligned with the new growth and expansion of the new visitors center.

The data indicates the following regions have seen substantial SIR increases:

Freshman SIR Outcomes

Fresno/Inyo/Kings/Kern/Tulare	56.04%
Los Angeles	55.65%
San Francisco/Bay Area	52.84%
Sacramento/Yolo/Placer/El Dorado	46.15%
Overall SIRs	43.17%

Transfer SIR Outcomes

Los Angeles	233.33%
San Francisco/Bay Area	107.14%
Fresno/Inyo/Kings/Kern/Tulare	63.64%
Overall Transfer SIR's	33.67% (as of June 6, 2008)

Transfer Initatives
This year, general recruitment staff, including those from the regional model, worked with both high school and community college students. In addition, a special effort was made to increase the preparation and access of community college students from the Central Valley and selected community colleges statewide. We

were especially pleased to see the outcomes of our new approaches. The following data indicates that we have an overall transfer SIR increase of 33.67% statewide and even stronger increases in several major regions of the state including valley communities.

Strategies:

- Maintain 2006-2007 commitments at select Central Valley community colleges while expanding recruitment efforts at additional Central Valley community colleges in order to increase applications and improve the yield from that region.
- Increase campus visibility at targeted community colleges in Southern California and the Bay Area through campus visits, classroom presentations, and opportunities for campus tours, resulting in an increase in applicants and yield from outside the region.
- Initiate a high school development project to improve the percentage of local students transferring to universities and expand the number of local students eligible to transfer to a UC campus.

Objectives:

- Increase applications and enrollment by continuing to be a strong presence at high feeder community colleges in the Central Valley and increase visits from prospective transfer students to UC Merced.
- Increase yield of applicants to enrollees from Los Angeles and the Bay Area by hiring regional representatives in these regions, thus initiating targeted recruitment efforts at community colleges where we have historically received a large number of applicants.
- Improve transfer rates from region community colleges to four year colleges and universities, especially UC Merced, by employing a SAPEP initiative that introduces community college-bound high school seniors to the transfer process, community college resources and successful study habits at an early stage.

Outcomes:
As of present the Transfer Admissions unit has contacted over 325 transfer students at the selected community colleges, thereby exceeding our expectations. Applications from Central Valley schools increased 3% and overall yield increased 2%. South Valley (Fresno, Kings, Tulare, Kern counties) experienced the most significant positive change as applications increased 23% and SIR's increased 54.5%. Not including MJC, the North Valley (Merced, Stanislaus, Tuolumne, San Joaquin) received the same number of applications as last year and increased in SIRs by 16%. Significant gains were made at San Joaquin Delta College as applicants increased 35% and yield increased 100%.

A significant factor in these increases was the assignment of an admissions representative at Fresno City College and Reedley College and the addition of a Southern Valley representative based out of Bakersfield. The consistency of campus visits from UC Merced representatives assisted with building stronger relationships between Valley community college counselors, faculty and led to additional student contacts and recruitment opportunities. Local students were also prioritized in the evaluation process allowing for early decisions, more communication and additional opportunities to attend yield events.

This year, six Central Valley community colleges visited UC Merced. Staff encouraged local community colleges to visit campus and offered to host visits

including transportation, personalized tours and campus presentations. Campus tours were generally well-received by students who found the small classroom size and intimate setting to be advantageous to their education.

The North Valley (Merced, Stanislaus, Tuolumne, and San Joaquin counties) had a 13% decrease in applicants and a 6.8% decrease in SIR's. A significant factor in this decrease was a decline in applications from Modesto Junior College (33.9%), with a 37% decrease in applications over the last 3 years. The region as a whole continues to perform poorly compared to Southern California and the Bay Area.

Securing regular appointments at community college campuses, other than Merced College and Modesto Junior College, has been a challenge. Many college campus transfer centers are vocally supportive of our visits to their campus, but are reluctant to provide us with opportunities for classroom presentations, (usually the most productive outreach efforts). Marketing our visits to the campuses has been difficult as many transfer centers are limited in their ability to advertise to the on-campus community. Articulation continues to be a challenge for our campus. This problem has been compounded by our unique curriculum which differs from popular UC major preparation pathways, particularly biology, forcing students to take additional courses in order to fulfill the major preparation that we recommend.

Bay Area and Los Angeles

Two regional recruiters were hired to coordinate outreach efforts in Southern California and the Bay Area. We also worked with the new staff member based out of the Bakersfield Center to coordinate outreach efforts in the South Valley. The individuals hired for the positions were extremely self-sufficient and experienced in outreach, so they adapted to their positions quickly.

In addition, the Southern California recruiter is one of our first UC Merced alumni, a transfer student from the Southern California region.

California and Bay Area recruiters were hired late in the 2007-2008 recruitment cycle. It will be necessary to provide adequate time in the future to maximize training and planning.

Regional recruiters conducted over 84 visits with at least two visits to over 27 community colleges. Community colleges that had historically generated large numbers of applicants to the campus and the UC system were targeted. In addition, we targeted campuses that transfer representatives have developed relationships with over the last three years. There were challenges in working with colleges where we had limited or no established relationships in the northern and southern regions, compounded by our limited articulation as previously noted.

Applications increased from the Southern California region by 43% (117) and yield increased by 143.75% (23). Bay Area applications increased by 9.77% (21) and yield increased by 131.25% (21). Regional recruitment was highly successful and many community colleges increased in yield by over 100%. Regional recruiters were able to prioritize the evaluation of applicants from certain community colleges which led to earlier decisions and more contact with admitted students.

The Riverside/San Bernardino area experienced a slight decrease in yield (33%). The overall yield rate for the Southern California area remains low at (.08%) compared to the Bay area (.17%) and the Central Valley (39%).

SAPEP Project
Two staff members were hired in March to develop and coordinate the SAPEP high school development program. These individuals are both transfer students, UC graduates, and have demonstrated a deep commitment to assisting community college students.
As of June 8th the Empowering to Reach Achievement Program (ERA) has contacted over 180 students and hosted three student events. In a short period of time, the project has been successful in establishing partnerships with the UC Merced Center for Educational Partnerships, Merced High School District, Madera Center Upward Bound Project, Modesto Junior College Pre-Trio program and Delhi High School. The program developed and hosted "coffee shop sessions" which introduced students to exercises in critical thinking skills through the discussion of a film, led by a UCM staff member. Included within the program was a campus tour and a science demonstration. A conference to introduce community college-bound high school seniors and their parents to the transfer process was created and hosted on campus and had over 100 registrants. In addition, the program is planning a three day summer residential program for July.
Due to the late start of the ERA project, many of the high schools identified as possible partners were reluctant to become involved in the project this year.

Admissions Processing
The goal for processing and articulation during the 2007-08 year was to notify students of their admission early, leaving more time to communicate with applicants and their families with an intensive communication plan and invitations to a series of events. We also saw the need to replace articulation agreements, especially those established before the opening of the campus that were no longer valid. We focused our efforts on the following strategies.

Strategies:
1. Establish a fair and efficient evaluation process to facilitate early notification of on-time applicants, admit all students who will achieve eligibility by the end of spring 2008 (summer 2008 for transfers) and complete evaluations prior to the notification deadlines.
2. Enhance international student enrollment at UC Merced by opening the application process to non-domestic students and promptly notifying them of admission.
3. Re-establish updated articulation agreements in ASSIST so that Transfer Admission Guarantees, transfer counselors and the transfer community can access the information critical to transfer student success. Participate fully in the Streamlining Articulation project so UC Merced majors are represented in the university-wide initiative on the Web site UCTransfer.org.

Strategic Objectives Implemented:
1. The application file load program was adjusted to automatically admit estimated eligible applicants.
2. All other applications (unknown or estimated not eligible) were reviewed/scanned for confirmation of denial or evaluated by staff to determine if the application should be moved forward for admit by exception (ABE) review.
3. In some cases, applicants could become eligible with certain fall grades, so staff were to request 7th semester transcripts and/or inform students to take required examinations.
4. Two staff members were assigned to solely focus on transfer evaluations for Central Valley and priority community colleges. They were not involved in the freshman evaluation process.

5. An international evaluation consultant was brought to campus for a day of training so that all staff could learn more about issues concerning the admission of non-domestic applicants.
6. The designated international specialist-in-training worked closely with the international evaluation consultant to evaluate applicants, solicit necessary supplemental information and get decisions to the international applicants as soon as possible.
7. As the faculty grew, created new majors and adjusted the curriculum at UCM, articulation agreements established in ASSIST before the campus opened became a source of inaccurate information. Over the past two years, articulation efforts stalled while faculty workloads and staff attrition complicated the process. We elected to delete from display the articulation agreements that were no longer accurate. This happened in January and caused some angst for articulation officers and UCM advisors but did improve service to students as that outdated articulation no longer displays in ASSIST.
8. In the admission application review process, we focused the efforts of the new articulation liaison on transfer applications only, accelerating her training in transfer course review and broadening her understanding of the course review process.
9. The priority for 2007-08 articulation efforts was mandated by UCOP to meet a university-wide commitment to legislators, but it was also a good way to help our new liaison learn about the articulation process in UC. "Transfer Pathways" listed the top 20 most popular majors for transfer students to the UC system.

Outcomes:
Overall, the efforts to notify applicants early were successful. To accomplish early notification, we enlisted all staff. New staff needed training, and trained staff required more advanced training.

UC Merced has evaluated records from abroad in the past with help and guidance from our international evaluation consultant, but this year there was an increase due to opening the application to non-domestic applicants. Processing fell behind because the overwhelming number of records indicated for 7th semester transcript requests was substantially increased. This was partially a result of inexperienced staff and a greater attempt to establish as many eligible applicants as possible. Nevertheless this created additional review for the number of experienced evaluators and resulted in delays. At the time, the international specialist in training was the only evaluator available.

The underpinnings of articulation in ASSIST for 2008-09 are solid and improving. The articulation liaison has acquired a significant amount of perspective and knowledge of the process and will be focused as much as possible on articulation work through November. Academic advisors have a stronger sense of articulation matters and faculty have more experience in the process, having been actively engaged in reviewing transfer courses for enrolled students. All of these factors should help move the process along. The draft template for 2008-09 articulation is about to be completed, paving the way for articulation updates for at least 30 California community colleges.

Details, Challenges and Plans for Change:
Staffing
The processing unit gained 1.75 FTE in the academic year 2007-08, bringing the total FTE to 4.75 plus the associate director. The unit continued to depend on the contributions of two consulting staff part-time for a total of 350 hours. Application and notification goals were met while articulation and continuing student credit

processing goals remained largely unfulfilled. In the coming months, we need to assign more consultation hours to an expert UC consultant for the backlog of transfer credit summary reviews.

Student workers played an important role in assisting with the admission process. Opening the mail, looking up student-identifying information for document processing, organizing the paperwork and filing evaluation records are all part of the workload. This summer, we will begin training experienced student staff on entering transcript receipt information into Banner.

Training
Training was particularly weak this year due to a lack of time to organize and deliver training. Next year, training will be better organized, with more examples and no exceptions to the planned training schedule.

Process
Overall, application processing and admission notification goals were met despite losing a 75% evaluator in late March and a 25% experienced student assistant in January. Extra projects accommodated in January included the development of a new Web site for Shared Experience invitees and manual tracking and reporting of evaluator productivity.

Goals for Next Year:
Processing and International Evaluation
Before November 30, all letters will be revised and ready in advance, ABE guidelines from faculty will be final, training materials for outreach staff will be ready and an appropriate training schedule set.

System Improvement
Working with IT, we hope to have a new, dynamic application assignment system ready, based on the Davis model. Staff will be able to "check out" and indicate "completed" application records so they are tracked and productivity can be assessed without causing additional manual effort on the part of processing staff. By December 1, 2008, at least 30 California community colleges will have articulation agreements for 2008-09 in ASSIST. Community colleges identified as priority by regional outreach staff and the transfer coordinator will be prioritized for completion. The new major in Anthropology will be included, along with all majors available in fall 2008.

International Students Report:
This fall our Assistant Vice Chancellor of Enrollment made recruitment trips to the Middle East to begin generating interest in UC Merced. He also began launching initiatives that would help the university to be viewed as a legitimate institution in international university resources. This year was the first year that the campus has been opened to international students from schools abroad. The following are outcomes for students whose self report indicated they were potentially in need of an F1 Visa:

- 360 freshman applicants with potential of needing F1 Visa (current or planned value)
- 25 potential F1 Freshmen SIR Yes
- 39 transfer applicants potential of needing F1 Visa (current or planned value)
- 1 potential F1 Transfer SIR Yes

Regents' Scholarship Review:

- Freshmen: Applicants with a minimum GPA of 3.50 and estimated eligible. The top 299 estimated eligible applications were scanned for eligibility and the top 248 were prepared, printed and delivered to Financial Aid for faculty review.
- Transfers: Applicants with a minimum GPA of 3.00 and reviewed for transfer pattern and 60 units were reviewed for eligibility and the top 48 were sent to Financial Aid for faculty review.

Admission by Exception Review: Fall 2008

Records show that 800 freshman applications were reviewed for Admission by Exception. Approximately 15 of these were referred to faculty for review. Carolos Coimbra, Chair of the Subcommittee on Admissions, reviewed the cases with Director Ruiz to determine decisions. 604 freshmen were admitted, 186 were denied and approximately 10 were determined eligible.
Three transfers were approved for Admission by Exception. Many of the ABE admits were missing SAT Subject scores, making them ineligible on the index even though their GPAs were strong.

English Language Learners:

Last year, this new initiative was introduced in collaboration with the UC Merced Center for Educational Partnerships, the Merced County Office of Education and the UC Merced Writing Program. The target applicants have strong academic records, yet may have had an omission in their preparation in English. This year the goal of the program was to enroll 40 students. In
preparing for this project, 85 students were contacted by school officials and university personnel. 733 students were invited to participate via correspondence. At the time of this report:

- 23 students were offered admission to UC Merced with the condition that they participate in the Summer Bridge Program, and 12 were recommended to attend. At the time of preparing this report 15 of the 23 had registered and 5 of the 12 invited had registered for a total of 15 students.
- The program has been successful for those students that enroll and participate. However, we will review the cost effectiveness and make recommendations and adjustments to the program for future implementation.

Shared Experience:

This is the second year of implementation for the Shared Experience Program. In preparation for this year's program we made a substantial investment of time, working with the Office of Student Advising and the directors of admissions at all UC campuses. Careful attention was paid to the messaging for invited students and a special Web site at UC Merced was created to help those students with inquiries and registration to participate. All UC campuses, with the exception of UCD and UCR, participated in the project this year. 1,126 students were offered participation. Of this group, 27 students have Shared Experience contracts.

Engineering Berkeley Redirect:

This year, we again implemented the Engineering Berkeley Collaborative. There were 326 students who were invited to participate in the Engineering Berkeley Redirect. Changes were made that facilitated the process of adding students to UC Merced as applicants and allowed earlier invitation to students. At the last report from the School of Engineering, 2 students had SIRed to UC Merced.

Central Evaluation of Transfer Admission Data (CETAD):
424 records were identified as CETAD; approximately 400 were reviewed, facilitating quick decisions.

Production Management:
Managing work load for the admissions processing unit has been a challenge because it has been primarily manual. This outdated process was managed with the earlier expectation that a system-wide solution, CASA, would become available for fall 2008. This project failed and UC Merced was left with another year of manual work distribution. We have been working with the IT to acquire and adapt the UC Davis system to begin managing our work loads.

Communications
Objective:
Increase awareness, interest, and thus applications, admits, and SIRs to UC Merced.

Strategies:
1. Build upon the 2006-07 comprehensive communications plan, incorporating knowledge gleaned from the outcomes and feedback from last year, and increasing the volume of communications that are sent.
2. Create new publications, including more information that speaks to UC Merced's academic excellence and academic rigor, and send these publications out more widely via U.S. mail.
3. Identify key messages for specific audiences and use experience and data to decide when those messages will be distributed so that they will have the greatest impact.
4. Better utilize pictures and electronic media/communications to bolster our key messages.

Strategic Objectives Implemented:
1. The office communicated more extensively with prospective students in the fall. We sent the "Why UC Merced" brochure in November, personalized postcards and sent an e-mail to all of our College Board contacts with a lot of valuable links, including the Freshman Admissions Checklist and the "Why UC Merced" brochure.
2. This year we sent the "Why UC Merced" brochure out with acknowledgment letters in a catalog envelope. We also sent acknowledgment e-mails as well as hard copy letters.
3. We sent the admissions brochure more than a month earlier than last year, and it took on a different look this year. We also provided more information about academic excellence and academic rigors including profiles on faculty members and students from each school. The admission brochure was changed so that it would apply to both freshmen and transfer students and would not become obsolete after certain dates had passed (keeping that in mind, we produced an upcoming events flier and a separate checklist that we updated regularly). Finally, we printed the brochures in a larger quantity (20,000 as opposed to 13,800 last year) so we could send them to all of our admitted audiences, including referral pool and Shared Experience participants.
4. We sent nice invitations via U.S. mail to most of our events, which helped to increase attendance, especially at the three regional Chancellor's Receptions.
5. Approximately 35 different letters were sent to freshmen and transfer students with anywhere from 1-4 enclosures; approximately 30 e-mails were sent; and approximately 20 publications, postcards, invitations, fliers and posters were written, designed and produced.
6. We created two new brochures that were not on the projected communications calendar: "Why UC Merced" and the "Visitors Guide".

7. The freshman teaser and transfer brochure were revised to better fit with our current direction.
8. We sent out publications with more of our letters this year, helping to generate interest in the campus and hopefully giving students faces and places to which they could relate. We want them to envision themselves here. For example, we sent "Why UC Merced" to all of our applicants as well as the early referral pool or "Count Me In" students.
9. Admissions publications took on a different look, (more linear, with blue and gold to make the UC connection clear) and we held two focus groups in collaboration with the Office of Communications to garner valuable feedback about our publications from both local high school and UC Merced students.
10. This year our primary message was clear – UC Merced is an excellent academic institution. We tried to make sure every letter, e-mail, and publication resonated with that tone. We also wanted students to know about all the opportunities UC Merced offers for leadership and growth, and that the campus provides support in a friendly environment where you can succeed.
11. A concerted effort was made to communicate at key times in a student's decision-making process, and the communications plan was updated with that in mind.
12. There were even more groups and audiences with whom we corresponded this year: Early referral pool (Count Me In), referral pool, Shared Experience, UC Berkeley Engineering program, etc. We sent the Count Me In students the Why UC Merced brochure, and we had a substantial increase (from 226-603) in students who indicated interest by logging into the Web site and adding us as a campus choice.
13. New content was developed and added to the Web site, including a "Publications and Resources" page that displayed some of our publications, as well as the freshman checklist and other valuable information for students at any point in the process, so that it was easily accessible and available at the click of a button. This page also enabled us to include direct links in the e-mails we sent throughout the year.
14. We took pictures of our own with a high-quality, high-resolution camera during UC Merced events that we were able to use in publications.

Outcomes:
Overall, our new methods seemed to be successful. Students responded well to receiving more publications via U.S. mail and more e-mails. The hard copy invitations also made a big difference. However, interest in UC Merced seemed to build, and subsequently, campus visits, applicants, admits, and SIRs increased.

Future Plans:
This summer, 5 new publications are in the works:

- Freshman Viewbook
- Transfer Viewbook
- Freshman/Transfer Teaser

- International Brochure
- Freshman Eligibility Checklist (A-G)

Programing

Strategies:
1. Increase accuracy and accessibility of data generated by in-house reporting systems, allowing more targeted allocation of admissions resources.
2. Update and improve the Admissions web resources.
3. Train individual users to better utilize reporting and data collection tools available to them.
4. Align the Admissions office with campus-wide IT directions by working closely with that unit.

Strategic Objectives Implemented:
1. Careful maintenance and monitoring of the reporting environment has increased accuracy of the underlining data elements (applicant, admit and SIR information) within the Admissions unit.
2. Users within the office can now review statistics and easily pull reports of a specific demographic or population with fewer steps and better results.
3. To date, the Admissions Reporting Service has provided over 2,500 reports (Web site hits and Ad hoc requests).
4. The office has been aware of a constant need to make the Admissions Web site more welcoming and informative and to make it a better tool for users, both internal and external to the
unit and the university. Bearing that in mind, there were several new developments in that area this year.
5. A "Learn about UC Merced right here in your own city" page was created that allows students and/or educators to look up school visits and events by month, recruiter, city or county.
6. A Count Me In Web site was developed so students could log in and confirm their desire to add UC Merced as a campus choice. This Web site took the place of a paper form that was sent out last year, and it simplified the process for the students and minimized the workload for Admission staff. It also allowed for easier tracking of our Count Me In students.
7. A Shared Experience Web site was also created with the same intent and purpose of the Count Me In Web site.
8. With new software and a greater dependence on technology, there is an ever-growing need for technical desk side service and support. This service includes, but is not limited to resource availability, repair and upgrading of UC assets, and an occasional compromised system or system failure. This year, 198 work orders were generated and processed, and there is an average of 10 visits/inquiries per day relating to desk side service and support.
9. A training video was created for users who work in the "Recruit" system, and group training was provided for a number of different software/technological solutions.
10. Steps that were taken this year to align admissions with the IT direction of UC Merced include adding all computers to the UC Merced domain, moving all computers to Vista and a centralized update system, restoring all mixed-mode environments and reducing training/support costs, keeping a standardized and computer model/footprint, and implementing Microsoft Office 2007 for professional-quality marketing communications and compatibility.

Bobcat Bookstore
Year End Report
2007-08

The Bobcat Bookstore is located on the first floor of the Kolligian Library. The Bookstore carries all of the required and recommended textbooks and supplies students need to excel at UC Merced. The bookstore also carries a wide variety of electronics, computer peripherals, headphones, batteries, cables, printer cartridges and many other necessities for residential students or the office of a staff or faculty member. The bookstore continues to partner with Apple Computers to provide educational pricing on computers, software and peripherals. The Bobcat Bookstore also has candy, snacks and beverages.

The Bobcat Bookstore is the licensed vendor for selling clothing and gift items for the University. The Bobcat Bookstore has everything from t-shirts, sweatshirts, jackets, pens and Pencils, Cups and mugs and license plate frames, all bearing the University name or logo.

In 2007-08, the Bobcat Bookstore had 74,087 transactions a 30% increase over last year. The Bobcat Bookstore sales were $1,749,597 worth of books, supplies and clothing to students, staff, faculty and visitors.. This is a 29% increase in sales over 2006/07. The Bobcat Bookstore is operated by the Division of Student Affairs and the Management Team consists of: Kevin Storms, Store Manager; James Nardello, Assistant Manager.

MAJOR ACCOMPLISHMENTS FOR THE BOBCAT BOOKSTORE

FINANCIAL

- Total sales of FY 2007/2008 was $1,749,597; total sales for 2006/2007 $1,169,019 this is a 33% increase over last year
- Computer products sales for FY 2007/08 are $406,105 this is a 46% increase over last year.
- Clothing and Gifts sales for 2007/08 are $265,451 this is a 34% increase over last year.
- New books sales $622,599 this is a 33% increase over last year.
- Used books sales $214,409 this is a 26% increase over last year.

SERVICE

- Purchased faster credit card processing unit to speed up transaction time and line management.
- The staff has worked on all aspects of customer service to improve customer relations and customer loyalty.
- Training of student staff and promotion of two students assistant to help with computer sales and inventory management.

- Supported the Student Affairs Strategic Plan Initiative (3.5F) by creating a on-line newsletter letting customers know about upcoming promotions, new items, and sponsored programs.
- Supported the Student Affairs Strategic Plan Initiative (4.2 D) by creating a student / department window display contest to involve students in marketing strategies, customer research, and design creation.
-

OPERATIONAL

- Continue to have low turnover of both full time and student staff members. We had two students graduate that were with us from year one.
- Fulfilled over 600 textbook reservations in the fall of 2007.
- We have increased our exposure of advertisement on campus TV and posters.
-

CAMPUS SERICE

- Attend and participate in the numerous new student orientations.
- Helped set up a display room in a residence life room of bookstore products.
- Expanded and partnered with alumni association to have a very successful Graduation Fair.
- Participated in numerous campus events and had numerous book signing events.
- Worked with departments on special orders of custom imprints to showcase their department logo or school on custom products.
- Worked on prices of new and used textbooks to be competitive with online vendors.
- Hosted faculty events to inform of new products and services.

CHALLENGES THAT IMPEDE US FROM ACHIEVING OUR GOALS

- One of the biggest challenges the bookstore has is the lack of space to show case products and services. This impedes the staff from expanding product selections and services. The staff is working creatively to meet our customer expectations and desires.
- The campus inability of assign faculty to courses in a timely manner. This affects the store in its ability to purchase books at buyback time. It also adversely affects the store's ability to offer more used books. This could affect the students by requiring them purchase a "new" books at a 25% higher price than if we were able to offer them a "used" book.

Campus Card Office
Annual Report for Fiscal Year
2007-08

The CatCard office was aligned under Student Affairs by direction of the Chancellor, in a letter dated November 23, 2004. The overall management of the CatCard office and the maintenance and programming of the system has been performed by the interim Campus Card Manager since June 2006. In 2006 the CatCard office had been staffed by an administrative assistant II at a .75 FTE. In FY 2007-08 the administrative assistant appointment had been increased to 1.0 FTE with .25 FTE of the appointment coming from the Registrar's office. The split 1.0 FTE also allowed expanded services to be provided for students, faculty, and staff to visit the CatCard office. A FY 2008-09 budget was submitted to increase the administrative assistant II position to 1.0 FTE entirely from the CatCard budget. The CatCard office manages the Campus Card Program using a CBORD system/program known as CS Gold 5.X.

In 2003, the University spent $769, 372 to order the hardware and software to run the program, hardware and associated cost for supplying door readers to Housing, Dining, Library, Classroom building, and the Science and Engineering building; and also funds to purchase the Micros Cashiering System that allowed the Dining Commons to link to the CS Gold program. Currently gym membership is tracked and recorded through the CatCard system. In addition, shared printing accounts are available for faculty and staff within campus departments. The campus has most recently completed a minor system upgrade to CS Gold 5.14.

The CatCard office ended FY 2007-08 in the black. During FY 2007-08 there was a carry forward of $48,000 from FY 2006-07, and additional FY 2007-08 expenses of approximately $80,000, for a total of approximately $130,000. The CatCard ended the fiscal year with approximately $135,000. In FY 2007-08 the CatCard office used the same recharge model from the previous year of $225 per door reader and a percentage of CatCard related revenue of 1.5 percent.

The CatCard has been designated as a primary means of UC Merced identification for faculty, staff, students, and campus visitors. Replacement cards are the responsibility of the cardholder; the CatCard replacement fee had an approved increase to $20 per card in the beginning of FY 2007-08. The CatCard office issued 1,625 cards during FY 2007-08, of which approximately 225 were replacement cards.

The Campus Card program is a stored value/credit, activity, access, and identification management program all wrapped in one. UC Merced has incorporated the more expensive radio frequency identification (RFID) card with the system. There are currently 276 general funded RFID door readers located throughout the campus; in addition there are another 18 auxiliary funded door readers. The Campus Card system controls the doors access and the alarms associated with those doors. There were approximately 180,000 RFID strikes at door readers during FY 2005-06, and increased to 1,516,963 strikes in FY 2007-08

****University funds central operational CatCard function - access/security**

Building	Number of RFID Readers		Cost $225 per reader
**Central Plant	11		$2,475
**Telecom BLDG.	5		$1,125
**Library	64		$14,400
**COB	55		$12,375
**Wellness Center	2		450
**S & E	139		$31,275
	sub total	276	$62,100
Terrace Center	10		$2,250
Sierra Terrace	2		$450
	sub total	12	$2,700
Dining Facility	6		$1,350
	sub total	6	$1,350
Recreation Center	7		$1,575
	sub total	7	$1,575
Wellness Center	2		450
	sub total	2	$450
	Total	**303**	$68,175

On the stored value/credit side of business, the card is used as a form of payment in many areas to include; all campus food service locations, bookstore, laundry/vending machines, as well as printing/copying services. The Campus Card program offers management a valuable tool to monitor the financial health of each of the aforementioned operations, in addition to providing its users a convenient and safe form of payment while also contributing to the ultimate goal of being a cashless campus. With the Campus Card system in place valuable reports that are highly reliable and accurate can be provided in a minimal amount of time. During fiscal year 2007-08 the Campus Card program provided for the tracking and administering of $1,956,995 dollars of on campus transactions

Formula: For FY 2007-08, all revenue generated through CatCard usage was recharged a 1.5% fee of recorded revenue.

Service	Revenue Generated	1.5% Calculation
Campus Dining		
Dining Commons: Plans 1-8	$14,170.33	**$212.55**
Dining Commons: Plan 9-10	1,744,042.50	**$26,161.00**
Dining Commons: Plan 11-50	$65,632.12	**$984.48**
	Total	**$17,358.03**
Campus Housing/Commons		
Housing: Washer/Dryers	$36,301.25	**$545.00**
	Total	**$545.00**
Bookstore		
Bookstore	$88,361.93	**$1,325.00**
	Total	**$1,325.00**
Copying/Printers		
Copying/Printers	$8,489	**$127.00**
	Total	**$127.00**
	Total Recharges	**$19,355.03**

The CatCard also functions as an intelligent library card. Students, staff and faculty have the ability to complete self checkout of books with the use of their CatCard. If books are inadvertently not checked out, the books will automatically be associated with the patron as the patron, unchecked books, and CatCard pass through the electronic library reader system.

The CatCard office staff participates in a variety of activities in order to properly market the program and provide superior customer service. Participation in events have included, but not limited to: Bobcat Day, Undergraduate Orientation Days, Graduate Orientation, and Residence Life Move-In Day. In addition the CatCard office provides and manages a campus-wide program that allows departmental use of dining, bookstore, laundry, and printing/copier.

DINING SERVICES
YEAR END REPORT
2007-2008

Mission Statement

UC Merced Dining Services mission is to provide quality food and courteous service to students, faculty, staff, and campus visitors in support of the teaching, research and mission of the University of California.

Who We Serve

Dining Services provided service to 700+ on-campus residents, 1200+ commuter students and 500+ faculty and staff. In addition, we serve construction workers and members of the local community.

Challenges

The 2007/2008 school year proved to be a challenging year for Dining Services, even though we feel confident that we successfully adapted to the challenges at hand.

- Dining and Housing fell short ~126 residents from the projected number of 826. That resulted in ~$277,000 of revenue lost vs. budgeted. Approximately 700 residents resided on campus this year.
- The Dining Expansion project had a substantial impact on both ambiance and space. Maintaining full functionality while under construction was difficult and required significant logistical planning between Dining Management, Physical Planning and Hallmark. Most of the impact was minimized by shifting construction to weekends and off hours.
- Raw food cost jumped about 5% across the board, due to the high cost of freight and general food shortages related to corn, rice and oils.
- We lost three employees due to catastrophic leave and/or maternity leave. Casual labor was hired to replace these vacancies and extensive training was provided. Two of these positions were cashiers, who are key to maintaining an appropriate flow of customers in and out of the servery.
- Summer School and Conferences help Dining generate revenue, however, very low counts for both make scheduling difficult. During the summer, Dining employs four ASFCME employees at a time. Being open for breakfast, lunch and dinner requires us to allocate overtime or student labor to cover a 12 hour business day, 7 days a week with only 4 career employees.
- The loss of our Analyst, Carla Krogh, was a huge blow to Dining Services. We lost administrative support as well as years of experience and knowledge of systems. Her vacancy will not be filled until July 2008.

Highlights & Achievements

Yablokoff-Wallace Dining Center

Dining made some key changes to the program to decrease labor, food cost, and to increase perception of variety. The result was a higher level of customer satisfaction and cost savings. Some of these changes included:

- An increased emphasis on healthier 'grab-n-go' items like salads and sandwiches, hummus dips, veggie snack, etc.
- Removal of high cost and meal replacement items, such as pre-packed ice cream which runs at an average food cost of ~45%. A soft serve machine was implemented and has been incredibly popular. The food cost on soft serve is 12% and over 2500 servings were sold in the first 3 weeks.
- Theme meals were popular this year. We saw more than half of the residents show up to these meals. We hope to further partner with Housing and OSL next year to increase the frequency of these meals. Nine theme meals were held this year.
- Total sales this year for the Yablokoff-Wallace Dining Center will approach 2.1 million dollars.
- A new manager was added to our team in September 2007. He has done an excellent job and was recently promoted to Production Manager. The result is a sharper focus on our cost per meal rate and better procurement of resources.
- Overall, Dining processed over 650,000 transactions through out the year.

Catering

- Catering sales were excellent this year. We anticipated $240,000 in revenue for this year, however, it appears we will come in around $319,000.
- Catering will close the 2007-2008 fiscal year with over 810 events on the books.
- Catering expanded its clientele base to include outside groups. Large events were held on campus in the Gallo Gym that proved to be very successful.
- Catering has worked hard to establish a good relationship with University Relations. We catered twice as many events for them this year vs. last year.
- Verbal feedback from customers indicated that customers are increasingly happy with the services we provide.
- Lakeside Catering catered the Chancellors Inauguration Scholarship Luncheon and successfully plated over 480 meals with 4 career employees and a team of students. This is the biggest plated meal we have done since opening in 2005.

The Lantern Café

- Exceeded projected revenue by 10% at $155,000
- Average daily sales of $1850.00, with 40% contributed to on-campus meal plan.

- The Lantern Café served customers Monday-Friday 7:30am-7:00pm. Sales after 5pm were slow and mostly on-campus meal plan revenue.
- The Lantern Café salad and sandwich menu pricing was reduced about 7% to entice 'budget conscious' customers to purchase our products. Salad and Sandwich sales increased from 100 to 140 units per day due to this change.

Student Leadership

Student labor and leadership is key to the success of Dining Services. The hierarchy has branched out to include two student managers, seven student supervisors, and 64 student associates. A student "Cooks Help" program was implemented and proved to be very successful. Carefully selected student applicants were paired with a Sr. Cook to train on all aspects of culinary skills. Whether it is basic knife skills or how to prepare a cream-based soup, student cooks are becoming increasingly more talented and beneficial to our back of the house operation.

Sustainability

With support from Facilities and the student recycling coordinator, a campus compost pile was started. Dining composted over 1,000 lbs of vegetable waste, egg shells, and coffee grinds in the first 2 months. The *Merced Sun-Star* did an article on this project. We hope to eventually use this compost in our private herb garden to 'complete the cycle'. Dining has a seat on the Chancellors Sustainability Committee and is committed to meeting and exceeding the charter set forth by this committee.

Expansion Project

The Dining Expansion project has carried on smoothly though out the year. Although challenging to operate while under construction, the project has hit most of the predetermined milestones and is on track for substantial completion by August 1st. We are within budget and were able to accept every "add alternate ". The Dining Expansion will provide our team with much need storage and back of the house preparation space, in addition to 300+ more seats inside and out. We are optimistic that our new facility will help us meet the needs of our customers for years to come.

Career Services Center
Year End Report
2007-2008

Mission Statement

The Career Services Center (CSC) at the University of California, Merced assists students and alumni in reaching their full potential by offering comprehensive career development services to the university community. Specifically, the CSC will provide resources for:

- Career Assessment and Career Counseling
- Career Exploration
- Experiential Education
- Part-time Employment
- Post Graduation Job Search
- Graduate School Search

To successfully accomplish this mission, the CSC will form strategic partnerships with the university's faculty, staff and administration, along with business, government and non-profit organizations.

Highlights of 2007-08

Collaboration with Academic Programs

The Career Services Center had numerous opportunities to work collaboratively with faculty. These opportunities included:

- Receiving approval from School of Social Sciences, Humanities and Arts curriculum committee and faculty at large to adopt an official internship for credit program at UC Merced (drafted by Kelly Patterson & Alisha Kimble).
- Assisting Professor Kathleen Hull in securing internship opportunities for students enrolled in History 190.
- Successfully collaborating with UC Merced faculty advisor Steve Nicholson to place 6 students in the UC Center Sacramento internship program.
- Conducting a workshop on "strategic planning for me" to Lecturer Staci Santa's Management 191 class.
- Conducting a workshop on applying to graduate school for Professor Evan Heit's Cognitive Psychology class.
- Leading a workshop for Professor Alex Whalley on locating a summer internship for Economics/Management students.
- Presenting a workshop on internships and graduate school to Professor Alex Whalley's Economics 101 and 116 classes.
- Leading a workshop on careers/internships in applied mathematics for declared mathematics majors and faculty (coordinated via Professor Arnold Kim).
- Conducting 2 presentations on writing effective personal statements to Lecturer Shirley Kahlert's Writing 116 classes.

- Partnering with Professor Gregg Herken to market a UCDC information session and create an announcement to the UC Merced community to advertise accepted UCDC interns.
- Leading a workshop on incorporating service learning experience into your resume to service learning students.
- Partnering with the School of Engineering to bring a human resources representative from IBM to campus.
- Arranging a workshop (presented by Karen Dunn Haley, Faculty Development Coordinator, Laura Martin, Faculty Development & Assessment Coordinator, Sara Davidson, Library and Jennifer Teixeira, Sponsored Projects) on grant writing for graduate students.
- Presenting to new faculty in the School of Social Sciences, Humanities and Arts on internships for credit and Letters of Reference service.
- Conducting a workshop on career planning to AGEP/MESA students (coordinated via Phung Colvin, Excel! Program Coordinator, School of Natural Sciences)

Collaboration with Student Clubs & Organizations

- Hosting a monthly pre-health speaker's series in collaboration with Pre-Health Professional Club, AMSA and Dr. Robert Streeter of Mercy Medical Center.
- Partnering with the pre-law club to host an info session of Central California Law Services.
- Arranging for pre-law club members to meet local judges and attorneys, tour historical sites, listen to law speakers, and obtain training on completing tax credit forms (in order to assist Mendota residents) at REAL Tax Credit Law Days.
- Speaking with students about green careers at the "Green Makes Cents" Resource Fair (coordinated by the Green Club).
- Collaborating with Student Transfer Association to develop a Student to Student Internship Forum.
- Presenting to Disability Student Association workshop on our services and disability disclosure.
- Leading 2 workshops on "Applying to Graduate School" for African American Student Association and Pre-Health Professional club members

Club Challenge

During the spring 2008 semester, the Career Services Center launched the 1st annual Club Challenge that involved completing a set of challenges designed to facilitate additional use of Center resources. Challenges included attending CSC workshops and events and scheduling individual appointments with a career counselor. Nine clubs signed up with 10 members participating on each team. The 1st place team (African American Student Association) won a private sushi-making party provided by Dining Services. The Office of Student Life also awarded club funds to the top three teams (2nd place – Pre-Health Professional Club, 3rd place – University Women of Merced Network) for future club events.

Because of our increased contact with the club members of the African American Student Association, the Career Services Center was acknowledged at the AASA

awards gala in May.

Student Employee Appreciation Reception
The Career Services Center unveiled the first annual recognition program for student employees in spring 2008. Hiring managers were notified via e-mail of criteria and nomination process and encouraged to nominate their student employees for the student employee of the year award. During National Student Employment Week (April 14-18), the CSC hosted a student employee appreciation reception and announced the top 3 winners of the student employee of the year competition and celebrated the accomplishments of over 400 student employees on campus. In order for this program to be offered in the future, a mechanism similar to the Top Cat program, which is through a payroll assessment, needs to be developed for accessing these funds. At this time, an email has been sent out to HR about the possibility of developing a student recognition program. If this is not plausible, an alternative method will need to be developed to recognize student employee accomplishments to the university.

Establishment of Alumni Survey
This survey was created in fall 2007 by Kelly Patterson and Stefani Martinez (Alumni Affairs) in consultation with Institutional Planning & Analysis. In May 2008, the survey was distributed to the class of 2007 graduates via e-mail with 2 reminder e-mails sent out in June. To date, 24% of alumni have completed the survey. When the survey closes at the end of June, a mailing will go out to the students who have yet to respond. When all the information is gathered, a report on outcomes of our graduates will be created and submitted to campus administration.

Establishment of Online Community Resource Guide
In the spring of 2007 the Community Outreach Forum was formed to address best practices, maintaining a flow of communication and ways of sharing resources. As a result of this venture, the forum established an online community resource guide to serve as a navigation tool for community members to locate faculty and staff at UC Merced. At this time, the website has been unveiled to cabinet and deans and directors with the hope of this site launching prior to the fall semester.

Career Services Center Major Events
Disorientation for Seniors
On October 16-17, the CSC in collaboration with Alumni Affairs, Registrar and Financial Aid conducted 2 senior meetings and various elective workshops (Applying to Graduate School, Job Search, Financing Your Future) to graduating seniors. Our aim in delivering this program was to advise students on the graduation process and the resources that are available to them as a student and alumni of UC Merced. 45% of graduating seniors attended a senior meeting with select students choosing to stay and attend elective workshops. It is our hope to expand the electives offered as our founding class of students graduate in May 2009.

Internship Fair
The 3rd annual Internship Fair was held on February 14, 2008 in the Joseph Edward Gallo Recreation & Wellness Center. This year's fair reflected a decrease of employers from 36 (2007) to 34 (2008) due to budget cuts that impacted many government/non-profit agencies. While we saw a decrease in employer attendance, students who attended the event were better prepared to answer employer questions and presented themselves in a more professional manner.

This was a direct result of the CSC efforts to bring employers to campus the week of the fair to conduct resume reviews and mock interviews. In addition, more

outreach was conducted to inform students of appropriate internship fair attire and the need to bring resumes to the event.

Etiquette Dinner
This year the Career Services Center partnered with Alumni Affairs, Housing & Residence Life and Office of Student Life to promote "Etiquette Week" (a week of activities including a fashion show, Etiquette Dinner and Social Networking workshop). 83 students signed up for this year's Etiquette Dinner, with 51 students attending the event. Additionally, we were able to seek funds from the School of Natural Sciences, Alumni Affairs and a local community member to each sponsor a table at this year's event in order to supplement some of the program's costs.

Assessment Plans And Results For 2007-2008

Plan for Use of Tracking Information and Results for 2007-2008

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

Tracking of Student Use of CSC Services -
The following information is gathered on student contacts:

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

Information about student usage of CSC services:

Scheduled Appointments	433
Students Utilizing Drop In Hours in the Dining Commons	140
Email Consultation	162
Individual Students Participating in Career Counseling Services	381 – or 21% of the student population
Visits to the Career Services – Other than Scheduled Appointment	2945
Individual Freshmen Served	147 or 18% of the Freshman Class
Individual Sophomores Served	106 or 28% of the Sophomore Class

Individual Juniors Served	265 or 58% of the Junior Class
Individual Seniors Served	57 or 50% of the Senior Class
Individual Graduate Students Served	7 or 5% of Graduate Students
Students Creating Letters of Reference Files	26

Additionally, the CSC uses web based career services management software. The software, College Central Network, through its basic service, provides tracking and report generation and data in the following areas for the 2007-2008 academic year:

- Student/Alumni Job Search Activity –
  - Student Submissions to 2007-2008 Job Postings–21
  - Number of time employers reviewed individual student resumes-351

- Number of Student Registrations- 706 or 34% of student population

- Number of Students Registered by Ethnicity -

UCM Students Registered on CCN	Students Registered at UC Merced
○ African American – 20 or 1% ○ Asian/Pacific Islander – 108 or 18% ○ Caucasian – 87 or 4% ○ Hispanic/Latino – 113 or 21% ○ Native American/Alaskan – 1 or .07% ○ Multicultural – 9	○ African American – 5% ○ Asian/Pacific Islander –31% ○ Caucasian –25% ○ Hispanic/Latino –27% ○ Native American/Alaskan – 0% ○ Not provided –0.05%

Number of Students by School -

UCM Students Registered on CCN	Students Registered at UC Merced
○ None – 39 ○ School of Social Sciences Humanities and the Arts - 310 ○ School of Natural Sciences - 166 ○ School of Engineering –75	○ Undeclared - 240 ○ School of Social Sciences Humanities and the Arts - 603 ○ School of Natural Sciences – 597 ○ School of Engineering – 310

Tracking of On-Campus Student Employment –

Number of On-Campus Student Employment Position Announcements Posted	148
Number of Applications Submitted by Students	2364
Number of UC Merced Undergraduate Students Employed On Campus	559

Tracking of Workshop, Presentation and Event Participation –
Attendance at various CSC workshops, events and classroom presentations was tracked during the 2007-2008 academic year. An Excel spreadsheet was used to collect information including the name and date of the workshop, presentation or event, followed by the number of students, faculty/staff and community members in attendance.

For the 2007-2008 academic year the following information was gathered about workshops, presentations and events hosted or sponsored by the Career Services Center:

Total Number of Workshops, Classroom Presentations and Panel Discussions for UC Merced Students	**78**
• Students Attending Classroom Presentations	258
• Students Attending Workshops and Panel Presentations	1379
• Students Attending Career Services Open House	74
• Students Attending Graduate Diversity Fair (UC Davis)	60
• Students Attending Internship Fair	205
• Students Attending Etiquette Dinner	51
• Students Attending Student Employee Appreciation Reception	113
Total Number of Workshops/Presentations for Community Members conducted by CSC Staff	**4**
• Total Number of Community Members Attending	143
Total Number of Workshops/Presentations for Faculty/Staff conducted by CSC Staff	**17**
• Total Number of Faculty/Staff/Students Attending	359

The College Central Network system and our own tally of opportunities not posted on College Central Network provided us with the following information:

Employers

- Number of New Employers Registered on College Central Network (CCN) – 164
- Number of New Employers on CCN by Major Sought
  - School of Social Sciences, Humanities and the Arts - 85
  - School of Natural Sciences -77
  - School of Engineering – 100
  - None Indicated – 113

Jobs

- Total Number of New Jobs Posted for Students at UC Merced -
  - Full Time Jobs - 417
  - Off-Campus Part-Time Jobs – 105
  - Posting Listing Multiple Opportunities - 19
  - Summer Only Jobs - 14
  - Camps - 4
  - Internships – 40
- Number of New Jobs Posted via CCN – 426
- Number of Jobs Posted via CNN by Job Type *
  - Full-Time – 275
  - Part-Time – 97
  - Internship –55
  - Freelance –Seasonal –36
  - Volunteer –74

  * One job could be listed as multiple types (i.e. full-time or part-time)
- Number of Jobs Posted by Major
  - School of Social Sciences Humanities and the Arts – 131 or 21%
  - School of Natural Sciences -123 or 20%
  - School of Engineering –125 or 40%
  - None Indicated –293

  * One job could be listed for multiple majors

Center for Educational Partnerships

Year End Report

2007-08

In April 2002, the University of California, Merced, created a single, comprehensive student academic preparation and educational partnerships (SAPEP) unit called the Center for Educational Partnerships ("CEP").

The Center for Educational Partnerships currently houses all SAPEP activities, including the UC Scholars Early Academic Outreach Program (EAOP), the Parent Empowerment Program (PEP), the Upward Bound Program, the Data Analysis and Evaluation Program, the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), and the Talent Search Program.

The CEP was established to effect long-range improvement in the education of Central San Joaquin Valley students and ultimately increase the number of Central Valley students eligible to attend institutions of higher education. All CEP programs seek to increase UC/CSU competitive eligibility and admission rates in the Central Valley.

2007-2008 has been marked by the CEP's growing involvement in working with P-16 partners to use data to identify "access delimiting" policies, practices and traditions that impact student achievement and access to postsecondary institutions. Strategically, the CEP embarked on this activity to ensure that P-16 partners engage in activities targeted not only at increasing student achievement in standardized test scores but also at eliminating identified "access delimiters" so that more students access college preparatory courses, and thus increase the total number of students who achieve UC/CSU eligibility across the Central Valley.

For example, in 2007-2008 the CEP worked with partners to determine whether students taking Regional Occupational Program courses (typically non-A-G courses) demonstrated similar student achievement characteristics or had the same access to college-preparatory courses as students who did not take Regional Occupational Program courses. Based on our findings, discussions took place focusing on modifying current practices and policies to allow students and families to make the most informed decisions about course placement. The CEP's goals is that these data-driven activities become replicable and institutionalized throughout the Central Valley.

The CEP's focus on building P-20 regional alliances throughout 2007-2008 has yielded positive results. UC Merced is considered a partner interested in increasing the college going rate among all students throughout the Central Valley, not just those who traditionally seek a University of California education. Even today, a six-week Upward Bound residential program at Fresno Pacific University targeted fifty non-college bound 9th and 10th grade students who we will work with over the next

four years with the hope of making them UC/CSU eligible. The CEP strives to ensure that UC Merced is not viewed as a partner that is involved in academic preparation and educational partnership efforts only because it will benefit the campus. Instead, UC Merced wants to be viewed as a research partner interested in leveraging its resources, both human and capital, to create greater college-going opportunities for students throughout the Central Valley. In time, that commitment will yield greater numbers to our campus because of the genuine appreciation partners and students will have about our commitment to see students attend any college/university.

Finally, the CEP continued to write grant proposals in order to sustain its operation. As current grants come to an end, we are hopeful that a GEAR UP grant proposal in the amount of approximately $4M is awarded to the CEP.

COUNSELING & PSYHOLOGICAL SERVICES
YEAR END REPORT
2007-2008

Philosophy & Mission Statement

It is the intent of Counseling and Psychological Services (CAPS) to facilitate the personal and emotional growth, coping ability, problem-solving ability, and self-management of the UC Merced students who access our services. We believe that education is not limited solely to academic knowledge and that academic success is not only dependent on study and test-taking skills. Academic and career success can be facilitated by developing students' appreciation of the integration of behaviors, belief systems, emotions, interpersonal interactions and even their own health issues.

It is the mission of CAPS to offer a variety of free and confidential psychological services aimed to help students in their emotional, relational and behavioral growth.

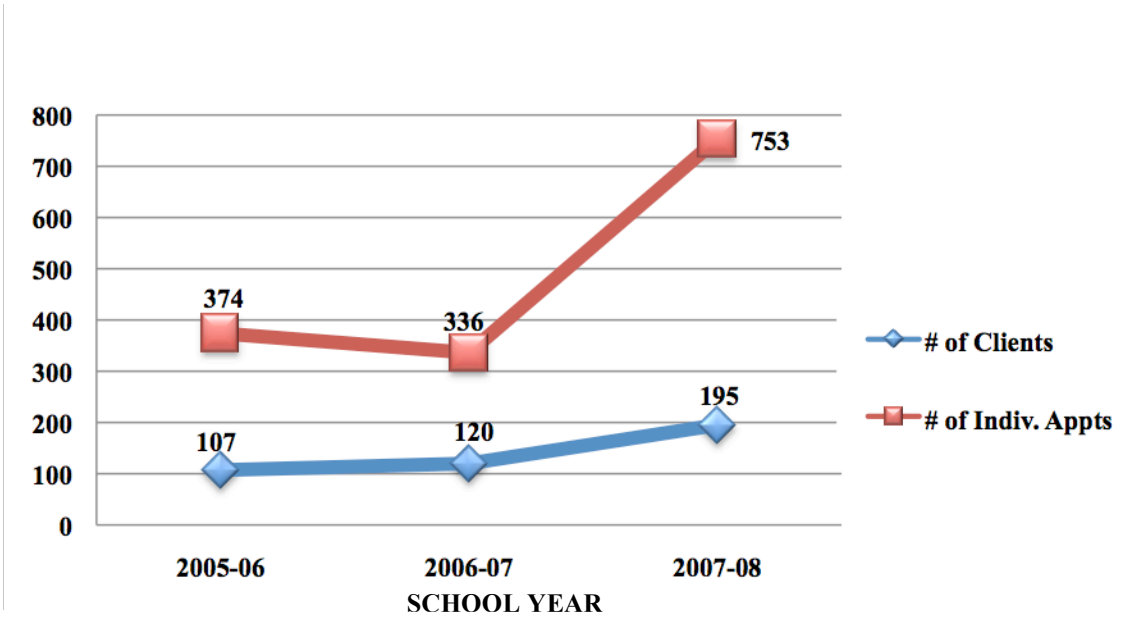
Crisis Intervention & Psychological Counseling

Counseling and Psychological Services saw 195 students (*10.4% of student population)* for crisis intervention, individual therapy and group therapy for a total of 753 contact hours during 2007/08. On average, about 9-10% of the student population is seen during a 12-month period at university counseling services at UC campuses.

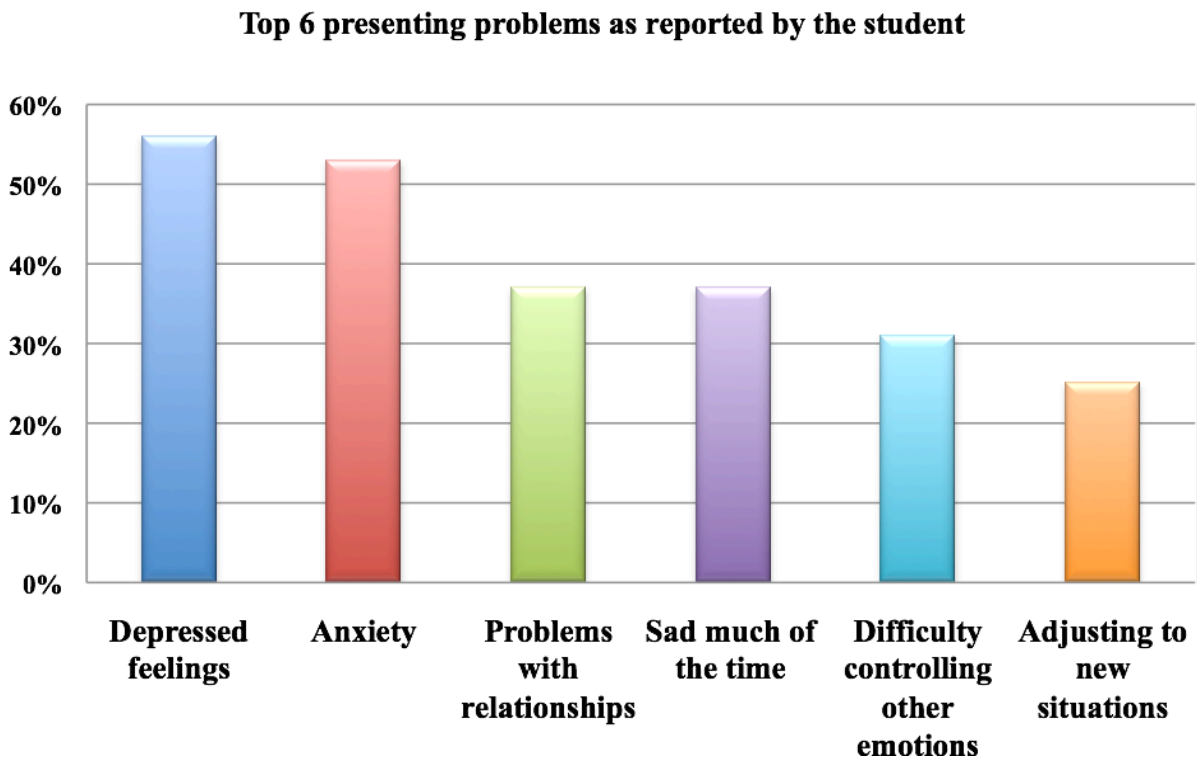
Counseling and Psychological Services has seen significant growth over the last three school years in the number of clients seen and number of appointments attended from 2005/06 to 2007/08.

GROWTH

2005/06 to 2007/08

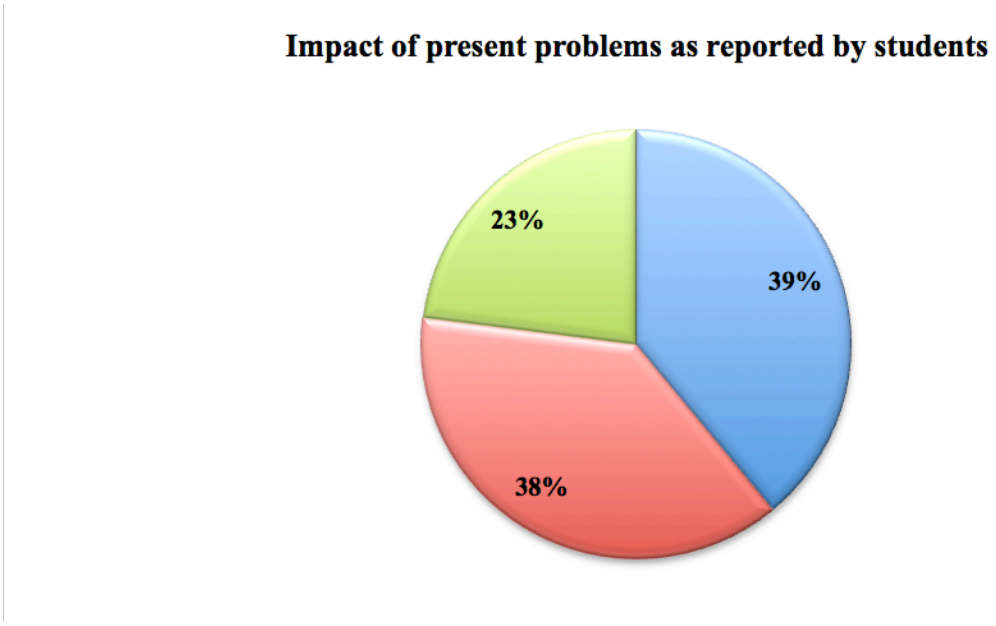


- 55% growth in # of clients seen since 2005/06
- 50% growth in # of individual appointments attended since 2005/06



Significant student issues presented in counseling include:

- Suicide attempt and hospitalization
- Feeling suicidal
- Rape/sexual assault
- Grief and/or loss
- Binge drinking/substance use
- Legal problems
- Concurrent treatment with psychiatric medications
- Desire to leave UC Merced to go home



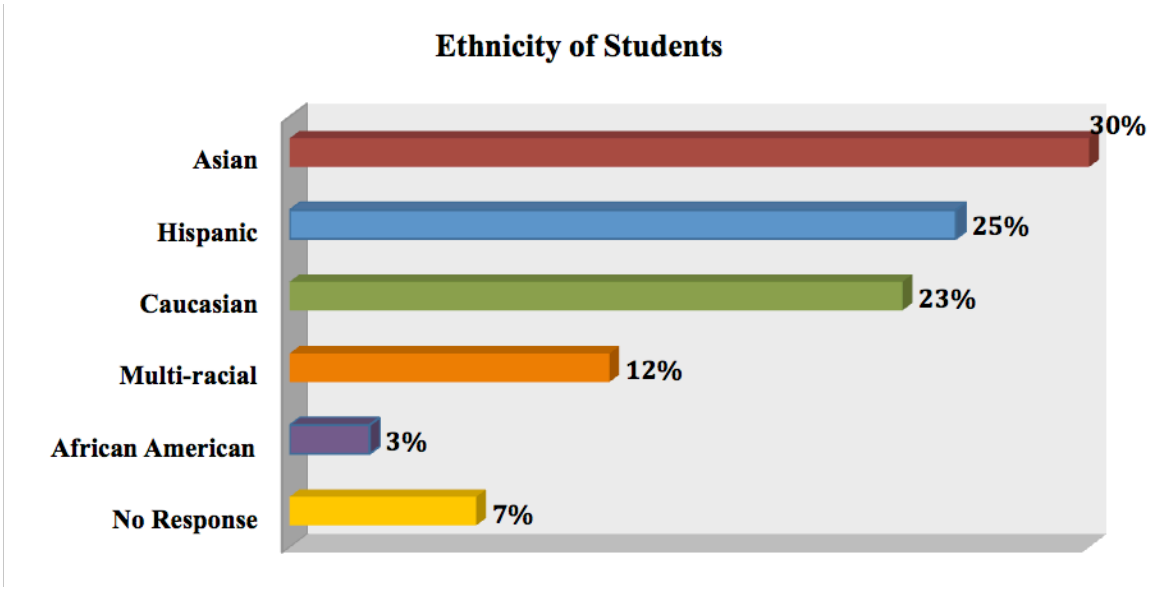
Problems moderately to severely interfere with Academic Activities 39%

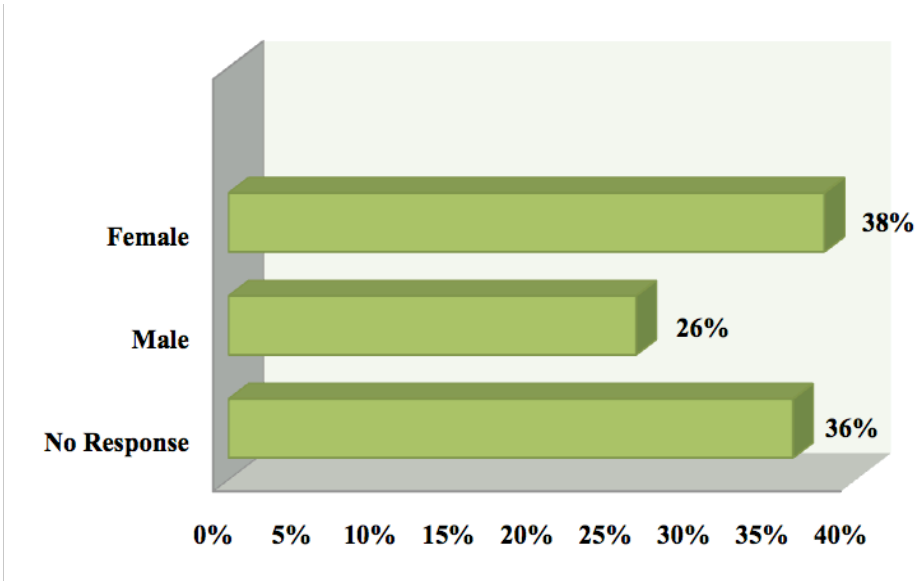
Problems moderately to severely interfere with Social Activities 38%

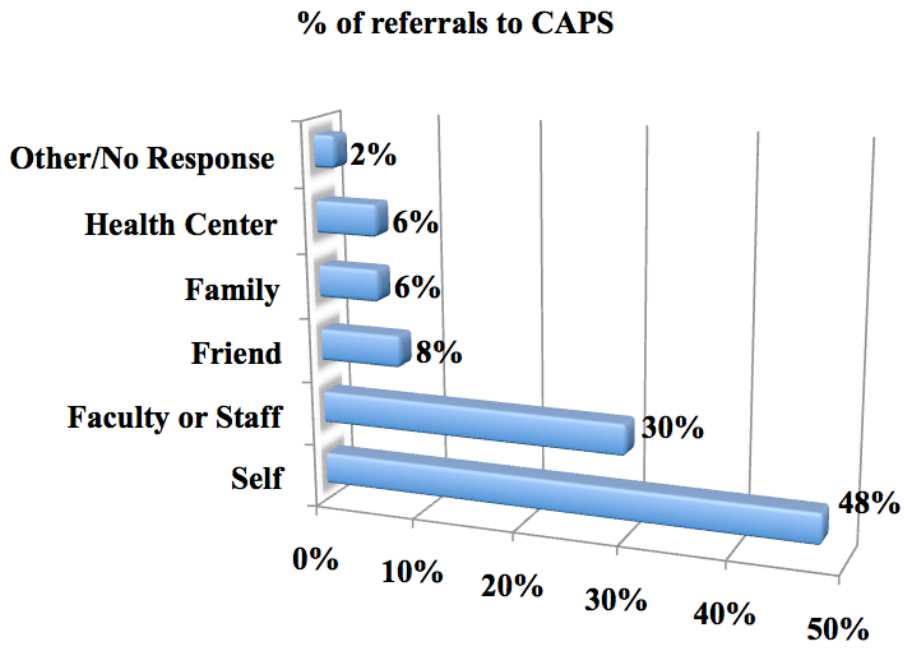
No /mild interference 23%

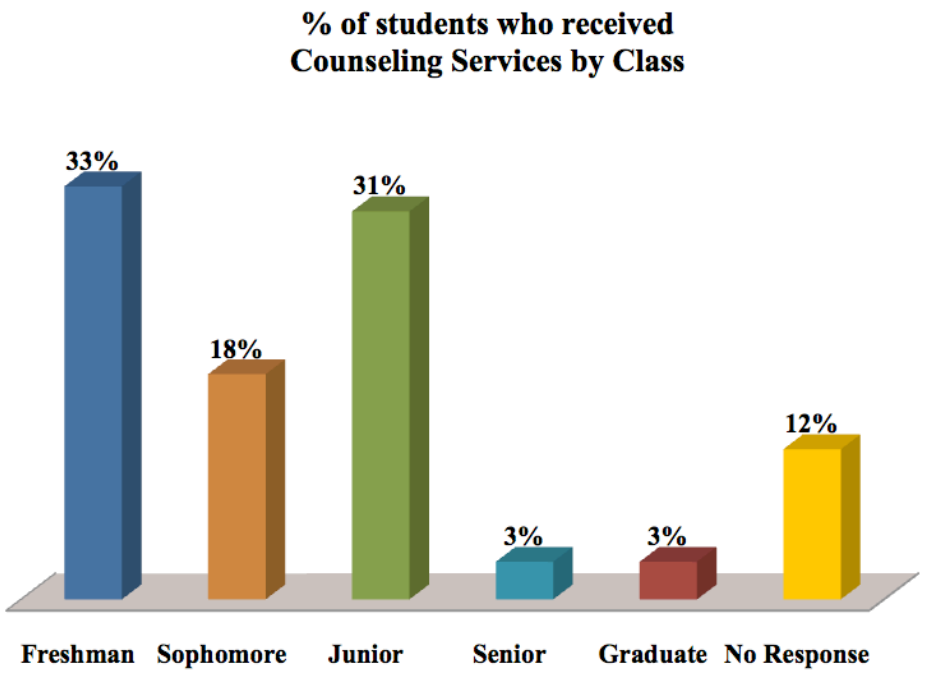
Student Demographics

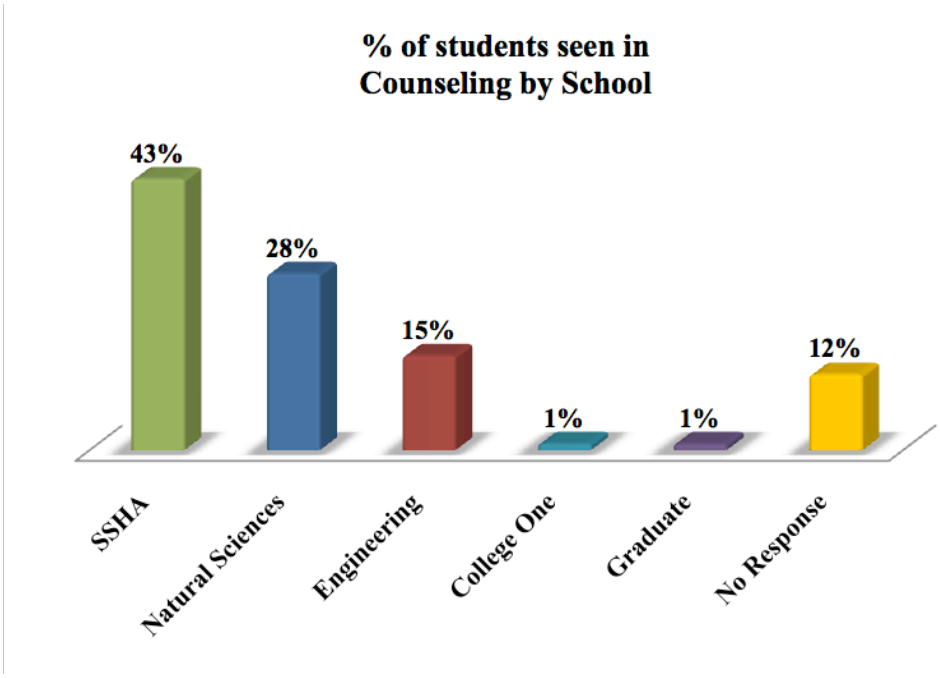
- Average age: 19 (18-48)
- 70% students of color
- 38% female and 26% male
- 30% referred by faculty or staff

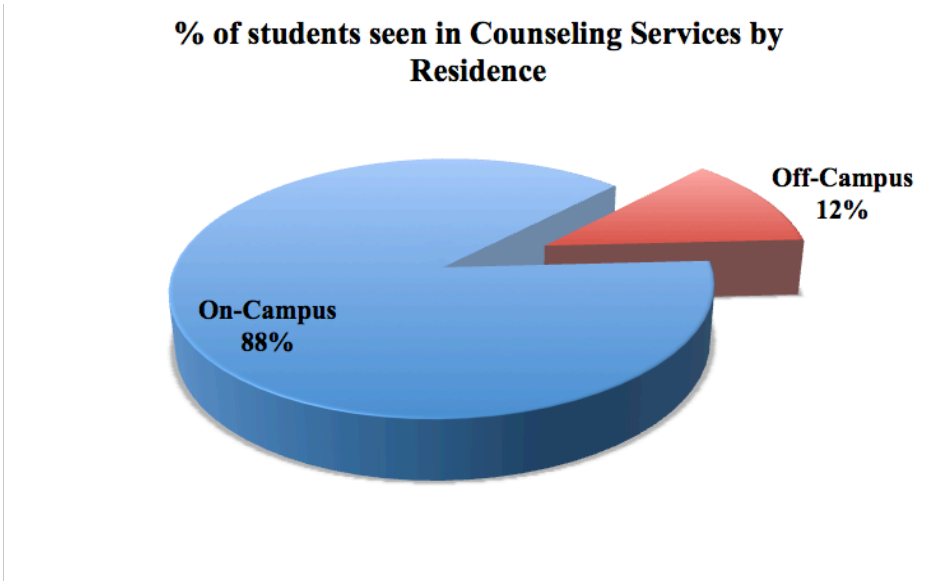

Ethnicity of Students
Asian
Hispanic
Caucasian
Multi-racial
African American
No Response
30%
25%
23%
12%
3%
7%


Gender of Students
Female
Male
No Response
38%
26%
36%
0%
5%
10%
15%
20%
25%
30%
35%
40%


% of referrals to CAPS
Other/No Response
Health Center
Family
Friend
Faculty or Staff
Self
2%
6%
6%
8%
30%
48%
0%
10%
20%
30%
40%
50%


% of students who received
Counseling Services by Class
33%
18%
31%
3%
3%
12%
Freshman
Sophomore
Junior
Senior
Graduate
No Response

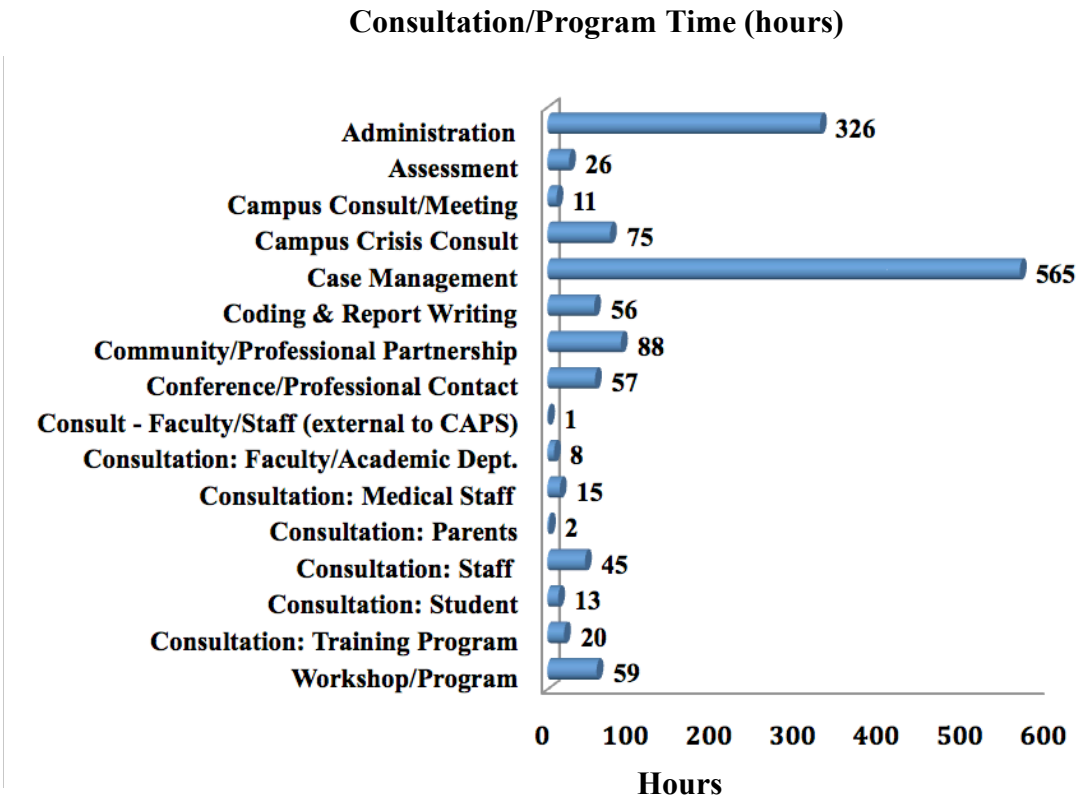




- 88% of the students live on campus
- 12% of the students live off-campus

Campus Consultation, Psycho-educational Program and Workshops

Counseling & Psychological Services provided 903 consultations, programs, workshops, 'house calls" (totaling 1367 hours) to faculty, academic departments, parents, students, housing staff, medical staff and other staff/administrators. Consultation areas and time spent per area are listed below:



Sample consultations/programs/workshops include:

- Crisis consultation regarding suicide attempts/threats by students in the Residence Hall and Off Campus
- Implemented Protocall after hours answering service
- Building professional partnerships
- Attended Drug and Alcohol Conference
- Ongoing consultation with Medical Staff
- Parents phone consult regarding their concerns about their son/daughter's well-being
- Coordination of care to students needing medical treatment
- Eating Disorder Workshop, Student Success Workshops, Meditation/Relaxation Workshops, Stress Management Workshops
- Resident Assistant consultations
- Collaborative Art Project with Art Department
- Mental Health Initiative Meetings
- Started implementation of Internship program

- Conducted search for Career Services Director
- Student Health Advisory Committee
- Student Response Team meetings
- New student/graduate/parent orientations

Disability Services
Year End Report
2007-2008

2007-08 was a period of impressive growth for the Disability Services Program at UC Merced. A total of 29 UCM students were served in the fall 2007 Semester and 34 students were served in spring 2008. A total of 35 students with disabilities received DS program services during 2007-08.

Disability Service Program Highlights for 2007-08:

- DS sponsored campus presentation: **"Accessing the Message: The Critical Role of Caption Data"**
- DS/Career Services sponsored presentation: **Accessing Career Services for Students with Disabiliites**
- DS facilitated the creation of "**Disability Student Association**" a recognized campus student organization
- Center for Research on Teaching Excellence/DS sponsored 2 faculty workshops: **DS as Teaching Resource**

UCM DS Program Services – Disability Type by Semester and AY07/08 Cumulative Total

The disability type (DT) for eligible UCM students for Fall Semester 2007, Spring Semester 2008 and AY07/08 totals are summarized in the table below:

UCM DS Students: Disability Type	Fall 2007	Spring 2008	2007/08 Disability Type Cumulative Total
ABI/TBI	2	3	3
ADHD/ADD	5	4	5
Deaf	1	1	1
Hearing Impaired	1	1	1
LD	3	3	3
Mobility/Orthopedic	2	4	4
Other (Medical)	1	1	1
Psychological	10	13	13
Speech	0	0	0
Vision	4	4	4
Total:	29	34	35

UCM DS Program Services – Disability Type by Academic Year Cumulative Totals

UCM DS Students: Disability Type	2005/06 Disability Type Cumulative Total	2006/07 Disability Type Cumulative Total	2007/08 Disability Type Cumulative Total
ABI/TBI	0	1	3
ADHD/ADD	1	1	5
Deaf	0	1	1
Hearing Impaired	0	1	1
LD	2	2	3
Mobility/Orthopedic	0	1	4
Other (Medical)	0	2	1
Psychological	3	6	13
Speech	0	0	0
Vision	0	1	4
Total:	6	16	35

UCM DS Program Service Utilization

The UCM DS Program Service Type table below shows the specific program services utilized by eligible UCM students according to disability type and the individual student service utilization for Fall 2007 and Spring 2008. The data shows that the most frequently used core academic accommodation service provided to eligible students was exam proctoring.

ASP: Accommodation Service Planning **AMP:** Alternative Media Production **AT:** Assistive Technology

I&R: Information &/or Referral **NS:** Notetaking Service **PR:** Priority Registration

PS: Proctoring Services **RTC:** Real Time Captioning

UCM DS Program Recipients Fall 2007	UCM DS Program Service Type									Individual Student Service Utilization
Disability Type	ASP	AMP	AT	I&R	NS	PR	PS	RTC	TS	Total
ABI/TBI	1	1	1		1	1	1			6
ABI/TBI	1					1	1			3
ADHD										0
ADHD										0
ADHD				1						1
ADHD	1					1	1			3
ADHD	1			1						2
Deaf	1				1	1		1		4
HI						1				1
LD						1	1			2
LD						1	1			2
LD	1				1	1	1			4
Other (Medical)	1					1	1			3
Mobility										0
Mobility	1									1
Psychological	1			1	1	1	1			5
Psychological							1			1
Psychological						1	1			2
Psychological	1				1	1	1			4
Psychological	1					1	1			3
Psychological	1					1				2
Psychological	1					1	1			3
Psychological	1						1			2
Psychological	1					1				2
Psychological	1					1	1			3
Vision		1	1			1				3
Vision	1	1	1	1		1	1			6
Vision	1	1	1			1				4
Vision	1	1	1			1	1			5
Total	19	5	5	4	5	21	17	1		77

Financial Aid & Scholarships
Year End Report
2007-2008

Summary and Highlights

The 2007-08 academic year was another year of change and adjustment, with many new financial aid services created to assist UC Merced students. Some highlights of our work include:

- 15,340 FAFSA applications received and processed for 8,235 students/potential students
- $ 19,885,937.79 total aid provided in financial aid resources to 1,474 students in the 2007-08 academic year. ($18,797,109.76 through grants, scholarship, loans and work-study and $1,088,828.03 through exemptions, waivers and third-party contracts)
- Collection of supplemental tax returns, W-2's and other verification forms to ensure consistency with the financial aid application for 425 students/potential students.
- Collection of supplemental information from and manual review of 939 students/potential students for a variety of reasons including: rejected application, special circumstance requests, request for increase in cost of attendance budget, drug conviction, veterans benefits, database match failure (citizenship, selective service, National Student Loan Data System, etc.), etc.

Opportunities and Challenges

Enrollment Growth

- Continued enrollment growth impacts the Office not only in the increase in the number of continuing students and families we serve but dramatically impacts the services we provide to applicants and admitted students. 80% of the total undergraduate students, who matriculated, also applied for financial aid. The Office processes financial aid awards for all applicants and admitted students to assist students in making a college selection.

New Title IV Code unique to UC Merced

- We received approval from the Department of Education to administer federal and state aid programs under a Title IV Code unique to UC Merced. As a result, for the 2008-09 academic year, we will not longer operate as a location of UC Davis.

Changes in Federal Programs

- Federal Academic Competitiveness Grants (ACG) and National Science, Mathematics Access to Retain Talent (SMART) Grants were created for the 2006-07 academic year continued to evolve during the 2007-08 academic year. We received sub-regulatory guidance and as a result, our staff spent a significant amount of time implementing new systems and processes to both ensure compliance and to capitalize on this opportunity to provide additional financial resources for UC Merced students.

Changes in Institutional Aid Programs

- In 2006-07, for incoming freshman we began awarding University Student Aid Program (USAP) program funds as "scholarship" funds in addition to our traditional "grant" program. The goal was to recognize students who met scholarship requirements. In 2007-08, we expanded this model to include continuing students and incoming transfer students as well. This required a significant amount of reprogramming as well as the development of new fund award codes.
- In 2007-08, several new scholarship programs were established through the generous contributions from donors to provide additional financial resources for students.
- In 2007-08, with assistance from the Office of the President, we implemented three distinct grant programs designed to improve yield rates and maintain access and affordability for UC Merced students.

Enhanced communication to students

- In 2007-08, we implemented significant changes in our electronic and paper communications to students. As a result, we were able to create award letters based on conditional text and in turn, provide students with individualized information and calculations to assist them in making the best possible decision about UC Merced's affordability.

Compliance Audits

- In 2007-08, the Office of Financial Aid and Scholarships participated in three audits designed to ensure compliance and fiscal responsibility:
  - California Student Aid Commission (CSAC) Cal Grant Compliance Review
  - UC Internal Audit on Refunds
  - UC Internal Core Audit

Significant Changes in the Federal Family Education Loan (FFEL) Program

- In 2007-08, we began to see significant changes in the FFEL program that led to the creation of a system wide UC Policy on Educational Loan Practices. As a result:
  - We confirmed that all of our loan processing procedures conformed to the new policy.
  - We spent a significant amount of time participating in a system wide Request for Proposal (RFP) process to develop a preferred lender list.

Increase in Special Programs

- In 2007-08, students continued to participate in special travel programs (Education Abroad, UC DC, and UC Sacramento). These special programs are time intensive and require a variety of special processing. We saw a 567% increase in the number of students who applied for financial aid for these programs (3 students in 2006-07 to 20 students in 2007-08)

An Overview

The primary role of the Office of Financial Aid and Scholarships is to provide financial resources to students who would be unable to achieve their educational goals without such assistance. The Office identifies available financial resources and then makes those resources available to students.

In general, undergraduate financial aid at UC Merced is awarded to students according to financial need, defined as the difference between a student's current educational costs and what the student and the student's family can afford to pay toward these costs. UC Merced uses a federally mandated need analysis formula provided by Congress to evaluate a student's financial need from family information provided on the student's financial aid application.

Students and parents have the primary responsibility for paying students' expenses. When the funds available from family, job income, savings, and other resources are insufficient to cover all of a student's educationally related expenses, the Office of Financial Aid and Scholarships makes every effort to fill the student's remaining need.

Some financial aid resources are awarded to undergraduate students without regard to financial need.

In general, graduate financial aid is awarded based on the strength of student's academic record. Graduate aid comes from a variety of sources and several offices on campus are involved in the delivery of graduate financial aid.

Some financial aid resources are awarded to Graduate Students on the basis of financial need. The Office of Financial Aid and Scholarships is responsible for determining eligibility.

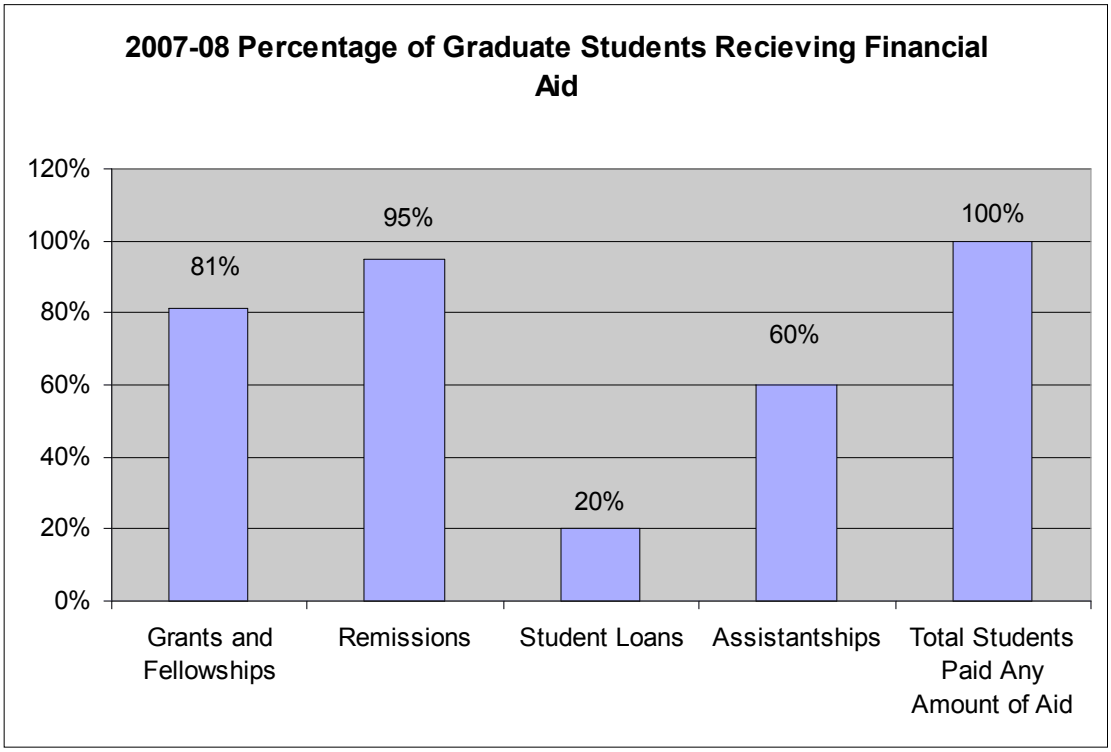
Who We Serve

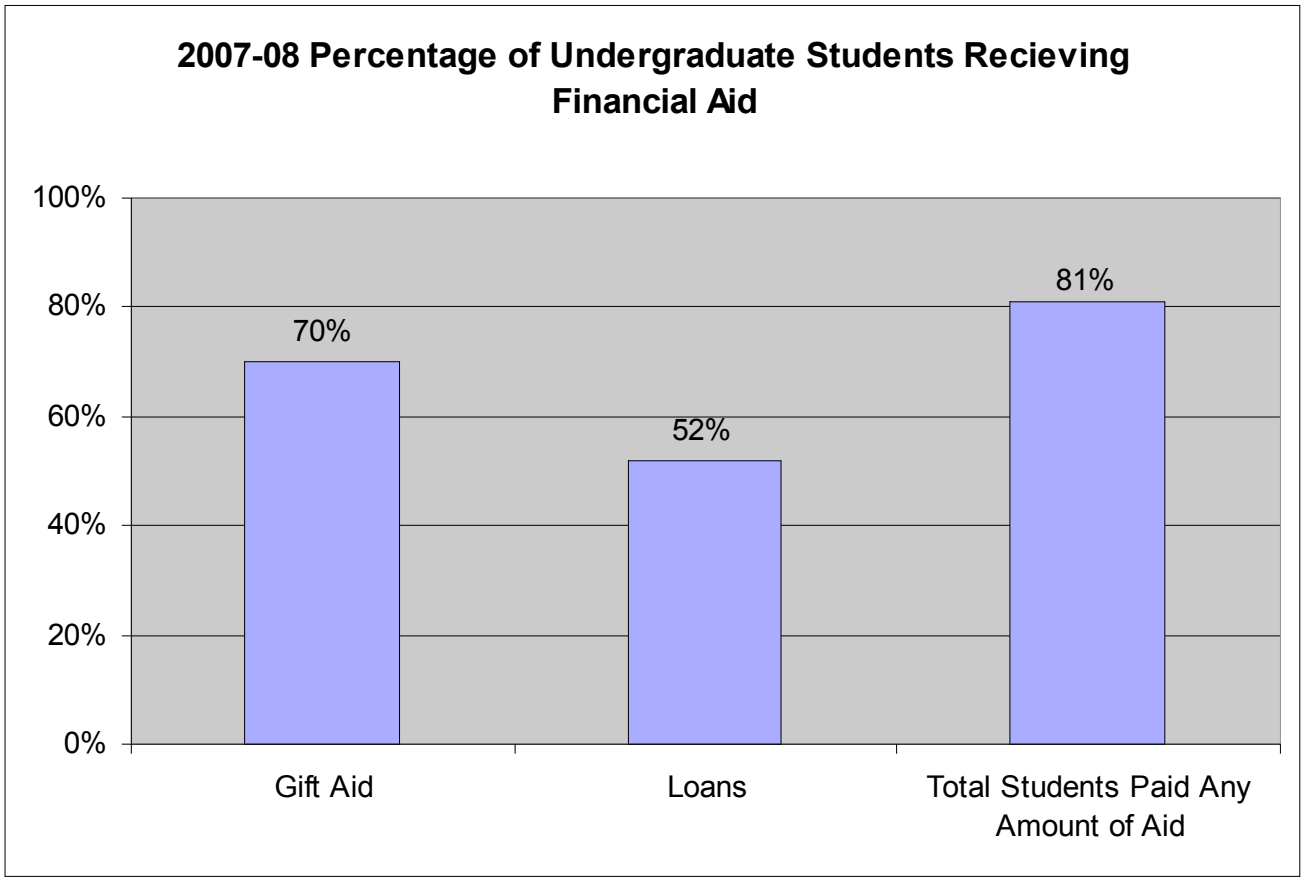
UC Merced's Office of Financial Aid and Scholarships serves all undergraduate and graduate students and potential undergraduate and graduate students who have a desire to obtain resources to help fund their educational objectives.

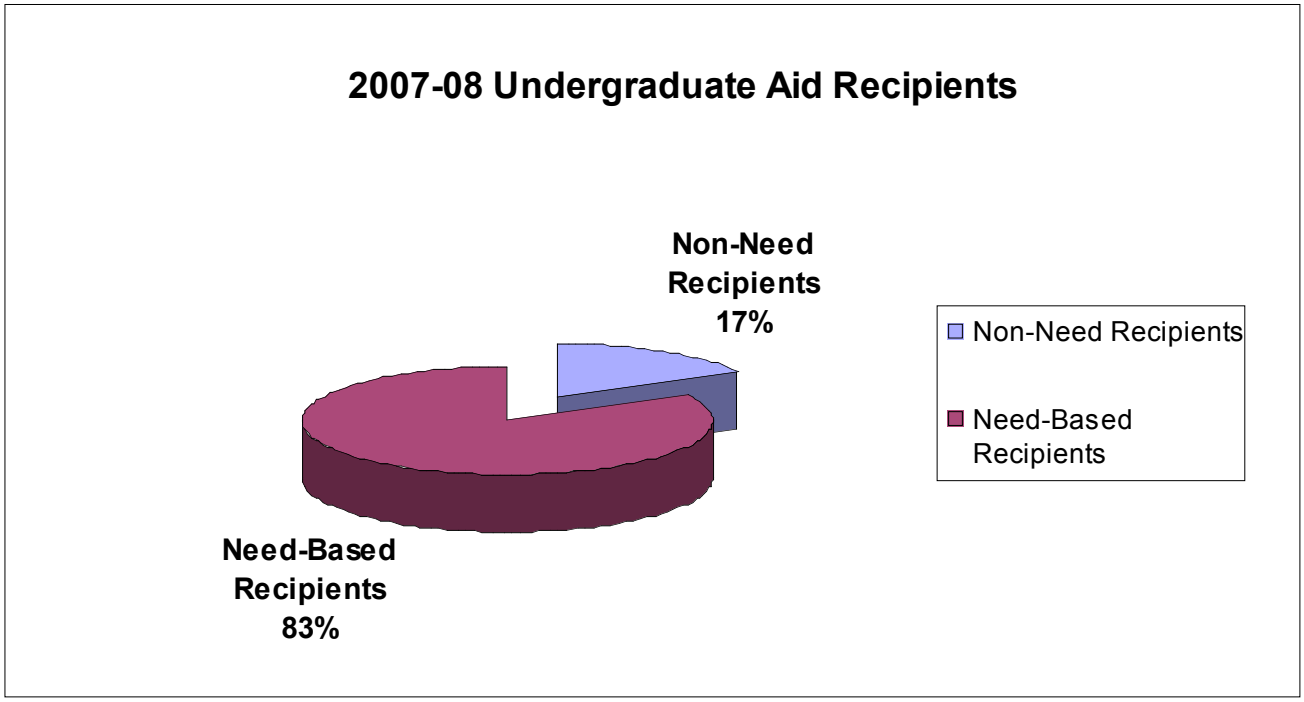
In 2007-08, we received and processed 15,340 financial aid applications for 8,235 students/potential students. This is a 29% increase in financial aid applications over the previous year.

Of the 122 graduate students enrolled in 2007-08, all (100%) received some form of financial aid resources processed through our office.

Of the 1,674 undergraduate students enrolled in 2007-08, 1,334 (80%) applied for financial aid and 1,352 (81%) received some form of financial assistance. Of the 1,352 undergraduates receiving aid, 1,121 (83%) received need-based aid.

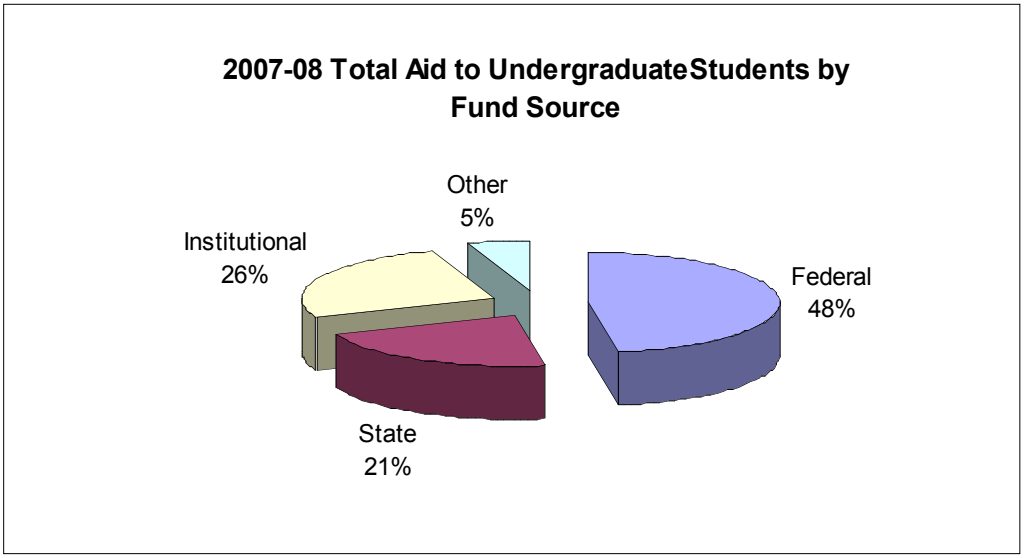

2007-08 Percentage of Graduate Students Recieving Financial Aid
120%
100%
80%
60%
40%
20%
0%
81%
95%
20%
60%
100%
Grants and Fellowships
Remissions
Student Loans
Assistantships
Total Students Paid Any Amount of Aid

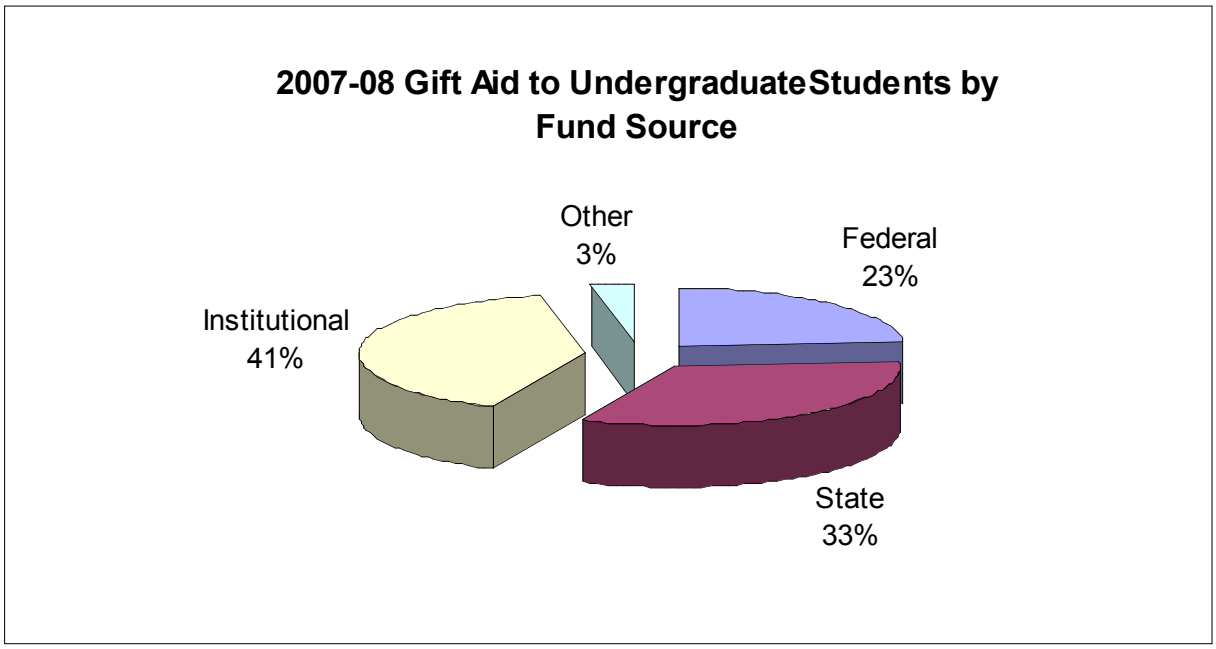

2007-08 Percentage of Undergraduate Students Recieving Financial Aid
100%
80%
60%
40%
20%
0%
70%
52%
81%
Gift Aid
Loans
Total Students Paid Any Amount of Aid



Sources of Funding

The Financial Aid and Scholarships Office offers aid from four primary sources (Federal, State, Institutional, and Other). Federal Government programs provide the most amount of overall funds while the State and the University contribute a substantial amount of grant funding.





Overview of Aid Programs

1. Federal Financial Aid Resources

Federal Pell Grant

In 2007-08 Pell Grants for full-time students ranged from $400 to $4,310. The award is provided to eligible undergraduate students who complete a Free Application for Federal Student Aid (FAFSA) and demonstrate financial need. Federal Pell Grants do not have to be repaid.

In 2007-08, UC Merced disbursed Pell Grants to 728 students totaling $2,354,867.85. Funding increased 63% from the 2006-07 aid year.

Federal ACG and SMART Grant

The Academic Competitiveness
(ACG) Grant and National Science and Mathematic Access to Retain Talent (SMART) Grant programs were created to meet the country's growing need for improved math and science instruction. ACG Grant eligible students are awarded up to $750 in their first year and up to $1,300 in their second year. Students who major in mathematics, technology, engineering, or a critical foreign language who are eligible for SMART grants can receive up to $4,000.
In 2007-2008, UC Merced Disbursed ACG Grants to 253 students totaling $194,882.00 and SMART Grants to 38 students totaling $125,812.72

Federal Stafford Subsidized and Unsubsidized Student Loan
UC Merced participates in the Federal Family Education Loan Program (FFEL) in its administration of the Stafford Student Loan program. The program provides low interest loans with favorable repayment terms and benefits to students.
Subsidized Stafford loans are need-based, federally insured loans that can be repaid after graduation. Interest does not accrue on subsidized loans until the grace period expires, which is six months after students leave school or graduate.
Both the subsidized and unsubsidized loans have a fixed interest rate of 6.8%. Students may borrow both types of loans at the same time. The amount that a student is eligible to borrow is based upon their financial need, grade level and dependency status.
In 2007-08, UC Merced disbursed Federal Stafford Student Loans to 856 students totaling $3,715,303.66.

Federal Parent Loan for Undergraduate Students (PLUS)
The PLUS program is designed to help parents meet the expected family contribution toward the students' educational expenses, with loans not to exceed the student's cost of attendance. PLUS does not require students or families to demonstrate need. Parents may borrow up to their child's cost of education minus any financial aid the student is receiving. The loans are not subsidized and the interest rate is fixed at 8.5%
In 2007-08, UC Merced disbursed Federal PLUS Loans to 204 students/parents totaling $2,091,186.05.

2. State of California Financial Aid Resources
Cal Grant A
Every graduating high school senior who has at least a 3.0 GPA, meets the Cal Grant eligibility criteria and applies by March 2nd receives a Cal Grant A. Cal Grant A covers up to full system-wide fees.

In 2007-08, UC Merced disbursed Cal Grant A funds to 258 students totaling $1,617,154.

Cal Grant B
The Cal Grant B is for those students from disadvantaged or low-income families who otherwise would not be able to pursue a higher education. Cal Grant B provides a subsistence grant for the first year of enrollment. For subsequent years the grant covers up to full system-wide fees and the subsistence grant.

In 2007-08, UC Merced disbursed Cal Grant B funds to 394 students totaling $2,186,962.

3. University of California (Institutional)

University Student Aid Program (USAP)
The University Student Aid Program (USAP) provides University grant/scholarship funds that the campus awards to students who demonstrate financial need. Funds for USAP are provided by fee revenue and are allocated to the campuses from the Office of the President using the Education Financing Model guidelines.

In 2007-08, UC Merced disbursed USAP funds to 737 undergraduate students totaling $3,755,851.60.

UC Merced Pioneer/Discovery Grants
In recognition of UC Merced's need for additional financial aid support the Office of the President provided one-time supplemental support over the course of five years. In 2007-08, this grant was used to provide additional grant support for financially needy students.

In 2007-08, UC Merced disbursed Pioneer/Discovery Grants to 139 undergraduate students totaling $329,814.

UC Donor-Based Scholarships/Fellowships
The Financial Aid and Scholarship Office is responsible for the administration and management of all University Scholarship and Fellowship programs for the benefit of undergraduate and graduate students. The Office also works with University Relations and the Schools to award restricted endowed scholarships and stipends. Following is a partial list of donor-based scholarships/fellowships that we administer.

* Wells Fargo Scholarship for High School and Transfer Students
* Bank of America Management Scholarship
* Lucia R. Myers Endowed Scholarship
* SBC Pacific Bell Scholarship
* Speck Family Scholarship
* Frances M. Benton Scholarship
* Ray and Joan Dezember Scholarship
* Merced County Association of Realtors Scholarship
* UC Merced Donor Scholarship
* Caroline L. Adams Scholarship
* Wally Coats Scholarship
* Eich Family Scholarship
* Floyd Family Foundation Scholarship
* Louis P. Gonella Scholarship
* Great Valley Center Book Scholarship
* Grossman Family Scholarship
* Ruth Solomon Hoffman Scholarship
* Joe and Margo Josephine Scholarship
* Theodore and Doris Koerner Scholarship
* Kris-Tangella Academic Excellence Endowed Scholarship
* Merced Mall Regional Shopping Center Scholarship
* Marvin Peletz Scholarship
* Stephen D. Peterson Scholarship
* John C. "Jack" Pjerrou Scholarship
* Wendy Leone Olson Scholarship
* Ken and Midge Riggs Scholarship
* UC Merced Employees' Scholarship

* Nina Wack Special Education Fellowship
* Willer/BUR Scholarship
* Hildebrand Scholarship
* Professor Roland Winston Endowed Scholarship
* Fletcher Jones Fellowship
* Wishek Family Scholarship
* Pamela Ann Stahl Scholarship
* Ernest S. and Bettine Kuh Scholarship
* Leon O. and Diana Chua scholarship
* Michael Colvin Scholarship
* Doherty Yosemite Internship Program Scholarship
* Beverlee Sieghold Antoine Scholarship
* Dan David Solar Endowed Scholarship
* Merced School Employees Federal Credit Union Scholarship
* Calvin E. Bright Engineering Scholarship
* Leroy Shobe Endowed Scholarship
* Chancellor's Scholarship

In 2007-08, UC Merced disbursed 380 donor-based Institutional Scholarships from 27 different scholarship programs to 342 students totaling $544,607 (some students receive multiple scholarships).

Campus-Based Work-Study Program
In the absence of funding for a Federal Work-Study Program, UC Merced provides its own Campus-Based Work-Study Program. On-campus supervisors are directed to give hiring preference to work-study recipients assisting them in meeting the costs of higher education.

In 2007-08, 198 students earned work-study funds totaling $331,010.96.

4. Outside Agency Scholarships
UC Merced students receive numerous scholarships and fellowships that are provided by outside organizations and programs. Awards include the recognition from local agencies such as Rotary Clubs, state awards such as the Governor's Scholarshare Program and Robert C. Byrd Honors Scholarships, and national awards such the National Hispanic Scholarship Fund.

In 2007-08, UC Merced disbursed Outside Agency Scholarship funds to 210 students form over 150 different agencies totaling $357,595.86.

5. Alternative Loans
Alternative loans from private lenders are available for students who are not eligible for other forms of financial aid or need additional funds to meet educational expenses.

In 2007-08, UC Merced disbursed $296,663 of alternative loans and $1,950 outside agency loans to students.

6. Other Resources
In addition to all of the resources listed above, students receive financial support in the form of fee waivers or fee remissions.

In addition, some students are exempted from paying certain fees through a fee exemption Although fee exemptions are not funded, they are considered financial support for the student because they reduce the amount that a student is required to pay.

Lastly, some students are supported through Third-Party Contracts where an agency contracts with the University to pay on behalf of students.

In general, all of these services are administered by the Student Business Services Office and/or the Registrar's Office but, as a form of student financial support, they are coordinated with the student's financial aid package.

In 2007-08, UC Merced processed $1,018,874 of Fee Remissions, Fee Exemptions and third-party contracts for 155 students.

Customer Services We Provide
The Office of Financial Aid and Scholarships is committed to assisting students and parents in financing the cost of a UC Merced education. A large part of that commitment is fulfilled by providing families the opportunity to consult with our staff.

In-Person and Phone Advising Services
The Office of Financial Aid and Scholarships works closely with the Students First Center (SFC) to provide walk-in and call-in service for parents and students. Staff at the SFC is on hand each day to assist students with all aspects of financial aid. Students may also make an appointment with a Financial Aid Advisor should they have more complicated questions, special circumstances or be participating in a special program. Advising services are also available in Spanish.

Scholarship Services
Our office maintains an Outside Agency Scholarship Mailing List that allows students to sign-up for electronic distribution of information regarding Outside Agency Scholarships. In addition, scholarship information is continually updated and is available via our website.

The Office also provides services to academic units and University Relations in the coordination of scholarship programs. These services include assisting in the establishment of donor-funded scholarship programs, management of scholarship funds, determination of selection criteria for scholarship programs and awarding of scholarship funds.

Internet Service
The Office provides an extensive amount of general financial aid information on its website, http://financialaid.ucmerced.edu. Students may view their individual aid status via 'MyFinancialAid', which includes interactive award notification and personalized information. In addition students may accept their aid offer, print necessary documents and notify our office of changes to their aid status. The secure, personalized website also includes specific award and disbursement information.

Outreach/Yield Activities
In 2007-08, the Office provided over 21 workshops and outreach activities designed to assist incoming students as they navigate their way through the financial aid process.

The Office participates in the planning and implementation of the following organized yield activities: Chancellor's Receptions, UC Regents' Scholarship Reception, Experience UC Merced, Summer Orientations, Bobcat Day.

Student Health Services
Year End Report
2007-2008

Mission

The mission of the Student Health Services is to help each student achieve maximum physical and emotional health while pursuing their academic and personal goals at the university. The H. Rajender Reddy Health Center is committed to providing the highest quality primary health care, in combination with health education and wellness promotion through caring, accessible and affordable services.

All activities and programs of the H. Rajender Reddy Health Center operate to assure sensitivity to all individuals including those with disabilities and those representing diverse cultural, racial, religious, gender or sexual orientation groups.

Goals

- Provide accessible, timely primary care that is personalized, confidential and cost-effective.
- Educate students, emphasizing health promotion, healthy lifestyles, and lifelong disease prevention.
- Assist the campus community in providing a supportive environment for students to pursue personal wellness.
- Foster lifelong learning in support of students becoming active participants in their health and wellness.

Department Staff

Student Health Services is located on the 2nd floor of the Joseph Edward Gallo Recreation and Wellness Center. The H. Rajender Reddy Health Center encompasses approximately 3,400 square feet, including six (6) exam rooms, a nurse's triage station, a laboratory/point of care testing room, a pharmacy, a large provider office for multiple providers, reception and medical records, a health education office and workspace for staff and peer health educators.

The Student Health Services' staff consists of four career positions and two contract positions. The career staff includes Greg Spurgeon, Assistant Director for Health Services, Christina Messineo, Certified Physician Assistant, Ellie Russell, Medical Assistant/Receptionist and Ronita Pal, Administrative Assistant. Jaipal Reddy, MD, a board certified Family Practice Physician provides the medical leadership and oversight and Michelle Brinkop, MD, is a part-time staff physician.

Programs and Services

The fundamental role of the H. Rajender Reddy Health Center is to provide clinical services and patient education to students to focus to a healthy-lifestyle choices. This includes:

- Treatment of illness or injury and includes the provision of appropriate education, medications and/or referrals as medically appropriate.
- Detect cases of illness early so that interventions can be arranged.

- Fulfill selected public health responsibilities such as:
    - Preventing epidemics and the spread of disease
    - Promote and encourage healthy behaviors
    - Respond to disasters and assist in recovery
    - Assure quality and accessibility of health services

Summary Highlights

A medical health history is obtained from registered students in collaboration with Admissions via a health history form in the student's admission packets. The health history provides student demographic information, emergency contact information and medical history information about chronic illnesses, previous injuries/surgeries and medications.

Immunization requirements were also sent to students in their admission packet. State law requires all students under the age of 19 years old on the first day of instruction must have Hepatitis B immunization. In addition, the Health Advisory Committee has required proof of Measles, Mumps and Rubella (MMR) immunization for all students born after 1957.

Student Health Services provided flu vaccinations on campus during the month of October, November and December 2007. A total of 233 flu shots were given to: 168 students, 12 faculty, and 53 staff. The cost of flu shot was free for students and $10 for faculty/staff.

The Student Health Center provided services to a total of 798 unique students during 2007-08 academic year. There were 2,609 total clinical visits to the H. Rajender Reddy Health Center. The average number of visits per student was 3.27.

Optometry services continue to be offered in collaboration with UC Berkeley's School of Optometry. Services are available to students, staff and faculty and their dependents. The services are covered under the UC's VSP vision plan for faculty, staff and graduate students. A reduced fee schedule is offered for uninsured undergraduate students.

Massage Therapy was provided during the Fall and Spring terms in collaboration with the Central Valley Massage Institute. Massage Therapy interns, under the supervision of a Licensed Massage Therapy instructor, provided free 15 minute chair massages to students, staff and faculty. This program is well received by the campus community. In addition, they provided massages at some of our outreach events.

Student Health Services continues to refine the implementation of its electronic patient management system and electronic medical record system called Point and Click (PnC). We are one of seven campuses in the UC system using this product. The system allows the Health Center staff to make appointments and the providers to document the patient visit electronically. The system will be expanded in during the summer and 2008-09 academic year to allow students to make their own appointments for some visits and to allow confidential communication between the

students and providers at the H. Rajender Reddy Health Center. Counseling and Psychological Services will be migrating to the PnC system in Fall 2008.

Health Services continues to utilize the Council Connections contract, a group purchasing organization based in San Diego. The membership provides for lower cost medical supplies and will enable the H. Rajender Reddy Health Center to provide lab testing and dispense pharmaceuticals and over-the-counter drugs to students and potentially staff at a lower out of pocket cost.

Service Data
Fall 2007
The Student Health Center (SHC) provided direct medical services to registered students of UC Merced during Fall 2007 from August 27 to December 18, 2007, for seventy-three total service days. During this period the SHC served 558 students. This represents 29.8% of the population based on a census of 1,871 registered students,

The UC Merced campus gender census for Fall 2007 is weighted towards male students over female students, (985) 52.6% and (886) 47.4%, respectively. Student users of the SHC are weighted towards females (324) with 58.1% and male (234) 41.9%.

The 558 students generated 1,296 visits to the Student Health Center, 2.32 visits per student.

Fall 2007 Events

Collaboration	Event	Student Participation
OSL, Police Department and Residence Life	Alcohol Awareness Week	500
Human Resources	Employee Wellness Fair	125
Campus	Blood Drive – September 2007	75 donated
	Flu Vaccine – Oct/Nov/Dec 2007	233 vaccinations
	Blood Drive – November 2007	78 donated

Service Data
Spring 2008

The Student Health Center (SHC) provided direct medical services to registered students of UC Merced during Spring 2008 from January 15 to May 20, 2008, for eighty-four total service days. During this period the SHC served 502 registered students. This represents 28.0% of the population based on a census of 1,794 registered students.

The UC Merced campus gender census for Spring 2008 is weighted towards male students over female students, (947) 52.8% and (847) 47.2%, respectively. Student users of the SHC are more weighted towards females (298) with 59.4% and male (194) 38.6%.

The 502 student users of the Student Health Center generated 1,313 visits to the Student Health Center, 2.62 visits per student.

Rank	Number of Diagnoses	Description of ICD-9 Code
1	195	Depression
2	156	Allergic Rhinitis
3	133	Upper Respiratory Infection

Spring 2007 Events

Collaboration	**Event**	**Student Participation**
Human Resources	Wellness Kick-Off	75
Chancellor's Office	Graduation – First Aid Station	500
Campus	Blood Drive – February 2007	88 donated
	Blood Drive – April 2007	52 donated

4	101	Sinusitis
5	69	Urinary Tract Infection
6	65	Myopia
7	64	Bronchitis
8	61	Anxiety
9	60	Pharyngitis
10	57	Contraceptive Management
11	47	Contraceptive Counseling
12	40	Otitis Media
13	37	Bipolar Disorder
14	37	Irregular Menses
15	34	Acne
16	34	Knee Pain
17	34	Sexually Transmissible Disease Screening
18	31	Asthma
19	26	Headache
20	26	Insomnia

American College Health Association Comparative Data

Student Health Services is a member of the American College Health Association (ACHA). The ACHA is the principal advocate and leadership organization for college and university health. The association provides advocacy, education, communications, products, and services, as well as promotes research and culturally competent practices to enhance its members' ability to advance the health of all students and the campus community.

American College Health Association - National College Health Assessment (NCHA)

The **ACHA-NCHA** is a national research effort organized by ACHA to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics:

- alcohol, tobacco, and other drug use
- sexual health
- weight, nutrition, and exercise
- mental health
- injury prevention, personal safety, and violence
-

Student Health Services plans to conduct the National College Health Assessment on the UC Merced campus in Fall 2008.

Student Health Insurance Program
Effective the fall term of 2001, the UC Regents instituted a mandate for health insurance as a non-academic condition of enrollment for undergraduate students. Both registered undergraduate and graduate students attending UC Merced are required to maintain major medical insurance during their attendance. In addition, graduate students have a mandate to maintain dental and vision coverage.

Student Health Services manages the Student Health Insurance Program (SHIP) in collaboration with the Health Advisory Committee (HAC). Members of the HAC for 2007-08 are:

Greg Spurgeon, Assistant Director for Health Services, Chair
Jane Lawrence, Vice Chancellor for Student Affairs
Dave Keymer, Special Assistant to VC Student Affairs
Sam Traina, VC Research, Dean of Graduate Studies
Kathy Jefferds, Budget Director
Debra Kotler, Director for Counseling & Psychological Services
Marcos Garcia-Ojeda, Assistant Professor-Natural Sciences, Faculty Representative
Alisa Keyser, Graduate Student Representative
Heidi Dietrich, Graduate Student Representative
Vacant, Undergraduate Student Representative

Student with their own insurance coverage will be considered covered if their insurance meets the following requirements.

Primary Criteria - Access

1. The medical plan must be provided by a recognized company that is owned, headquartered and operated in the United States.
2. A covered primary care provider must be available within 75 miles of UC Merced.
3. A covered emergency room must be available within 30 miles of UC Merced.

Secondary Criteria – Benefits

4. Level of Coverage: at least 70% of
   - Hospital – room, board, operating room, special care units, general nursing services, supplies, extras, services of an outpatient surgical center.
   - Professional services – anesthesia, surgical, radiation therapy and physician office visits.
5. Maximum Annual Out-of-Pocket Expenses and Deductible not to exceed $5,000.
6. Maximum Lifetime Benefit must be at least $100,000.

Students that have a current medical plan that meets the above criteria can submit an online Waiver Application accessed through the UC Merced Portal to opt out of the UC Merced SHIP program. The Waiver Application must be completed during the stated Application period and prior to the start of the academic semester. Students must complete a Waiver Application on an annual basis.

Undergraduate Student Health Insurance Plan (USHIP)
Medical
For Fall 2007 we had 845 students on USHIP, a 62.5% increase in enrollment from the prior year. For Spring 2008 we had 752 students on USHIP, a 52.5% increase in enrollment.
Dental
In addition to the required medical coverage undergraduate students can access an optional dental plan. We had 4 undergraduate students enrolled in the option Delta Dental program for Fall 2007 and 2 undergraduate students enrolled for Spring 2008.

Graduate Student Health Insurance Plan (GSHIP)
Medical
In addition to providing coverage for graduate students, the GSHIP program allows eligible spouses and dependents to be enrolled in the program. For Fall 2007 had 107 graduate students, 5 spouses and 3 children on GSHIP, a 55.4% increase in enrollment. For Spring 2008 we had 111 graduate students, 4 spouses and 4 children enrolled in GSHIP, a 58.7% increase in enrollment.
Dental
In addition to medical coverage graduate students have a mandate for dental insurance. For Fall 2007 we had 107 graduate students enrolled in GSHIP Dental. For the Spring 2008 term we had 111 graduate student on GSHIP dental.

Vision
In addition graduate students have a mandate for vision coverage. During Fall 2007 we had 107 graduate students covered under GSHIP vision. For Spring 2008 we had 111 graduate students on GSHIP vision.

2007-08 Rates

	Fall **8/20/07-01/05/08**	**Spring/Summer** **01/05/08-08/20/08**	**Annual**	% Change
USHIP				
Medical				
Student	$330.00	$445.00	$775.00	4.31%
Dental - Optional				
Student	$102.00	$102.00	$204.00	0.00%
GSHIP				
Medical				
Student	$573.00	$778.00	$1,351.00	6.38%
Spouse	$1,007.00	$1,378.00	$2,385.00	6.47%

Child(ren)	$816.00	$1,114.00	$1,930.00	6.51%
Dental				
Student	$63.00	$88.00	$151.00	0.0%
Vision				
Student	$52.00	$73.00	$125.00	0.0%

Plan Underwriters:

Medical - Blue Cross of California

Dental - Delta Dental

Vision - VSP

Health Promotion
Year End Report
2007-2008

The primary focus of Health Promotion for the 2007-2008 academic year was to successfully design and implement a comprehensive evidence-based Health Promotion program on campus. Additionally, the design and implementation of a Peer Health Education program was a main focus.

Mission Statement

Health Promotion at the University of California, Merced educates and supports graduate and undergraduate students in leading healthy and productive lives by:

- Providing students with accurate and uptodate information on a variety of health topics such as nutrition, physical activity, body image, alcohol, tobacco, other drugs, eating disorders, sexual health, stress, suicide, depression, relationships, and anxiety;
- Encouraging students to make informed decisions about their health and practice healthy life styles;
- Connecting students to resources such as medical providers, counselors, health educators, dietitians and peer organizations; and
- Assisting the campus in assessing and addressing health-related issues through the use of surveys and evidence-based, data-driven programs.

Highlights of 2007-2008

Establishment of Peer Health Educators

Health Education Representatives for Opportunities to Empower Students (H.E.R.O.E.S.)

H.E.R.O.E.S. is the name for the Peer Health Educators at UC Merced. The H.E.R.O.E.S. program provides opportunities for our students to make a difference in

the health of UC Merced students, improve leadership and communication skills, meet, interact and collaborate with other student leaders and campus organizations and enhance program planning and presentation skills.

On January 26, 2008 the Health Promotion department began training 13 UC Merced students to become Peer Health Educators. Throughout the semester, the Peer Health Educators strived to empower their peers by combating ignorance, encouraging awareness and promoting healthy behaviors by participating in 27 awareness campaigns, informational workshops and presentations.

Establishment of Community Partnerships

During the 2007-2008 academic year Health Promotion established community partnerships with the following organizations:

- American Cancer Society
- Merced-Mariposa Asthma Coalition
- Merced County Tobacco Use Prevention Program
- American Lung Association
- Golden Valley Health Centers
- Mercy Medical Center--Health Education Department

Health Promotion Major Events

National Collegiate Alcohol Awareness Week

During the week of October 22nd, 2007, Health Promotion teamed up with Student Health Services and University Police to educate our students about the dangers of alcohol misuse and abuse. We sponsored a speaker from Merced County, held a DUI Reenactment with a BBQ afterwards and brought the MADD Trailer to campus.

Healthy Mondays

The Healthy Mondays program was launched on January 28th, and continued through the end of April 2008 with weekly fruit distribution. Every week Peer Health Educators set up at different locations on campus and handed out fruits and/or veggies to students walking up the hill to class. Throughout the semester we handed out 785 pieces of fruit and veggies to students. All fruit was donated from Madera Produce and Save Mart.

Healthy Mondays is a program started by Columbia University's School of Public Health. It is designed to help students forget about any unhealthy behaviors they participated in over the weekend and jumpstart their week with healthy choices. In conjunction with Healthy Mondays, the health center offered Monday Massages and dining participated with Meatless Mondays (offering a vegetarian or vegan entrée selection).

National Condom Week

During the week of February 11th, 2008, the Peer Health Educators held several events to spread awareness about safer sexual behaviors. Each day of the week, Peer Health Educators handed out condoms in interesting ways to students around campus (i.e., condom lollipops, condom pals, etc.), held three presentations in the evenings (sexually transmitted diseases, hormonal birth control methods, and a rubberwear party), and tabled on National Condom Day. The peers tabled for 7 hours and handed out over 2,000 condoms to their peers, recruited students to participate in games and

activities and raffled off five baskets to students who participated in the events.

National Nutrition Month

During the month of March the Peer Health Educators held several events to raise awareness about nutrition and physical activity. First, the student protested the tram to encourage their peers to walk up and down the hill on campus to increase their physical activity. Second, we set up in the Dining Commons and invited a Nutrition Educator from Mercy Medical Center to come to campus for three hours and discuss the food on student's plates (i.e., what food categories they had or were missing, what choices could have been healthier and what the food on their plate was going to do for their body). At the end of three hours, 34 students had their plate rated by the Nutrition Educator. Finally, the Peer Health Educators held a 5,000 Step Challenge and Nutrition Fair on March 14, 2008. We had 88 students participate in the 5,000 Step Challenge and 467 students participate in the Nutrition Fair. Local stores and commodity boards donated hundred of samples and products for us to give to students (i.e., Cheerios, Fiber One, raisins, figs, almonds, walnuts and more).

National Testicular Cancer Awareness Week

On April 2nd, 2008, the Peer Health Educators handed out 250 shower cards to males o
our campus to promote testicular self-exam. Testicular cancer is the #1 cancer in males under 40 and is often overlooked. The students also had some interactive games and going along with the theme, "Check'em", students handed out stress balls and football first aid kits.

National Alcohol Awareness Month

On April 16th, 2008, the Peer Health Educators held a 6 hour event to encourage riskreduction around alcohol consumption. The peers attracted over 350 students with the mocktails and alcohol trivia game. We kicked off the "Don't Be That Guy" campaign to promote safer drinking practices (i.e., alternating between alcoholic and non-alcoholic drinks, not drinking and driving, not playing drinking games, limiting to one drink per hour, etc.) by handing out over 100 posters and 100 T-Shirts to students who answered the trivia questions correctly. The Peer Health Educators also had a huge Blood Alcohol Level (BAC) chart which attracted many students and helped raise awareness about how quickly BAC can rise depending upon weight, gender, the speed of consumption and the
amount of consumption. The peers also set up a display of different glass sizes and \different types of alcohol to teach their fellow peers about a standard drink size.

Workshop, Presentation and Event Participation

For the 2007-2008 academic year the following information was gathered about workshops, presentations and events hosted or sponsored by Health Promotion:

Total Number of Classroom Presentations for UC Merced Students	**39**
• Students Attending Classroom Presentations	289

• Students Attending Alcohol Sanctions Course	7
• Students Attending Awareness Events (Tabling)	3,334
• Students Attending Healthy Mondays	785
Total Number of Workshops/Presentations for Community Members conducted by Health Promotion Staff	**1**
• Total Number of Community Members Attending	6
Total Number of Workshops/Presentations for Faculty/Staff conducted by Health Promotion Staff	**1**
• Total Number of Faculty/Staff Attending	8
TOTAL NUMBER OF CONTACTS	**4,429**

Recreation And Athletics
Year End Report
2 0 0 7 – 2 0 0 8

The Campus Recreation & Athletics program is comprised of five programming areas: intramural sports, sport clubs, outdoor adventures, fitness and open recreation. Each of these program areas provides a wide range of activities for our students, faculty and staff and support a campus environment of health and wellness. Each of the five programming areas were active during the 2007-2008 academic year.

The Joseph Edward Gallo Recreation Center continues to be a highly utilized facility by our students for recreation, play and to gather with fellow students. Our students continue to demonstrate to us the value that they place on having the Gallo Recreation Center available to them and their commitment to wellness through the over 60,000 (non-special events) visits during the current year. However, the number that is even more impressive to our department is that almost 90% of the UC Merced student body utilized the Gallo Recreation Center for recreation at some point during the 2007-08 year.

In addition to seeing our facility usage triple over the previous year, we saw tremendous growth in our Sport Club program. From four Sport Clubs in the 2006-07 academic year we grew to a dozen clubs this year. The continued growth in the Sport Club area is another testament to our students' desire to be active and maintain a healthy lifestyle.

We have also undertaken several noteworthy projects as a department this year. Probably the most critical to our long-term growth is the hiring of Ted Leland and Cedric Dempsey to provide a master plan for the development of Intercollegiate Athletics. These two individuals bring a wealth of experience in the world of intercollegiate athletics. Ted Leland having served as athletic director at several universities across the nation, most recently at Stanford and Cedric Dempsey brings his years of experience as the President of the National Collegiate Athletic Association (NCAA) to the process. While their hiring was in the early stages during this year, it is going to be a major focus for the Director and department during the 2008-09 year.

The other significant project goes hand in hand with the athletics master plan and that is the development of the athletic logo and marks for our current Recreation & Athletics department that will help us build our name and image as we move towards a robust intercollegiate athletics program. Our goal is to have a new set of logos and marks ready for public consumption by the fall 2008 semester.

Our department has also begun to expand recreation and athletic facilities for our increased student population. Our goal is to have sand volleyball courts in place north of the Gallo Recreation Center by fall 2008. In addition, we are in the planning process of expanding our current Recreation Field in order to better accommodate soccer and lacrosse. This project should be completed during the fall 2008 semester.

Intramural Sports

The intramural sports (IM) program offers students the opportunity to compete with fellow students, faculty and staff in a variety of sports on campus. IM activities are designed to accommodate players of all skill and ability levels and provide competitive levels from purely recreational to the highly skilled athlete. Each sport is organized into divisions for men, women and coed offerings. We plan to further organize teams based upon skill/competitive level so students will be able to compete against teams with a similar, self-defined skill level. The complete schedule of Intramural Sports offerings is included in the appendices of this report.

The intramural sports program continues to be one of the most popular structured programs that we offer. Students are extremely excited about the opportunity to compete in many different sports with, and against, their fellow students. Some events are proving to be more popular than others and because of this we will continue to revise our program offerings.

Again this year we offered a full schedule of intramural activities for our students. We presented a calendar of eight events (4 fall and 4 spring) for students, but only five events were conducted. While the number of events offered dropped, total participation stayed static. Over 360 students participated on 47 different teams in over 140 contests during the year. Flag football, basketball and soccer still prove to be the most popular intramural events for our students. We will continue to offer a full range of events on the intramural schedule, adding new events as students request to try to continue to meet the needs of our students.

It was our hope that having a new position dedicated to intramural sports that our participation numbers would increase dramatically. While many areas of the intramural sports program did benefit from having an individual who could focus much of her time to developing the program, we still did not see the increase in participation that we hoped for. The growth of the sport club program during this year was a considerable strain on our staff and the intramural sports program was one area that could have struggled because of the growth in the sport club program. We have begun to rethink our marketing strategy for the 2008-09 year and are very optimistic that we will be able to see the program grow due to these changes.

Student staffing is a key component for our program. This year we employed 16 students in the intramural sports program. They worked as coordinators, supervisors and officials. It is a great recruitment tool for future employees when student participants see student employees in leadership positions.

Outdoor Adventures

The Outdoor Adventures (OA) program is one of the most diverse program areas in Campus Recreation. The OA program offers activities ranging from day trips to Yosemite to multi-day camping trips in the Yosemite Backcountry and classroom and hands on learning in camping skills and being good stewards of the natural environment. The OA program is open to students, faculty, staff and community members, but the primary focus is on the UC Merced students.

The OA trip program offered trips for all skill and ability levels throughout the academic year. The trips were conducted with a mix of contract-guided trips and Campus Recreation staff guided trips. This year the OA program offered 16 trips/activities (6 fall, 10 spring) to the UC Merced community. Out of the 16 trips/activities offered, 4 were cancelled due to low registration. The bulk of the cancelled activities were from our "101" series, only one trip was cancelled

(Camping and Rafting). The majority of participants in the outdoor program are undergraduate, but for the first time this year we had two trips (skiing) in which the majority of participants were graduate students.
Marketing for the outdoor program was a focus for us this year. We utilized an email list of all past outdoor participants and those that have expressed interest in joining our mailing list. Having the Wilderness Center staff visible on campus was also part of our marketing plan. The Rangers did a great job of spreading the word and recruiting participants for all of our trips. Another marketing tool that we implemented was the "I Survived" t-shirts for all trip participants. This is viewed as a fun way to get our trip schedule in front of many more students on campus and to further the word of mouth advertising that is so critical for all areas of our program.

The Wilderness Center was a great addition to the program this year. The amount of interest that the Rangers generated for our outdoor programs, the YLP and their summer internship program was tremendous. There was a definite increase in student traffic into the Wilderness Center as we moved later into the year. The Rangers also served as guides for many of our trips, which provided for a more unique experience for our students. We plan to work more closely with the Park Service staff to develop more of the "101" series classes and to further define the educational components in many of our outdoor trips.

Our on-line registration system went live during the fall and proved to be a great tool for our trip enrollment. The challenge that we face is how to use it with events that are free, such as our "101" classes. We will continue to work with Business and Financial Services to overcome this challenge. We were not as successful with our needs and satisfaction surveys for the outdoor program as we had hopped. It is one of our programmatic priorities for the coming year to implement both satisfaction and needs assessments for our outdoor program.

The program goals for the 2008-09 year are to offer weekly events, either trips or classroom sessions. Additionally, our department is in the process of hiring an intern for the 2008-09 year to develop our student trip guide program and equipment rental program along with leading some of the outdoor trips. The long-term goal of the program is to be completely student run. In order to accomplish this, a solid guide selection and training program is needed. The individual who we are targeting for the internship program brings a considerable amount of experience in this field to the table. He will be a great asset to the program.

Sport Clubs

The Sport Club program provides students an opportunity to compete at a higher level than intramural sports while representing UC Merced. The teams are student organizations that are managed by the Campus Recreation & Athletics department under the policies set forth by the Campus Recreation & Athletics office and the Office of Student Life. Sport Club teams are student formed and student managed. The leadership and development opportunities afforded the student officers of sport clubs are tremendous.

Sport Clubs was the most active area of the department this year. The program grew from four teams to 12 teams with over 250 athletes. The 12 teams are comprised of competitive and recreational teams.

Competitive Teams		**Recreational Teams**
Baseball	Ultimate Frisbee	Archery
Basketball (M/W)	Volleyball (W)	Badminton

Softball
Soccer (M/W)
Lacrosse (M)
Cheer

Our goal for the year was to fully fund each of the teams. This was accomplished as each team was provided with uniforms, sport specific equipment and supplies, travel (no meal expenses). Additionally, softball and baseball had facility expenses that the department paid for the use of their game fields. Each team was asked to establish per player dues so that the team could pay for items that our department could not or would not fund. Examples of this included team warm-ups for volleyball and fundraiser hats for baseball. The goal of the department is to continue this level of support until intercollegiate athletics is implemented.

Athletic space continues to be an issue for the program. Without baseball or softball fields on campus, it has been a challenge for both softball and baseball to conduct practices and to build a fan base at games. Additionally, it was discovered that our Recreation Field on campus is not sized correctly for soccer or lacrosse. Our department is in the process of expanding the field to be able to accommodate both soccer and lacrosse. The lack of lights is also an issue for the fall. A considerable amount of the sport club budget this year was devoted to renting portable lights for the Recreation Field for the fall and spring semesters. The lack of lighting will continue to be an issue for the department until a permanent Recreation Field is constructed.

Marketing of the sport club program will be a priority for the 2008-09 year. Our student-athletes are working hard practicing and competing, but have not had the support of fellow students at games that they deserve. A marketing plan for the sport club program will be developed and implemented for the fall 2008 semester.

The biggest change for the sport club program is the addition of a new staff member who will primarily focus on the management of the sport club program. Currently the management is divided between two members of the Recreation & Athletics staff. Having one individual as the point of contact for each club will help bring consistency to the program and will allow that individual to focus on the issue of marketing and fundraising for the program.

Fitness Program

The Fitness Program this year consisted of group exercise classes that were provided through a contract with the Millennium Sportsclub. In addition to the classes, we also offered an "ask a trainer" program where we had a personal trainer available in the weight room during scheduled hours to answer questions and to work with students in the weight room. Both of these programs were well received. All of the group fitness classes were free during this year.

We averaged ten classes a week during the spring semester. Examples of classes include group cycling, Yoga and cardio/strength. Overall attendance averaged 9 participants. The group cycling classes generally were the best-attended classes. Because of the positive response to the group cycling classes, we purchased a new set of cycles to replace the used set purchased from UC Davis.

This is the last year for the Millennium Sportsclub instructors. Our department has hired four group fitness instructors/personal trainers. In addition to those trainers, our department hosted a certification program for instructors and trainers in which eight of our current students became certified as personal trainers. As with the

outdoor program, it is the goal of the department to have the majority of trainers and instructors in the fitness program be students.

Through our partnership with Human Resources, we are now hosting Jazzercise classes for employees. In addition, we are in the process of launching Iron Cat, a noontime personal training program that includes time with a personal trainer and a healthy box lunch for employees. The realationship between Human Resources and our department is proving to be a meaningful partnership that is providing valuable fitness and wellness programs for campus employees.

The fitness program will continue to grow during the 2008-09 academic year. We are currently projecting a dozen classes per week and one-on-one personal training services for students and gym members. The two limiting factors for the fitness program will be the lack of a full-time professional devoted to managing the programs and staff and the limited space for group fitness activities.

Open Recreation

The Open Recreation program consists of drop in recreation opportunities for students, faculty and staff members of the Campus Recreation program. Essentially it is the use of the weight/cardio room and gym without being enrolled in a structured program.

This year we developed open recreation scheduled for the gym that provides specific times for those wanting to play basketball, volleyball or badminton on a consistent basis. This type of scheduling greatly reduced the amount of conflicts between basketball and the other activities in the gym. We will implement a similar schedule for the Exercise Room for the fall so that we can accommodate table tennis along with our group fitness schedule and student dance groups.

The cardio/weight room has also been very busy during this year. As usage in the facility increases so has the demand on equipment in the cardio area. The cardio equipment has been heavily utilized during the year and we project that it will become even more impacted with the increased enrollment. Because of the increase in users in the building after 5pm, an additional student staff member has been added from 5pm – 11pm to monitor the weight/cardio area. We are projecting a need for a waitlist program for cardio equipment starting in the fall and the need to purchase additional pieces of cardio to meet the demands of our students.

Special Events

Recreation & Athletics hosted the 1st Annual Cat Trails 5K Run/Walk during the spring semester. Over 60 participants competed running, jogging and walking. We felt that the event was a success and was a great way to reach out to the Merced community. We did encounter some difficulty working with Merced County Parks that forced a last minute change of the course from running through Lake Yosemite Park to hosting the race on campus and along Lake Road. Planning for the 2nd annual event is already underway for the spring 2009 semester.

The Joseph Edward Gallo Recreation Center hosted numerous special events for both the campus community and the greater Merced community during the 2007-08 year.

Three dance groups currently host 12 hours of practice weekly. In addition our Shotokan Karate Club practices four hours per week. While we have been able to accommodate these clubs, we have not been able to serve all the groups and clubs that need practice space on campus.

Not only have student clubs used our facilities for practices, they also host several events ranging from instructional to social and through the utilization of the Joseph Edward Gallo Gymnasium and Hostetler Court, we were able to provide much needed space to carry out these popular events. Some samplings of events hosted by students are listed below.

- International Food and Entertainment Night
- Martial Arts Club Demonstrations
- Valentine's Dance
- Roteract Installation Banquet

Our facility serves the campus Schools and departments by providing much needed space for large-scale events. From Orientation to Bobcat Day, we have hosted numerous events bringing hundreds of students, faculty, staff and community members to our campus. The Joseph Edward Gallo Gymnasium and Hostetler Court have proven to be an outstanding multipurpose setting for both recreation and campus events. From 500 guests banquets to fun and games, Hostetler Court has been a great venue!
Special events are an area where we see the greatest conflict arising in the future. Because the facility is the largest indoor event space on campus and provides for the only dance room on campus, there will be increased pressure to host more events for the campus that displace recreation. Policies are currently being researched to place restrictions on the numbers and types of special events that can be held in the facility on a semester basis in an effort to protect the recreation space for our students.

Recreation & Athletics Quick Numbers

Joseph Edward Gallo Recreation Center
60,000 users since 8/25/2007
1,680 unique users
112 hours of recreation per week
16 hours of club practice per week in the Exercise Room
43 student employees

Intramural Sports
5 events
361 participants (287 male, 74 female)
47 teams

Outdoor Adventures
16 trips
94 participants

Sport Clubs
12 teams
251 athletes (131 male, 120 female)
24 home contests (on campus and in Merced)
18 away contests

Office of the Registrar
Year End Report
2007-2008

Services

The Office of the Registrar provides services to students and faculty the areas of registration, residency, special programs (i.e. veterans, UC/CSU/CC intersegmental cross enrollment, intercampus exchange, intercampus visitor, UCDC, UC Sacramento), transfer credit, course enrollment, grade processing, degree completion and graduation. The Registrar's office also has management responsibility over Summer Session, University Extension, and Concurrent course enrollment. Our office is dedicated to enabling students to manage their academic goals and record all academic events. We provide guidance and counseling on registering for classes, withdrawing from school, residency determination, and special programs. The Registrar's Office maintains accurate academic records for all students.

Services to staff and faculty include assignment of classrooms, class rosters, development of the academic calendar for instruction, data maintenance and reporting, and providing the General Catalog and Schedule of Classes. Services are provided via the web, e-mail, in-person and over the phone. The Registrar's office works in close collaboration with offices such as IT, Capitol Planning, Institutional Research in areas such as OP reporting and programming of reporting data elements, instructional space utilization, and planning of future facilities. The Registrar's office also works in close collaboration with offices such as the Students First Center, Financial Aid, Student Business Services, Admissions, Disability Services, Recreation Center, Housing and the Schools.

Staffing

The Registrar's office has seen some departures of staff over the past year as well as having some new arrivals. We had the welcomed addition of the new Assistant Vice Chancellor of Enrollment Management, Kevin Browne, at the beginning of the 2007-2008 academic year. Kevin served as the Interim University Registrar, in addition to his other broader responsibilities pertaining to overall enrollment management for the University. One of Kevin's largest contributions was leading UC Merced towards the use of a block scheduling model for course instruction. Implementation and use of the new block scheduling model is expected to minimize the many challenges and problems experienced in the past due to the lack of an adequate amount of instructional spaces in proportion to the current and expected student growth.

A national search was conducted for a new University Registrar. The search was successful as we were able to offer the Registrar position to a Dr. Laurie Herbrand, currently the Registrar at Hamline University, MN. Laurie starts with UC Merced in July 2008. The Registrar's office and the Office of Financial Aid and Scholarships were able to successfully fill the vacant shared programmer position in the beginning of May 2008. In addition, Steve Noret, the previous Assistant Registrar was reclassified as the Associate Registrar. The role of Assistant Registrar was assumed by an internal candidate, Erin Webb.

Completed Initiatives

Summer 2007 saw the first time implementation of extension courses. Development of the extension courses were completed within the primary student information system using a distinct student type code of 'EX'. The Registrar's office was also able to implement the start of 'concurrent enrollment' over the past year, where individuals from outside the University are taking courses along side our students on a space available basis.

New Initiatives

The Registrar's office has continued with previous initiatives during fiscal year 2007-2008. On-going development and fixes have been achieved for the space scheduling program ASTRA. The Registrar's office also has continued to work with IT on the implementation of the DARS degree audit program. The DARS program has been integrated with the student information system (BANNER). Future plans include encoding general education for all three Schools into the DARS system first, then moving towards getting the major courses and graduate programs entered. With the many changes in the Registrar's staff over the past few years, it is now estimated that a new projected completion date of January 2010 may be more realistic. We will wait for input from the new Registrar, Laurie Herbrand, prior to determining project priorities. A separate independent phase of the DARS implementation schedule is the bringing on-line of the web based course applicability system (CAS). The projected implementation schedule calls for having the CAS system operational one year after the DARS system is complete. CAS will allow the ability of prospective students to do 'what if' statements as they would relate to course requirements within the many majors at UC Merced.

Outreach

The Registrar's staff participates in a variety of outreach and yield activities including, but not limited to: County Veterans' informational fairs, Bobcat Day, Undergraduate and Graduate Orientations, Move-In Weekend, Welcome Week, Family Weekend, Mid-Semester and Final Grade reporting workshops, etc. The Office of the Registrar is also responsible for the posting of all campus announcements to students via email or on the MyUCMerced Web Portal.

Electronic Services

The Registrar's office strives to provide our services and support utilizing the latest in technology and on-line access. For example, the Banner SIS Self-Service application is used for on-line registration, on-line add/drops, grade mode changes, address/phone number management, email address changes, marital status changes, emergency contact updates, viewing holds, and seeing mid-semester and final grades. Class rosters are made available via a real-time link between the Banner SIS application and U.C. Merced's course management system (UCMCROPS). UC Merced has also entered into an arrangement with the National Student Clearinghouse to allow enrollment verifications, transcript ordering, and degree verifications via the web.

The chart below compares like services between academic years 2006-2007 and 2007-2008. It is important to note that although the number of transactions increased reflecting the increase in student population, the percentage rate for registration transactions was near identical between the two academic years. The number of manual course drops completed by the Registrar's office remained the same between the two academic years. The decrease in the number of drops for 'No Show/No Payment' reflects the hard work of staff in Registrar's office to remediate payment issues prior to census dates.

By Transaction	Counts for 2006-2007	Percent for 2006-2007	Counts for 2007-2008	Percent for 2007-2008
Registration Transactions				
Web Registered	**27,981**	**73.03%**	**41,943**	**73.84%**
Registered Manually	**10,331**	**26.97%**	**14,856**	**26.16%**
	38,312	**100%**	**56,799**	**100%**
Drop Transactions				
Web Drop	**7,032**	**70.93%**	**9,889**	**74.87%**
Drop Course Manually	**1,548**	**15.61%**	**1,548**	**5.03%**
Drop/Delete	**1,231**	**12.42%**	**2,606**	**19.73%**
Drop - No Show/No Payment	**103**	**1.04%**	**49**	**0.37%**
	9914	**100%**	**13,209**	**100%**

In-Person Services
The Registrar's office processes many miscellaneous forms in support of the services that we provide to students staff and faculty. An important note regarding the below chart would be the near 3-fold increase in transcript request's over the prior year's request's.

Misc. Forms Processed	Counts for 2006-2007	Percent for 2006-2007	Counts for 2007-2008	Percent for 2007-2008
Transfer Course Work				
AP Credits	353	55.85%	451	58.50%
Community College Transfer Work	261	41.30%	300	38.91%
Other Four Year Transfer Work	18	2.85%	20	2.59%
	632	100%	771	100%
Misc. Forms				
Petition to Change Name	6	.67%	86	5.00%
Intercampus Exchange/Visitor Forms	1	.11%	26	1.51%
"I" Grade Petitions	110	12.21%	110	6.40%
Grade Change Petitions	382	42.40%	342	19.88%
Requests for Official Transcripts	402	44.61%	1,156	67.21%
	901	100%	1,720	100%

Housing and Residence Life
End of Year Report
2007-2007

Student Housing and Residence Life is responsible for providing well maintained, safe, and secure on-campus housing facilities where residents engage in co-curricular learning opportunities to enhance their overall University experience.

Housing assumes responsibility for the facility and business functions of on-campus housing and Residence Life has the responsibility for overseeing the environment in the residence halls. In support of this effort, there are many administrative functions that must be managed in order to ensure efficient service delivery, and appropriate use of resources.

2007-08 was an extremely successful year for Housing and Residence Life. One of our biggest accomplishments was opening the second phase of housing, the Sierra Terraces. This traditional style residence hall has been well received by students who reported experiencing a strong sense of community and the convenience of finding study partners by simply roaming down the hallway. The two primary objectives for the design of this community have been achieved.

Residence Life

Staffing – To provide closer supervision for RA's we replaced the Assistant Residence Life Coordinator with another Residence Life Coordinator, Katie Williams. She has proven to be a strong hire, and is well liked by students and staff, and demonstrates the maturity and skills to help advance the residential program.

Resident Assistants – We attribute the quality of programs, resident interventions, and sense of community to the caliber of RA's hired this past year. Our professional staff and professionalism to the RA fall training program. The standard for RA performance has been raised to a higher level this past year. Residents have a better understanding and respect for the role of the RA and the four returning staff served as excellent role models to new RA's.

A contract Programming Coordinator position was added along with three (3) student Programming Assistants (PA's), to enhance the number and variety of programs and activities offered to residents. This group was very productive and assumed responsibility for 45 of the programs offered, including the toolbox series, sushi making with Chancellor and Mia Kang, weekly game nights, karaoke and movie nights, and several of the weekend activities available to residents. Their events provided social alternatives for residents and were well attended.

Programming – The RA's and Programming Assistants are the primary program facilitators within Residence Life, hosting both co-curricular educational and social programs and activities for residents.

As part of the Strategic Plan, the residential experience was shaped this past year to include the First-year Experience Program (FYEP), Continuing Student Experience Program (CSEP), Academic Excellence and Green Theme experiences. Each program has individual learning outcomes designed to meet the meet the unique needs of students transitioning in and out of the University.

The Toolbox Series, designed to help students transition to the University as well as provide them with basic tools to deal with common college student issues was

implemented for its third-year. Residence Life partnered with Health Education, Career Services, UCMPD, Student Advising and Learning Center, and Recreation to create the series. Seventeen (17) programs were implemented as part of this series, 7 in the fall and 10 in the spring. The execution of this program was shifted from the RA's to the Programming Assistants which resulted in lower attendance during the fall semester. For the spring series, we required the RA's to partner with the PA's. This change increased the RA's investment in promoting the series as well as overall attendance at these programs. Residence Life is committed to working to improve the overall marketing and incentives offered to participants in an effort to continue increasing attendance.

The quality of learning experiences hosted within housing has risen from 98 in 2006-07 to 151 programs/activities this past year. We did, however, experience a significant drop in the number of faculty involved in our programs from thirteen (13) to two (2). This is clearly an area for improvement.

2007-08 Programs Hosted by Resident Assistants and Program Assistant Staff

PROGRAMS - educational workshops or activities

Category	# of Programs	Attendance at Programs	Amount Spent on Programs	Attendee Cost per program	# of Faculty
First-Year Experience	24	505	$ 800.02	$ 1.58	
Continuing Student Experience	34	709	$ 2,857.15	$ 4.03	
Green Theme Hall	4	69	$ 207.25	$ 3.00	
Academic Excellence Theme	7	132	$ 344.45	$ 2.61	1
Total Programs	69	1415	$ 4,208.87	$ 2.97	1

ACTIVITIES - social activities designed to strengthen their sense of belonging within their community

Category	# of Activities	Attendance at Activities	Amount Spent on Activities	Attendee cost per Activity	# of Faculty
First-Year Experience	32	807	$ 3,420.94	$ 4.24	
Continuing Student Experience	40	1030	$ 6,234.15	$ 6.05	
Green Theme Hall	5	69	$ 462.98	$ 6.71	
Academic Excellence Theme	5	100	$ 500.00	$ 5.00	1
Total Activities	82	2006	$ 10,618.07	$ 5.29	1

Totals Programs and Activities	151	3421	$ 14,826.94	$ 4.33	2

Although programming happened in relation to its specific theme, we were not effective at tracking the learning that occurred by specific program outcomes. This too is an area in need of improvement. The following action items will occur to further develop and validate the success of individual theme programs as well as programming in general.

- An overall programming model needs to be developed in an effective way to make learning, understanding, and marketing the learning outcomes simpler.
- Individual learning outcomes in relation to each program must be tracked in a more manageable and efficient way.
- Residence Life needs to decide out how the Program Coordinator, responsible for theme programs, will interact with the Residence Life Coordinators who supervise the RA's who coordinate the theme programs.
- Implement strategies to increase attendance at educational programs such as the toolbox series, academic success workshops, etc.
- Implement strategies to increase faculty out of classroom interaction with residents.
- The RA's tend to coordinate more co-sponsored programs rather than programming for their individual communities. Make a determination on the benefits and set an expectation.

In collaboration with the Student Advising and Learning Center we will début a Peer Academic Advisor (PAA) position that will report to SALC with a dotted line to housing for 2008-09. The PAA's are expected to coordinate tutoring and academic skill development workshops for freshmen residents. To measure this initiative's success, these four (4) PAA's will be assigned to work with the Sierra Terraces as a focus group. As an incentive and payment, Housing offered them a single room at a double rate (~$1400 value).

Another strategic goal we've been working on is to expand the theme learning communities. The Management Institute (TMI), a collaborative effort of SSHA and Residence Life will be available to freshmen management and economics majors and minors beginning in the fall 2008. The Management Institute (TMI) brings together freshmen Management and Economics majors and minors to further explore the field of management. Management and Economics students bring their vitality and creativity to this community, sharing activities which explore their widely divergent interests, foster intellectual growth and discussion, develop student/faculty contacts, and challenge them to broaden their horizons. Activities may include informal presentations by faculty, alumni, or industry representatives. Topics may include graduate school preparation, career exploration, professional development (resume preparation, effective interviewing skills, job networking), faculty research, and other areas of interest expressed by residents. Members of this community will work cooperatively on service project(s) during the spring semester.

Together we have identified 33 freshmen and have generated a waitlist of eight (8) to participate in the Management Summer Bridge program. These participants will move-into their fall rooms two weeks prior to the start of the year for this preparatory experience. TMI will fill San Joaquin hall with 35 participants. One of our goals is to encourage these freshmen to return to the program the following year to serve in a mentoring role.

Conduct – Residence Life has the responsibility for making sure that students are abiding by the policies of Student Housing and living in a way that is supportive of others in the community. Conduct is approached from an educational philosophy where the professional staff is expected to do everything we can to educate the student and encourage them to change their future behavior. Managing student conduct continues to be an area of growth for residence life. Improvements in the areas of efficiency, ease in scheduling appointments, clarity in written and verbal communications, and sanctioning consistency were implemented.

The Residence Life Coordinators continue to spend a significant amount of time investigating and meeting with a number of students involved in possible conduct violations. Although our resident population increased by almost 50% from last year, conduct violations have decreased from 200 in 2007-08 to 186 in 2007-08. We believe this is a tribute to the quality of RA's helping students understand the

policies as well as improvements in the conduct meetings. With new efficiencies, students were seen by the RLC more quickly thus deterring them to violate another policy before their scheduled conduct meeting.

When reviewing the statistics below it is important to know that only the most prominent violation is tracked, even if the norm is for residents to violate several policies during an incident. For example if a resident is responsible for alcohol, noise, and guests, this case is tracked under alcohol, the most prominent violation. This is done to ensure that data reflects an accurate number of cases.

1. CONDUCT HEARINGS

	Fall	**Spring**	**Total**
Total Conduct Meetings	101	85	186

2. WARNINGS*

Warnings	**Fall**	**Spring**	**Total**
Alcohol	25	15	35
Cooperation	5	1	6
Disruptive Behavior	7	4	11
DMCA	5	19	24
Drugs	3	0	3
Fire Safety	2	0	2
Guests	0	3	3
Noise	9	0	9
Pets	0	1	1
Smoking	1	0	1
Theft	1	0	1
Total	**58**	**43**	**101**

3. PROBATION

Probation	Fall	Spring	Total
Alcohol	9	10	19
Cooperation	1	0	1
DMCA	0	1	1
Drugs	2	2	4
Fire Safety	5	0	5
Guests	4	2	6
Guests	4	2	6
Harassment	6	2	8
Total	**31**	**19**	**50**

4. EDUCATIONAL SANCTIONS: typically added to a sanction to reinforce learning. Some violators will be assigned multiple educational sanctions.

Educational Sanctions	Fall	Spring	Total
Alcohol Assessment	4	3	7
Drug Assessment	3	2	5
Paper	3	4	7
Counseling Referral	8	5	13
Judicial Affairs Referral	5 (evict)	2	7
Behavioral Contract	1	2	3
Judicial Officer 101	2	1	3
e-CHUG	3	5	8
Educational Sanction	12	4	16
IT Policy Agreement	4	10	14
Administrative Room Change	0	4	4
Total	**45**	**42**	**87**

5. CONTRACT CANCELLATION HELD IN ABEYANCE (new sanction level added this year falling between probation and contract cancellation)

	Fall	Spring	Total
Contract Cancellation (Held in Abeyance)	6	3	9

6. CONTRACT CANCELLATIONS (most facilitated through Judicial Affairs)

Evictions	**Violations**			**# of Times Through System**
1	Alcohol	Disruptive Behavior	Drugs	1 (Judicial Affairs)
2	Disruptive Behavior			1 (Judicial Affairs)
3	Weapons	Disruptive Behavior		1 (Judicial Affairs)
4	Weapons	Drugs, Fire Safety	Smoking (x2)	2 (1 HSG, 1 Judicial Affairs)
5	Weapons	Drugs, Fire Safety	Disruptive Behavior, Smoking	2 (Judicial Affairs)
6	Drugs	Guests	Cooperation	5

7. Incidents/Policies students were found "Not Responsible":

Policies	**Fall**	**Spring**	**Total**
Noise	8	0	8
Fire Safety	5	0	5
Alcohol	8	2	10
Drugs	2	0	2
Total	**23**	**2**	**25**

8. Repeat Violators:

	Fall	**Spring**	**Total**
Repeat Violators	26	11	37
Violated the same policy	17	5	22
Violated a different policy	16	6	22

Three of the six contract cancellations were residents who were on sanction from the previous year through Judicial Affairs and who found themselves involved in another incident early in the fall. In response to concerns raised regarding the number of conduct cases resulting in contract cancellations, we amended the process to have the Assistant Vice Chancellor for Student Affairs serve as the appeals hearing officer. Although explained in conduct meetings, students in jeopardy reported not understanding they were on the verge of being removed from housing. In an attempt to emphasize the seriousness of their situation (potential contract cancellation), a letter is now being sent from Judicial Affairs to the student at both their local and permanent address, to all residents on probation status.

Mental Health Issues – Residence Life worked with several residents with severe to disruptive mental health issues. The Student Response Team continues to serve as a strong support for Residence Life regarding these issues. That group is able to develop a more comprehensive view of the students' distress by looking at behaviors across campus and not only within housing. Examples of the types of behaviors we addressed this year include: severe eating disorders, two occasions of violent speech/actions toward others, and suicidal ideations. We have also been challenged with more and more cases of asberger syndrome, bi-polar, turrets syndrome, and sleeping disorders. Knowing a student's condition is having a negative impact on roommates and suitemates while trying to provide equal access continues to be a challenge. We find it difficult to justify and/or explain to an impacted roommate and their families our need to provide equal access.

Administration

Occupancy – This was the first year we marketed to and offered on-campus housing to continuing students. 190 of the 371 residents (51%) applied to return to campus. Continuing students report the convenience of living on campus, ease in making friends, and food being included as the most important reasons for living on-campus. 90% of those surveyed believe they benefit academically by living on campus.

At the 3rd week census, 771 residents occupied on-campus housing. This number diminished to 724 by the end of December. 851 students applied for fall 2007

housing, 76 of which cancelled before move-in and 27 were no-shows. The most common reasons for contract cancellations up to December 2007 were: cancelled SIR's (43); moved off campus (25); withdrew (24); with rescinded SIR's, PELP, and financial reasons being the next most common. By December 127 contracts were cancelled. In the past the new spring term housing contracts made up for lost students at the end of the fall semester. This was not the case this year as we lost approximately 45 between December and January and welcomed only 33 new spring contracts.

We are thrilled to report that we are currently overbooked for next year. Our goal is to add 100 triple beds. There are approximately 200 students on the waitlist for fall 2008. We are assessing our off campus housing website to ensure it serves as a useful resource. TAPS is working on the fall Cat Tracks schedule so we can promote the stops as part of our resources. We will also be sending a post card home to those on the waitlist encouraging them to reference our website as a resource. Recent phone calls lead us to believe that not all parents know their student is waitlisted.

Summer Housing – Summer 2008 is the first year we are offering summer housing. We are disappointed that only 33 students signed up to live on campus. We need to figure out the best way to assess why students did not opt to live on campus.

StarPortal Purchase and Installation - A huge undertaking was the purchase and installation of an upgrade to the StarRez system. This new system allows us to make textual changes to the on-line application and residents now have the opportunity to select a room and roommate on-line. We are still experiencing some challenges with its interface with Banner and EPay but we have found a temporary solutions.

Budget – We had achieved a number of milestones in the budget arena this past year. Several staff now have ProCards, housing now has the ability to perform non-pares that accelerates our efficiency, and the administrative staff has attended training with the controller. Housing has made significant improvements with tracking our expenses and projecting future expenses through our quarterly reports. This year we attempted to merge Dining's financials into our format with some success.

We had a huge success this past March when BFS was able to create a report through EPay providing us with the resident account balances and another report of Housing reservation fees paid. Since housing/dining is almost the last on the list to get paid, we are able to project uncollected income.

Conferences – We held our first three conferences/groups on campus during the 2007 summer (MESA, system-wide Admissions, and FLINN). Participant evaluations were very positive. The conference contracting process continues to be hectic and frustrating. Housing now has a "Conference and Meeting Room" section on our website in hopes of providing more upfront information. We also put together a nice professional looking folder of information issued to anyone inquiring

about hosting a conference at Merced. Delegation of authority to sign contracts has been assigned to the Director of Housing and Residence Life.

The campus is working together on the 500+ person Envirothon scheduled for 2010.

The campus challenges as it relates to conferences are as follows:

1. Full-time staff needs to be dedicated to this service to ensure repeat business and our ability to maintain a positive image in the community. A few bad experiences and our reputation to do business in the future could be tarnished.
2. Large groups are interested in coming, but a lack of meeting space often forces us to turn groups away.
3. Groups need to schedule and confirm classroom space in advance. At minimum the fall for the following summer and for larger groups a year or two in advance is necessary.
4. To make us more competitive, We'd like to see Dining's daily rate lowered from $28 closer to $20/day.
5.

Meeting Rooms – The California Room is a hot commodity on our campus. Per the resident's request, housing has set this room up as quiet study space when the room is not being used for events. We arranged 197 events in that California Room this past year, a 60% increase from last year. *2007-2008 California Room Reservations:* 65 RA/PA programs, 26 Club meetings (non-resident), 27 Club events, 37 Events (non payment) hosted by UC, 32 Events (paying) hosted by UC, 5 External organizations.

Next year Housing will have 24 RA's, 5 Programming Assistants, 4 Peer Academic Advisors and RHG vying for that space along with the campus community. This past year the RA's/PA's have needed to find new dates or locations to host workshops and events because the room was being used by others or at the last minute they were instructed to relocate their event.

Up until this point, events intended for and marketed to all students have been free of charge. Housing will need to evaluate not only placing additional restrictions on entities outside of housing using this space in the evenings and weekends, but also need to consider the staff time being used to administer the scheduling process. Should the space continue to be available, we may need to begin assessing a nominal administrative fee for student events scheduled by others outside housing.

Office Management – The Office Assistant (OA) staff serve as a valuable resource for a myriad of information about the campus. To give you a sense of how busy it can be at the Housing desk, they logged 5494 packages, none of which were misplaced. Four of the eight staff has been hired back for next year. With the increase in population for next year, we will add another OA to assist with daily mail distribution. Doing joint training with the OA's and RA's helped to increase the overall sense of team among them.

Major Processes (move-in/out, health and safety inspections, room changes) – All of these processes continue to get better each year. After each process we de-brief and document suggested improvements for the following year.

Damage billing appeals and phone calls reduced significantly once we began sending written communications to students explaining the reasons for the charges.

Marketing and Website –We have added a conference and meeting rooms section to our website, improved the photo section, and re-enacted the featured student section to make our website more appealing and resourceful. We also just completed a photo shoot with Roger Wyan to include 360 degree shots inside room/suites

FACILITIES

Staffing – Hiring a Senior Building Maintenance Worker (SBMW) has proven to be a tremendous asset to our team. He has an excellent work ethic and brings strong skills and good ideas to our program. This year we also assumed direct supervision of our custodial staff.

Facilities Related Accomplishments/Projects completed over the past year:

- One staff member was reclassified to assume supervision and more of a management role with budgets.
- Most of the Sierra Terraces punch list items have been completed.
- FM billing has improved by being more timely and accurate.
- Service Masters to do building turnovers (cleaning and carpets). They are doing an outstanding job.
- 5 year Major Maintenance Plan developed and included in our campus budget plan
- Valley Terraces front doors replaced with outdoor rated doors
- Installation of hearing impaired fire system in Tulare 103
- Boiler Manager installed – alarm sent to CP when boiler temperature below 90 degrees
- Hired two outstanding student Summer Maintenance Laborers last year
- Purchased and install Sierra Terraces furniture (bedroom/lounge), appliances, supplies, etc.
- In response to RHG, a smoke shelter is scheduled to be built in the Valley Terraces
- Built a pathway leading off the California Room patio across the riparian
- Office renovation – converting Health Services space back to offices
- Prepare Lakeview Office area to become Visitors Center
- Re-finished atrium floor outside California Room

Outstanding Issues/Projects:

- Bond claim filed for Valley Terraces shower pan and drain issues on June 16, 2008, 56 showers need repair or replacement.
- Fan Coil Access issue in Terrace Center – we met with a consultant to develop a plan to address our inability to access 13 fan coil locations in the Terrace Center. We have not been able to change filters or perform Preventative Maintenance to date. This project is estimated at about $300K and hopefully will be done this summer.
- Sierra Terraces – trash enclosure area needs to be built.
- Sierra Terraces lounge Door replacement – Hardware specified caused the doors to split. Replacement in progress.

ASSESSMENT

We used a variety of tools to assess our program this year. These were:

- RA Performance Evaluations – Used to measure resident evaluation of Resident Assistants
- Housing Satisfaction Survey – Used to measure resident satisfaction with Housing and Residence Life services
- Senior Staff Survey – Used to measure Resident Assistants evaluation of the performance of the Residence Life Coordinators
- Resident Assistant Evaluations – Supervisor evaluation of Resident Assistants
- Program Evaluations – Resident/Participant evaluation of Residence Life programs
- Mid-Term Grade Study – Used to assess how various communities are performing academically in relation to building type and RA.
- Occupancy Reports – Used to track trends in the application and contracting process in an effort to predict future norms.
- Conference Services Evaluation – Used to measure conference client satisfaction with the services and overall experience as a conferee.
- Strategic Plan assessment – Used to delineate our goals and track our progress

These tools were helpful in identifying areas of strength and areas for improvement in our programs and job performances as well as provide us with historical data for future projections.

STUDENT ADVISING AND LEARNING CENTER (SALAC)
YEAR END REPORT
2007-2008

Major Unit Accomplishments for 2007-08

Student Success Workshops, Mid-Semester Grades, and UGC Approval for Continuation

In the fall, 399 freshmen participated in the 4 workshop sessions (53% of the freshman class), which focused on campus resources and construction of personal success plans. Each workshop was facilitated by 7-8 staff members from Academic Advising, Counseling, and the Students First Center. The Learning Assistance Coordinator and the Director of the SALC provided the general leadership and coordination for these sessions.

In the spring, 190 students participated. Each session had a theme, with two of them revolving around an exploration of motivation, along with an exercise in which the students wrote out their motivation for succeeding in college, followed by construction of personalized success plans in small groups. This theme selection came from past workshop data which showed that the students most likely to end up facing dismissal were the ones who had marked "I do not have motivation to succeed" on their self-assessment in the fall workshops.

Another workshop focused on time management. Again, this topic was selected because of the positive responses on the part of students who had attended workshops on this theme voluntarily in the past. The Learning Assistance Coordinator from the SALC led this session. Student ratings of their satisfaction with the Success Workshops continued to average above 4.3 on a scale of 1-5, with 5 being best.

The third theme of the spring workshops was stress management, in collaboration with Health Education. This topic was selected in response to student data reflecting a strong correlation between dismissal-level GPA's among students who reported difficulty controlling stress. Christina Phillips-Guzman led two sessions, offered as official Success Workshops, where she introduced participants to many health and nutrition-related concepts that affect stress and student performance. The most powerful and innovative element of this collaboration arose in the integration of a relaxation and affirmation exercise in the workshop. This was followed by the routine small-group discussions and construction of success plans. The SALC has been striving to expand collaborations, and involvement of the Student Health Center in the Success Workshops promises to be a fruitful partnership.

Responses from the Undergraduate Council to the third year report on mid-semester grading were entirely positive. The Director presented the proposal, backed up by findings from student evaluations as well as data shared by them in the participation process. The UGC gave unanimous approval for a 5-year continuation of the mid-semester grading program.

Mid-semester grades and the Success Workshops offer the best representation of the SALC's dedication to outreach campus-wide through: advisors, who are loyal to this effort; continued, thorough assessment and data reporting; collaboration across the campus involving the Registrar, Counseling and Psychological Services,

Disability Services, Peer Mentoring, and the Writing Program, which sends lecturers to offer special workshops for students as Success Workshop follow-ups.

All in the SALC are proud of this effort, and of the reputation that the SALC has built for itself with regard to helping students to believe in their own potential.

Learning Skills Workshops; Mandatory Freshman Assembly
The second annual Mandatory Freshman Assembly provided a memorable opportunity to expose more than 600 new first-year students to the concept of succeeding in college as an element of learning unto itself. Three faculty members made motivational and informative presentations. These occurred between presentations performed by student staff which dramatized the difference between high school and college, all written by the students. New additions this year included an academic honesty talk by Le'Trice Curl, and the Provost also took the floor. This event would not be possible without the cooperation and support of Residence Life, whose RA's take responsibility for leading the students ito the Assembly.

In addition to the 11 Success Workshops in 2007-08, required for freshmen with any grade of D+ or lower at mid-semester, the SALC offered 23 optional workshops. Topics included time management, note-taking, reading methods, test preparation, study strategies, learning styles, stress management, motivation, using office hours, how to choose a major, and paper preparation. A total of 186 undergraduates attended the sessions, with most of them participating on more than one occasion. Additionally, 110 students attended the end-of-year study night, where a student group called the Pink Ladies helped to recruit faculty members to stay late into the night, and lead review sessions. The best attended workshops were those that represented collaborative efforts with Residence Life, the Writing Program, Natural Sciences, and Counseling Services; partnerships maximized the marketing and general draw.

In all, 59 undergraduates had one-on-one visits with Learning Assistance Coordinator James Barnes during the 2007-08 academic year to discuss issues related to their difficulties, and to learn about new strategies for learning and success. Students find the SALC through faculty and academic advisor referral, and in response to the repeated invitations to come in for a private discussion of academic-related struggles, put forth at workshops and other student events.

USTU 010
The SALC's proposal for a freshman year experience course was approved by the UGC, with Robert Ochsner as Instructor of Record. The first offering of this course will occur in the fall of 2008, with an anticipated enrollment of 40 undeclared students. This is the culmination of a nearly 2-year effort.

Website (learning.ucmerced.edu)
The SALC has continued to update the design of the learning.ucmerced.edu website and to expand the self-evaluation tools and links for students to use to explore on their own new concepts and methods related to academic success. Faculty members have visited these links and have encouraged student use. All of the staff members in the SALC are trained in website editing, and each takes responsibility for different components of the website
The most innovative addition to the website is the weekly "Lair of Learning" podcast. This has provided a means for developing the knowledge and skills of seasoned tutors who perform the podcasts, as well as a fun way of promoting the

programs and messages of the SALC. The SALC plans to submit its website to the learning center website competition in 2009, conducted by the National College Learning Center Association (NCLCA).

Advising & Related Activities
All of the academic advisors meet weekly for one hour, convened by the Director. Assistant Deans continue to express appreciation for the weekly notes from the meetings. The reading audience of the weekly advisors' notes has grown, to include Michelle Lahti in Advancement (by her request), and also Christopher Viney, the Vice Provost for Undergraduate Education, along with the Assistant Vice Chancellors in Student Affairs and others.
Teamwork culminated during the advising process at Orientation in the summer of 2007. The advisors trained the SALC's student leaders to work with them in small teams for each School, as peer advisors. In addition, the Director worked with the advisors before each Orientation session to ration the CHEM, MAT and WR sections strategically, to maximize use of the seats in all sections.

In anticipation of a peer advising program in partnership with Residence Life, and at the request of Residence Life, the Coordinators of that area have joined the advising team for the weekly meetings. At the request of the Students First Center, their Registrar liaison also has joined the weekly meeting team. This group may soon grow too large to meet productively, as the newest addition is the EAP Coordinator

Peer Advisors have been selected for the 2008-09 year. They will be housed at a discounted rate, to serve the freshmen with ongoing advice about deadlines and degree progress. The Undeclared Advisor is their primary supervisor, and these students are cross-trained by different advisors to serve the Schools and Undeclared.

The Students of Excellence celebration held on Family Weekend provided an opportunity for collaboration between the SALC and the Schools. This event afforded the advisors the opportunity to draw some public recognition for their hard work through their participation in the event, and it offered the students and parents the moment of celebration that they deserved, too. Custom pins were awarded to 54 students who earned a 3.5 or higher, and 24 credits, in their freshman year at UC Merced during 2006-07. This event was a collaboration with Student Life, who shared in the funding and planning with the SALC.

Orientation
Student participation totaled above 95% of the entering cohort, with 787 students. Parent and family registrations trailed student numbers by only 90. Evaluations showed that 92% percent of the students surveyed rated the overall quality of orientation as "effective" or "very effective"; 54% percent of students surveyed gave the highest rating "very effective" to the overall the quality of orientation.

The training process for the Peer Advisors who serve at Orientation has continued to develop this spring, in order to prevent the one key area of weakness noticed in the summer of 2006: team-building and respect among peers. A 3-night retreat in the spring at Yosemite this year will revolve around "show and tell" sessions where each student leader shared a story of their family history and identity. Trust-building exercises, along with customer service and communication exercises, promise to generate elevated professionalism on the part of student staff. The SALC has appointed two seasoned Peer Advisors as "Assistant Coordinators" for the spring and summer of 2008, in order to reduce the demands upon James Barnes

who oversees the program. This also poses an opportunity to provide professional development to advanced students.

The Student Coordinators of Orientation accompanied James Barnes to a regional conference of the National Orientation Directors' Association (NODA). They participated in the case study competition. One of the SALC's student staff members won first prize for "Best Communication Skills."

Beginning summer 2008, the SALC is taking in a summer intern, M.A. student, to assist with Orientation. This is funded through careful management of the Orientation budget, as the Program yielded a surplus of revenues, which is dedicated to enhancing the program in general, and staff development related to it.

Undecided Advising and Related Programs

Currently, there are 160 continuing students listed as "undecided." The arrival of a new advisor in October for these students has created a welcoming and nurturing environment for these students, who do struggle at higher rates than their counterparts who enter college with a declared major. More than 60 students moved from Undeclared to a major during the 2007-08 year.

The SALC has worked with the Schools to see them commit to their students in difficulty, rather than cast them off to "Undeclared." The SALC promotes programs as a resource that the Schools can turn to whenever needed. The Schools (NS and SSHA) have developed a limited array of learning support workshops and programs of their own, and they have been careful to be collaborative with the SALC in these endeavors. The Undeclared Advisor in the SALC created a series of 3 workshops this spring, one with each School. Advisors helped her to recruit student panelists, and undeclared students attended, to learn about the different majors and Schools.

Pre-Law Advising

Since 2006-07, pre-law activity has grown in quality and popularity. Thanks to excellent student officers, the club drew approximately 60 students to different events led by this group and the SALC during 2007-08. The highlight of the year was the Club's second trip to the Council for Legal Education Opportunity's (CLEO) January conference. With 16 students there, UC Merced had the largest presence. The pre-law students also participated in a training and volunteer program that helped low-income people with their taxes, through Career Services; Merced County Bar Association Law Day; they collaborated with Career Services to put on a Law School Admissions Panel; and their best campus event of the year was the attorneys' panel and reception on campus staged entirely by the Pre-Law Club.

The Pre-Law Club is a focused, ambitious group, and the Club President rightfully won the Distinguished Leadership Award. The most noticeable development in the Club has been the change in perspective on the members' part. They frequently talk about plans to take a few years off before applying to law school, and this demonstrates what they are learning. Law schools are not particularly interested in admitting young, inexperienced, recent graduates. At the same time, UC Merced had 2 students admitted to excellent law schools, one admitted during his senior year, and one who waited to reapply after graduation. Several Club members plan to take the LSAT this summer.

UC Merced is doing an effective job of preparing students for law school, even without an academic unit housing any such program. The SALC's largest "program" expenditures are those associated with pre-law activities and excursions. It is

important to continue dedicating a significant amount of funding to helping students learn about the realities and rewards of the profession.

Tutoring and Tutor Training

Over the course of the year, 32 peer tutors worked for the SALC. Faculty members regularly recommend students to be hired this year or next, and some take the time to send a thank-you message for the support. Approximately 480 students utilized tutoring over the course of the year, ranging from 1 to 20 times per student, per semester. The average attendance rate among users was 2.96 visits. This is roughly 30% of undergraduates using this service. For purposes of comparison, the UCR Learning Center Director Michael Paul Wong reported in May that they had 2,213 users of tutoring over the past year, which amounts to 15% of undergraduates. In this light, UC Merced is doing well with regard to engaging students with tutorial programs.

Peer tutors have taken the floor in most classrooms to promote tutorial attendance, and faculty members have placed the tutorial schedule link on their websites.

The second run of WR 110 trained 13 new tutors, and the SALC director, This course provided the SALC with well-trained tutors, and it continued to advance the partnership between the SALC and the Writing Program.

Scholarship Advising

The capture of a Strauss Scholarship was the highlight of the year, along with one admission to Princeton's Public Policy and International Affairs Summer Institute.

For the first time, in the fall of 2007 the Director distributed lists of all students with a GPA of 3.8 or higher to the deans, who in turn distributed the invitation letter to the students, with their signature on it. The invitations were to an information session about prestigious scholarships and opportunities, held in collaboration with the Academic Success Hall in Residence Life. By the end of fall semester the Director had met with every student on campus that had a 3.8 or higher, either in the initial group of 27 who attended, or one on one, after the session was offered. There were 58 students in all.

The SALC plans to continue having an information session for top students every fall, with the deans' support. The biggest obstacles to capturing more student recognition originate in students' lack of awareness of the demands and prestige of elite programs, as well as the humility of UC Merced's top students.

Staffing, Equipping, and Budget Management

The SALC is fully staffed and equipped, within the limits of its space, at this time. Currently the SALC is in the process of furnishing KL 172E as an office for the summer intern. This room was originally listed as a tutorial room, but it was never usable in that capacity, due to its minute size. This additional office will help the area grow.

The SALC has provided all of its programs with the highest level of quality materials and preparations, while continuing to keep within its budget.

Parents' Newsletter

This publication has continued to be produced each semester, and it represents a successful collaboration across all of Student Affairs and Academic units.

Education Abroad Program Advising and Support
After some 20 months of SALC-based support for the EAP, a full-time Coordinator was brought onto campus in March. The SALC also helped to recruit, and then to provide the Coordinator a "family" since his arrival, hosting him during his pre-hire visits, and including him in group and social events.

Prior to the hiring of a Coordinator, the SALC continued to market and advise for the programs abroad. EAP's most successful event was held during the second week of fall semester, collaborating with Residence Life: more than 90 students attended an evening information session about programs abroad, with guest speakers from UC Davis and Pembroke, Cambridge.

Volunteerism
All of the SALC staff members answer the call regularly whenever volunteers are needed for campus events. Also, SALC staff members serve as advisors to 2 student clubs.

Shared Experience Program
The SALC responded to every visit or inquiry from students and parents involved with the Shared Experience Program. This program has grown increasingly complicated in 2007-08. The total number of students receiving regular advising for this program in 2007-08 was 53.

McNair Program
The SALC Director captured a 5-year $1.1 million grant to bring a McNair Scholars Program to UC Merced. She performed all start-up tasks, including participating in 1 regional meeting, student recruitment, and the hiring of a Director.

Regional Involvement
The SALC hosted the Central Valley Higher Education Consortium's (CVHEC) fall meeting of the Learning Center Consortium in 2007 as a courtesy to the other campuses in the organization, who take turns providing a venue for the twice-yearly meetings. SALC learning assistance staff members have participated regularly in this body's meetings each semester.

Professional Development, National Involvement & Awards
All staff members of the SALC attended and/or presented at some of the following: the National Conference of the College Reading and Learning Association (CRLA); CRLA State Meeting on Positive Psychology in Learning Assistance; National Conference of the National College Learning Center Association (NCLCA); UC Advisors' Conference; National Orientation Directors' Association; On Course Training Institute; NCLCA Summer Institute on Learning Center Leadership; UC Women's Conference, NASPA. James Barnes attended the On Course Institute on a scholarship from Skip Downing, the Director of the program, based on his performance in an exercise on learning environments at the national CRLA conference. Elizabeth attended the NCLCA Summer Institute on a competitively awarded fellowship, with one awarded per year. And as noted above, Student Coordinator Angela Mercado won the Communication award in the case study competition at NODA.

The SALC won the Golden Bobcat trophy, for its exquisite Bobcat Day hats.

And finally, the Staff Assembly selected James Barnes for one of the five Staff Excellence Awards.

In Summary
The SALC collaborates incessantly across the academic and Student Affairs units to promote student success. All of the SALC's staff members, including the students, are dedicated to self-improvement and professional growth.

Office of Student Life
Year End Report
2007-2008

The Office of Student Life at UC Merced is charged with providing substantive out of the classroom experiences for UC Merced students.

Mission
The Office of Student Life at UC Merced exists to serve students by providing experiences that enhance intellectual development and promote individual growth, responsibility, citizenship, and skill building through intentional programs and resources in leadership, interpersonal communication, civic engagement, self awareness, and appreciation of diversity.

Vision
As a student centered office, Student Life will engage students through collaboration, innovative programs, and services that promote the education, development, and success of all students.

Our Purpose:
- To promote and facilitate student growth and development through involvement and enrichment opportunities.

Our Business:
- To present positive, holistic, growth oriented developmental programs which enhance the out-of-the-classroom experience.

Our Values:
- To provide students with opportunities for involvement and development through an array of activities focusing on wellness and balance, appreciation of diversity, civic engagement, and leadership development.

The **Office of Student Life (OSL**) met the 2007-2008 academic year with excitement about the possibilities that lay ahead. As expected, OSL had many successes as well as challenges throughout the year. OSL was able to continue hosting a large number of high quality programs throughout the year as well as continuing to support the growth and development of registered student organizations. OSL was also successful in developing a strategic plan that saw the first year of goals and initiatives implemented by the staff. The following document highlights the accomplishments and challenges of the Office of Student Life during the year

<u>Accomplishments:</u>
- 48 Events sponsored during welcome week
- 69 Registered Student Organizations (4 pending for fall)
- Well over 200 student club sponsored programs and events
- 172 OSL staff sponsored programs
- 300+ students volunteering to support community service and campus events
- 116 student club/ASUCM programs that required OSL staff event support
- 22,128 attendees at OSL programs
- Over 5,656 attendees at student organized programs
- Hiring a new Coordinator for Leadership and Judicial Affairs
- Development of an OSL strategic plan

- San Francisco Multicultural Odyssey
- Political Debates
- Family Weekend
- Dolores Huerta Visit
- Leadership Awards Ceremony
- Women of Color Panel Dinner
- Crunc Discussion Series
- Passing the OSL Fee Referendum
- Governance Retreat with Chancellor's Cabinet, incoming and outgoing ASUCM officers
- Unity Festival
- UC Merced's Got Talent
- Drag Show
- Club Challenge (10 clubs participated)
- Gauntlet Games (18 clubs participated)
- Rock The Vote Campaign with Calisus Band
- Mark Wellman Lecture in connection with the Yosemite Leadership Program
- Poverty Matters Lecture with Andrew Said
- Continued co-sponsorships with campus departments and community organizations
- Greek Life Task Force and preliminary establishment of Greek organizations
- Student Union Task Force
- Intercultural Center Task Force
- Creation of OSL brochure and logo
- Support of student organizations programs through service by all OSL staff members

- **Ongoing annual programs:** Pride Week, Taste the World, Masquerade Ball, DUI reenactment, Cinco de Mayo, Various Movie Series, Wisdom Wednesdays, Black History Month Oratorical Contest, Halloween Events, Clothesline Project, World AIDS Day celebration, Bobcat Leadership Series, Fairy Shrimp Festival, Asian Fest, Community Involvement Fair, Stress Fest, Relay For Life, California Coastal Cleanup, Kids Day Newspaper Sale, Helping Hands Fair, Club Training, Heart Walk

- **Outstanding Registered Student Organization Events**: Gauntlet Games, Asian Fest, Lunar New Year, Dance Off, Women's Self Defense Night, Korean Culture Night, Barrio Fiesta, Holi Festival, Chill With The Chancellor, Dia de Los Muertos, UMOJA Leadership Summit, and PAWS.

Challenges:

- **Sufficient funding to support students seeking co-sponsorships:** OSL is approached each year by approximately 40 – 50 groups requesting either funding or staff support for events. This year, OSL was able to direct many clubs to ASUCM to seek funding support, however, we often still find it necessary to co-sponsor events to provide funding support for clubs for items such as facilities and custodial costs. Without OSL support, many clubs would not have funding enough to pull off their events. Support of club events results in success for these events, but ultimately less funding to funnel into larger scale OSL programs throughout the year.
- **Overwhelming of the OSL AA with processing of club funds and purchases**: With clubs being provided substantial funding by ASUCM, the OSL Administrative Assistant has been overwhelmed with the processing of

reimbursements, purchases, performance agreements, etc. This problem has highlighted the need for increased staffing. As a result, OSL has proposed the hiring of an MSO to oversee the many transactions processed through our office, with a full time Administrative Assistant to be shared by OSL and ASUCM. This additional person to help oversee policy, transactions, and to provide additional administrative oversight and support will prove very valuable in the year ahead.

- **Programming and meeting space:** As is true for many areas of the campus, OSL staff and its RCOs continue to struggle to find suitable programming space. It is also challenging to get confirmation of reservations from the registrar's area or the library in a timely manner. This greatly impacts the planning and organization process, and will need to be addressed.
- **OSL calendaring and databases:** OSL is constantly tapped by campus constituents for calendar updates, yet there is no suitable campus calendar to easily post our events to, and we fear publishing a calendar more than a week or two in advance due to changes in event schedules. The new Assistant Director has the coordination and maintenance of an OSL calendar in his/her job descriptions, which will hopefully further our ability to publicize our events earlier to the larger campus and community. Additional focus on the management of the programming database, and the creation of a judicial database are also a priority.
- **Staff non-exempt status:** Having three staff members who are still non-exempt yet working excessive hours due to the quantity and quality of programs provided, while also supporting student organization events is taking a toll on both the staff and on the acquisition of comp hours. It is our goal to have the three coordinators reclassified to SAOIIIs which would provide them both a salary increase (much deserved) and provide the flexibility needed due to the nature of the work that they do.
- **Unity Fest coordination and political dynamics:** The Unity Festival was a very successful event, but the planning and coordination of the logistics were painful. There were numerous political landmines that we encountered during the planning process, as well as multiple changes in financial responsibility for facilities and services. There were also many problems determining exactly what spaces could be used, and who the owners of those spaces were. These problems resulted in planning delays that hampered the securing of vendors and other elements of the event, causing us to scramble toward the end, though we had begun planning nine months before the event occurred. Ultimately, OSL does not wish to be involved in future planning for this event unless there are clarifications in whether or not the Chancellor's Office supports this event, and what that support entails, with use of desired facilities and spaces clearly outlined and negotiated with facilities management prior to the major planning for the event going forward. With these decisions made early, a Unity Fest '09 event has the potential to be very successful.

<u>Functional Area Highlights and Goals:</u>

Leadership Programs received a boost this year with the hiring of David Turner as the Leadership and Judicial Affairs Coordinator. This area saw the renewed implementation of the Bobcat Leadership Series, and a shift in delivery of the Leadership Awards Ceremony. The Governance retreat was also launched this year and included a dinner meeting with the Chancellor's Cabinet, induction of new officers, and updates from Chancellor Kang and ASUCM President, Uday Bali. On tap for next fall will be Student Leadership Conference, expanding club training, offering low ropes course leadership training, and further implementation of the Yosemite

Leadership program. The addition of a student intern in this area will further development in leadership.

Intercultural Programs had success with the introduction of the CRUnC discussions, co-sponsorships and collaborations on workshops and panels and the return of Pride Week, the Black History Month Oratorical Contest, The Clothesline Project, and Taste of the World. A focus for the Intercultural Programs area was also implementation of the Intercultural Center Task Force. This task force will soon submit a report and proposal regarding the creation of an Intercultural Center at UCM. A key focus for the upcoming year will be implementation of the Safe Zone Project, discussions on race relations, hosting an intercultural conference or celebration, and gaining more student input into for pre and post assessment. The return of the student intern position will continue to support this area.

Clubs and Organizations had a successful year with the addition of an intern, and a focus on equipping the clubs for success through comprehensive training. This training focused on club accounting and managing finances, officer transitions, group communication and problem solving, fundraising, food safety, traveling, event planning, and civic leadership. Clubs responded well to training and were very active coordinating well over 200 large and small scale events this year. An additional focus was working to get all clubs to register their events by completing event notification forms so that support and oversight could be provided for events. This effort was largely successful with the understanding that there will never be 100% effectiveness in getting all groups to register all events, especially smaller ones.

Additionally this year, the clubs and orgs area was able to work with ASUCM to establish the Inter Club Council (ICC) which will provide additional funding for clubs events. A total of $30,000 was set aside for the 2008-09 academic year in support of club events. This will help to fund many club activities and to pay for essential campus services like facilities and custodial charges associated with events. In the year ahead, the Clubs and Organizations area will focus on officer training, leaving a legacy (as our incoming class leaders will graduate), furthering the ICC, and refining policies associated with clubs (club insurance for events).

Community Service and Involvement/Volunteer Programs had moderate success this year. Focus was placed on maintaining connections with community organizations and providing more information regarding community resources to students through web, email notifications, a community org. database, and through careers services options. Challenges were felt in this area due to a lack of staffing resources (same person managing clubs and orgs handling volunteer opportunities) and a higher volume of volunteer opportunities created through schools/departments and other campus entities in connection with community partners. Though we had 300 plus students volunteer for opportunities provided through our office, we often heard about students finding volunteer offering through other means. The upcoming year will focus on continuing to build the community resources database, continuing to outreach and strengthen connections with community organizations and volunteer opportunities providers, creating a civic engagement speakers series, and establishing a co-curricular transcript.

The **Associated Students of UC Merced (ASUCM)** had a positive year. After successfully passing a referendum taking student reg. fees from $20 per year to $130 per year, the newly elected officers got to task providing clubs and organizations with substantial funding for events. ASUCM also continued to host quality programs such as the PAWS event, the dance off, Super Tuesday, Chill with

the Chancellor, and the Poetry Jam. They held successful elections in the spring, attended a national student government conference, got involved in UCSA, and have been working to actively represent the voice of student on campus. With an incoming class of over 1000 students, this will be a key focus of the year ahead.

Student Judicial Affairs (SJA) saw an increase in activity and volume of student incidents. While this is expected as the UCM population grows, the addition of a staff member focusing on judicial affairs proved helpful in managing the volume. There were 58 active cases managed through SJA this year with 40 Informal Disposition Meetings (IDMs) held. There were no formal hearing held (which is positive) and a low level of recidivism. This year the IT department and SJA began managing the reported violations of the Digital Millennium Copyright Act (DMCA) for the illegal downloading or file sharing of films, music, and software programs. This issue is facing universities across the country, and this year UCM has appeared as a target of the Motion Picture Association of America (MPAA) and the Recording Industry of America (RIAA). This will continue to be an issue and area of focus in the coming year, and IT and SJA are working together to provide information, education, and legal downloading resource information to students staff and faculty. In the year ahead, SJA will continue to review and revise policy information, as well as creating a judicial board structure to manage academic honesty and behavioral violations that require a formal hearing.

Area Overview

Clubs and Organizations

How many clubs/organizations registered this year?	**66 -71 (fall to spring) with 4 pending for fall (76 last year)**
How many students participating in clubs/organizations?	**approx. 600-700**
How many clubs/organizations fit under particular headings (political, social, ethnic, academic, recreational, etc.)?	**Academic/professional – 15 (down from 19)** **Art/music/dance –9 (down from 12)** **Community service – 6 (up from 5)** **Cultural – 12 (= to previous year)** **Faith based – 5 (down from 6)** **Special interest – 19 (up from 17)** **Wellness – (combined with special interest)**
How many events were sponsored by clubs and organizations during the course of the year?	**200+ (approximately the same as last year)**

Community Service

How many events were sponsored by OSL?	**10 volunteer and 2 civic engagement events**
Number of community groups worked with to participate in/coordinate an activity	**10-12 community agencies, and Approx. 45 community vendors**
Number of students placed for one time volunteer opportunities (one day) or long term (multiple sessions)?	**300**

Judicial Affairs

How many incident reports were received (violations reported)**?**	**58 Cases reported and managed**
Number and nature of selected violations reported?	**Suspensions (1); Academic dishonesty (17); harassment /sexual harassment(4); drugs (5); alcohol (4); weapons (1); (some cases had multiple violations); computer misuse-DMCA (18)**
Number of informal disposition meetings held?	**40 (up from 12)**
Number of Hearings held?	**0 (down from 1)**
Number of cases appealed?	**0**
Number of Clery violations reported?	**0 (all were reported through housing or police)**
Number of repeat offenders?	**4**
Number of hours spent investigating/adjudicating cases?	**Approx –300 hours (includes investigation, consultation, and administration)**
Number of consultation meetings regarding potential cases (includes faculty, students, and staff)	**Approximately 20**

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

Number of programs offered	**172 + by OSL and 200+ by clubs, including co-sponsorships**
Number of attendees – all events	**27,783 (down from 29,500) reduction in total reflects a change in calculation of participation in passive programs and tabling events.**

Strategic Initiatives and Goals

OSL has identified four initiatives that support the strategic imperatives for the division of student affairs. With updates on the progress of those initiative listed below each initiative, those broad initiatives are:

1. **Creation of an innovative and comprehensive civic engagement program which includes partnerships with both campus and community constituents.**
    - Database and info being collected, information being shared with student groups, volunteer opportunities being advertised and encouraged.
    - Co-curricular transcript process is being investigated for future implementation.
    - Community partnerships producing large scale events such as Unity Festival and Community Involvement Fair, Helping Hands Fair.

2. **Creation of a comprehensive leadership development program**
    - Bobcat leadership series is up and running and will continue in the fall
    - Governance retreat implemented.
    - YLP – in progress with some phases implemented such as Yosemite internships, lecture series, and outdoor adventure trips through campus recreation.
    - University Leadership Conference scheduled for fall 2008 (Sept. 27, 2008)
    - Introduction of low ropes initiatives – fall 2008.
    - External sources of funding for large scale leadership initiative is being sought out through work with University Relations.

3. **Creation of a comprehensive intercultural program focusing on multicultural competencies and social justice initiatives.**
    - CRUnC discussion sessions implemented.
    - Film series implemented.
    - Intercultural Center Task Force meeting – report being generated.
    - Multi-day conference/festival in planning stages – implementation in 08-09 year.

4. **Implementation of a training and evaluation structure for clubs and organizations that focuses on individual skill building, advisor training, and student development and engagement.**

- Training implemented for student leaders and advisor (8 sessions offered in 07-08)
- All OSL club based forms online at OSL website. Updates will continue
- Community based resources to support clubs provided to orgs on an ongoing, semester based, and as needed basis.
- Focus on leadership/officer transition and legacy creation – focus for 08-09.

Additionally, a student development programming model will be implemented and applied to all student life focus areas. This model will serve as the foundation to ground all elements of program planning in OSL. The goal in this area is as follows:

- Develop and implement a student development centered programming model that identifies core competencies and utilizes assessment strategies for all OSL program areas (leadership, intercultural, civic engagement/volunteer services, activities and events, clubs and organizations, student government, and judicial affairs). This programming model has been proposed and is being vetted and edited for implementation in fall 2008.

A goal that was listed as a part of the larger Student Affairs Strategic Plan was the creation of a Student Union. The director of OSL chaired the Student Union Task Force this year. During the course of the spring semester, the union task force visited campuses throughout California, hosted and town hall meeting, and is working on its report and recommendations to provide to the Vice Chancellor.

With an increase in the student body population by more than 1,000 students, it is clear that the OSL staff will have much more work ahead in the upcoming year. With a clear focus on strategic planning, assessment strategies, integrating staff, taking each functional area to the next level of development, and continuing to streamline policies and procedures, there is no doubt that OSL will have its hands full with projects and tasks but it will continue making strides to provide UCM students with the best student life experience possible.