U N I V E R S I T Y O F C A L I F O R N I A

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

Vice Chancellor for Student Affairs

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. Lake Road
MERCED, CALIFORNIA 95343
(209) 228-4490
FAX: (209) 228-4392

Division of Student Affairs
Assessment Update
Fall 2009

In the four years since UC Merced opened, the units within the Division of Student Affairs have focused their efforts on putting into place the services, staff and systems that support student success. The leadership of Student Affairs has developed a mission statement, vision statement, guiding principles and learning outcomes for the Division. Also during this time, the Division has created a Strategic Plan and begun efforts to assess its services and make improvements in them.

In summer 2009, as part of our bi-annual Student Affairs Leadership Retreats we invited Dr. Lori Varlotta, Vice President for Student Services at California State University, Sacramento, to lead a workshop for the group on assessment. Her presentation was extremely informative, and as would be expected, units within Student Affairs were at different stages in their assessment efforts. Some had made quite a bit of progress, while others were still struggling to understand the terms (program objective versus a learning outcome) and begin the process. Dr. Varlotta's workshop provided all of the Student Affairs leadership with common vocabulary, greater understanding of the assessment process and tools to use to move their assessment efforts forward.

Following the Retreat, the Vice Chancellor for Student Affairs requested each unit within the Division to complete the following tasks: develop a mission statement that takes into account the mission of the Division, unit goals, two program objectives, two learning outcomes and measures to evaluate each of the objectives and outcomes. The VCSA also indicated that in each units' year end report due early next summer there must be an analysis of the measures chosen and what changes, if any, had been made as a result of the assessment process.

The work of each unit to date is listed below following the Division's mission statement, vision, guiding principles and learning outcomes.

MISSION STATEMENT

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

VISION STATEMENT

The Division of Student Affairs strives to become a leading model of innovative approaches for student-centered initiatives as we deliberately grow to meet the expanding needs of our richly diverse students, alumni, and greater community.

GUIDING PRINCIPLES

The Division of Student Affairs staff members are engaged in work characterized by:

- Student-centered focus
- Cultural sensitivity and acceptance of difference
- Collaborative partnerships
- Creativity and innovation with intentional strategies for change
- Inclusive, non-hierarchical communication
- Purposeful risk taking
- Celebration and recognition of individual and unit success

LEARNING OUTCOMES

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

Merced
Division of Student Affairs
2009-10 Assessment Plan

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

Mission Statement

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

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

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

Enhance a regional recruitment model by:

Building and maintain effective relationships with relevant institutions, ongoing

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

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

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

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

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

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

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

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

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

Measures

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

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

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

<u>Program Objectives #2</u>

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

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

Update the comprehensive application communication plan by September 15

Update and refine the central communication recruitment plan by September 10

Lay out all communications sorted by different audiences by October 1

Implement a comprehensive communication plan

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

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

Measures

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

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

<u>Program Objectives #3</u>

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

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

Increase from 50 to 110 the completed articulation of CCC by June 2010.

Plan for implementation of a new system for transfer evaluation by September 2010.

Measures

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

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

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

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

Measures

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

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

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

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

Measures

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

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

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

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

Department/Unit: **Campus Store**

Mission Statement

The Campus Store provides students, faculty, and staff with the educational resources that will assist in their success at UC Merced. Through reasonably priced products, exemplary services, and sound business practices, the store promotes opportunities for student development and avenues for participation in campus efforts around intellectual excellence, global citizenship, wellness, and sustainability. As a primary source of campus logo merchandise, the Campus Store assists in promoting UC Merced pride and developing the Golden Bobcat spirit among students, faculty, staff, alumni and visitors.

Vision Statement

Through the development of a comprehensive business plan, the Campus Store will be a model of agility and adaptability in the dynamic landscape of the textbook retail industry and the growing role of technology. Its ability to create a balance between fiscal success and student-centered service will differentiate it as a premier, value-based operation. As a hub for campus supplies and resources, the Campus Store will offer an exemplary retail experience, both in service and environment, while supporting the overall University mission as a constant partner with curricular and co-curricular endeavors. It will continue to support excellence in the breadth and quality of products that ignite UC Merced pride and campus identity.

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

Goal 3: Develop a business plan that focuses on service and profitability as the Campus Store serves the growing campus community.

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

A Campus Store Advisory Board will be formed to increase student and faculty involvement in certain aspects of the store's retail operation. By involving students and faculty more closely in store decision-making, it will allow the store to gain insight on current student trends, spending habits, and experience with the store's physical layout and staff service.

It will also allow opportunities for the management to explain Campus Store Operations, the nature of an auxiliary, latest trends in college stores, and impacts of potential legislation.

Measures
At the end of the academic year, we will assess the level of involvement of the Advisory Board in terms of numbers of meetings, level of participation, and issues addressed. We will evaluate the success of the Board in reaching recommendations and the implementation of those recommendations by the store.

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

Program Objectives #2

The Student Advancement Program intends to provide the UC Merced Campus Store student employees with an informative and educational path to success in and out of the University setting. By offering an enriched process and incentive program, the students will learn new programs and sense of responsibility to assist in their long-term employment goals.

It will be necessary to provide courses or training in several key areas of the Campus Store that students can attend and receive certification of completion. In addition, completion of these training sessions can lead to a higher pay scale in accordance with the UC Merced Career Services department and the policies of the University of California.

Measures
An careful assessment of the training sessions will be conducted to ensure that program goals are being met for both the store and the student employees.

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

Student Learning Outcome #1

Through an annual student-created window display contest, students will develop an understanding of marketing, use of artistic expression to convey a concept, and the process of designing and installing a window display, including budget.

Measures
Workshops will be held to help students develop a proposal. A review of the submitted proposals will reveal an understanding of the design process.

The selected design will be evaluated on its ability to be installed within the timeline proposed and by student feedback on their reaction to the display.

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

Student Learning Outcome #2

A Student Advancement Program will help encourage students to feel a sense of accomplishment and purpose. The idea of providing an enriching and structural program will benefit the student and their goals, and will also provide a well-balanced and knowledgeable student staff for our Campus Store.

Measures
Students will be given case studies and simulations to look at their knowledge in areas of:

- Customer service
- Respect for diversity in a campus store environment
- Communication skills
- e-commerce
- Ordering and invoicing
- Supervision

Students will be expected to develop a "Pathways" plan that will demonstrate:

- Self-awareness
- Understanding of others
- Career/graduate school plan for 5-years post UC Merced graduation.

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

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

Department/Unit: **Career Services Center**

Mission Statement

Career development is a life-long process of exploration and decision-making. We, at the Career Services Center (CSC) at the University of California, Merced empower students and alumni to reach their full potential by offering services in support of career development, experiential education, employment and graduate school. To successfully accomplish this mission, the CSC continuously fosters partnerships with faculty, employers, staff, administration and the greater community.

Planning Goals

Formulate 3-4 goals and include them here.

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

Goal 2: Provide proactive and comprehensive career services.

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

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

Measures

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

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

Program Objectives #2

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

Measures
Since the majority of first year students (over 80%) live on campus, we will survey the first year students who attend an active programming event in Housing that will assesses their knowledge of the Career Services Center and the services we provide. Timeline: 2009-10 academic year.

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

Program Objectives #3

Market and promote the use and importance of completing student CATlink profiles through door hangers in housing, by the Career Peer Educators "man on the street" campaign during the month of September 2009 and additional outreach efforts.

Measures
An increase of 25% of student population with CATlink profiles by end of 2009-10 academic year.

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

Student Learning Outcome #1

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

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

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

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

Student Learning Outcome #2

Students who attend an active CSC programming event in housing will be able to identify 5 of the services that the Career Services Center offers.

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

Measures

80% of students who completed their program evaluation will be able to state five of the services that the Career Services Center provides.

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

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

Department/Unit: **Center for Educational Partnerships**

Mission Statement

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

Program Objectives and Student Learning Outcomes

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

The Center for Educational Partnership's Learning Outcomes are:

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

Program Objectives #1

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

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

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

Program Objectives #2

By May 31st, 2010 the communications intern will have developed, launched and maintaining the CEP's stakeholder website.

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

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

Student Learning Outcome #1

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

Measures
A variety of surveys will be implemented to assess students' knowledge of college preparatory courses.

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

Student Learning Outcome #2

By July 31, 2010 incoming 12th grade students who are served by the CEP will learn about college entrance requirements and how to write an effective UC personal statement.

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

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

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

Department/Unit: **Counseling and Psychological Services**

Mission Statement

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

Program Objectives and Student Learning Outcomes

Program Objectives

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

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

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

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

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

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

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

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

Student Learning Outcomes

Student Learning Outcome #1:

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

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

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

Student Learning Outcome #2:

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

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

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

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

Department/Unit: Dining Services

Mission Statement

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

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

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

Measures

Compile a student employee survey to determine who is interested in the cooks help program and what skills they wish to learn. In January we will review survey results and select 3-5 student

to participate in this program. Student Cooks 'exams' will be administered to track that learning objectives are being met.

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

Program Objectives #2

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

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

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

Student Learning Outcome #1

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

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

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

Student Learning Outcome #2

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

Measures
Recycling deferral rates and volume of trash produced will be monitored, and random trash audits will be done. We should also see a decrease in the amount of take out meals vs. dine in meal. The percentage of paper goods purchased as a percentage of sales should decrease over 2009-10.

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

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

Department/Unit: **Disability Services**

Mission Statement

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

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

Planning Goals

Goal 1: Develop a DS Program Evaluation Plan.

Goal 2: Develop a DS Campus and Community Outreach Plan

Goal 3: Develop a DS Orientation Services Program

Goal 4: Develop a DS Student Staff Training Plan

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

DS program policies and procedures will be reviewed and assessed to ensure that faculty and students are sufficiently engaged and informed of their respective rights and responsibilities by and through DS as part of an overall student-centered collaborative approach for academic accommodation services coordination.

Measures

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

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

Program Objectives #2

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

Measures
DS Services will conduct a student focus group in January of each year to evaluate procedures, policies and effectiveness of service delivery. Based upon the recommendations and suggestions of the group, modifications will be incorporated to increase student satisfaction.

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

Student Learning Outcome #1

Students will demonstrate understanding of their roles and responsibility by successfully completing the DS intake and registration process by the 4th week of each semester.

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

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

Student Learning Outcome #2

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

Measures
DS will conduct pre/post tests with active DS students to determine students' understanding of the student/faculty accommodations appointment process each semester. Pretests will be conducted during the intake assessment appointment and the posttest by the end of the 4th week of the term.

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

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

Department/Unit: **Financial Aid and Scholarships**

Mission Statement

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

Measures

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

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

Program Objectives #2

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

Measures
We plan to develop on-line financial aid training resources for students and conduct an on-line survey with students designed to assess the effectiveness of these resources by the end of 2010-11.

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

Student Learning Outcome #1
Continuing students will have a clear understanding of important deadlines included in the financial aid process.

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

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

Student Learning Outcome #2

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

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

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

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

Department/Unit: **Graduate Student Services**

Mission Statement

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

Planning Goals

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

Goal 2: Create a graduate student experience assessment/survey

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

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

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

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

Program Objectives and Student Learning Outcomes

Program Objectives #1

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

Measures

By June 1, 2010 GSS will distribute a graduate student experience assessment/survey that will include questions regarding the Fall/Spring Lyceum Series.

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

Program Objectives #2

By June 1, 2010 GSS will have created a graduate student experience assessment/survey. This survey will assess the overall (academic, social and professional) experience of graduate students during the Fall 2009/Spring 2010 academic year. GSS will invite Student Affairs and Academic units to collaborate on questions to be included in the survey. Data made available from the survey will be used to improve GSS programming and graduate student satisfaction.

Measures

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

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

Student Learning Outcome #1

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

Measures

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

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

Student Learning Outcome #2

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

Measures

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

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

University of California-Merced
Division of Student Affairs
2009-2010 Assessment Plan

Department/Unit: **Health Promotion**

Mission Statement

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

Planning Goals

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

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

Goal 3: Establish a long-term programming partnership with other UC Merced departments.

Goal 4: Develop and Implement an evaluation plan for department programs.

Program Objectives and Learning Outcomes

Program Objective: #1

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

***Measures**:*
Task Force created, charged and has met by the end of the Fall 2009 semester.

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

Program Objective #2

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

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

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

Program Objective #3:
Establish a formal relationship with Housing and Residence Life in which the Health Promotion department is responsible for providing active and passive programs around health-related issues to first year and continuing students.

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

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

Program Objective #4
Develop and implement a survey instrument to assess the impact of the Healthy Cat program on student knowledge and behavior change.

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

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

Student Learning Outcome #1
The Bacchus Network's Certified Peer Education (CPE) program will increase the 2009-2010 UC Merced peer health educators' knowledge and skills in the following areas: strategies for changing high-risk behaviors, listening, responding and referring, intervening, developing inclusive peer education efforts, programming and presenting, taking care of oneself, and ensuring group development and success.

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

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

Student Learning Outcome #3 :
Students living on-campus during the 2009-2010 school year, who attend the Health Promotion programs in the residence halls, will understand what campus and community resources are available to support them with various health issues.

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

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

Student Learning Outcome #4
Participation in the Healthy Cat program will (1) increase student knowledge of nutrition, physical activity, and heart health; and (2) increase the overall physical health of participants.

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

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

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

Department/Unit: **Health Services**

Mission Statement

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

Planning Goals

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

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

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

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

Program Objectives and Student Learning Outcomes

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

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

Measures

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

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

Program Objectives #2

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

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

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

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

Student Learning Outcome #1

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

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

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

Student Learning Outcome #2

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

Measures

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

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

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

Department/Unit: ___Housing and Residence Life

Mission Statement

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

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

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

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

Program Objectives and Student Learning Outcomes

Program Objectives #1

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

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

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

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

Program Objectives #2

Increase resident satisfaction with the RA's performance/role in serving as a resource to residents.

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

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

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

Student Learning Outcome #1

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

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

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

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

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

Student Learning Outcome #2

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

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

Measures

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

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

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

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

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

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

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

Department/Unit: **Office of International Affairs**

Mission Statement

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

Planning Goals

Goal 1: Internationalize UC Merced by defining undergraduate global competencies, identifying coursework with a global curricular focus, developing a global certificate program, and facilitating student and faculty opportunities to support this effort.

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

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

Goal 4: Sponsor visas for international students, faculty, researchers and professional staff and provide activities to ease cross-cultural adaptation challenges;

Goal 5: Make the International Center (iCenter) visible as a resource for the campus community.

Program Objectives and Student Learning Outcomes

Program Objective #1

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

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

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

This effort directly supports the following ***Student Affairs Learning Outcomes*** to enable students to:

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

Measures

1. The International Student Orientation will be held as closely as possible, but prior to, the start of the term.
2. The orientation is mandatory for international graduate and undergraduate students, as well as their dependents.
3. Incoming international students will be asked to register on-line in advance of the orientation.
4. ISS staff will conduct the international student orientation to cover rules and regulations applicable to all international students.
5. The orientation will last approximately three hours and be followed by a 1-hour informal reception attended by continuing graduate students, faculty and staff.
6. During the orientation a student panel will describe their experiences at UC Merced and take questions from the new students.
7. The orientation is mandatory and attendance will be taken. ISS staff will contact students who miss the orientation to meet with them individually or schedule a make-up orientation.

Student Learning Outcome # 1

By attending the orientation international graduate and undergraduate students will become familiar with:

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

Measures

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

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

Program Objective #2

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

This effort directly supports the following ***Student Affairs Learning Outcomes*** to enable students to:

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

Measures

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

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

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

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

Student Learning Outcome #2

Expand the Study Abroad Portfolio by affiliating with private-sector study abroad agencies. Providing a broad range of study abroad program options will:

1. Encourage students to utilize recommended and trusted providers

2. Achieve efficiencies in the transfer course evaluation process by enabling courses that are taken often to be tracked
3. Achieve efficiencies due to providers' willingness to adapt to UC processing needs when possible
4. Enhance internship opportunities
5. Broaden scholarship and financial aid options

Measures

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

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

1. By October 1, 2009 contact providers to begin affiliation discussion and request agreement materials including terms and conditions
2. Review affiliation agreements and request changes in terms and conditions that are necessary to comply with UC policy
3. Obtain the approvals of Provost EVC Alley and VCSA Lawrence.
4. By January 15, 2010 make options available to students by adding web pages to international.ucmerced.edu website describing IOP processes and links to affiliates.

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

Department/Unit: **Recreation and Athletics**

Mission Statement

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

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

Planning Goals

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

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

Goal 3: Extend our presence and reach on campus and in the Merced community.

Program Objectives and Student Learning Outcomes

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

In addition to our current survey of intramural sports participants, we will develop an assessment tool for our outdoor adventure program.

Measures

Survey developed for outdoor adventure program by end of fall 2009. Participants in each outdoor program will be surveyed at the conclusion of the program. Surveys will be maintained in order to provide for annual comparisons and program improvement.

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

Program Objectives #2

Develop and implement a needs assessment for Recreation and Athletics programs and facilities that will help us prepare our five-year strategic plan.

Measures

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

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

Student Learning Outcome #1

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

Measures

Survey created in fall 2009. Pre and Post test for student employees at the beginning of the semester (pre test) and at the end of the semester (post test). Surveys will be maintain in order to provide for annual comparisons and program improvement.

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

Student Learning Outcome #2

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

Measures

Pre and Post tests for participants in Outdoor Adventure programs will be administered throughout 2009-10.

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

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

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

Mission Statement

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

Planning Goals

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

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

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

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

Program Objectives and Student Learning Outcomes

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

Measure

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

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

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

Program Objectives #2

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

Measure

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

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

Student Learning Outcome #1

Students will be able to demonstrate basic knowledge of the registration process and resources available to assist with the enrollment process.

Measures

Survey Registration Round Up attendees before they leave the event to determine their level of understanding of the registration process.

After spring semester registration, survey control group composed of both Registration Round Up attendees and non-attendees to determine if those attending are better prepared to register than those who did not attend.

Gather data reflecting percentage of students who register within a certain timeframe from the date that registration opens as well as percentage of students who receive registration errors.

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

Student Learning Outcome #2

To help students learn about the features and capabilities of the CatCard so that they can better utilize the many functions available.

Measure

Campaign will be created to inform students about the CatCard. We will then log web site, phone, in-person, and email inquiries about campus card functions and analyze responses.

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

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

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

Mission Statement

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

Planning Goals

Formulate 3-4 goals and include them here.

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

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

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

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

Program Objectives and Student Learning Outcomes

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

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

Adapt the Mid-Semester Grade workshop program to a growing population of freshmen. Create alternatives to the live workshop experience that continue to help all freshmen struggling in at least one course build confidence and prepare a Success Plan. This is necessary in that the

number of freshmen each year is growing, and it is clear the growth in academic advisor numbers is not proportionate to the size of the incoming cohort each year. Since data already show that the most at-risk first year students for not remaining on campus past two years are those who are failing 3 or 4 courses at mid-semester, a self-directed success planning experience for those struggling in 1 or maybe 2 classes may prove to be effective and efficient. This will free up the advisors to focus their attention on the new students, in live workshops, who are having the most difficulties.

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

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

Program Objectives #2

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

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

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

Student Learning Outcome #1

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

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

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

Student Learning Outcome #2

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

Measures

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

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

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

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

Mission Statement

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

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

Planning Goals

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

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

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

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

Program Objectives and Student Learning Outcomes

Program Objectives #1
To more accurately measure our programs as a means to determine if the OSL is achieving its mission statement.

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

Measures
Our office will know if we are achieving our mission through the following preferred assessment measures: feedback/evaluation forms, an assessment grid that will track the rates at which we achieve specific parts of our mission, focus groups, anecdotal evidence through advising, and attendance rates at various events.

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

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

Program Objectives #2

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

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

Measures

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

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

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

Student Learning Outcome #1

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

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

Measures

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

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

Student Learning Outcome #2

Students who attend the strategic planning session for women's programs will feel an increased sense of community and awareness of the resources available for women on campus and in the community. Additionally, there will be a sense of empowerment around their ability to shape women's programs at the University.

Measures

An extensive evaluation will be given to all participants at the close of the session to determine if they are have greater knowledge of the resources available to them.

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

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

Department/Unit: **Students First Center**

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.

Planning Goals

Formulate 3-4 goals and include them here.

Goal 1: Maintain an 80/20 service model

Goal 2: Create and maintain quality standards for the department

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

Program Objectives and Student Learning Outcomes

The Division of Student Affairs' Learning Outcomes are:

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

Program Objectives #1

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

Measures

1. Initial Staff Training Survey – will be given at the beginning of a training program to assess current knowledge of office procedures. Survey will be given to participants of the training program (SFC Staff and/or SFC Student Staff)
2. Feedback received at Annual SFC Focus Group – SFC Focus Group is comprised of the Directors and Assistant Directors from all of our Enrollment Services Units.

3. Results from bi-annual SFC Customer Service Survey – all constituents are encouraged to complete the SFC Customer Service Survey
4. Information received from electronic Comment Card - electronic comment cards are available on the SFC website and are included in all SFC Staff members email signature lines

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

Program Objectives #2

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

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

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

Student Learning Outcome #1

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

Measures
Results of the Student Services Tracking System will be analyzed annually with the goal of identifying areas where students appear less able to resolve issues independently. Data will be tracked annually and improvements in service delivery made to increase student learning and independence.

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

Student Learning Outcome #2

SFC staff will provide new students with the necessary tools and instructions for meeting University dates, deadlines, submitting information via our My.UCMerced.edu portal and providing accurate timely information to requesting agencies.

Measures

1. Results from the online Student Service Time tracking database will provide information regarding the types of contacts we receive at the SFC. These contacts can track the amount of frequency, type of service and number of contact for each student that is logged. The desired results would indicate that a student would not visit the SFC for the same type of inquiry more than once.
2. Results from bi-annual SFC Customer Service Survey – all constituents are encouraged to complete the SFC Customer Service Survey

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