University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: **Campus Dining**

Mission Statement

UC Merced Campus Dining Services is committed to meeting the diverse culinary needs of the campus community. We pledge to run an environmentally conscious operation and foster a safe and congenial atmosphere that encourages dining to be a shared experience that supports the academic endeavors of our campus community.

Annual Planning Goals

GOAL 1: To successfully launch the Student Employment Program 2.0 which focuses on increased efficiencies and professional development of the student employee. Links to imperative 4.
GOAL 2: To establish traditions that represent Campus Dining's commitment to Student Life. Links to imperative 5.
GOAL 3: In cooperation with campus colleagues, to develop a Campus Dining Sustainability Marketing plan to promote and support Campus Dining and UC Merced's campus sustainability efforts. Links to imperative 5.
GOAL 4: To provide updated nutrition information on menu offerings and make it widely available. Links to imperative 5.

2010-2011 Campus Dining Assessment Plan

GOAL #1: To develop a student employment handbook that clearly articulates what the purpose of employment with Dining Services. It includes our Mission Statement, Values, and learning expectations.

Rationale for goal #1: Student employment is essential to our operation. There is value in assessing the student employment experience to determine whether or not we as a department clearly articulate our purpose and expectations.

Student Learning Outcome #1: Campus Dining student employees will increase self-confidence (one of the explicit Campus Dining values) within the workplace by at least one point on the scale by the end of their employment with Dining Services.

SLO #1 Measurement: Each student employee will participate in a pre-test designed to collect data on the student before they start and before they see our P&P Manual. It will ask them to rank their self-confidence on a scale of 1-5. The post-test will be administered at the end of their employment.

Program Objective #1: New Hire Orientation will be the most critical point of contact with the student at first. At this point the handbook is explained in clear detail. We believe the orientation and the handbook will support the student employment experience. Once employment begins, performance evaluations, attendance, and varies other factors will help reinforce the SLO. Management and Staff are also critical in enforcing the program goal.

PO #1 Measurement: At the conclusion of employment, the student will complete en exit survey. We will have data for roughly 100 student employees to analyze to determine if our New Hire Orientation contributed to the student employee's experience in a positive way. The exit survey will also ask questions about the P&P manual to determine if it is helpful in clarifying our expectations of student employees.

<u>GOAL #2:</u> To develop an end of the year 'Appreciation' event for resident students, sponsored by Campus Dining Services.

Rationale for goal #2: Residents spend an entire year with Dining. We would like to celebrate with them the completion of their first year of college.

<u>Student Learning Outcome #2:</u> The End of the Year Appreciation event will foster socialization and a sense of community, critical to the academic success of our students. Ninety percent of the students attending this event will report that it was worth attending. We hope to collect words that describe their experiences to determine if students feel appreciated.

SLO #2 Measurement: At the End of the Year Appreciation event, we will send out employees (a combination of career and student) to survey the students with two questions:

1) **Are you having a good time today? Was it worth coming out?**
2) **What is the first word that comes to mind to you at this moment regarding this event?**

<u>Program Objective #2:</u> To have a well attended Appreciation event to signal to resident students that their participation in campus dining is valued and important to Dining Services as well as to their academic success.

PO #2 Measurement: We will measure participation based on the percentage of residents who show up to the event out of the total possible residents. An attendance rate of 75% will be deemed a successful turnout.

<u>GOAL #3:</u> With support from Residence Life, to promote a culture of eating dinner 'in-house'. This will encourage dining to be a shared experience and will decrease the amount of 'take out' meals that produce excessive trash.

Rationale for goal #3: Campus Dining Services chooses to support in-house Dining not only to encourage dining as a shared experience, but to minimize the amount of disposable waste, thus supporting our sustainability commitment. By encouraging resident students to "dine in," a spirit of community will be fostered and enhanced at dinner time. RA's will be encouraged (and occasionally rewarded) for promoting community dining during the dinner meal.

<u>Student Learning Outcome #3:</u> Resident students who eat in the dining center more often at dinner time will report a strong sense of community 10% more than those who frequently dine out for dinner. Additionally, the students who dine in more often should become more aware of how they can impact Campus Sustainability initiatives than students who do not frequently dine in.

SLO #3 Measurement: We will also ask specific questions in the Housing Survey to measure the residents' sense of community fostered by the Dining Commons and their understanding of the impact they have on sustainability efforts.

1) **How many days per week do you eat Dinner in the DC?**
2) **When I eat dinner at Dining, I feel like part of my community and enjoy the shared experience with my peers.**
3) **I am aware of the impact I had in generating less disposable waste because of dining in.**

<u>Program Objective #3:</u> Dining Management will be required to eat two meals per month with a group of students. During these meals, staff will discuss our commitment to Sustainability and ask how the residents (in that very moment in time) support Campus Dining Initiatives. Thus, over the course of the academic year, 5% more resident students will dine in at the end of the year than at the beginning of the year.

PO #3 Measurement: We will measure the percentage of dinner meals that are dine in vs. take out, specifically pertaining to residents and analyze them by month, to determine if more residents are indeed dining in as the year progresses. Our POS system will track these data for us.

University of California-Merced
Division of Student Affairs
2010-11 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.

ANNUAL PLANNING GOALS (please formulate 3-4 departmental annual goals and indicate if it is linked to an Imperative of the 2007-12 Student Affairs Strategic Plan)

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.

2010-2011 Departmental Assessment Plan

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.
Rationale: Promote student learning and success through collaborative partnerships on and off campus.

Student Learning Outcome #1: 80% of the prospective students and their families who shop in the Campus Store on Fall Preview Day (Saturday, October 16, 2010) will agree that the Store is promoting the Golden Bobcat spirit.

SLO Measurement: We will survey the customers who come into the store to shop during Fall Preview Day. We will have the employees ask prospective students and their families if school spirit was promoted in the Campus Store.

DRAFT

Program Objective #1: 80% of the prospective students and their families who shop in the Campus Store on Fall Preview Day (Saturday, October 16, 2010) will be satisfied with their experience.

PO Measurement: In the same survey, we will ask prospective students and parents how satisfied they were with their experience in the Campus Store on Fall Preview Day.

GOAL #2: Facilitate the professional development of student workers through a comprehensive career development student work program that is linked with evaluation and promotion.
Rationale: We want our student employees to develop the skills associated with the Divisional Student Learning Outcomes, and we have selected four skills to focus on and to measure this year.

Student Learning Outcome #2: All students who work in the Campus Store will report some improvement in at least one of the following skills: self-confidence, leadership abilities, capacity for teamwork, and sense of responsibility, by the end of their employment.

SLO Measurement: We will evaluate students on the following skills: self-confidence, leadership abilities, capacity for teamwork, and sense of responsibility during our performance evaluation process, and we will ask students to evaluate themselves. We will ask students to report any improvement in their skills from the beginning to the end of their employment with the Campus Store.

Program Objective #2: All students who work in the Campus Store will report that they had the opportunity in their work environment to develop at least one of the following skills: self-confidence, leadership abilities, capacity for teamwork, and sense

PO Measurement: During the evaluation process, student workers will also be asked to determine if the opportunities to improve their skills were present in their job assignments and scope. The skills are the same as the SLO: self-confidence, leadership abilities, capacity for teamwork, and sense of responsibility. This will help the department determine if the student work assignments are indeed providing opportunities for skill development.

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.
Rationale: This creates an environment that fosters student development from theory to practice.

Student Learning Outcome #3: Students who participate in the Campus Store Advisory Committee will increase their knowledge of bookstore processes by 10% during their service on the committee in the 2010-11 academic year.

DRAFT

SLO Measurement: We will give the students on the Campus Store Advisory Committee a survey at the beginning and another at the end to measure the student's knowledge of bookstore processes. The management staff believes that with knowledge of our operations that we will create ambassadors for the store and be able to get more student opinions regarding store operations and products.

Program Objective #3: At least 80% of the faculty, students and staff who participate in the Campus Store Advisory Committee during the 2010-11 academic year will report they are satisfied with their experience.

PO Measurement: We will give the participants on the Campus Store Advisory committee a satisfaction survey at the end of the academic year to measure their satisfaction with the experience.

We will also track the number of suggestions and track the number of implementations the store can accomplish over the year. This will help us decide if the group is learning and finding value in the work of the committee.

DRAFT

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: **Career Services Center**

DEPARTMENT MISSION:

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

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

ANNUAL PLANNING GOALS

Goal 1: To gain a deeper understanding of what a UCMerced student who engages in services and programs in the Career Services Center should be able to know, do, demonstrate or feel.

Goal 2: Increase career development and marketability within students working on-campus.

Goal 3: To learn about students' awareness of their career resources as well as their attitudes and understanding of career & employment related issues.

2010-2011 Departmental Assessment Plan

GOAL #1: To gain a deeper understanding of what a UCMerced student who engages in services and programs in the Career Services Center should be able to know, do, demonstrate or feel.

Rationale for goal #1: The intention of developing & assessing learning outcomes is to inform practice – to do our best to positively impact students. Evaluating our interventions, outcomes and indicators helps us redefine effective practice.

Student Learning Outcome #1: Students who interact with a CSC career counselor will take at least one developmental action step toward major/career/job decisions as a result of their appointment experience.

SLO Measurement: 75% of students will report "being confident in their ability to take ownership of their own career development."

(Strategies: By Oct. 30, 2010 develop rubric for career counseling services including student learning outcomes. By Dec 1, 2010 revise Career Counselor feedback form. By Jan. 1, 2011 develop survey questions to measure student learning. Beginning in the Spring 2011 semester, following a counseling appointment students will be sent an electronic survey to measure what the student learned following the appointment with a career counselor. Use rubric to show when outcomes are met.)

Program Objective #1: To shift the focus of CSC workshops from a participation model to a learning model, by better understanding the outreach activities that contribute to career growth of students.

Draft

PO Measurement: 75% of students participating in either attending a workshop will report feeling "more confident to take an action step now or in the future?"

GOAL #2: Increase career development and marketability within students working on-campus.

Rationale for goal #2: Campus employment is designed to offer students an opportunity to use and develop their skills, talents, and responsibility by applying concepts learned in the classroom to an employment environment and at the same time, providing a worthwhile service to the University. Career Services seeks to provide blended learning opportunities for student workers seeking to build their career development and increase their marketability and ensure the capabilities and capacity needed for success in the ever changing and challenging workplace of the 21st century. This is a pilot program only within the Career Services Center with designs on expanding to the broader campus community.

Student Learning Outcome #2: As a result of working in the Career Services Center, student employees will develop professional skills (communication, project management, building working relationships), which will aid them in developing to prepare for lifelong employment success

SLO Measurement: 70% of student employees will report "feeling confident in their ability to land a job in a chosen field upon graduation." Surveys will be administered to all student employees to allow for them to self-report their level of skill development (communication, project management, building working relationships). The survey will be part of both a mid-year and end-of-year satisfaction survey.

Program Objective #2: Increase participation in student employment on campus by 10% over the prior year.

PO Measurement: Measurement of number of participants from the current year compared to prior year.

GOAL #3: To learn about students' awareness of their attitudes and understanding of career & employment related issues.

Rationale for goal #3: Career Services wants to better understand the career and professional plans of students. And how does Career Services assist students in their professional endeavors?

Student Learning Outcome #3: Students will be able to identify their top 5 concerns related to career as they are preparing to graduate.

SLO Measurement: Students will be able to identify their top 5 concerns related to career as they are preparing to graduate. Students will be surveyed at the end of their participation in both the Graduate School Fair and Career & Internship Fair.

Program Objective #3: Learn the career preparedness perception of employers regarding UC Merced students.

PO Measurement: When employers were asked to rate the career preparedness of UC Merced students compared to others schools at which they recruited, 85% will rate UCM students Very Good or Good at the Spring 2011 Career & Internship Fair and at the conclusion of on-campus interviewing.

Draft

University of California-Merced

Division of Student Affairs

2009-10 Assessment Plan

Department/Unit: ___Counseling and Psychological Services_____

Mission Statement

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

Planning Goals

Goal 1: Competence and Accessability

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

Goal 2: Psychosocial skills enhancement

To promote and enhance student academic and leadership development thru counseling and consultation targeted at decreasing the effects of psychosocial risks to student wellbeing.

Goal 3: Clinical care

To provide clinical care to sustain and augment the psychosocial functioning of students

Goal 4: Program Administration and Assessment

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

Goal 5: Student Resillience and Wellness

To extend the presence and impact of CAPS into the UC Merced wellness promotion and student community.

Program Objectives and Student Learning Outcomes

Program Objectives

By June 30th 2011 CAPS will:

Program Objective #1.1:

Assess the available services constellation in regard to relevance, cultural competence and accessibility for the diverse student populations on campus .

This program objective is important to measure because there are significant differences in the students who are presenting to CAPS for services. Specifically, specific culturally diverse students, 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:

Student participants in CAPS services will be representative of the stratification of the student population group (in various university identified populations) within one standard deviation.

Student participants in CAPS services will be representative of the stratification of the student population group (in various university identified populations) within one standard deviation as compared with student utilization in other UC campus comparable services

Program Objective 2.1:

To promote and enhance student academic and leadership development thru counseling and consultation.

By June 30th 2011 CAPS will:

2.1a: Provide individual counseling and consultation at an increased utilization of .01 over prior years

Measures:

Case documentation data and encounter information of individual counseling and consultation encounters entered in the system database.

2.1b: Provide group counseling and support to 30 student clients and 300 group participant hours

Measures:

Case documentation data of group support, psycho educational and counseling services entered in the system database.

2.1c: Provide support system counseling and consultation to 25 student cases and 100 clinical encounters

Measures:

Case documentation data of family and extended support system encounters regarding the student case services as existing in the system database

Program objective #3:

To provide clinical care to sustain and augment the psychosocial functioning of students in need

By June 30th 2011 CAPS will:

3.1 provide clinical care to sustain and augment the psychosocial functioning of students of .01 over the last year's utilization data.

Measure: client utilization data

3.2 provide 10 sessions internal clinical staff training on best practices to sustain and augment the psychosocial functioning of students

Measure: Documented staff training and evaluation data

3.3 Develop and implement a measure based upon indicators of psychosocial functioning to a significant sampling of student clients utilizing a pre and post comparison methodology

Measure: Initial development and trial implementation of pre and post indicators of psychosocial wellness.

Program objective #4:

Implement and report on outcomes and indicators for program assessment based upon measures and objectives indicated herein

By June 30th 2011 CAPS will:

4.1 assessment plan completion evidence in compliance with 80% of assessment plan objective timelines

Measure: Project tracking data and Project milestones completion

4.2 Dissemination and reporting on assessment plan outcomes and indicators evidenced by a program assessment report

Measures: Project progress reports and Project deliverables,

Program Objective #5.1:

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:

Launch and refresh the online CAPS webpage including survey of registered students to evaluate their perceptions and utilization of material available on the website, including feedback for improvement.

Program Objective #5.2:

Participation in student assistance efforts;

It is important of CAPS to be allied with and seamlessly integrated into the student assistance effort provided to enhance wellness and successful development for UC Merced students

Measures: Participation in health outreach efforts documentation; Participation in Student Response Team (SRT) efforts, as documented in staff schedules and signin sheets

Program objective #5.3:

Participation.

It is important to the efforts toward wellness and student success that CAPS stay informed and advocate to administrative and policy processes of UC Merced for enhancement of services and services impact toward student success and development.

By June 30th 2011 CAPS will participate in adiministrative process of services collaboration and enhancement in 50 meeting encounters and 100 staff hours of collaborative services

Measure: documentation of staff time and collaboration efforts

Student Learning Outcomes

Student Learning Outcome #1:

By participating in outreach services (seminars), 200 students will be able to improve their understanding and skill set in the topical area presented.

Measures:

Participation records and documented encounters; participants will be given learning tasks at the seminar to assess their acquisition of knowledge and skills.

Student Learning Outcome #2:

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

Measures:

Participation records and documented encounters;

Conclusions

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: Disability Services

Mission Statement

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

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

Annual Planning Goals

GOAL 1: DS New Student Orientation Program (SA SP Imperative 1)

GOAL 2: DS Faculty Orientation Outreach Program (SA SP Imperative 1)

GOAL 3: DS Web Services 2.0 (SA SP Imperative 3)

2010-2011 Departmental Assessment Plan

GOAL #1: To improve DS New Student Orientation Program

This DS program goal will introduce new students with disabilities to DS as a student services support unit and help them understand their student role and responsibilities to satisfactorily complete the DS registration process.

Rationale: The college transition and orientation process faced by incoming students as they transition to a post-secondary institutional environment has been increasingly identified as an area that poses unique academic accommodation services eligibility issues for students with disabilities.

Student Learning Outcome #1: As a result of participating in the DS New Student Orientation program, at least 50% of student participants will be able to successfully complete the DS registration process as part of the academic accommodation services delivery process.

SLO #1 Measure: Participation in DS New Student Orientation will be tracked and will be compared to successful registration.

<u>Program Objective #1:</u> At least 50% of new student participants will understand their personal role and responsibilities in completing the DS student registration process. DS student orientation program surveys will be used to assess student knowledge of DS registration requirements before and after participating in the DS orientation program. This in turn will be used to assess the effectiveness of the DS orientation program and make program improvements as identified.

GOAL #2: To enhance DS New Faculty Outreach Orientation Program

This DS program goal will increase the number of faculty contacted by the Disability Services Coordinator to provide a new faculty orientation covering the respective collaborative roles and responsibilities of DS, the student and faculty in facilitating effective academic accommodation services.

<u>Rationale:</u> New faculty need a targeted outreach approach to introduce them to DS as a student and faculty support unit. New faculty often arrive from previous postsecondary institutions that have different methods of coordinating academic accommodations. This DS program goal will ensure that DS service provision is consistently arranged and delivered in collaboration with DS, the student and faculty by clarifying the respective roles of each.

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

At least 50% of new students who meet with a new faculty member previously oriented by the DS will report a positive experience and outcome in discussing their approved academic accommodations with faculty.

<u>Program Objective #2:</u>

At least 50% of the new faculty will have a face-to-face meeting with the Disability Services Coordinator (DSC) in AY 2010-11. The DSC will deliver a personal DS program welcoming letter and provide DS information on how accommodation services are coordinated. DS student intake data that currently tracks student pickup and return of faculty notification letters will be expanded to also inquire on student satisfaction with student-faculty meeting outcomes.

GOAL #3: To launch the DS Online Student Accommodation Services 2.0

This DS program goal will increase student satisfaction with DS accommodation services delivery by enabling students to independently submit accommodation services requests through the use of online web based application services.

<u>Rationale:</u> DS needs to transition to a web-based student services delivery model that will increase DS program operational efficiencies, particularly in the area of DS student intake registration, eligibility determination and accommodation service request processing.

<u>Student Learning Outcome #3:</u>

50 % of registered DS students will learn and increase their technical skills and abilities and successfully submit online accommodation services request. This will result in increased student satisfaction with DS accommodation service request processing and delivery.

Program Objective #3:

At least 50% of registered DS students will be surveyed to measure student satisfaction with DS accommodation services efficiency and delivery as part of the online accommodation service requests submission process. Student survey data will collect web interface and usability (ease of use) to identify improvements in web design and increase overall accessibility for current and future users.

University of California-Merced
Division of Student Affairs
2010-11 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.

Annual Planning Goals

GOAL 1: To create a meaningful experience for student workers' in the Financial Aid and Scholarships Office.

GOAL 2: To better understand the attitudes of students regarding the Office of Financial Aid and Scholarships.

GOAL 3: To ensure students understand important deadlines so that we can accurately and timely provide financial aid to them.

2010-2011 Departmental Assessment Plan

GOAL #1: To create a meaningful experience for student workers' in the Financial Aid and Scholarships Office.
Rationale: We hire students annually and want them to be successful in their future employment and to ensure that their experience in our office contributes positively to that outcome.

Student Learning Outcome #1: All of the student workers (100%) in the Office of Financial Aid and Scholarships will report an increase in their self-reported confidence in their knowledge of departmental policies by the end of their employment.

SLO Measurement: Student workers will be asked at the end of the 2010-11 academic year to rate themselves on their confidence in their knowledge of departmental policies, and will be asked if their confidence has increased since the beginning of the year.

Program Objective #1: All of the student workers (100%) in the FA&S Office will indicate they feel more prepared for future employment because of their experience in our Office.

PO Measurement: At the conclusion of their employment for the 2010-11 year, all student workers will be surveyed using a Likert scale from Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Each will be asked to respond to the statement: "As a result of my student worker experience, I feel more prepared for future employment."

GOAL #2: To better understand the attitudes of students regarding the delivery of services by the Office of Financial Aid and Scholarships.
Rationale: We know that many students listen to peers for advice on financial aid, to avoid direct contact with the Financial Aid and Scholarships Office. We would like to know why students do not interact more directly with our department, so that we can plan interventions to change this.

Student Learning Outcome #2: Students who participate in the November Focus Group will agree that the process of discussing the Office of Financial Aid and Scholarships helped them better understand the purpose of the department. Indeed, 75% of the student focus group participants will commit to coming to the Office of FA&S and to referring peers to the Office of FA&S instead of providing information to peers or asking others on campus for financial aid advice.

SLO Measurement: At the conclusion of the student focus group, facilitators will ask students to complete a survey asking if they feel the processing of discussing the Office of FA&S was helpful and asking them if they would now refer peers or come themselves to the Office for advice with financial aid.

Program Objective #2: In collaboration with Housing and Residence Life student RAs, the Office of FA&S will engage in small focus group data collection in November, 2010, designed to gather information about students' attitudes regarding our office. Focus group will capture primarily first year campus residents to help determine what new students think and feel about FA&S.

PO Measurement: We will identify the major themes from the focus group and summarize that into a communication campaign to be shared with our department staff and Assistant Vice Chancellor. Data are to be collected in November, 2010 and results summarized and reported before February 1, 2011.

GOAL #3: To ensure students understand important Financial Aid & Scholarship deadlines so that we can accurately and timely provide financial aid to them.
Rationale: This is the fourth year of a shotgun campaign approach to informing students of deadline, so we would like to determine which of the many approaches is successful in educating students about these critical deadlines.

Student Learning Outcome #3: Over 75% of students submitting their FAFSA by March 2, 2011 will indicate that they were "well aware" of the deadlines when answering the questions in the FA&S portal.

SLO Measurement: In FAFSA submission process, students will be asked: I was well aware of the FAFSA deadline, and can respond "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" to this statement.

Program Objective #3: To determine where UC Merced students applying for financial aid acquired accurate information regarding the FAFSA submission deadline of March 2, 2011.

PO Measurement: In the portal in FAFSA submission process, students will be asked: "Where did you learn about the FAFSA deadline?" to determine the source of the information and will have a list of options from which to choose, including all the locations of the Office of FA&S communication strategies.

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: GRADUATE STUDENT SERVICES

Mission Statement

Graduate Student Services (GSS) is a centralized resource for graduate students. As such, GSS provides services and support systems to address the unique needs of graduate students.

Annual Planning Goals

GOAL 1: GSS will create a Graduate Student Association (GSA) Leadership Program in Summer 2010 that will increase the 2010-11 GSA's capacity for leadership and teamwork while encouraging the exploration of one's sense of self, identity and knowledge of their effect on others.

GOAL 2: GSS will create a "Love Life" campaign, a once-a-month graduate student wellness focus group beginning Fall 2010.

GOAL 3: GSS will create the graduate student Creative Research Program: An Exhibition of Art and Science during Research Week. The exhibition will provide opportunities for graduate students to display their research to the UC Merced community and offers scholars, faculty and staff to connect across academic disciplines.

2010-2011 Departmental Assessment Plan

GOAL #1:
GSS will create a Graduate Student Association (GSA) Leadership Program in Summer 2010 that will increase the 2010-11 GSA's capacity for leadership and teamwork while encouraging the exploration of one's sense of self, identity and knowledge of their effect on others.

Rationale for goal #1:
In efforts to support an environment that fosters student development theory to practice, GSS will create a Graduate Student Association (GSA) Leadership Program. GSS will create a leadership program that will increase GSA's understanding of leadership and teamwork, personal behavior and group dynamics and how it pertains to their roles as GSA officers.

Student Learning Outcome #1:
Eighty percent of graduate student participants in the GSA Leadership Program will report an increase in their leadership abilities after completion of each workshop.

SLO Measurement: Participants will complete an assessment at end of the each workshop.

Program Objective #1:
Eighty percent of GSA members attending the leadership program workshops will report "satisfied" or "very satisfied" with the workshop series conducted in July 2010 – April 2011.

PO Measurement: All GSA members will complete a Leadership Program assessment at the end of the last workshop in April 2011.

GOAL #2:

GSS will create a “Love Life” campaign, a once-a-month graduate student wellness focus group beginning Fall 2010.

Rationale for goal #2:
In collaboration with CAPS and Health Services and in efforts to support university-wide efforts that sustain an environment characterized by physical and emotional wellness on the part of students, faculty and staff, GSS will develop a “Love Life” campaign, a once-a-month graduate student wellness focus group.

Student Learning Outcome #2:
Graduate students, faculty and staff participation in the Love Life series will increase awareness of graduate student issues and campus resources.

SLO Measurement: During each session, the Love Life facilitators will record graduate student discussion topics and the staff/faculty responses. These notes will be reviewed to determine the level of awareness of issues and resources.

Program Objective #3:
Graduate student participation in the Love Life series will increase by fifteen percent from the first session in September to the last session in November 2010.

PO Measurement: The Love Life facilitators will record participation for all sessions.

GOAL #3:
GSS will create the graduate student Creative Research Program: An Exhibition of Art and Science during Research Week. The exhibition will provide opportunities for graduate students to display their research to the UC Merced community and offers scholars, faculty and staff to connect across academic disciplines.

Rationale for goal #3:
In efforts to promote student learning and success through collaborative partnerships on and off campus, GSS will create the Creative Research Program: An Exhibition of Art and Science. The Creative Research Program seeks to draw scholars, faculty and staff together to share, explore and facilitate knowledge and learning about the creative side of graduate student research.

Student Learning Outcome #3:
Fifty percent of graduate students who participate in the Creative Research Program during Research Week will report “satisfied” or “very satisfied” with the program.

SLO Measurement: Graduate students who submit an exhibit in the Creative Research Program will complete an end of the program assessment.

Program Objective #3:
The first Creative Research Program during Spring 2009 had one graduate student submit an exhibition. The Spring 2011 Creative Research Program will Increase graduate student participation in Research Week by fifty percent.

PO Measurement: Compare data from 2009-2010 to data from 2010-2011 Research Week.

University of California-Merced
Division of Student Affairs
2010-11 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. Such programs designed to improve student health will ultimately foster a more productive learning environment at UC Merced and prepare students for a healthier future after graduation.

Annual Planning Goals

GOAL 1: Establish and continuously develop long-term partnerships with on-campus and off-campus agencies in order to create a comprehensive alcohol misuse prevention program.

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

GOAL 3: Implement individual, group, and community-based programs to address the high-risk health behaviors of UC Merced students.

2010-2011 Departmental Assessment Plan

GOAL #1: Establish and continuously develop long-term partnerships with on-campus and off-campus agencies in order to create a comprehensive alcohol misuse prevention program.
Rationale for goal #1: Research indicates that the most effective alcohol misuse prevention programs are the result of coordinated collaboration efforts between campus and community agencies to provide an environment conducive to responsible alcohol use behaviors. Such research also identifies three high-risk populations for which targeted programs are necessary: first year students, Greek Life students, and athletes. As such, long-term partnerships with campus departments associated with these populations are essential in the development and maintenance of alcohol misuse prevention programs.

Student Learning Outcome #1: By the end of the Fall 2010 semester, 50% of students living on-campus will be able to correctly identify core messages included in the four stage program to prevent alcohol misuse. The core messages include: actual norms associated with UC Merced students' alcohol use, harm reduction strategies to prevent negative consequences associated with alcohol use, symptoms of alcohol poisoning, and steps to intervene when a peer may be experiencing an episode of alcohol poisoning.

SLO #1 Measurement: Conduct a survey of students living on-campus at the end of the Fall 2010 semester. The survey will assess students' knowledge of the four core messages included in the four-phase program.

Program Objective #1: Continue to develop the formal partnership between Housing and Residence Life and Health Promotion by initiating a four stage program to prevent alcohol misuse amongst UC Merced students living on-campus. The four phases will be complete by the sixth week of instruction and will include: (1) a one hour training session for all Resident Assistants, (2) five minute presentations at each of the 15 hall meetings Move-in Weekend, (3) a series of four weekly bulletin board displays throughout the Residence Halls during the month of September, and (5) the distribution of a magnet to each unit by the middle of September. The four phase program will provide students with four key messages: social norming, harm reduction strategies, symptoms of alcohol poisoning, and bystander intervention.

> **PO #1 Measurement:** Verify that each of the four phases of the program is complete as follows:
> 1. Resident Assistant training session on August 13th
> 2. Peer health educator presentations at each of the 15 hall meetings on August 20th
> 3. Four weekly bulletin board displays posted on August 23rd, August 30th, September 7th, and September 14th
> 4. Alcohol poisoning magnets delivered to each unit in the Residence Halls the week of September 20th

GOAL #2: Develop a group of highly trained peer health educators, known in the UC Merced community as a credible source for health information and a leader in inclusive programming.
Rationale for goal #2: Research indicates that peers are one of the strongest influences on undergraduate student growth. In addition, due to the frequency and quality of student-to-student interactions, health messages will continue to be reinforced after a program/event is over. The ability of trained students to role model healthy behaviors and disseminate health information is a valuable resource in efforts to address high-risk behaviors amongst students at UC Merced. In order for peer health education programs to be effective; however, members must be viewed by the student body as credible and inclusive sources of information. To remain credible, peer health educators need to role model the health messages delivered by their programs.

Student Learning Outcome #2: By Spring 2011, 75% of UC Merced students who participate in select peer health education programs will identify the peer health educators as credible sources of health information and positive role models for healthy behaviors.

> **SLO #2 Measurement:** Request program evaluations from students who participate in select peer health education activities during the Spring 2011. The evaluation form will be handed out and collected at the end of the programs and will contain two questions related to the credibility of the peer health educators.

Program Objective #2: Require all 2010-2011 UC Merced peer health educators to meet with Health Promotion staff to review and sign the "Program Expectations" document no later than September 17th. The document includes a list of health behaviors the students are expected to follow in order to increase the credibility of the programs they deliver.

> **PO #2 Measurement:** Verify that all 2010-2011 peer health educators sign the "Program Expectations" document by September 17th.

GOAL #3: Implement individual, group, and community-based programs to address the high-risk health behaviors of UC Merced students.
Rationale for goal #3: Health information is best disseminated in a variety of contexts in order to meet the different needs of students, especially when the health information is of a sensitive nature. Some students prefer to receive information one-on-one, others prefer a setting with

other members of their social network, and others are most receptive to messages targeting the entire student body.

Student Learning Outcome #3: During the Spring 2011 semester, students who attend an individual contraception counseling session with one of the peer health educators prior to their physician appointments will be more compliant with proper contraception usage as compared to students who do not attend such a session.

> **SLO #3 Measurement:** Track both students who attend individual contraception counseling sessions and students who do not attend such sessions using the Health Services Point and Click system. Health Services physicians will determine and record compliance using Point and Click during contraception follow-up appointments.

Program Objective #3: Train six peer health educators to conduct individual contraception counseling sessions by the end of the Fall 2010 semester. The training will consist of: (1) a two hour session on contraception methods by Planned Parenthood staff, (2) a two hour session specific to UC Merced student needs by Health Services staff, (3) a one hour session on the utilization of credible resources by Health Promotion staff, and (4) two supervised mock contraception counseling sessions.

> **PO #3 Measurement:** Verify that all six peer health educators successfully complete all four components of the contraception counseling training by the end of the Fall 2010 semester.

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: HEALTH SERVICES

Mission Statement

The mission of Health Services is to help each student 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.

Annual Planning Goals

- Provide accessible, timely primary care that is personalized, confidential and cost-effective.
- Educate students, emphasizing health promotion, healthy lifestyles, and lifelong disease prevention.
- Promote a campus community that provides a supportive environment for students to pursue personal wellness.
- Foster an environment to teach life-long learning skills to students to be active participants in their health and wellness.

2010-2011 Departmental Assessment Plan

GOAL #1: To launch a new Health Services web site using the UCM Drupal Content Management System in conjunction with Health Promotion to enhance student resources and improve student's experience.

Rationale for goal #1: Health Services and Health Promotion are the primary resource for students to learn how to make health care decisions independently to positively impact their wellness and student success towards their academic goals. We expect approximately 500 hits to the site.

Student Learning Outcome #1: Students who visit the new Health Services web site will demonstrate increased awareness of available health and wellness resources after they utilize the website.

SLO Measurement: Measure the knowledge of student's awareness of the resources available at the UC Merced Health Center via a survey on the new web site that pops up upon student exit. It will measure the amount the student believes the website has contributed to their increased awareness of resources, using a Likert scale of Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

.

Program Objective #1: Sixty percent (60)% of the web site visitors will agree that their experience on the new website was satisfactory.

PO Measurement: Pop up survey also asks a satisfaction questions, measuring ease of use of the new website.

GOAL #2: To educate graduate students regarding their new benefits in the 2010-11 self-funded graduate student health plan through UCOP.

Rationale for goal #2: The Graduate Student Health Insurance Plan (GSHIP) was transitioned from a campus-based fully insured plan to a self-funded UC system-wide plan. The primary care benefits are now focused utilizing the campus health center.

Student Learning Outcome #2: Graduate students will identify the campus Health Center as their primary care provider and will indicate that they understand the scope of benefits of their program.

SLO Measurement: Survey graduate students using the health center by adding focused questions on the annual Graduate Student Survey, administered in June, 2011.

Program Objective #2: Graduate students utilizing the Health Center in 2010-11 for medical services will increase by twenty-five percent (25%) over 2009-10.

PO Measurement: Graduate student utilization will be measured via the patient management system used in the Health Center.

GOAL #3: Increase the awareness of influenza as a preventable disease and hopefully decrease the cases of influenza in our student body through education and prevention strategies.

Rationale for goal #3: Influenza is a disease that is preventative through basic infection control to control the spread of germs by sneezing in your sleeve or using a tissue once and throwing it away and washing your hands or using a hand sanitizer.

Student Learning Outcome #3: UCM students will know the proper infection control measures to mitigate the spread of influenza. 80% of UCM students who participate in a scheduled influenza clinic during the flu season 2010-11 will know three proper infection control measures.

SLO Measurement: Survey student knowledge during the scheduled influenza clinics.

Program Objective #3: The number of UC Merced students receiving a flu kits will increase by 15% in 2010-11 over 2009-10.

PO Measurement: Track the number of flu kits distributed at all points of service (Health Center, Housing, Student Life) to determine how many UC Merced students received kits in 2010-11.

University of California-Merced
Division of Student Affairs
2010-11 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.

Annual Planning Goals

GOAL 1: Determine if the Residential Management Program (RMP) is achieving its intended outcome as a living-learning community and use this information in marketing to generate interest enough to fill an entire floor of residents within two years (almost 50% increase). *[Imperative: Promote student learning through collaborative partnerships on and off campus.]*

GOAL 2: Determine if the Academic Excellence program is achieving its intended outcome by having a positive impact on participant's academic success. *[Imperative: Promote student learning through collaborative partnerships on and off campus.]*

GOAL 3: Housing and Residence Life staff will instruct a core group of resident students, representing all housing communities, about current and long range housing construction plans, budgets, environmental impacts, etc.. *[Advance technological, physical, and human resources to create an optimal living and learning environment that attracts future students and promotes persistence and engagement of students, faculty and staff.]*

2010-2011 Departmental Assessment Plan

GOAL #1: Determine if the Residential Management Program (RMP) is achieving its intended outcome as a living-learning community and use this information in marketing to generate interest enough to fill an entire floor of residents within two years (almost 50% increase).

Rationale for goal #1: Over the last three years a significant amount of time and energy has been dedicated to launching the Residential Management Program with limited interest from management students. The data collected through this goal will be used to inform the future direction of the RMP.

Student Learning Outcome #1: Residents of the RMP will attribute a broadened knowledge of the field of management to living together on a floor and participating in the program.

SLO Measurement: Data will be collected as part of a course survey and living environment questions solicited in the annual resident satisfaction survey. By February 2010, 70% of participants will attribute their success in the 90X course to living together on the floor,

80% will indicate they participated in informal management related discussions with floor-mates, and 75% will report participating in study groups with other RMP residents.

Program Objective #1: In collaboration with SSHA and Admissions, develop and implement marketing strategies to increase the number of RMP applications sufficient to fill an entire floor.

PO Measurement: Success will be measured by a 30% annual increase in the number of Statement of Interest forms submitted by eligible first-year students compared to 2010-12.

Year	*2009-2010*	*2010-2011*	*2011-2012 (30% increase)*	*2012-2013 (30% increase)*
Applications	*4*	*17*	*22*	*29*

GOAL #2: Determine if the Academic Excellence program is achieving its intended outcome by having a positive impact on participant's academic success.

Rationale for goal #2: The Academic Excellence program that was originally designed to celebrate the achievements of students (minimum 3.5 GPA) by serving as leaders, role models and mentors to other residents who are less academically strong. We attempted this model with limited interest and success for three years. We re-directed the program to now serve as an academically supportive environment and opened it to incoming first year students. As a result interest has more than tripled. The question now is does living in this theme community have a positive impact on participants academic success. We also hope to determine what elements of the program are working and determine how we may improve the experience.

Student Learning Outcome #2: Participants in the Academic Excellence (AE) theme communities will be able to identify key components of their living environment that contribute to their academic success.

SLO Measurement: We will do comparisons using the annual resident satisfaction survey and program attendance reports conducted in February 2011.

- Attendance at academic support workshops will be 15% higher than non Academic Excellence communities.
- AE residents will report a 5% higher satisfaction rating with their living environment compared to others not in the AE community.
- 80% of first-year AE participants will report they found it easy to form study groups.
- 80% of first year AE participants report participating in study groups with other AE members.
- 80% will of AE participants will report that the extended quiet hours policy, contributes to their academic success.

Program Objective #2: Participants in the Academic Excellence theme communities will demonstrate a higher % improvement in average GPA compared to other residential communities at the end of the fall and spring term.

PO Measurement: Academic Excellence participants will have a .5% higher average GPA compared to non-participants. Average GPA reports will be collected at the beginning of the term and after both fall and spring terms to conduct comparisons. Continuing students (CS) will be compared against a random CS community just as first-year students will be compared against random FY students. For the fall first-year student mid-term grades will be used to monitor progress between mid to end of terms.

GOAL #3: Housing and Residence Life staff will instruct a core group of resident students, representing all housing communities, about current and long range housing construction plans, budgets, environmental impacts, etc..

Rationale for goal #3: With the continuing construction at UC Merced and for Housing and Residence Life in particular, it is important to have both student input and buy-in so that the disruptions and inconveniences that accompany any construction project are better tolerated by our resident students and the projects are designed to meet student needs.

Student Learning Outcome #3: The targeted group of resident students will understand the purpose, requirements and scope of each project, as well as the long range construction goals and objectives for Housing & Residence Life.

SLO Measurement: As a result of participating in the program, students will demonstrate an increase knowledge of campus construction standards, project funding, and long range development by completing both a pre-test and post-test with a 50% increase in correct responses on the post-test.

Program Objective #3: The targeted group of resident students will have an avenue to provide feedback and input about construction projects and serve as an educated resource from which Housing and Residence Life may solicit opinions and ideas. These students will also serve as a resource to the other on-campus resident students regarding housing construction.

PO Measurement: The effectiveness of the program will be assessed by tabulating responses to email solicitations for information and feedback from the Housing and Residence Life staff. In addition, a year-end assessment questionnaire will enable participants to self-report on their activity in the halls.

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: Office of Admission

Mission Statement

The University of California, Merced Office of Admissions seeks to recruit, admit, and enroll 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 setting. In addition to the admissions, the Office of Admission is the steward of policies articulation and determining credit for incoming and continuing students. These tasks are fulfilled by executing a comprehensive plan that includes goals, strategies, objectives, and established desired campus outcomes.

Annual Planning Goals

GOAL 1: To provide workshops which coach potential students toward completing a successful personal essay to use in the UC application process.
Rationale for goal #1: In order to even consider enrolling at UCMerced, students must successfully complete the UC application. Knowing that first generation and low-income students do well in our environment, we need to support those students in the application process to enhance their chances of matriculating at UCMerced.

GOAL 2: To fully capitalize on the campus visit opportunity by ensuring the student tour guides are trained and prepared for their critical role and by focusing the tour on helping the student and family understand the UC Merced campus, programs and environment.

<u>2010-2011 Departmental Assessment Plan</u>

GOAL #1: To provide workshops designed to coach potential students toward completing a successful personal essay to use in the UC application process.

Rationale for goal #1: In order to even consider enrolling at UC Merced, students must successfully complete the UC application. Knowing that first generation and low-income students do well in our environment, we need to support those students in the application process to enhance their chances of matriculating at UC Merced.

<u>Student Learning Outcome #1</u>: Students who attend a Personal Essay Writing Workshop offered by the Office of Admission will report increased confidence in their ability to complete the UC application successfully after the workshop.

SLO Measurement: Students who attend the workshops will complete a short survey measuring their confidence in their ability to construct a personal essay.

<u>Program Objective #1:</u> Eighty percent of the students completing the Personal Essay Workshops will be "satisfied" or "very satisfied" with the information and support they received in the Fall, 2010 workshops.

PO Measurement: Students who attend the workshops will complete a short survey measuring their satisfaction with the workshop experience.

GOAL #2: To fully capitalize on the campus visit opportunity by ensuring the student tour guides are trained and prepared for their critical role and by focusing the tour on helping the student and family understand the UC Merced campus, programs and environment.

Rationale for goal #2: The campus visit is often the decision-maker for a prospective student. It can be the deal-maker or the deal-breaker. We must ensure that our campus tour is providing accurate, positive and helpful information designed to allow a student and family to make the best decision about college enrollment.

Student Learning Outcome #2: UC Merced students who serve as tour guides through the Office of Admission in 2010-11 will report a 10% higher increase in self-confidence and communication skills than their non-tour guide peers.

SLO Measurement: Students who served as tour guides will be compared with non-tour guide peers on their responses to the questions of self-confidence and communication skills on the National Survey of Student Engagement, administered in Spring, 2011.

Program Objective #2: Ninety percent of the prospective students will report a better understanding of the UC Merced campus after completing a student-led campus tour.

PO Measurement: Prospective students will complete a short evaluation following their campus tour.

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: OFFICE OF INTERNATIONAL AFFAIRS

Mission Statement

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

Annual Planning Goals

GOAL 1: Study Abroad Area: Increase Student Participation

Goal #1 is aligned to Student Affairs Imperative:

#3: Support university-wide efforts that sustain an environment characterized by physical and emotional wellness on the part of the students.

#3.5: Build an information technology infrastructure of staff and resources to improve communication, effectiveness, and efficiencies to support student needs.

Goal #1 is also aligned to SA Imperative:

#1: Promote student learning through collaborative partnerships on and off campus.

#1.9: Develop a course articulation database to facilitate study abroad.

GOAL 2: Visa Area: Educate F-1 Students About Training Opportunities

Goal #2 is aligned to SA Imperative:

#2: Champion the diverse community of the campus and region through innovative outreach, awareness programs, and advocacy.

#2.10: Workshop series for international students.

GOAL 3: Global Initiatives Area: Improve Freshman Awareness of OIA Resources and Opportunities

Goal #4 is aligned to SA Imperative:

#2: Champion the diverse community of the campus and region through innovative outreach, awareness program and advocacy.

#2.1: Develop a comprehensive Enrollment Management Plan and strategies for the recruitment, yield and retention of students.

2010-2011 Assessment Plan

GOAL 1: To increase student participation in Study Abroad

Rationale for Goal #1:

Students have difficulty determining if and how the courses they take abroad might be applied to their majors. One obstacle is that there isn't sufficient academic advising capacity in the schools to review course options – or even to respond to students' questions while they are abroad. The consequence is that students are denied credit toward major requirements ***after*** they return from study abroad. At times this results in acute student dissatisfaction due to lengthened time to graduation and negative financial impact. This has dampened student enthusiasm for study abroad and contributes to a high post-application / pre-departure attrition rate.

Student Learning Outcome #1:

Students will be able to forecast the way their international courses apply toward degree or GE requirements.

The database will enable academic advisors to improve advising by consulting previous decisions regarding international course substitution.

Program Objective #1:
Increase study abroad participation, improve student planning, and improve student satisfaction.

Measures #1

1. Focus groups of students and advisors will be surveyed regarding ease of use, planning effectiveness, customer satisfaction and the number of study abroad courses accepted toward satisfying requirements.

GOAL 2: To educate F-1 students about training opportunities available through Optional Practical Training (OPT) and Curricular Practical Training (CPT).

Rationale for Goal #2:
Optional Practical Training (OPT) and Curricular Practical Training (CPT) are available to students in F-1 visa status. These opportunities enable students to engage in hands-on research, to take advantage of paid internships and to obtain work experience in their field.

Student Learning Outcome #2:
F-1 student awareness of training opportunities and of the required steps, timelines, forms, etc to apply and plan for OPT and CPT will increase by 10%.

Program Objective #2:
Expand the scope of UC Merced visa services by educating students on training benefits related to their F-1 visa status. Workshops will be offered on a monthly basis beginning in October 2010. We anticipate 50% of eligible students to attend one training workshop in 2010-11.

Measures #2:
Each workshop will be evaluated for participation level (% of eligible students), student awareness of opportunities and resources, and knowledge of application procedures.

Data will be collected on the percentage increase of students applying for OPT and CPT during Spring 2011 as compared to similar data for 2010.

GOAL 3: To improve first year student awareness of international study opportunities as a step toward expanding the campus commitment to Global Initiatives.

Rationale for Goal #3:
The earlier in the academic career an undergraduate incorporates planning for a study abroad program or other international opportunity the greater the academic benefit to the student will be (in terms of academic and cultural preparation, and normative progress toward degree).

It is necessary for OIA to make service-level decisions based upon available resources. For this reason it is essential to determine which services, opportunities and outreach strategies are most effective for freshman and to target effort to those areas.

Student Learning Outcome #3:
The percentage of first year student attending the International Fair will increase from 2009 to 2010 by 10%.

Student Learning Outcome #3 Measure: Surveys collected from the International Opportunities Fair will be analyzed to determine if there is an increase in the level of freshman attendance in fall 2010-2011 as compared to fall 2009-2010.

Program Objective #3:
25% more sophomores and juniors will be aware of Study Abroad opportunities in 2010 than in 2009. To enable more undergraduates to incorporate study abroad in to their academic career planning as early as possible.

Program Objective #3 Measure: Sophomore and junior applicants will be surveyed regarding how and when they first became aware of study abroad opportunities. 2010-11 data will be compared to similar data for 2009-2010. We anticipate a 25% increase over previous year.

N.B. Data on International Center walk-in traffic was collected in 2009-10. Data collected in 2010-11 will be compared to freshman visits from the previous year. We anticipate a 15% increase due to proportional growth in freshmen enrollments (fall 2009-10 1128 freshmen; fall 2010-11 1341 freshmen: 15.8% increase) and an additional 10% increase due to proactive recruitment activities. Total increase anticipated: 25%

University of California-Merced
Division of Student Affairs
Office of Student Life
2010-11 Assessment Plan
Final Draft

Mission Statement

The Office of Student Life at the University of California, Merced exists to support the development of our students and community to promote responsible and engaged citizenship.

Vision Statement

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.

Annual Planning Goals

GOAL 1: The Office of Student Life will increase its quantity of civic engagement programs that take place in the Merced Community by more than 25% in the 2010-2011 year.

GOAL 2: OSL will advance students' understanding of fiscal responsibility to increase their level of civic independence during the 2010-2011 year.

GOAL 3: During the 2010-2011 academic year, students will develop a shared understanding of the concept of social justice and it's role in shaping the world around us.

Student Learning Outcomes & Program Objectives as Linked to Goals

2010-2011 Departmental Assessment Plan

GOAL #1: The Office of Student Life will increase its quantity of civic engagement programs that take place in the Merced Community by more than 25% in the 2010-2011 year.

Rationale for goal #1: The office mission statement distinctly states that OSL will "promote responsible and engaged citizenship". The divisional strategic planning document, imperative one, describes a plan to develop partnerships on and off campus with a specific bullet (1.5A) focusing on the concept of student civic responsibility.

Student Learning Outcome #1: As a result of involvement in an OSL-sponsored civic engagement program, a majority of student participants will describe themselves as "more likely" to engage in future volunteer opportunities In the community.

This LO is important to measure because it reveals whether the program has instilled a sense of civic responsibility or a desire to be a more engaged citizen.

SLO Measurement: OSL utilizes half sheet surveys and other similar evaluation tools through which it will ask all participants at the end of each program whether they are "more likely", "less likely", or "about the same" on their intentions to engage in specific programs or behaviors as a result of their experience in a program.

Program Objective #1: At least 75% of community organizations who collaborate on OSL-sponsored civic engagement programs will identify their relationship with UC Merced as a valuable one to be continued in the future.

This is important to measure because it is hard to create and sustain community partners if the desire to continue the relationship is not mutual. OSL hopes to integrate students into the community resources, services, and culture in such a way that the community welcomes the relationship.

PO Measurement: OSL will utilize a survey as well as have the lead coordinator on any given program with a community partner execute a brief exit interview asking the questions, (1) "could you rate your experience partnering with OSL", (2) "would you be interested in future partnership opportunities?", and (3) "did you find this program to be worth your time and effort?"

GOAL #2: OSL will advance students' understanding of fiscal responsibility to increase their level of civic independence.

Rationale for goal #2: This goal relates back to the OSL mission as it supports student development and citizenship. Moreover, it supports imperative three of the divisional strategic plan by both conserving front desk human resources as well as maximizing impact of technological resources. Finally, it complements the student development theory of challenge and support.

Student Learning Outcome #2: More than 75% of students who complete the OSL Front Desk Survey will identify that the skills that they have learned at the front desk can be applied to future professional practices.

This is important to measure because we want students to have practice adhering to deadlines and policies as a way to prepare them for their professional futures post-college.

SLO Measurement: A Survey Monkey will be sent out to all students who have signed in at the front desk during the fall semester, with one question specifically asking students to check boxes identifying which professional practices the front desk has helped them improve (ie: communication, fiscal responsibility, independence).

Program Objective #2: The OSL Staff will develop training and educational opportunities utilizing online media features (ie:YouTube, etc.) to be included on the OSL website in order to promote independent learning and further training of policy and procedure.

This is important to measure because it highlights both resource maximization and human resources responsibility. The online video clip is a way to meet 21st century student preferences and provide new and innovative ways to train students in an independent way.

PO Measurement: The OSL will know it has achieved this goal when at least one online video training is featured on the website.

GOAL #3: During the 2010-2011 academic year, students will develop a shared understanding of the concept of social justice and it's role in shaping the world around us.

Rationale for goal #3: Social justice is a concept that connects both the ideas of individual development and responsible citizenship from the OSL mission statement. It also supports imperative 2 from the divisional strategic plan in that it touches on diversity and advocacy.

Student Learning Outcome #3: At least 50% of students who participate in the social justice retreat will develop a personal understanding of the concept of social justice.

This is important to measure because it will measure students' analytical abilities as well as comprehension of the subject matter learned at the retreat and/or workshop.

SLO Measurement: A two-sided intensive reflection survey will be provided to all participants at the end of the trip in which they will describe their reflective thoughts on concepts of social justice. By reading the survey's the program coordinator can extrapolate levels of understanding.

Program Objective #3: At least 51% of participants in the social justice retreat will rater their experience as "meaningful" in helping them develop understanding of the concept of social justice.

This is important to measure because it will measure the satisfaction rates of participants, in turn helping the coordinator determine if the program itself was valuable.

PO Measurement: The same survey as described above will include a Likert-scale question that allows participants to rate their experience on a scale of "not meaningful" (1) to "very meaningful" (5).

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: OFFICE OF THE REGISTRAR

Mission Statement

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

Annual Planning Goals

GOAL 1: Provide accessible resources to empower those we serve to be responsible and self-sufficient. (Student Affairs Strategic Plan 3)

GOAL 2: Increase the number of students who graduate during the term for which they file their declarations of candidacy. (Student Affairs Strategic Plan 3)

GOAL 3: Develop a process to officially record, track, and recognize students' co-curricular learning experiences. (Student Affairs Strategic Plan 4)

2010-2011 Departmental Assessment Plan

GOAL #1: Provide accessible resources to empower those we serve to be responsible and self-sufficient. (Student Affairs Strategic Plan 3)

Rationale for Goal #1: The 2009-2010 Office of the Registrar assessment plan results indicated that only 68.6% of freshman students registered for Fall 2010 classes within 24 hours of the time they are eligible to register. Due to class enrollment constraints, delaying registration decisions could impact students' ability to complete their degrees in a timely manner. As a result, increasing the number of freshman students who register for classes in a timely manner is a priority.

Student Learning Outcome #1: Eighty percent of entering Fall 2010 freshman students eligible to register do complete full-time registration for Spring 2011 on the student portal within 24 hours of their registration time ticket start time.

SLO Measurement: Identify the timeframe registered after time ticket start time for Fall 2010 entering freshmen.

Program Objective #1: Educate Fall 2010 freshman students about the meaning of the registration time ticket and importance of preparation before the registration time ticket start time. Possible initiatives include Registration Round Up, portal Check List, email, signage, digital signage, website, handouts; possible theme is "Operation: Preparation."

PO Measurement: Identify the timeframe registered after time ticket start time for Fall 2010 freshmen.

GOAL #2: Increase the number of students who graduate during the term for which they file their declarations of candidacy. (Student Affairs Strategic Plan 3)

Rationale for Goal #2: The 2009-2010 Office of the Registrar assessment plan results indicated that 19% of students who applied to graduate in Fall 2010 did not do so because they did not complete the 120 units needed to graduate. Ensuring that students are aware of this requirement and register for the needed number of units is a priority.

Student Learning Outcome #2: All students who file their declarations of candidacy to graduate in Spring 2011 will register by Census (day 15 of the term) in the needed number of units in order to meet the 120 unit minimum graduation requirement.

SLO Measurement: Before Spring 2011 census, Registrar staff will use MyAudit reports to identify students who file declarations of candidacy for Spring 2011 graduation who will not meet the minimum 120 unit requirement in their last semester.

Program Objective #2: Provide intervention for students who file their declarations of candidacy to graduate in Spring 2011 who are not registered in the needed number of units to meet the 120 unit minimum graduation requirement.

PO Measurement: Before Spring 2011 Census (day 15 of the term), Registrar staff will email students (and their advisors) who file their declarations of candidacy to graduate in Spring 2011 regarding adding a class or adjusting their expected graduation term if they are not registered in the needed number of units to meet the 120 unit minimum graduation requirement. After Spring 2011Census, email students (and their advisors) who still do not meet the minimum 120 unit minimum graduation requirement.

GOAL #3: Develop a process to officially record, track, and recognize students' co-curricular learning experiences. (Student Affairs Strategic Plan 4)

Rationale for Goal #3: The Office of Student Life would like to encourage and recognize student development through co-curricular learning experiences.

Student Learning Outcome #3: Identify all university-sponsored co-curricular clubs, organizations, and activities through which UC Merced students develop educational, leadership, and personal knowledge and skills outside the classroom.

SLO Measurement: Before March 2011, Registrar staff will work with Office of Student Life staff to compile a list of UC Merced-sponsored co-curricular clubs, organizations, and activities.

Program Objective #3: Collaborate with Office of Student Life staff to record students' education and leadership experiences taking place outside the classroom.

PO Measurement: Before May 2011, Registrar staff will train Office of Student Life staff to enter Banner co-curricular data and to run Cognos reports to extract these data.

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: RECREATION AND ATHLETICS

Mission Statement

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

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

Annual Planning Goals

GOAL 1: Increase leadership and teamwork skills within participants in the Outdoor Experience Program

GOAL 2: Provide leadership opportunities for our student staff, which will lead to improved self-confidence, self-esteem and critical thinking skills.

GOAL 3: Provide leadership opportunities for our student athletes to help develop their inter-personal relations skill set (communication, conflict resolution, accountability)

2010-2011 Departmental Assessment Plan

GOAL #1: Increase leadership and teamwork skills within participants in the Outdoor Experience Programs
Rationale for goal #1: Supports SA initiative 5.2A**.**

Student Learning Outcome #1: As a result of participation in Outdoor Adventures, 80% of student participants will report increases in their leadership abilities, which will aid in the development of self-confidence, self-discipline and teamwork.

SLO Measurement: Surveys will be administered to all participants in the Outdoor Adventures program to allow for them to self-report their level of self-confidence, leadership abilities, and communication skills. This survey will be part of the program satisfaction survey provided to each participant at the conclusion of each trip. In addition, we will use information from the NSSE survey to compare outdoor trip participants in the above mentioned categories to non-outdoor trip participants.

Program Objective #1: Increase student participation in the Outdoor Experience Programs by 15% over the previous year.

PO Measurement: Measurement of number of participants from current year compared to prior year(s).

GOAL #2: Provide leadership opportunities for our student staff, which will lead to improved self-confidence, self-esteem and critical thinking skills.

Rationale for goal #2: We believe we are providing leadership opportunities for our student employees and now would like to measure the validity of our intent.

Student Learning Outcome #2: As a result of employment with Recreation and Athletics, 90% of the student building staff will improve in one the four leadership skills we identify as promoted in our work environment: self-confidence, self-esteem, improved communication skills, and problem solving skills.

SLO Measurement: As part of each student employees semester evaluation, they will be evaluated in the areas of self-esteem, self-confidence, communication and problem solving skills. We will compare the first semester and second semester evaluations to determine growth in these skills areas.

Program Objective #2: Provide monthly training and development opportunities for our student staff that will lead to an increase of 50% in skill set, resulting in higher self-confidence and increased confidence in their job skills.

PO Measurement: Assess the student employee's level of confidence in their job skill set at the beginning and end of the semester. At the end of each training session, we will provide each student with a satisfaction survey for the training, along with providing the employee with the opportunity to rates themselves in the areas of self-esteem, self-confidence, communication and decision-making. We would expect to see improvement of at least 50% each meeting.

GOAL #3: Provide leadership opportunities for our student athletes to help develop their inter-personal relations skills (communication, conflict resolution, accountability)

Rationale for goal #3: The UC Merced Student Athlete's high level of connectivity, on and off campus, offers increased opportunities to develop their communication skills, and to manage conflict resolution, and their commitment to fulfilling their daily schedules while maintaining balance in their lives. We feel strongly that we play a critical role in setting standards, and providing training to assist them.

Student Learning Outcome #3:

SLO Measurement: Student athletes will be surveyed at the beginning and end of their season to self-report their level of self-confidence, self-esteem, communication skills and decision making. This will be part of an annual survey of their participation in the Recreation & Athletics department.

Program Objective #3: Increase the student-athletes knowledge about RAD expectations, for all student athletes, team officers, and coaches. Update the SC Handbook to support expectations and provide reference, as well as talking points for the development of the student led Sport Clubs Advisory Board (SCAB).

PO Measurement: Monitor student-athlete participation in workshops and other educational trainings provided by the RAD.

University of California-Merced
Division of Student Affairs
2010-11 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

Goal 1: Hold an On Course Training on campus with a representative of Skip Downing for students, faculty and staff associated with USTU 010 early in the fall of 2010.

Goal 2: Initiate in the fall of 2010 an inquiry with IPA, toward a thorough tracking and evaluation effort of current USTU 010 ("where/how are they now") impact, based on the first 2 years of enrollment in the course.

Goal 3: Develop and expand Fiat Lux Scholars Program to promote above average rates of good standing and retention among selected freshman and sophomore students from vulnerable populations.

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 Learning Outcome #1

This program serves the students, faculty and staff associated with the instruction and support of USTU 010 (who). The SALC is the headquarters for this pilot training, and is using registration fees to cover the expenses for this on-campus event (where); depending on the outcomes, it may be repeated annually or biannually in the future. All participants will learn effective and engaging techniques to apply in the USTU classroom, as well as a deepened understanding of the

philosophies behind the course's content (what). Student peer instructors also will develop their techniques as learners themselves, through building their awareness of effective leadership and teaching techniques (what).

Measures
Change measures will be reported based on pre- and post-training surveys, probing the participants for their confidence level as instructors/peer instructors in the course, grasp of the "why" of the activities in class, and they will state at the conclusion of the training their defined goals for applying new strategies to their instructional work (how much).

Student Learning Outcome #1
Students (who) participating in the training will gain exposure to the developers of *On Course*, as well as a deepened grasp of the theories and philosophies behind its content (what), through participation in a full-day workshop led by a visiting facilitator on campus (where).

Measures
Change measures will be reported based on pre- and post-training surveys, probing the participants for their confidence level as instructors/peer instructors in the course, grasp of the "why" of the activities in class, and they will state at the conclusion of the training their defined goals for applying new strategies to their instructional work (how much).

Program Learning Outcome #2

This objective serves the staff of the SALC, and all of Student Affairs and the campus, toward further development of USTU 010 and other activities to promote student success in the first year (who). The SALC takes the lead (where), working with IPA to develop an inquiry into the 2-year and 1-year outcomes for the first cohorts to enroll in USTU 010, comparing their performance and persistence with their counterparts who did not enroll in the course. This inquiry will sort for ethnicity, income level, initial WRI placement, major, and other useful items to be determined in consultation with IPA (what). The intended programmatic outcome is the availability of quantitative data to assist with further development of the USTU 010 course.

Measures
The SALC will analyze the report the IPA's findings, to plan changes and new strategies for the USTU 010 course student recruitment and other elements related to the course, as appropriate, in relation to the IPA's findings (how much).

Student Learning Outcome #2 and Measures
Students in the course (who/where) will report improved learning and satisfaction with the course (what) as it adapts to the changes made in response to the research findings, as compared to prior years' student feedback in course evaluations (how much).

Program Learning Outcome #3
UC Merced has a responsibility to promote and support the academic achievement of all its students. Many of UC Merced's students are from low-income families and/or are the first in their family to attend college. Students entering the University in these circumstances may encounter obstacles that interfere with their educational attainment goals. The Fiat Lux Scholars Program provides participants with a variety of resources to help them overcome such obstacles. The services offered to Fiat Lux Scholars (who) will insure rates of good academic standing during

their first two semesters in college (what). More specifically, the proportion of Fiat Lux Scholars placed on academic probation is expected to be lower than the rates of freshman and sophomores campus-wide (where). Now entering its second semester of operation, the Fiat Lux Scholars Program has made modifications to its procedures intended to yield increased levels of program utilization. Targeting entering first-year students and requiring their enrollment in the USTU 010 course will promote engagement and utilization of program resources over the entire year. Alerting students to the actual cost savings - in dollars - when renting textbooks will also instill an ethic of reciprocity in program participants that inspires them to engage in other beneficial program activities. Taken together participation in a supportive academic community will result in Fiat Lux Scholars (who) exhibiting a strong commitment to their education, high levels of satisfactions with the program, and sustained satisfaction with the University (what).

Measures

The Fiat Lux Scholars program will compare, monitor and track program utilization and participation to draw comparisons between fall 2010 engagement levels and those of the inaugural spring 2010 semester. Utilization measures will include workshop and study session attendance, textbook rental, walk-in visits, and email communication with the coordinator. Rates of program utilization will be tracked to measure drop-off in engagement. Fiat Lux Scholar mid-semester and end of term grades, as well as rates of placement on academic probation and voluntary attrition, will be compared to campus-wide averages.

Student Learning Outcome #3 and Measures

Students who participate in the Fiat Lux Scholars Program are expected to save an average of $250 per semester on textbooks. The purchase price and rental costs for each student will be recorded and averaged. Fiat Lux Scholars are also expected to show gains in academic efficacy and learning/study skills over the course of the semester. Results of an intake survey administered within the first two weeks of their first semester in the program and re-administered the following semester will offer insight into program effectiveness. Preliminary data indicate that program participants enroll in 15-16 units per semester, thereby keeping them on course for graduation in four years. In addition, the individualized attention and exclusive access to University resources afforded by program participation establishes a connection to the institution that motivates students to persist. Lastly, program participants will show an increased awareness of campus resources from their first to second semester– academic and non-academic – enabling them to not only persist, but succeed.

University of California-Merced
Division of Student Affairs
2010-11 Assessment Plan

Department/Unit: Students First Center

Mission Statement

NEED MISSION STATEMENT HERE

Annual Planning Goals

GOAL 1: Maintain an 80/20 service model – Imperative #1. Our 80/20 Service Model is only possible through our collaborative efforts across all of Enrollment Services

GOAL 2: Create and maintain quality standards for the department - - Imperative #4. The SFC's Quality Standards focus on providing superior service that fosters independence and the successful navigation of University resources.

GOAL 3: Create and maintain a training program for new staff and a refresher program for continuing staff – Imperative #4. The training program provides SFC staff with the necessary skills to teach students how to manage their enrollment services.

Student Learning Outcomes

2010-2011 Departmental Assessment Plan

GOAL #1:

Rationale for goal #1:

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.

Student Learning Outcome #1:

There is no SLO tied to this goal

Program Objective #1:

Maintain an 80/20 Service Model

PO Measurement:

1. At the annual SFC Focus Group we will receive feedback on our ability to maintain this model. Departments will be able to comment on the amount of services provided at the SFC for their individual unit. We will also received information about the delivery method for these services and determine if we are meeting the needs of the specified unit as well as the SFC's other constituents.
2. Feedback will be collected and evaluated via the bi-annual SFC Customer Service Survey. We will focus on the results related to the satisfaction of the services offered at the SFC and the helpfulness of staff. We hope to see at least a 5% increase in the "very satisfied" category with regards to the satisfaction of services offered and at least a 2% increase in the "very satisfied" category regarding the helpfulness of staff.

GOAL #2:

Rationale for goal #2:
Create and maintain quality standards for the department. The SFC's Quality Standards will focus on providing superior service and ensure that the staff are promoting a culture that fosters independence and the successful navigation of University resources.

Student Learning Outcome #2:
Students will learn civic responsibility through the services provided at the SFC. SFC staff will provide students with the necessary tools and instructions for meeting University dates, deadlines, submitting information via our My.UCMerced.edu portal and providing accurate timely information to requesting agencies.

SLO Measurement:
SLO number two can be examined by selecting a handful of students to monitor throughout their academic career, for 10-11 we will select 5 to 10. Our desired expectation is to determine if their need for assistance has decreased during their time at UCM (at least a 25% decrease). If their need for services has not decreased then we would also want to examine the type of inquiries they are having. For example, as a freshman a student may come to the SFC twice, once for help with adding/dropping courses and once for questions about their bill. As a senior this same student may still come in twice but now they are coming to see us for assistance with their Declaration of Candidacy and transcripts for applying to grad school.

Program Objective #2:
Provide consistent quality service to the SFC's constituents.

PO Measurement:
Feedback will be collected and evaluated via the bi-annual SFC Customer Service Survey. We will focus on the results related to the satisfaction of the services offered at the SFC. We hope to see at least a 5% increase in the "very satisfied" category with regards to the satisfaction of services offered.

GOAL #3:
Rationale for goal #3:
Create and maintain a training program for new staff and a refresher program for continuing staff. This program should improve current staff's knowledge and professional development skills and ensure consistent, efficient, and quality customer service.

Student Learning Outcome #3:

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.

SLO Measurement:
Results from the Student Services Online Tracking database will demonstrate a decline in services required. We will track 5 to 10 students during their academic career at UCM, focusing on the amount of assistance they require with adding and dropping courses. Adding and dropping is a relatively simple procedure, we expect that through the SFC's services students should learn how to complete such transactions on their own and no longer require our assistance. We expect to see at least a 50% decline in the amount of add/drop services provided to these students. We will also look at the time period for these transactions and examine if students are still missing deadlines.

Program Objective #3:
Improve current staff's knowledge and professional development skills and ensure consistent, efficient, and quality customer service.

PO Measurement:

Initial Staff Training Survey – will be given at the beginning of a training program to assess current knowledge of office procedures. Upon completion of the training program the survey will be administered to measure the success of the program. We expect to see a 90% increase in the staff member's knowledge.