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**2006 - 2009**

**STUDENT AFFAIRS  
STRATEGIC PLAN**

**University of California,  
Los Angeles**

**November, 2005**

**(revised December, 2006, December, 2008, June 2009)**

# STATEMENT OF PURPOSE

## **Mission Statement**

Student Affairs supports the academic success of all UCLA students, fosters their intellectual, personal, social and professional development in preparation for the entirety of their lives, and contributes to enhancing the quality of campus life, the educational environment, and their relationship with the broader UCLA family, including alumni.

## **Student Affairs Aspirations**

### **I. Supporting the academic enterprise and institutional goals**

The essential purpose of Student Affairs is to enhance the quality of the academic enterprise and the educational experience of students. Student Affairs will be measured and valued by how well and how directly it contributes to the broad educational experience of UCLA students and to the achievement of institutional aspirations -- particularly academic aspirations. For students, this means helping them attain intellectual and personal excellence, and taking full advantage of the broad educational opportunities available to them at UCLA.

Student Affairs has a wealth of expertise about student development, trends and needs and strives to stay current about the experience of UCLA students in order to interpret it – as much as possible with concrete data and information – and share it with the broader UCLA community, especially the UCLA faculty. Student Affairs should inform the campus community and the broader UCLA family about students and the breadth and nuances of their experience on campus, about the work of Student Affairs with students, the quality and the challenges of that work, and the range of contributions to institutional priorities and goals. We have a vital educational role to play on campus in this regard.

UCLA Student Affairs is a highly developed and well-honed organization that provides a comprehensive variety of valuable student services. In order for Student Affairs to exceed current contributions and promote campus goals, it is necessary to partner with other campus and UC system-wide organizations, as well as collaborate with UCLA faculty whenever opportunities arise.

### **II. Ensuring student welfare**

It is vital that we strengthen and refine our ability to listen to all students from all backgrounds and communities, that we hear what they have to say about their needs and interests, and help them articulate their experiences, challenges, and aspirations. This engagement is the first step towards building a common agenda among students, Student Affairs, and other campus constituencies. Input from students must be gathered, examined and shared at every level of the Student Affairs organization and also with the campus, with parents and friends of UCLA in multiple and meaningful ways.

# STATEMENT OF PURPOSE

Student Affairs is a student-centered endeavor, focused on anticipating, understanding, and responding in a timely way to the changing and diverse academic, personal, social needs and experiences of our students. We look to contribute to the academic, personal, and civic development of students, foster their success with life-long career choices, and work creatively and collaboratively within the resources and means provided by the University.

## **III. Developing a responsive Student Affairs staff**

First and foremost, it is essential that all Student Affairs staff, regardless of title or department, be responsive to students needs. Whenever a student approaches a staff member with a question, problem or need, that staff member must provide or refer the student to the proper resources and services.

The quality of the work in Student Affairs is determined by current initiatives and by aspirations for the future, rather than by past accomplishments. As members of the Student Affairs staff, we have a collective responsibility for advancing the entire organization, and not simply that portion for which we have immediate oversight or responsibility. We aspire to be flexible and responsive as an organization, and strive to reexamine ourselves continuously and revise staffing patterns and organizational structures appropriately to serve students better, to meet the changing expectations of the campus, and achieve our goals as fully and effectively as possible.

Staff must have opportunities to develop their skills and careers through the means we have available or can develop creatively. It is crucial that Student Affairs meet professional and institutional obligations and expectations by preparing staff for positions of leadership at UCLA and elsewhere in higher education.

Our work environment respects, values, and encourages diversity, is supportive of individual differences, and cultivates the professional development of each staff member. Consistent with the character of the University's student population, we appreciate and support all aspects of cultural diversity. Valuing innovation and striving to foster a culture of creativity, we look to forge meaningful partnerships with students, faculty, and colleagues and other campus and community entities to enhance the quality of our service to students and to the University and enhance as well the quality of our work.

## **IV. Making the most of technology**

One of the strongest assets of UCLA Students Affairs is in the ongoing improvement of our services through the breadth and quality of technological applications. We must continue to maintain the leading edge in this respect and develop models that balance technological efficiencies with a level of responsiveness that respects individual needs and the value of human interaction.

# STATEMENT OF PURPOSE

## **V. Respecting financial and budgetary considerations**

Our progress in consistently achieving ever-more effective work standards and our institutional purposes must continue even if new resources do not become available from traditional sources (e.g., the State, the Chancellor, fees). Therefore, we must explore in partnership with students and campus colleagues our extramural and fee-for-service options whenever sound opportunities present themselves.

Moreover, Student Affairs honors its purpose and many responsibilities and is appropriately accountable for the valuable resources it is entrusted with to accomplish its institutional mission.

**UCLA STUDENT AFFAIRS**  
**STRATEGIC GOALS**  
**2006 – 2009**

*The Academic Enterprise and Institutional Goals*

1. Ensure an educationally productive and supportive campus climate for students of all backgrounds inclusive of race, religion, gender, sexual orientation and gender identity, and disability. *Page 6*
2. Design and implement several new recruitment programs aimed at improving the enrollment yield of the high-achieving admitted first-year students. *Page 12*
3. Develop an evaluation process and the appropriate tools to ensure that SA programs and services are meeting the needs of a changing student body. *Page 15*
4. Complete the design phase and begin implementation of the Student Affairs Communication Plan to deliver a more cohesive message and increase awareness of the Student Affairs organization, its services, and the value it provides to the University. *Page 19*

*Student Welfare*

5. Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%. *Page 22*
6. Provide consolidated financial information to students via a one-stop Student Financial Information Services Center. *Page 30*
7. Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit. *Page 34*
8. Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program. *Page 40*
9. Reposition the Office of the Dean of Students as a proactive department that provides programs and services of interest to all UCLA students and to their parents, as appropriate. *Page 45*
10. Implement programs and services that focus on the unique needs of transfer students. *Page 48*
11. Provide programs and services that focus on the academic support needs of upper division and/or graduate students living in a residential environment. *Page 52*

**UCLA STUDENT AFFAIRS**  
**STRATEGIC GOALS**  
**2006 – 2009**

*Student Affairs Staff*

12. Increase Student & Campus Life staff's interaction with student leaders. *Page 56*

*Technology*

13. Using technology, expand the scope the access of Ashe Center services to students.  
*Page 59*
14. Complete most of the work remaining to rewrite the Student Records System (SR2) during 2005-2008. *Page 62*

*Finance and Budgets*

15. Gather system-wide and local information to establish the appropriate strategies to support an increase in student fee income. *Page 67*
16. Complete the Space Strategic Plan that inventories space assigned to Student Affairs, documents the organization's space priorities, and catalogs future student services space needs. *Page 68*
17. Develop and implement a Performance Management Program that creates a uniform Employee Performance Evaluation process for the Student Affairs Organization.  
*Page 71*
18. With the active participation of senior campus administrators, design and implement legal strategies for improving the recruitment, admission and enrollment of African American undergraduate students to UCLA. If successful, similar strategies will be extended to other targeted groups in the future. *Page 74*
19. Evaluate current leadership, staffing, and organizational structure within student affairs in order to remain relevant to the needs of our current and future populations of students.  
*Page 79*
20. Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum. *Page 82*

**Goal 1:** *requires extension*

**Ensure an educationally productive and supportive campus climate for students of all backgrounds inclusive of race, religion, gender, sexual orientation and gender identity, and disability.**

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UCLA is becoming more and more competitive academically and some students, especially those from historically underserved schools, report a sense of alienation and isolation on campus. We will assess the quality of campus climate for all students and implement programs and services that are multi-cultural and responsive to particular needs, concerns, and experiences. We are committed to designing and ensuring a hospitable and engaged environment for all students. Similarly, we will strive to improve multicultural competency skills among staff. Shifts in demographics of the UCLA population relative to culture, race, ethnicity, and experiences require that all Student Affairs staff learn how to acknowledge and respond to these shifts in positive, educationally productive ways. Student Affairs staff will participate in training formats that includes a focus on the individual (e.g., personal biases, assumptions and prejudices) and on other relevant dimensions, including multicultural customs, traditions, etc. The training program will incorporate awareness, knowledge, and skills components.

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**YEAR 1 (2006-07)**

**Objectives:**

The primary objective of Year 1 is to *create a plan to coordinate existing programs and develop new efforts to promote cross-cultural awareness and interaction among UCLA student populations*. The planning foundation will include: analyzing existing data; conducting a focused study of target populations to identify obstacles to their full campus involvement; reviewing research literature and collecting tested examples regarding best practices to facilitate multicultural interactions; conducting an inventory of existing efforts at UCLA, both in Student Affairs and through academic initiatives; convening a sub-committee of the Council of Student Affairs Directors (CSAD) to identify special concerns and existing expertise throughout Student Affairs. Based on these steps, we will identify specific, measurable outcomes for direct student programming and recommend new programs and/or coordination of existing ones to advance the basic goal. We will present the proposed design and budget to CSAD and the Student Affairs executive leadership by May 1, 2007. A secondary objective for Year 1 is to plan for *development of knowledge and skill-based cross-cultural competencies among Student Affairs staff*. Toward this end, we will: review research literature and collect examples of best practices in multicultural training in higher education; evaluate pre-packaged training programs; gather input from Student Affairs staff and management through a planning group and a brief on-line survey; identify specific, measurable outcomes; and adopt or develop new training materials and programs.

*Estimated cost for Year 1: \$25,000*

*Funding Source: VC Student Affairs – Misc*

**Goal 1:** *requires extension*

**Ensure an educationally productive and supportive campus climate for students of all backgrounds inclusive of race, religion, gender, sexual orientation and gender identity, and disability.**

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**Year 1 report:**

One of the ways that Student Affairs has taken strides toward the primary objective of year 1 (“to create a plan to coordinate existing programs and develop new efforts to promote cross-cultural awareness and interaction among UCLA student populations”) is our continued involvement in the Campus Life in America Student Survey (CLASS) Project sponsored by a research group at Princeton University. Specifically, the CLASS Project is an educational research and policy study focused on: 1) how campus life and learning are affected by diversity and 2) how institutional policies and programs can best be organized to maximize the benefits of diversity. UCLA was one of six universities across the country that participated in the first phase of this study in 2004 and was invited for a follow-up in 2006. As part of UCLA’s partnership with this external research group, the Student Affairs Information and Research Office (SAIRO) is acting on behalf of Student Affairs to collect and analyze CLASS data on this topic as well as review recent literature regarding research and best practices in issues of diversity and campus climate. Further, SAIRO has added the study of diversity and campus climate to its research agenda for 2006-2007 and has evaluated, or is currently analyzing, existing student survey data (e.g., Senior Survey, Transfer Student Survey) by gender, race/ethnicity, international student status, and even by mode of entry (i.e., direct-entry vs. transfer students) in order better to understand the experiences of specific sub-populations of UCLA undergraduates. As findings from all of these research and assessment efforts are available, they are being reported to the Council of Student Affairs Directors (CSAD) and are being posted to the SAIRO web site as a resource to Student Affairs generally and to the campus at large. Additionally, these findings were shared as part of the Student Affairs/Honors and Undergraduate Programs Speaker Series and will play a role in future efforts within Student Affairs and the College to expand campus dialogue about these issues.

By the end of December, 2006 Student Affairs will have met the secondary objective of year 1 for this goal in the Student Affairs Strategic plan (“development of knowledge and skill-based cross-cultural competencies among Student Affairs staff”). After consideration of several different training programs, Student Affairs hired Dr. Jorge Cherbosque, Co-Director of the UCLA Staff and Faculty Training Center and one of the co-creators of the Emotional Intelligence and Diversity training program, to conduct a series of workshops for the members of CSAD. Three, 3-hour workshops on September 21, November 1, and December 13 utilized constructs of emotional intelligence (i.e., affirmative introspection, self-governance, intercultural literacy, and social architecting) as the foundation for training to expand “the ability to feel, understand, articulate, manage and apply the power of emotions to interactions across lines of difference.” The points brought out in this training program will be integrated into our discussions of this topic in the future.

**Goal 1:** *requires extension*

**Ensure an educationally productive and supportive campus climate for students of all backgrounds inclusive of race, religion, gender, sexual orientation and gender identity, and disability.**

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YEAR 2 (2007-08)

**Objectives:**

The primary objective of Year 2 is *to pilot programs to promote multicultural awareness and interaction among students with specific characteristics*. Depending on the program plan selected during Year 1, this step will involve: purchasing or preparing materials; hiring trainers or preparing staff to be trainers; conducting programs among a sample number of targeted students; and assessing the programs. Student Affairs executive leadership and CSAD will receive a report on the outcomes, along with recommendations for future steps. Exact steps to meet the secondary objective -- *to pilot programs created or adopted to promote cross-cultural awareness, knowledge, and skills among Student Affairs staff* -- will depend on the plans made during Year 1. They will include: purchase or preparation of materials; hiring trainers or preparing staff to be trainers; conducting programs among a sample number of staff; reporting on the findings and progress and outlining recommendations for future steps.

*Estimated cost for Year 2: \$20,000 plus any costs for trainers and pre-packaged materials*

*Funding Source: VC Student Affairs - Misc*

**Year 2 report:**

In January of 2008, a campus-wide effort began at UCLA to bring the Intergroup Dialogue (IGD) experience to campus. Initially developed at the University of Michigan in 1988, Intergroup Dialogues can have 12 to 16 participants with approximately equal numbers from identity group with a history of conflict or misunderstanding and 2 trained facilitators. Intergroup Dialogue is a process that involves continued conversation, honest exploration of both commonalities and conflicts, and action taken to improve relationships between members of different groups.

The Dialogue is focused on both content (what participants discuss) and the process through which they interact with each other. Intergroup Dialogues are described as transforming experiences that help students and staff be their best in a very diverse world. The groups meet weekly for 6 to 12 weeks and are often offered within (but not always) the structure of a college course.

As an initial step, a UCLA team composed of Student Affairs staff from varying units including, Student Development Health Education and the Office of Residential Life attending the University of Michigan's November 2007 Intergroup Dialogue National Institute for faculty and staff. The same Michigan facilitators will be on UCLA's campus December 11 – 12, 2008 to do a focused training session for the UCLA students, faculty

**Goal 1:** *requires extension*

**Ensure an educationally productive and supportive campus climate for students of all backgrounds inclusive of race, religion, gender, sexual orientation and gender identity, and disability.**

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and staff on the UCLA IGD Committee. There will be a separate, more distinct training opportunity for CSAD in March 2009.

In the first phase, students identified through this training session and referred by faculty and staff to participate in IGD will take a 4-unit dialogue course in Winter, 2009 offered through the School of Education and taught by Dr. Sylvia Hurtado. Those students will then facilitate controlled peer-lead small group dialogues on culture, race and ethnicity during the Spring, 2009 quarter. This iteration will be assessed, reshaped to meet the needs of UCLA's student population and methodically grown to include larger segments of the population – including faculty and staff.

Intergroup Dialogue provides a pedagogically sound approach to delving into the complexities of race, religion, social economic status, sexual orientation, etc. and equips UCLA students with time-tested skills (active listening, critical thinking, cross cultural communications, empathy, self-assessment/awareness) necessary for success in and outside our university setting. This effort also addresses our goal of providing inclusive and attentive environments for students to discuss difference, bridge gaps and move from isolation to self-awareness and coalition building.

This represents a most significant step forward in regard to diversity-related issues, intergroup relations, and the expansion of the rich educational opportunities available to our UCLA students.

**YEAR 3 (2008-09)**

**Objectives:**

Depending on the outcome of the pilot year for Intergroup Dialogue during year 2 we will proceed with programming for students and with Student Affairs staff with appropriate modifications. Assessment will be ongoing.

*Estimated cost for Year 3: \$20,000 plus any costs for trainers and pre-packaged materials*

*Funding Source: VC Student Affairs – Misc*

**Year 3 Report:**

Student Affairs continues to develop the Intergroup Dialogue program. In the past year, the organization took these significant steps forward:

**Goal 1:** *requires extension*

**Ensure an educationally productive and supportive campus climate for students of all backgrounds inclusive of race, religion, gender, sexual orientation and gender identity, and disability.**

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### **Campus-wide Training Initiatives**

May, 2008 - Mini -Dialogue Institute: Model Selection Process conducted by Dr. Ximena Zuniga, The University of Massachusetts

December, 2008 - Mini-Dialogue Institute: Developing an Intergroup Dialogue Program conducted by Dr. Charles Behling and Roger Fisher from the University of Michigan

March, 2009 – Dialogue Workshop for Student Affairs Directors conducted by Dr. Anna Yeakley.

May, 2009 – Student Affairs Speakers Series presentation: IGD at UCLA. Panelists included: Tiffani Garnett (SDHE), Emily Rokosch (LGBT Center), Dr. Sylvia Hurtado (GEIS), Dr. Anna Yeakley and IGD trained peer student facilitators. The program introduced and updated campus stakeholders (i.e. students, staff, faculty, executive management) on the excellent progress in establishing an Intergroup Dialogue Program at UCLA.

### **Student and Peer Facilitator Recruitment**

- Mass Email Announcement via Listserv, Mailing lists, etc.
- Direct Contact via IGR Committee Members
- Personalized Invitations from Vice Chancellor Montero

### **Program Implementation**

January, 2009 - Implementation: Dialogue Peer Training Class

March, 2009 – Present:

- Dialogue Recruitment
- Peer Facilitator Retreat
- Implementation: Peer Facilitation Training Course and Dialogue Course

Essentially, Intergroup Dialogue provides a pedagogically sound approach to delving into the complexities of race, religion, social economic status, sexual orientation, etc. and equips UCLA students with time-tested skills (active listening, critical thinking, cross cultural communications, empathy, self-assessment/awareness) necessary for success in and outside our university setting. This effort also addresses our goal of providing inclusive and attentive environments for students to discuss difference, bridge gaps and move from

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isolation to self-awareness and coalition building. The Intergroup Dialogue program offered 5 inaugural courses:

### **Course Description**

#### 5 Dialogues Offered for Spring 2009

- Multi-racial, White and Students of Color
- LGBTQ and Non-LGBTQ
- Native Americans and Non-Native
- African-Americans and Latinos/as\*
- Latinos/as and Asians\*

\* *Discontinued due to under enrollment*

- Average dialogue size: 8-9 students

#### Seminar Structure & Credit

- Weekly Class Meeting, 2 hours
- 2 units of CHS 197 Independent Study Credit

While Intergroup Dialogue at UCLA is making notable steps forward, it is most certainly in its early stages and will need to be grown with deliberate care. Student Affairs also realizes Intergroup Dialogue is only one piece of the larger effort to improve campus climate for all students and implement programs and services that are multi-cultural and responsive to particular needs, concerns and experiences. We are committed to designing and ensuring a hospitable and engaged environment for all students. Similarly, we will strive to improve multicultural competency skills among staff. To this end, we recently finished writing the Student Affairs Strategic Plan for Diversity: *Meeting Our Students Where They Are*. That document will help us stay focused on this topic and work as an organization to stay responsive to issues of inclusiveness, access and equity.

**REQUIRES EXTENSION” (goal should be incorporated into a future plan).**

## **Goal 2:**

### **Design and implement several new recruitment programs aimed at improving the enrollment yield of the high-achieving admitted first-year students.**

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The UCLA campus leadership has endorsed a goal to improve the enrollment yield of Academic Rank 1 [AR1] students, including students in that category from underrepresented-minority [URM] groups. The specific goal for the next five years is to increase the number of AR1 students enrolling in the entering cohort of first-year students from the current level of about 1200 to approximately 1500 students. UARS will take the lead in working with other campus partners to implement several programs throughout California to achieve this campus goal.

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#### **YEAR 1 (2006-07)**

##### **Objectives:**

The primary objective of Year 1 is *to re-establish UCLA's presence in California regions beyond Los Angeles County*. Specifically, UCLA receives applications from and admits a significant number of AR1 students from schools in Northern California and Orange and San Diego counties. Due to budgetary constraints in past years, UARS has not been able to establish and maintain a recruitment presence in these areas. Furthermore, UARS has not been able to expand its presence in Los Angeles County beyond the traditional distribution of general application and admission information to prospective students. In 2005–2006 UARS will reintroduce UCLA to counselors in the targeted areas through special presentations that not only provide essential admission information, but also focus on the academic enrichment and social opportunities offered on campus. UARS will host ten of these sessions: four each in the Northern California/Bay Area and in the Orange/San Diego counties, and two at UCLA for Los Angeles County counselors. UARS will also host three special yield events in spring 2006: two in Northern California, and one in San Diego County. The fall 2006 admission cohort will receive an expanded admission packet in March 2006 that outlines in more detail academic and social opportunities for students. UARS will also hire additional recruitment staff to help expand the service areas.

*Estimated cost for Year 1: \$450,000*

*Funding source: UARS budget*

##### **Year 1 report:**

Numerous pilot programs (counselor sessions outside of the LA Basin, small yield receptions in northern California area, phone call project to San Diego area) were implemented last year that have resulted in a significant increase in enrollment of high achieving students as measured by the number of enrolled students and the yield rate between admits and enrolls for Academic Rankings (AR) 1, 1.5 and 2.

**Goal 2:**

**Design and implement several new recruitment programs aimed at improving the enrollment yield of the high-achieving admitted first-year students.**

	AR 1		AR 1.5		AR 2	
	Enrolls	Yield %	Enrolls	Yield %	Enrolls	Yield %
Fall 2005	1,207	22.9 %	646	41.9 %	616	50.3 %
Fall 2006	1,814	26.6%	414	42.0 %	738	52.9 %

### YEAR 2 (2007-08)

**Objectives:**

In addition to continuing the previous year’s efforts, UARS will add several new initiatives. First, it will identify in Northern California, Los Angeles County, and Orange and San Diego counties those 15 to 20 public and private high schools that traditionally send higher numbers of AR1 applicants, including URM students, to UCLA. Then UARS will cultivate a strong working relationship with counselors and administrators in these schools and work with them to identify potential AR1 applicants. UARS will also identify high school sophomores and juniors who reside outside of the targeted schools areas; UARS will invite them, along with their parents/guardians, to special presentations in their local areas and will provide them with UCLA information relevant to their academic interests. During application and enrollment decision time, UARS will follow up with these students with personal phone calls and other forms of outreach. To achieve this goal, UARS will develop a comprehensive electronic prospective-student database and other related processes. UARS will work with other university programs and offices to develop video and electronic information to present UCLA more fully and appropriately. Finally, UARS will explore the feasibility of a student-mentor program in the local area, connecting current UCLA students with prospective AR1 and URM applicants and admitted students.

*Estimated cost for Year 2: \$540,000*

*Funding source: UARS budget*

**Year 2 report:**

Recruitment activities were expanded tremendously aiming at not only high achieving students but also diverse populations. These activities include but are not limited to: 1) hiring and training of 22 Bruin Ambassadors who assisted in various yield events, admissions workshops and school visits (in the LA area), 2) Hosting the National Society High School Scholars event at UCLA in August 2007, 3) Starting for the first time the on-line chats for both prospective students from high schools and community colleges, 4) hiring a new Recruiter for the Northern area for more expanding outreach activities, 5) hosting “Bruin Academic Experience” and “Bruin Spirit Day” events at UCLA for

## **Goal 2:**

### **Design and implement several new recruitment programs aimed at improving the enrollment yield of the high-achieving admitted first-year students.**

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prospective students, 6) collaboration with Black Alumni on phone call projects 7) visiting a number of high schools in the Oakland, SF areas.

## **YEAR 3 (2008-09)**

### **Objectives:**

Continuing the efforts of the previous two years, UARS will develop a sophisticated video/DVD product that students, counselors and parents can use to retrieve information about UCLA. This product will cover admission and financial aid issues, details about undergraduate academic research opportunities, and the breadth of campus activities. UARS will develop interest-specific tours for prospective students so they can learn about particular programs during their pre-application or post-admission visits to the campus. Utilizing the student-mentor program, UARS will host visiting days for targeted students to “shadow” their mentors during a day on campus—from the residence hall, to classes, to campus activities. UARS will also connect AR1 students and their parents with faculty members prior to application and at post-admission events.

*Estimated cost for Year 3: \$540,000*

*Funding source: UARS budget*

### **Update - December 2008:**

Expanding the Bruin Ambassadors to full force (50) and increasing school visits in the LA area. Recruitment of non-residents prospective students are started with modest activities including staff attendance of several NAAC Conference out of state (Seattle, Las Vegas, New Jersey, Texas) and admissions presentation for high school counselors from Cook County School District (Nevada). Hosting for the second year the “National Society of High school Scholars” in October 2008. The campus tour video production is suspended temporarily due to the current budget situation.

**Goal 3: - *achieved***

**Develop an evaluation process and the appropriate tools to ensure that SA programs and services are meeting the needs of a changing student body.**

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Students are experienced consumers of all types of services, and expect that the University will provide excellent programs and services. As an organization committed to continuous programmatic improvement, we must systematically assess, acknowledge and appropriately respond to new challenges, identify potential opportunities, and systematically enhance our programs and services.

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**YEAR 1 (2006-07)**

**Objective:**

The objective of Year 1 is *to prepare Student Affairs to integrate a model of assessment that is appropriate for its organizational culture and mission*. With the help of a research assistant, we will establish a foundation by investigating best assessment practices in student affairs through a review of relevant research and existing programs at UC and other campuses. To implement a goal of this scope, we will hire additional staff with expertise in assessment in Student Affairs by February 1, 2007. The Student Affairs Information and Research Office (SAIRO) will establish a system through which Student Affairs directors can learn about assessment in general and about models selected for Student Affairs, provide their input, and help shape the assessment process.

*Estimated cost for Year 1: \$34,000*

*Funding Source: VC Student Affairs - Misc*

**Year 1 report: (none submitted)**

**YEAR 2 (2007-08)**

**Objective:**

The objective of Year 2 is *to pilot an assessment cycle*. The assessment professional will conduct an in-depth analysis of available data on student awareness, utilization, and satisfaction with student services. Based on that data analysis and on consultation with Student Affairs leadership, three to six units will be selected for the assessment process, which may include a unit self-assessment, input from students, and/or a peer review. Reports based on these assessments will be prepared and presented and, with input from Student Affairs leadership, the pilot assessment will be evaluated and a plan for ongoing assessment will be developed.

*Estimated cost for Year 2: \$90,000*

*Funding Source: VC Student Affairs - Misc*

### **Goal 3: - *achieved***

## **Develop an evaluation process and the appropriate tools to ensure that SA programs and services are meeting the needs of a changing student body.**

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### **Year 2 report:**

Building on the program review feedback provided by the Council of Student Affairs Directors (CSAD) and a thorough review of the Ohio State University Student Affairs program review model, SAIRO developed a formal set of program review guidelines for the UCLA Division of Student Affairs. The guidelines, which map out a five step program review process (i.e., pre-review preparation, data audit, comprehensive self-study, external review, and action plan development), were submitted to the Student Affairs Executive Management Group (EMG) for review and approval in Summer 2007. In addition to the formal guidelines, SAIRO also developed and secured EMG approval of a program review calendar which outlines a six-year program review cycle. During the first year of the cycle (the pilot year), two Student Affairs units were scheduled to complete the program review process. During each subsequent year, three to four Student Affairs departments are scheduled to conduct program reviews. Once approved by EMG, the program review guidelines and calendar were distributed and reviewed at the August 2007 CSAD retreat.

Two Student Affairs departments, Cultural and Recreational Affairs (CRA) and Student Development Health Education (SDHE), volunteered to pilot the program review process during the 2007-2008 academic year. These particular units were selected with the intention of piloting the program review guidelines in both a large and small student affairs department so that the SAIRO staff would be able to explore how the size of the student affairs department shapes the program review process. Both SDHE and CRA identified program review coordinators who assumed primary responsibility for managing their respective department's program review process in close consultation with the staff of SAIRO. SDHE and CRA completed the self-study phase of program review in June 2008 and conducted their external reviews in July/August 2008. Currently both units are in the process of synthesizing the insights gleaned from a review of the self-study and external review reports and translating these findings into departmental action plans for improvement. Upon completion, the action plans will be submitted to the Vice Chancellor for review and approval.

In the interest of improving the Student Affairs program review process based on the lessons learned during the pilot year, a SAIRO staff member interviewed several program review participants (including both program review coordinators, as well as self-study and external review panel members for each department) in August 2008. Based on the insights gleaned from these conversations and observations of the pilot year process, the SAIRO staff revised the Student Affairs Program Review Guidelines in preparation for the 2008-2009 program review cycle. Major changes included a revision of the self-study protocol, the creation of an external review guide, and the development of an extended program review timeline. Originally conceptualized as a 12-month process which coincided with the academic calendar year, the program review process was revised to reflect a sixteen month timeline with the pre-review preparation phase beginning in the spring quarter prior to the department's assigned program review year.

### **Goal 3: - *achieved***

#### **Develop an evaluation process and the appropriate tools to ensure that SA programs and services are meeting the needs of a changing student body.**

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The revised program review materials were approved by EMG in September 2008 and distributed to the four Student Affairs departments undergoing review during the 2008-09 academic year (i.e., Office of Residence Life, Student Loan Services & Collections, Lesbian Gay Bisexual & Transgender Campus Resource Center, and Student Legal Services).

SAIRO will continue to work closely with Student Affairs departments undergoing review in 2008-09 and revise the guidelines as necessary to ensure that the UCLA Student Affairs program review process continues to meet the Division's unique and specific program evaluation needs.

#### **YEAR 3 (2008-09)**

##### **Objective:**

The objective of Year 3 is *to implement fully an organization-wide assessment cycle*. As part of the ongoing cycle, selected Student Affairs units will go through the assessment process, and a report with results and recommendations will be presented to the senior leadership. Feedback from directors of the assessed units and from Student Affairs leadership will contribute to the design of the ongoing assessment plan.

*Estimated cost for Year 3: \$90,000*

*Funding Source: VC Student Affairs - Misc*

##### **Year 3 report:**

Building on the success of the program review model piloted in year 2, SAIRO moved forward with implementing an organization-wide assessment cycle in 2008-2009. At the start of the academic year, SAIRO and the directors of the units that piloted the program review process (Cultural and Recreational Affairs and Student Development Health Education) collaboratively facilitated program review presentations for the Council of Student Affairs Directors as well as the Student Affairs Management Leadership Group. These presentations provided SAIRO and program review participants with an opportunity to increase Student Affairs staff familiarity with the program review process; underscore the role of program review in advancing the Division's strategic planning, assessment, and accountability efforts; and share key lessons learned during the pilot year.

As mapped out on the Student Affairs program review calendar approved by the Student Affairs Executive Management Group, three units initiated the program review process in fall 2008: the Office of Residential Life, Student Legal Services, and Student Loan Services & Collections. The review of the LGBT Campus Resource Center scheduled for

**Goal 3: - *achieved***

**Develop an evaluation process and the appropriate tools to ensure that SA programs and services are meeting the needs of a changing student body.**

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2008-2009 was postponed to 2011-2012 as a result of organizational restructuring efforts initiated at the start of the academic year. Throughout the 2008-2009 academic year, SAIRO staff worked closely with the unit program review coordinators to facilitate a comprehensive, meaningful, and efficient program review process that documents unit strengths as well as identifies opportunities for improvement. The Office of Residential Life has completed the self-study and external review phases of the program review process and is expected to present a summary of review findings and the unit action plan to the Student Affairs Executive Management Group in fall 2009. Student Legal Services has completed the self-study phase of program review and is on track to conduct the external review and present their action plan in fall 2009/winter 2010. Student Loan Services & Collections is currently writing the self-study report and is also on track to conduct the external review and present the unit action plan in fall 2009/winter 2010.

Two units are scheduled to conduct program reviews in 2009-2010: the Career Center and the Arthur Ashe Student Health and Wellness Center. The EAOP/BruinCorps review scheduled for 2009-2010 was postponed indefinitely due to ongoing organizational restructuring efforts. In preparation for the 2009-2010 reviews, SAIRO revised and updated all written program review materials. Based on feedback gathered from previous program review participants and the senior leadership of Student Affairs, the following substantive changes were made to the 2009-2010 program review guidelines: 1) the addition of succinct "Lessons Learned" for each step of the program review process; 2) the creation of an external review funding proposal template; 3) the addition of a concise written summary of program review roles and responsibilities; 4) the revision of the program review data audit instructions and reformatting of the department assessment inventory template to reflect the Division's interest in collecting and analyzing data pertaining to utilization/satisfaction, learning/development outcomes, business/service outcomes, and need; and 5) the addition of an action plan guide and template.

Finally, in the interest of continuing to coordinate a relevant and responsive program review process, SAIRO has developed an online survey instrument that will gather feedback from members of unit self-study and external review panels. The survey will be distributed to participants of the Residential Life, Student Legal Services, and Student Loan Services and Collections review teams once each unit's review process is complete.

**Goal 4:** *requires extension*

**Complete the design phase and begin implementation of the Student Affairs Communication Plan to deliver a more cohesive message and increase awareness of the Student Affairs organization, its services, and the value it provides to the University.**

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The perception of Student Affairs by students and parents, faculty and staff is diffused; there are few who recognize the organization as a single entity that provides a diverse collection of services that support student needs and add significant value to the students' educational experience. Because current messaging does not promote a coherent identity, we miss opportunities to serve more fully the needs of current and prospective students and of the campus community.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objective of Year 1 is *to approve the Student Affairs Marketing & Communications proposal completed in 2005, and identify specific communication executions for development and completion.* The eight key communication executions proposed include: the In Focus Student Affairs publication, a Student Affairs Style Guide, the Vice Chancellor of Student Affairs Communication Stream, the "Who We Are & What We Do" pamphlet, an Awareness Campaign, the Student Affairs Website, and a "BruinAffairs" email campaign. Planning will begin by: establishing a priority for implementation; developing a Creative Brief for each execution, which will provide an outline of the execution's format, length, visual elements, and style guidelines for copy writing and design; establishing a timeline for completion of each execution; and developing a plan for distribution, as necessary. Costs for each execution will be based on the production and distribution requirements outlined in each Creative Brief.

*Estimated cost for Year 1: Undefined*

*Funding Source: VC Student Affairs - Misc*

**Year 1 report:**

Student Affairs Organization ("SAO") has created a comprehensive communications plan to assist in the "branding" of the organization. Branding is imperative to ensure that SAO clients (including students, parents, faculty, and staff) recognize SAO as a single entity that provides a diverse collection of services that support student needs and adds significant value to students' educational experience. During the 2006-2007 fiscal year, SAO began to perfect its brand by publishing a Student Affairs publication entitled *In Focus*. Further, SAO began the first of many steps to coordinate SAO department websites. The first step of coordination required all SAO department websites to include the same colors (UCLA colors), fonts and styling for the website headers in the opening webpage. Each department website now contains prominently displayed language indicating the departments' affiliation under the SAO.

**Goal 4:** *requires extension*

**Complete the design phase and begin implementation of the Student Affairs Communication Plan to deliver a more cohesive message and increase awareness of the Student Affairs organization, its services, and the value it provides to the University.**

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YEAR 2 (2007-08)

**Objective:**

The primary objective of Year 2 will be *to oversee development and production of the approved communication executions, modify any production requirements for the executions, and update any existing communications for later distribution.*

*Estimated cost for Year 2: Undefined*

*Funding Source: VC Student Affairs - Misc*

**Year 2 report:**

Student Affairs Organization (“SAO”) designated five individuals to act as the SAO Development team. The development team contains all Student Affairs senior managers and is responsible for the development of the branding/marketing strategy for the organization. The team looked at the prospect of delegating the on-going development efforts, and to that end, studied whether to hire someone internal to the organization or outsource to a marketing/branding company. In addition, the team developed a model for the phased branding/marketing approach for the organization, in anticipation of sharing this information more broadly with organization directors.

YEAR 3 (2008-09)

**Objective:**

Year 3 will be *a refinement process for the production and distribution of the existing communication executions*; the implementation of each piece will be customized to conform to already established design requirements and economies.

*Estimated cost for Year 3: Undefined*

*Funding Source: VC Student Affairs - Misc*

**Year 3 update:**

Student Affairs Development Team partnered with Associate Professor Sanjay Sood from the UCLA Anderson School of Management for phase I of the communication plan; namely, perfecting the SA brand. Professor Sood coordinated a group of 4 Anderson Business School Students to research the missions of the various SA departments, and through student, alumni and staff interviews and researching the branding efforts of similar organizations (both in and out of higher education) provide a recommendation regarding SA’s brand. At the final presentation the students recommended that SA use three key words in its brand, “Student”, “Compassionate” and “Focused”. These terms

**Goal 4:** *requires extension*

**Complete the design phase and begin implementation of the Student Affairs Communication Plan to deliver a more cohesive message and increase awareness of the Student Affairs organization, its services, and the value it provides to the University.**

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were discussed amongst the SA Development Team and a final concept will be presented to the Council of Student Affairs Directors at the annual retreat, with the expectation that branding efforts will move forward in FY 2009-2010. Phase II of the SA Communication Plan will begin in this FY, and will focus specifically on the marketing efforts of the organization, including the planning for a SA fundraiser.

**(THIS GOAL REQUIRES EXTENSION)**

**Goal 5:** - *achieved, but requires extension*

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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Along with the charge to serve students seeking internships and part-time and permanent employment, the Career Center is also responsible for pre-professional/graduate school advising and study/internships abroad. The Career Center is a useful tool for all UCLA students, but students often wait until late in their undergraduate careers to take advantage of the valuable services available to them. Working with campus partners and building on existing outreach initiatives, the Career Center has devised a broad-based strategy to increase student awareness and utilization of its services, particularly for first and second year students.

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**YEAR 1 (2006-07)**

**Objective:**

We will first conduct a thorough and thoughtful analysis of all Career Center usage data to establish a valid, documented baseline. Meaningful goals can then be set for overall annual increases as well as for market penetration with explicitly targeted demographics (i.e. 1<sup>st</sup> and 2<sup>nd</sup> year students.) Our new CardIt! system secures a categorized, unduplicated count of individual students participating in employment, career, and graduate school fairs, in special Career Center events, and in workshops. WebTrends software will be utilized to track student use of on-line services and of web resources, and we will expand our solicitation of student input about our programs, services and publications. We will also include the restoration of the web-based First Destination Survey as part of the usage baseline.

Intradepartmental collaboration will include: a BruinView registration drive and the distribution of Career Center information in selected Student Affairs units and academic departments; significant participation and presence in the new First Year Orientation program; and accelerated “train the trainer” initiatives with Residence Life student staff. We will launch a peer assistants program and a new communications strategy directed particularly to parents of incoming first and second year students.

*Estimated cost for Year 1: \$41,300*

*Funding Sources: Career Center budget*

**Year 1 report:**

Working with campus partners and building on existing outreach initiatives, the Career Center devised a broad-based, incremental strategy to increase student awareness and usage of its services. During 2006-07, the Center is using new data gathering tools to document usage and pursuing specific actions designed to achieve our goal, focusing particularly on first and second year students. In just one measure of usage, student

**Goal 5:** - *achieved, but requires extension*

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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registration with BruinView™ (on-line job listings), a 20% increase has already been achieved over 2005-06.

Progress this year includes the following:

- ▶ Launched an aggressive and strategic marketing plan, promoting existing services and opportunities for especially for 1<sup>st</sup> & 2<sup>nd</sup> year students,
- ▶ Secured a visible, substantial presence/role for the Career Center with entering students/parents during Orientation
- ▶ Implemented a peer advising program to expand peer referral and word-of-mouth advertising (WOMA)
- ▶ Engaged other SA departments as outlets for promotion of the Career Center (i.e. Student Development, Ashe, Financial Aid, CRA, SPS, Admissions, CSP, Registrar, etc.
- ▶ Submitted a proposal to the Office of Residence Life to increase the visibility of services of particular value to most residence (career counseling for undeclared, internships, study abroad, and pre-professional services.)
- ▶ Secured a faculty sponsor for development of an undergraduate, credit-bearing career-content course (development in progress)
- ▶ Accelerated the Center's parents program including the introduction of a parent-dedicated section of our website, the development/distribution of annotated resources for parents, and participation in Parents Weekend (Info Fair and delivered four workshops)

**YEAR 2 (2007-08)**

**Objective:**

In Year 2, Year 1 initiatives will continue and an on-going assessment to determine our 'return on investment' will refine these efforts. We will establish a career counselor-in-residence position with the Office of Residence Life, and Career Center dedicated interactive kiosks will be strategically placed on campus to promote awareness and track usage. We will introduce the first of two undergraduate credit-bearing career-content courses through the proposed Life-Skills planning program (Self Assessment, Career Exploration, and Decision-making curriculum for freshmen and sophomores). In addition, we will publish and widely promote the First Destination Survey on 05-06 graduates; we will expand the parents' website and electronic communications, and will adjust them according to the evaluation of Year 1 initiatives.

*Estimated cost for Year 2: \$40,300*

*Funding Source: Career Center budget*

**Year 2 report:**

**Goal 5:** - *achieved, but requires extension*

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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During the second year of implementation to achieve our strategic goal, we had to modify several of our original tactics:

- ▶ ORL could not participate in the joint funding or residential support of a Career Counselor-in-Residence, so we shifted our resources to create a Counseling Manager for Student Engagement whose primary focus is outreach and direct services to entering students (direct entry and transfers.) The position was filled on April 1, 2008.
- ▶ The costs of installing Center-dedicated kiosks at remote sites became prohibitive, but we were able to expand the use of our internally developed CardIt! System at off-site events. This allows for the tracking of students' participation in off-site programs such as Orientation, special outreach sessions, and targeted workshops for specific populations. (Note that CardIt! was already implemented at off-site events such as job and career fairs.)
- ▶ The retirement of the Sr. Associate Director, Campus Relations & Counseling and subsequent recruitment of a new Associate Director, Counseling Services, postponed plans to propose/deliver the Life-Skills course. Among his charges for the 2008-09 year, the Assoc. Director is to move forward with this initiative.
- ▶ Significant research and benchmarking was conducted by the Director relative to a First Destination Survey. Costs needed to support this initiative are significant; a proposal to fully fund and implement this tactic during the 08-09 year was submitted to AVC Lifka and approved. Full funding sources are still being sought, but some elements of the plan will move it forward until approximately April 2008.
- ▶ In 2007-08, the Center learned that it may no longer be permitted to deliver non-UC study abroad services to students. This would deal a significant blow to the increasing undergraduates' use of the Center, as this program was wildly popular and attracting students to other career services who might not otherwise think we can support them. Efforts to retain a significant role in delivering non-UC study abroad failed; effective July 1, 2008, the Career Center no longer provides study abroad services, and had to develop aggressive alternative initiatives to maintain value-added offerings for students interested in international opportunities.

Progress/Revisions in this year included the following:

- ▶ We realized a steady increase in the number of undergraduates registering with BruinView™, rising to 10,936 registrations during July 2007 – June 2008, compared to 10,607 registrations during July 2006 – June 2007. Both traditional and viral marketing efforts were productive.
- ▶ Devised methodology and implemented program to provide access to BruinView on July 1 for all incoming first-year students, prior to their enrolling in Fall Quarter classes. This successfully engaged a number of these students well before they began their first quarter at UCLA.
- ▶ The Peer Advising program reached new levels in both serving students and promoting the Career Center; we also realized cost savings by hiring some peer advisors with work-study eligibility.

**Goal 5:** - *achieved, but requires extension*

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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- ▶ Advanced our use of evaluations following program/service delivery with the introduction of outcomes-based assessments; converted an existing counseling management position to assume new responsibilities (Counseling Manager, Research & Programs), primarily converting existing assessments, developing new ones, and integrating the results into our program/services design and delivery. This new role became effective January 1, 2008.
- ▶ Director's role on key campus committees (Transfer Student Group, Student Development Task Force, and Graduate Student Survey Committee) and other staff involvement in the First Year Experience Committee resulted in broad exposure with key campus partners and subsequent outreach events showcasing the Center with numerous undergraduate groups and the advisors/staff working with them.
- ▶ Delivered a highly successful educational program for College advisors, with more than 200 in attendance.
- ▶ Reached record attendance figures and positive reviews for Career Week '08, resulting in SFAC fully-funding Career Week '09.
- ▶ Integrated Peer Advisors into our expanding parent outreach efforts.

**YEAR 3 (2008-09)**

**Objectives:**

Depending on the outcomes of Year 1 and Year 2 initiatives, we will maintain and expand the marketing and collaborative programming as piloted or with modifications. We will publish and widely promote the First Destination Survey on 06-07 graduates and we will introduce the second of two undergraduate credit-bearing career-content courses through the proposed Life-Skills planning program (Professional Career Management curriculum for juniors and seniors). Assessment of all efforts will be ongoing.

*Estimated cost for Year 3: \$33,300*

*Funding Source: Career Center budget*

**Year 3 update - December 2008:**

The revision of specific tactics originally conceived to reach the goal continues. For example, to realize cost savings we have begun to use Google Analytics to assess our web traffic, rather than Web Trends; we are rapidly accelerating our efforts to develop more non-study international opportunities (internships, fellowships, employment, volunteer) to mitigate the loss of study-abroad traffic; and we are diversifying the media we use to reach undergraduates including podcasts, streaming videos, and tools within the BruinView™ system. We anticipate some significant challenges to further increasing the number of undergraduate students using the Center beyond the annually documented increase in use of BruinView™. Given the exhaustion of marketing, outreach,

**Goal 5: - *achieved, but requires extension***

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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customized services, and the declining employment/internship market, we may have reached a plateau in undergraduate student use.

Additionally, the following obstacles/potential challenges lie ahead:

- ▶ Virtual elimination of our Letters of Reference service for medical school applicants (comprising 85% of our LOR business) as AMCAS takes over the distribution of reference letters to medical schools on students' behalf.
- ▶ Uncertainty with the success/results of our efforts to increase non-study international opportunities for students.
- ▶ The delay in delivering the First Destination Survey postpones the certain ROI of this initiative.
- ▶ The postponement of implementing the Life-Skills Planning Courses simply moves the potential gain from this tactic to a later time, possibly 2009-10.

Progress and potential opportunities toward Year 3 goals through November 2008 include:

- ▶ On September 22<sup>nd</sup> we launched the Center's new website which was designed based on student and employer input to be more navigable and interactive. Still a work in progress, we are already realizing more student traffic due to its greater accessibility and highly regarded aesthetics.
- ▶ The realization of a full complement of counseling staff and the reorganization of that group provides stronger leadership with targeted student populations, better distribution of liaison roles for high-need/high-risk groups, and more official integration of student assessment into the planning process.
- ▶ Significant advances and collaborative programming with campus partners has particularly addressed the needs/interests of international students, student athletes, CPO leaders, AAP students, and the USAC leadership.
- ▶ Much progress has been made toward the imminent collaboration with the Economics Department for a new Career Center counseling position dedicated to Econ students. This will ultimately result in greater faculty support and visibility with a very large and multi-disciplinary group of undergraduates.
- ▶ Progress continues with this third year of the Peer Advising program, growing involvement with parents including our support of External Affairs' parent initiatives, and BruinView™ registration/use (so far this year 5,984 undergraduates have registered).

**Year 3 report:**

The revision of specific tactics originally conceived to reach the goal continues. For example, to realize cost savings we began to use Google Analytics to assess our web traffic, rather than Web Trends; we are rapidly accelerating our efforts to develop more non-study international opportunities (internships, fellowships, employment, volunteer) in the attempt to mitigate the loss of study-abroad traffic; and we are diversifying the media we use to reach undergraduates including podcasts, streaming videos, and tools within the BruinView™ system.

**Goal 5: - *achieved, but requires extension***

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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We anticipate some significant challenges to further increasing the number of undergraduate students using the Center beyond the annually documented increase in use of BruinView™. Given the exhaustion of marketing, outreach, customized services, and the declining employment/internship market, we may have reached a plateau in undergraduate student use.

Additionally, the following obstacles/potential challenges lie ahead:

- ▶ Proposed budget reductions, loss of revenue, and the SA hiring freeze forces an early integration of the Internship & International Opportunities resource area with the Center proper. While this is a long-desired and fiscally necessary organizational goal, it is certain to impact the Center's brand with incoming students, as the internship and international opportunities space and culture are assimilated into the broader Career Center operations.
- ▶ Loss of non-EAP study abroad servicing has eliminated a compelling reason for lower division students to visit the Center. Many students would seek out study abroad options, and then by virtue of being in the Career Center, learn of our other valuable services for undergraduates.
- ▶ Virtual elimination of our Letters of Reference service for medical school applicants (comprising 85% of our LOR business) as AMCAS takes over distribution of reference letters to medical schools on students' behalf.
- ▶ Uncertainty remains about the success/results of our efforts to increase non-study international opportunities, which are both attractive and helpful to younger students.
- ▶ The delay in delivering the First Destination Survey postpones the certain ROI of this initiative.
- ▶ The postponement of implementing the career courses simply moves the potential gain from this tactic to a later time, possibly 2010-11.

Progress toward Year 3 goals included:

- ▶ On September 22<sup>nd</sup> we launched the Center's new website which was designed based on student and employer input to be more navigable and interactive. We have realized more student traffic due to its greater accessibility and highly regarded aesthetics.
- ▶ The realization of a full complement of counseling staff and the reorganization of that group provided stronger leadership with targeted student populations, better distribution of liaison roles for high-need/high-risk groups, and more official integration of student assessment into the planning process. (Unfortunately, this staffing model is at serious risk in the upcoming budget years.)
- ▶ Significant advances and collaborative programming with campus partners has particularly addressed the needs/interests of international students, student athletes, CPO leaders, AAP students, and the USAC and GSA leadership.
- ▶ We broke last year's record attendance figures and garnered rave reviews for Career Week '09. As a result, SFAC will once again fully-fund Career Week '10.

**Goal 5: - *achieved, but requires extension***

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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Undergraduate students dominated the CW registration rosters, posting a six percent increase in their attendance this year.

- ▶ The collaboration with the Economics Department for a new Career Center specialist position dedicated to Econ students is moving forward with an anticipated start date of mid-August 2009. We optimistically expect this to result in greater faculty support and visibility with a very large and multi-disciplinary group of undergraduates. But the verdict is still out.
- ▶ Progress continued in the third year of the Peer Advising program during which six advisors provided direct services for 1726 students. This has led to a modest expansion of the peer advising team to seven trained advisors for the 2009-10 academic year.
- ▶ Growing involvement with parents including our support of External Relations' parent activities has advanced Career Center initiatives, as have our collaborations with CPO, SITE, Prep and other special outreach groups.
- ▶ The annual percentage of first year students who create profiles in our BruinView™ system far exceeds the 40% goal: 12.8% in Year 0, 24.1% in Year 1 (1168), 50% in Year 2 (2290), and 62.2% in Year 3 (2981).
- ▶ As far as total undergraduate students in BruinView™, 20,093 registered during 2008-09, a 42% increase from the 14,158 registrants in Year 0 (2005-06).
- ▶ FY09 marked the first full year for the new position of Counseling Manager, Student Engagement. New and continuing initiatives coordinated by this position resulted in integrated and invigorated staff outreach, expanded use of the Center's Peer Advisors for programs on the Hill and tabling in Ackerman, and the launch of several Web 2.0 applications that provide direct, interactive services/communications with students. For FY08-09, these efforts and others resulted in a 44% increase in drop-in counseling sessions with first year students alone, as well as 13,848 non-senior undergraduates registered with BruinView™ for the first time.

At the conclusion of this three year plan, we want to recognize that the "40%" mentioned in the original goal ("Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan *from the current level of approximately 40%*") was a figure not based on hard data. It was derived from the self-reporting sampling of undergraduates who participated in the UCUES survey in 2004; about 40% of the respondents indicated they used the Career Center. Unconvinced that we could demonstrate a baseline of 40% of the undergraduate population actually used the Center, we chose to focus on tracking the annual usage by first year. Indeed, we have tracked steady growth with first year student usage in one core measure derived from registration in the BruinView™ system. But we have also achieved measured increases in the total number of non-senior undergraduates who participate in our career fairs, workshops/seminars, and web-based services.

**Goal 5:** - *achieved, but requires extension*

**Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%**

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**ACHIEVED, but REQUIRES EXTENSION**

As noted earlier in this progress report, the changing variables and looming obstacles ahead may limit further growth. We should acknowledge that we could even lose ground going forward in this environment. The mission of the Center is critical to students' success, and the earlier students learn about our services and resources, the better for them. We therefore recommend adapting and indefinitely pursuing this strategic goal through whatever efforts we can sustain.

**Goal 6: *achieved***

**Provide consolidated financial information to students via a one-stop Student Financial Information Services Center.**

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Providing high quality student services has become a strategic issue for institutions of higher education that seek to improve retention and remain competitive. Colleges and universities must understand students' expectations and design a student services model that accommodates student needs as well as the institution's culture and values. At UCLA, administrative functions of multiple departments providing financial services can appear unnecessarily complex and fragmented to students and families. Simplifying access to this information via a centralized one-stop location(s) will enhance and facilitate the delivery of financial information in a more comprehensive manner. The goal over a three-year period will be to design and develop a "Student Financial Information Service Center" that will involve the following departments: Financial Aid Office, Student Loan Services & Collections, Student Accounting Office, Cashiers Office, and the Scholarships Office & Scholarship Research Center.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objective of Year 1 will be *to collaborate with participating departments in defining a one-stop information model*. Offices that provide financial information currently often work in silos, each providing information, usually at their respective front desks, to students and families seeking information or answers to specific questions. This format requires students to go to multiple offices for answers to their financial queries. The mission of a one-stop Student Financial Information Services Center will be to bring together these points of information access to one location to provide the most efficient service to students. Additionally, during this year of fact-finding, we will consult with universities and colleges that have already implemented integrated models in order to design a structure that will be an optimum fit for UCLA. After this first year of research, we shall then be able to project activities and budgetary implications for the development of a One-Stop Student Financial Information/Service Center with more specificity.

*Estimated cost for Year 1: None*

**Year 1 report:**

During the 2006/07 academic year, the Financial Aid Office, Student Loan Services & Collections and Student Financial Services established a collaborative approach to investigate models which will provide improved training for staff in these departments to better serve our student population. The directors participated in conferences and workshops to acquire increased knowledge of best practices.

On October 26, 2006, an All Staff Meeting was convened comprising Financial Aid, Student Loan Services & Collections, and Student Financial Services to provide overviews of cross-training goals to provide enhanced service to students. The director's

**Goal 6: *achieved***

**Provide consolidated financial information to students via a one-stop Student Financial Information Services Center.**

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from each department provided an introduction and staff provided brief descriptions of their responsibilities. Organizational charts were shared in addition to contact information for internal use among office staff to expedite referrals and exchange of information to quickly resolve student questions or problems. Via quarterly All Staff meetings and Monthly Directors meetings our goal is to strengthen this cross-training informational network to increase responsiveness the three departments allowing students to acquire consistent information regardless of the department they are visiting.

**YEAR 2 (2007-08)**

**Objective:**

Until we complete the initial 2006-2007 activities to define the project, it is not possible to present development plans for these later years. We expect that by the time the Strategic Plan is updated later in 2006, we will present a more precise development plan and budget.

**Year 2 report:**

During the 2007/2008 academic year, the Directors and key management staff of the Financial Aid Office, Student Loan Services & Collections and Student Financial Services were established as a Taskforce. The Taskforce identified and named the collaborative effort between the three departments as the “Departmental Alliance”. The Taskforce also identified and wrote the mission statement of The Departmental Alliance as a partnership of departments whose mission is to provide excellence in service to student and alumni “clients” throughout the complete student financial cycle. Alliance departments include Student Financial Services, Financial Aid, and Student Loan Services & Collections. Key service components of these departments include the awarding, delivery, and recovery of student financial aid, financial advising, campus billing and receivables, and student access to University resources. The Departmental Alliance intends to serve as a vehicle for service enhancement by: implementing a “One-Stop Shop” paradigm to reduce the need for transferring clients between departments for information or problem resolution; holding regular interdepartmental meetings for staff; sharing knowledge of department products, services and processes; developing staff reference and resource materials; providing a discussion forum for new ideas, improvement of existing services and problem solving; encouraging staff involvement and ownership; fostering open communication and teamwork; identifying appropriate opportunities for interdepartmental cross-training; ensuring adherence to established procedures and protocols through education and coordination of department activities; encouraging staff to help clients articulate their needs through active listening and leading or open-ended questions and promoting personal commitment to service excellence.

The Taskforce provided the staff of the three departments with professional development training and held quarterly PowerPoint presentations for fall and summer processing.

**Goal 6: *achieved***

**Provide consolidated financial information to students via a one-stop Student Financial Information Services Center.**

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The Taskforce also developed a referral form to give to students in need of specific services from other department to expedite the solution and serve the student better.

**YEAR 3 (2008-09)**

**Objectives:** - none reported

**Year 3 update – December 2008:**

The Taskforce invited the Registrar's Office to join the Alliance. The Registrar's Office accepted the invitation and now has representatives on the Taskforce and will be a full participant in the Alliance.

Our goal is to move toward an **online** one-stop shopping experience

- URSA continues to offer one-stop shopping and many items have been added to the main menu because of inter-operability between UCLA websites that use ISIS, UCLA's single sign-on service. From URSA, you can seamlessly link to myFAO, Work-study Job Bulletin, BruinCard balance, housing bill, and BruinView.
- As members of the URSA team, we continue to look for opportunities to improve the online experience and provide easy navigation between websites, as we transition to IWE (Integrated Web Experience).
- Student feedback indicates that they want to access student services online and communicate via email, so the web and email are being used whenever possible.

**Year 3 report:**

During the 2008/09 academic year the Departmental Alliance consisting of Financial Aid Office, Student Loan Services and Collections, Student Financial Services and our newest member the Registrars Office continued its collaboration to cross train staff regarding operating procedures in our respective units to provide improved services to students. This was accomplished by developing enhance referral processes and procedures and training staff during Alliance All Staff Meetings to insure students were given the most accurate information and directed to the appropriate individuals who could answer their questions immediately. In addition a training guide was developed for use by all staff in the above departments with information addressing a multitude of questions and answers as a reference tool. An internal website <http://alliance.saonet.ucla.edu/documents.html> was established for the Alliance Departments encompassing resource materials from all training meetings for staff reference.

Our goal continues is to move toward an **online** one-stop shopping experience.

**Goal 6:** *achieved*

**Provide consolidated financial information to students via a one-stop Student Financial Information Services Center.**

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- URSA continues to offer one-stop shopping and many items have been added to the main menu because of inter-operability between UCLA websites that use ISIS, UCLA's single sign-on service. From URSA, you can seamlessly link to myFAO, Work-study Job Bulletin, BruinCard balance, housing bill, and BruinView.
- As members of the URSA team, we continue to look for opportunities to improve the online experience and provide easy navigation between websites, as we transition to IWE (Integrated Web Experience).
- Student feedback indicates that they want to access student services online and communicate via email, so the web and email are being used whenever possible

We have established an effective integration of our Departments which provides students a more comprehensive and responsive approach to resolving issues and to that degree we have achieved our goal of giving students a one-stop experience.

**Goal 7:** *requires extension*

**Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit.**

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Mental and behavioral health issues are significant factors that influence a student's ability to succeed academically. Students who lack effective emotional, social, and coping skills are more likely to engage in behaviors that interfere with learning and academic success. UCLA, like virtually all institutions of higher education nationwide, is witnessing increased rates of mental and behavioral health needs among students, and campus resources are struggling to keep up. Individual counseling and treatment for students presenting with mental health needs constitute the principal foci of current initiatives, while preventive and educational initiatives to support students in developing healthy coping skills remain fragmented and limited in scope.

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**YEAR 1 (2006-07)**

**Objective:**

*The primary objective of Year 1 is to create a plan for developing a core set of collaborative initiatives to promote student development and wellness. The planning foundation will start with the repositioning and renaming of the current "Ashe Health Education Unit" to facilitate a central leadership and coordinating role in program development and assessment. A Student Affairs task force will be convened and charged with responsibility for: a) researching and identifying best practices at comparable institutions; b) further analyzing existing data regarding students developmental and wellness needs; c) conducting an inventory of existing student development and wellness initiatives at UCLA; and d) identifying programmatic gaps in our existing initiatives. Based on these steps, the taskforce will present a proposal to link and promote existing initiatives as a cohesive package and to recommend steps for filling programmatic gaps. The plan and proposed budget will be presented to the Student Affairs leadership by June 1, 2007. In addition, we will implement the online Alcohol.edu program (the first of a four year program) to assess and educate incoming first year and transfer students about alcohol use and abuse.*

*Estimated cost for Year 1: \$26,500*

*Funding Source: Student Development and Health Division and Ashe Center budgets*

**Year 1 report:**

In accordance with 2006-2007 plans, effective May 2006, the Health Education Unit was repositioned and charged to assume a central leadership role for this goal. In repositioning the Unit, the decision was made to bifurcate the single goal to ensure that each of its two interrelated dimensions, wellness and student development, would receive focused attention. UCLA Recreation has taken the lead role for the wellness strand, while

**Goal 7: *requires extension***

**Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit.**

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Health Education has assumed leadership for the student development strand. This update addresses progress-to-date with each of the two strands.

Wellness: The move to a Culture of Wellness received a campus wide momentum builder with the summer development, branding, and Fall Quarter launch of the UCLA Recreation FITWELL Program. This program has created high visibility to the activation of wellness on the UCLA campus by educating, motivating and empowering students, faculty, and staff to make healthy lifestyle choices specifically in the areas of fitness and exercise, nutrition and weight management, stress management, personal engagement, and general health education. Developed in support of UC Living Well, a UC wide wellness initiative , and Be Smart About Safety, a workplace safety and wellness program, the FITWELL program is working collaboratively with Workers Compensation, Occupational Health, Environmental Health & Safety, UCLA Healthcare, Insurance and Risk Management, CHR and other campus agencies as well as the Ashe Center, Student Development, Student Psychological Services, Residential Life and other student services to bring greater awareness and promotion to the benefits of wellness programs, and the availability of high quality resources on the UCLA campus. Special features of the program include a mobile Fit Squad for delivery of programs and services, a variety of new services, and a campus wide Bruin Walkers program with over 4,900 enrollments and pedometers issued to date. Overall FITWELL program areas participation, and program assessment will be tracked on a quarterly basis.

To fully integrate the FITWELL concept into student service delivery, the FITWELL Network was development to capitalize on the program launch and visibility as well as create a re-branded approach to program collaborations and student service referrals, To highlight this effort, the FITWELL Network RX was created and has been successfully launched among providers.

In further support of our wellness efforts, UCLA Recreation is taking a leadership role on a system wide task force reviewing options for a potential Office of the President BEWELL UC, A Community of Wellness, statement and initiative.

Student Development: In July 2006, Student Affairs constituted the Student Development Task Force. Comprised of 14 staff representatives from Student Affairs, the Division of Undergraduate Education, and the Graduate Division, the Task Force has met regularly from July to the present. To date, the Task Force has largely completed the review of best practices and analyses of existing data pertinent to student development. These findings have been shared, in draft report form, with SA Executive Management Group and in a presentation to the Council of Student Affairs Directors at its September 2006 retreat. The Task Force is currently finalizing plans to conduct the inventory of existing student development initiatives with a December 2006 target date for completion. The Task Force has worked on an accelerated schedule and aims to submit, by winter quarter 2007,

## **Goal 7: *requires extension***

### **Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit.**

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a proposed plan for Student Development. The submission of the plan, in advance of the June 2007 date targeted by the Strategic Plan, represents a relevant benchmark for gauging progress on this facet of the goal.

AlcoholEdu: The online education program was successfully launched, achieving participation rates of 96% among first-year direct and 86% among transfer students. Program completion rates by new students constitute the relevant benchmark for gauging progress.

## **YEAR 2 (2007-08)**

### **Objective:**

The primary objective of Year 2 is *to initiate implementation of the proposed plan, focusing initial efforts on establishing linkages between existing campus initiatives, branding and presenting them as a cohesive package, and assessing program impacts.* Costs will include: personnel and materials to design and create web-based and other communications and promotional materials; personnel to design assessment instruments and to administer, analyze, and report assessment results; personnel and supplies to conduct programs. A secondary objective of Year 2 is *to convene and launch a Student Development and Wellness Task Force comprised of key campus stakeholders to guide the ongoing development, implementation and evaluation of student development and wellness initiatives.* We will continue the Alcohol.edu project (2<sup>nd</sup> of 4 years).

*Estimated cost for Year 2: \$549, 650*

*Funding source: Student Development and Health Division and Ashe Center budgets, to be enhanced through additional income or contributions from other Student Affairs and University departments*

### **Year 2 report:**

As indicated above, with realignments in Student Affairs the original strategic goal was bi-furcated into the areas of Wellness and Student Development. UCLA Recreation assumed the leadership role for the Wellness strategic actions.

During the 2007-08 year, campus wide Wellness initiatives continued to grow. UCLA Recreation received continued funding for the activation of workplace wellness through extensive and expanded FITWELL programs. These program areas included:

- **FitWell Edu** classes offered through campus departments included 1,701 employees that have participated in a complete **FitWell Tracks** which includes 6-8 classes per track. Tracks have developed to include beginner, intermediate and advanced options for progression within each department.
- **BruinWalkers** continues to be a great success and this year the program has been packaged into a more comprehensive, interactive and robust web portal called

**Goal 7: requires extension**

**Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit.**

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- iWorkout** ([www.recreation.ucla.edu/iworkout](http://www.recreation.ucla.edu/iworkout)). During the 2007-08 there were over 6,450 registered and active users of the site inclusive of students, faculty, and staff. This new portal houses **BruinWalkers** and **BruinStrength** and provides a plethora of resources including the tracking system for working out, videos and podcast to provide on-demand exercise routines which can be downloaded or accessed directly on-line so employees can work out during any break period throughout their work hours, and we are about to distribute over 5,000 resistance tubes to compliment the 6500 pedometers in the program that encourage cardiovascular exercise.
- **FitSports** launched in October of 2007 offering lunch time drop-in leagues for campus employees and a faculty/staff division for each league offered through intramurals sports. FitSports included basketball, outdoor soccer, indoor soccer, volleyball, and softball.
  - **FitZones** also launched in Fall of 2007 and offers the following drop-in workouts:
    - Tai Chi/Qi Gong in North Campus, Drake Stadium and the Wilshire Building
    - Yoga at Sproul Hall, Wilshire, and UCLA Extension
    - Mat Pilates at Sproul Hall
    - FitZone classes are currently averaging 16-20 participants per session. We anticipate this number will significantly increase as faculty and staff become more aware of these programs.
  - Installation of first outdoor **FitPark** on campus in an area near Sunset Canyon Rec Center, and the back tennis courts and Courtside Housing. Utilization by students and employees in the NW zone for independent exercise and formal class offerings has increased significantly.

UCLA submitted the program description and activation strategy to the California Wellness Task Force, and was most honored to receive a **Cal Fit Business Bronze Award for 2008**. Once a year, the *California Task Force on Youth and Workplace Wellness* and the *California Department of Health Services, 5 a Day – Be Active! Worksite Program* calls upon both corporate and nonprofit employers throughout the state to compete in the **California Fit Business Awards** sponsored by *Kaiser Permanente*. The award recognizes innovative employee wellness programs that are focusing Californians' attention on healthfully balancing their personal lifestyles and work.

UCLA Recreation continued to work collaborative on campus in the on-going activation of the FITWELL Network as a promotion and outreach to students through integrated programming, promotions, and event offerings of numerous Student Affairs colleagues and student organizations. Primary collaborative stakeholders include Counseling and Psychological Services, Ashe Student Health Center, Student Development and Health, Center for Women and Men, Graduate Student Resource Center, and the Community Programs Office to name a few. The FITWELL Network worked extensively with the

**Goal 7:** *requires extension*

**Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit.**

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Student Welfare Commission of the Undergraduate Student Association, and through the Graduate Student Association to outreach and collaboratively program with students. This group has also developed program proposals in response to the system wide Student Mental Health Report. While funding in 2007-08 was only allocated for critical Tier 1 needs in Counseling and Psychological Services, creative collaborative efforts were made to pilot and offer un-funded Tier 3 type wellness programs through these campus Departments.

Additionally major efforts were made to focus and consolidate wellness efforts on campus to take advantage of the numerous resources of UCLA, and to also bridge the worlds of students, employees, and the Medical Center. Numerous joint meetings and planning sessions have occurred with the goal of developing a campus wide, institutional supported and endorsed *Wellness Collaborative* to champion a community of wellness. A central website, [www.wellness.ucla.edu](http://www.wellness.ucla.edu) was launched in an effort to create on stop awareness. Campus Departments also actively participated in the efforts of the UC Office of the President including attendance and participation at the UC Risk Summit, and the UC Wellness Conference. Through UCLA Recreation, the university hosted the first UC Wellness Conference on campus in September 2007. Additionally UCLA is taking a leadership role in aligning efforts to support the UC Living Well initiatives.

Strategic plans for 2008-09 include continued program offering expansion and outreach, campus branding of wellness, the development and reporting of program metrics, introduction of satellite campus program offerings and satellite facilities, targeted collaborative wellness programming with undergraduate and graduate student areas, and the formalization of the Wellness Collaborative with a proposal and presentation to the Chancellor and Executive Committee.

**YEAR 3 (2008-09)**

**Objectives:**

The primary objective of Year 3 is *to secure resources to support the expansion and growth of new initiatives that fill the programmatic gaps identified in Year 1*. To this end, the Student Development and Wellness Task Force will work in consultation with the Student Affairs Development Officer to explore avenues to identify and pursue extramural sources of funding. Program assessment will be ongoing. We will continue the Alcohol.edu project (3<sup>rd</sup> of 4 years). Costs will include staff and supplies for ongoing program promotion, implementation, and assessment.

*Estimated cost for Year 3: \$549, 650*

**Goal 7: *requires extension***

**Promote a campus-wide culture of wellness by developing a core set of collaborative initiatives and programs to promote healthy student development and wellness of mind, body, and spirit.**

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*Funding source: Student Development and Health Division and Ashe Center budgets, to be enhanced through additional income or contributions from other Student Affairs and University departments and through development efforts*

**Year 3 report:**

Strategic plans for 2008-09 include continued program offering expansion and outreach, campus branding of wellness, the development and reporting of program metrics, introduction of satellite campus program offerings and satellite facilities, targeted collaborative wellness programming with undergraduate and graduate student areas, and the formalization of the Wellness Collaborative.

Major efforts were made to focus and consolidate wellness efforts on campus to take advantage of the numerous resources of UCLA, and to also bridge the worlds of students, employees, and the Medical Center. Numerous joint meetings and planning sessions have occurred with the goal of developing a campus wide, institutional supported and endorsed **Wellness Collaborative** to champion a community of wellness. A central website continued to be utilized, [www.wellness.ucla.edu](http://www.wellness.ucla.edu), in an effort to create on stop awareness. Campus Departments also actively participated in the efforts of the UC Office of the President including attendance and participation at the UC Risk Summit, and the UC Wellness Conference. Additionally UCLA is taking a leadership role in aligning efforts to support the UC Living Well initiatives.

As stated, a primary objective in Year Three was identification of funding sources. While the need, interest, and collaborative energy has been indentified and quantified, no new funding sources have been identified. UCLA Recreation received another round of funding through RA/BSAS funds for workplace employee wellness programming, but by and large student wellness remains an unfunded mandate. No Tier 3 funding from Mental Health has been allocated, and in light of the current budget climate, we do not anticipate funding in the near future. Discussions have occurred that this should be a priority area for Student Affairs development, but no direct solicitation efforts have been made to date.

This goal **REQUIRES EXTENSION**. As indicated, the interest, need, and collaborative creativity is in place and departments will continue to partner, brand, and highlight existing activities and programs within existing resources. With budget cuts occurring, the immediate focus is to continue to make well being a priority with an emphasis on the cost-benefit of future funding investment.

**Goal 8: *achieved***

**Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program.**

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It is vital that we share information about our students, their needs, and the programs and services we provide to meet those needs, with parents and friends of UCLA in multiple and meaningful ways. The Student Affairs organization will develop parent programs, and implement communication strategies that will help parents identify the appropriate first point of contact on campus to solve problems or share concerns. The relationship between Student Affairs and parents begins with Parent Orientation, continues at Parent Weekend, and it must be reinforced throughout the student's tenure at the University. We are planning to implement a number of changes for the next three years (2006-2009) to enhance our relationship with parents and better meet their needs.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objectives of Year 1 are *to identify parents' needs and develop a multi-year strategy to implement responsive programming and improve communication with students' families*. We will enhance Parent Orientation in 2006 better to inform parents about their students' transition into the University, and to respond to their concerns on an individual basis so they can be assured that their son or daughter will find a supportive environment at UCLA. Enhancements during Parent's Weekend 2006 will include, for example, a new "Gift Certificate" program for parents to give the "gift of Fitness and Activity" to their children.

*Estimated cost for Year 1: \$7,500*

*Funding Source: Student and Campus Life budget*

**Year 1 report:**

Currently, parent programming primarily centers on two events: parents/family orientation, and parents/family weekend. More intentional and in-depth parent programming is in the planning stage. The Office of the Dean of Students will be the hub for coordination of this increased parent programming initiative, but the programs themselves will be collaborative. One particular focus of parent programming will be targeted outreach on mental health, specifically focusing on services and resources available, and on the risks associated with students who choose to stop taking needed medications. (Resources for the parent programming coordinator need to be identified; it is hoped that the Regent's mental health report will lead to at least partial funding for this mental health outreach program.)

**Goal 8: *achieved***

**Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program.**

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**YEAR 2 (2007-08)**

**Objective:**

The primary objective of Year 2 is *to identify opportunities for improved communications and programming to enable Student Affairs to respond to parents' needs and interests.* Budget proposals for implementation (in Year 3) will be prepared for submission to SFAC by Spring 2008. We will enhance the move-in process in 2007, including developing a parents' "welcome area."

*Estimated cost for Year 2: \$8,000*

*Funding Source: Student and Campus Life budget*

**Year 2 report:**

In October 2008 after several months of conversation and negotiation with key university stakeholders, Student Affairs and External Relations (with significant funding from the Chancellor's Office) launched the Bruin Parents and Families program. The goals and objectives of this program include:

- To insure open, person-to-person channels of communication between parents and the University so that:
  - ✓ Parents can find, or be directed to, reliable information about University policies and procedures, University and community happenings/issues, and other aspects of life or events at UCLA that may affect their students
  - ✓ Parents have ample opportunity to express their views and concerns to University administration/personnel
- Explore and aid parent involvement across a diverse range of parent knowledge and target those who typically may not participate in University-related activities
- Outreach to parents of first-generation and/or immigrant students with resources specifically designed for those less informed about college
- To give parents opportunities to meet, become acquainted, and to discuss topics of mutual interest or concern both at UCLA and in their home areas
- To enable parents to participate in the life of the University by sharing the benefit of their expertise or their personal and professional associations with the University, its students, and one another. This sharing can take place through volunteer opportunities such as:
  - Participation in Parents committees
  - Serve as regional points of contact for other parents, students and University personnel
  - Attend regional University events

**Goal 8: *achieved***

**Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program.**

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- Identify job placement or summer internship opportunities for UCLA students or graduates (working in conjunction with the Alumni Network)
- Identifying and encouraging promising students to consider UCLA

To accomplish these goals and objectives Student Affairs and External Relations set these 6 month goals: (1) roll out program to campus, hire parent program assistant director; (2) Create a parent/family we site; (3) create, print and distribute a hard-copy Parent Resource Guide and (4) establish a parent/family networking opportunities (councils, on-line communities, etc.).

**YEAR 3 (2008-09)**

**Objective:**

The primary objective of Year 3 is to implement the strategic plan for the Bruin Parent and Families program. Assessment will be ongoing.

*Estimated cost for Year3: \$35,588*

*Funding Source: New funding will be requested from SFAC.*

**Year 3 Report:**

Bruin Family and Parents program was officially launched in October 2008 and continues to work on its primary goals and objectives as outlined below:

Hired an Assistant Director Parent and Family Programs

Refine Mission Statement of UCLA Parents and Family Programs

Collaborating with on and off campus partners to develop the Parent and Family Program Web site

    Create Web site action plan

    Identify programmer and meet to discuss goals and possibilities of Parent Program site

    Compare to other University program sites

    Examine link between Parent Program Site and...

        UCLA home page Parents and Families Gateway

        BruinLink Newsletter – For Parents and Families

        UCLA Parents' Fund (particularly quick links)

        Dean of Students Office Parent resources

    Create master list of comprehensive information to be hosted on site

    Discuss networking/Q&A element (message board, forum)

    Discuss Parent Information gathering element

**Goal 8: *achieved***

**Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program.**

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Creating Handbook for Parent and Family /Staff Interaction

- Create handbook action plan
- Cover; table of contents
- Introduction/ overview/ mission statement/ role of Parent Program on campus
- Parent program staff contacts
- Contact list of cross-campus parent/family point people
- Key facts about parent involvement on campus
- Common parent questions/concerns

Working with campus partners to segment parent/family messaging

- Presentations during university admit days
- Bruin Parent and Family program during Family Orientation Sessions

Identified parents for a UCLA Parent Council launched in April 2009

**Long-Term Goals:**

- Regularly update Web site, moderate social networking message boards and forums, and act as an official UCLA liaison for all parents and family members
- Continue staff education on parent-campus relations with quarterly or bi-annual meetings
- Expand and develop the Outreach committee of the Parent Council
- Distribute Resource Guide to all incoming UCLA parents
- Educate prospective and admitted families about the UCLA Admissions process and the UCLA community
- Provide family-oriented programming on campus and off campus
- Partner with organizations in the campus and greater California communities in outreach efforts. Our efforts would aid parent involvement across a diverse range of parent experiences and target those who may not typically participate in University-related activities
- Develop a comprehensive parent/family communication plan that aids in developing an inclusive parent/family investment in the institution. This communication stream will encompass a targeted parent/family communication plan (specific to class year, geographic area, major, etc), crisis/emergency communication plan, communication streams with families of our first generation student and other segments of our parent

**Goal 8:** *achieved*

**Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program.**

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constitutes. This will be achieved through partnership and collaboration with existing campus resources and parent specific communication collateral.

**Goal 9: *achieved***

**Reposition the Office of the Dean of Students as a proactive department that provides programs and services of interest to all UCLA students and to their parents, as appropriate.**

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The Dean of Students Office is often singularly defined on campus by its position as the primary adjudicator of student discipline. In this particular vein, during the planning cycle 2006-2009, we will work to strengthen, clarify, or reconsider policies and procedures that affect our students. We will devise approaches to do more outreach, including more collaboration both within Student Affairs and with other campus partners, and use new technologies to expand our reach in the UCLA community. We will also promote the value of membership and involvement in academic honor societies, as these organizations can be the starting point for developing community principles and provide peer programming on issues such as academic integrity, individual ethics, safety, and personal responsibility. These efforts will involve in-person programming and the improved utilization of information technology both as a marketing and as a problem-solving tool.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objective of Year 1 is *to identify unmet informational and programmatic needs of the campus community*. We will conduct an assessment effort to gather necessary data and analyze the campus needs

*Estimated cost for Year 1: \$7,500*

*Funding Source: Student and Campus Life budget*

**Year 1 report:**

The “True Bruin” initiative is the cornerstone for repositioning the Dean of Students’ office. In 2005-06, a True Bruin committee was formed, and the True Bruin core values (Integrity, Excellence, Accountability, and Respect) were established. Rollout of the initiative began with the 2006 Summer Orientation; the True Bruin core values were incorporated into all orientation presentations by the Dean of Students. True Bruin posters have also been printed, and will be displayed in all residence halls.

The True Bruin committee has also been charged with developing design concepts, a marketing plan, and a sustainability for the program, and has made significant progress towards these goals. Information on the True Bruin Initiative is currently on the Dean of Students’ website; a dedicated True Bruin website ([www.truebruin.ucla.edu](http://www.truebruin.ucla.edu)) is in development. Planning is underway to partner with the Student Committee on Ethics and Honor, Alpha Lambda Delta, Phi Eta Sigma, and Alumni Relations for dissemination of the True Bruin program, and with BruinCard to graphically incorporate the core values on the card. New designs for marketing material are currently under consideration, and it is hopeful that collaboration with ASUCLA will result in merchandising ideas for the initiative.

**Goal 9:** *achieved*

**Reposition the Office of the Dean of Students as a proactive department that provides programs and services of interest to all UCLA students and to their parents, as appropriate.**

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**YEAR 2 (2007-08)**

**Objective:**

The primary objective of Year 2 is *to identify opportunities for improved communications and programming to enable the Office of the Dean of Students to respond to the informational and programmatic needs of the campus community. In addition, this process will help parents identify the office as the first point of contact to solve problems or share concerns.* Budget proposals for implementation (in Year 3) will be prepared for submission to SFAC by Spring 2008.

*Estimated cost for Year 2: \$8,000*

*Funding Source: Student and Campus Life budget*

**Year 2 report:**

The “True Bruin” initiative remained the cornerstone for repositioning the Dean of Students’ office. The core values it represents were introduced into the daily work of the judicial affairs staff. In addition, “Welcome Home Bruin” banners with True Bruin branding were hung throughout campus during Welcome Week in Fall 2007.

*No request was submitted to SFAC, as only emergency funding was made available.*

**YEAR 3 (2008-09)**

**Objective:**

The primary objective of Year 3 is *to implement improved communications and programming to respond to the informational and programmatic needs of the campus community, and help parents identify the Dean of Students office as the first point of contact to solve problems or share concerns.*

*Estimated cost for Year3: \$35,588*

*Funding Source: New funding will be requested from SFAC*

**Year 3 report:**

The Office of the Dean of Students is no longer the designated home of parent programming. Nonetheless, we continue to serve as a 1-stop shop, responding to the myriad needs of the campus community.

**Goal 9: *achieved***

**Reposition the Office of the Dean of Students as a proactive department that provides programs and services of interest to all UCLA students and to their parents, as appropriate.**

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Effective July 1, 2008, Student & Campus Life was reorganized with a goal of enhancing the focus on community standards and collaboration between the Office of the Dean of Students and other campus entities. Deb Geller is now Executive Director of Community Standards, overseeing the Office of the Dean of Students (DOS). Under her leadership, DOS achieved its goal of improved communications and programming to respond to the informational and programmatic needs of the campus community through increased collaboration with campus partners and enhanced attention to streamlining processes.

Students involved in the student conduct hearing process saw their cases heard in a more timely manner, with all cases that were referred to committee by May 15<sup>th</sup> having been heard by the end of Spring Quarter.

2008-09 also saw significant expansion of the role and visibility of the campus' Consultation and Response Team, which addresses the needs of distressed and distressing students. A CRT care manager was hired to coordinate responses, a website was posted to provide information about the CRT to the campus community, and Deborah Chapman, a DOS staff member, was designated to serve as liaison to the CRT care manager to follow up on appropriate administrative accommodations in response to the needs of students.

In addition, at the start of 2008-09, the True Bruin Committee was reformed into an advisory board, and its membership expanded to include a variety of campus partners, including the Academic Senate, Campus Human Resources, Campus Communications, the Chancellor's Office, USAC, and Staff Assembly. The Board was chaired this year by Joy Chantarasompoth, one of the staff members in the Office of the Dean of Students. The Board's charge was to advise the Executive Director of Community Standards on the roll-out of True Bruin to faculty, staff, and other campus constituents. Accomplishments this year included achieving a commitment from the campus to update the BruinCard to include the True Bruin logo; introducing True Bruin values into CHR's staff orientation program and Student Affairs' new employee orientation; and introduction of a Staff True Bruin Excellence award, presented by Staff Assembly. In addition, following much dialogue about the campus' values and standards and its renewed focus on civic engagement and public service, "Service" was selected as a fifth True Bruin value.

The True Bruin advisory board will be a collaborative effort with academic affairs next year, as Kenn Heller and Roxanne Neal have agreed to co-chair in 2009-10.

**Goal 10:** *achieved*

**Implement programs and services that focus on the unique needs of transfer students.**

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The quality and diversity of transfer students are very important to UCLA. In the past, transfer students have often entered UCLA focusing solely on academics, thus missing the opportunity to take advantage of many co-curricular and extra-curricular activities. In collaboration with the Center for Community College Partnerships, we will start an outreach effort to local and feeder community colleges to enhance the quality of the transition to UCLA, and better to inform both community college students and new transfer students about the services and opportunities available on campus. Programs and services will be developed that will be responsive to the specific needs of transfer students and to the specific nature of their campus experience.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objectives of year 1 are *to begin building relationships with colleagues at local and feeder community colleges; to assess the needs of transfer students; and to promote our existing services better.* Assessment efforts, including focus groups of current transfer students, will be developed to identify the specific needs of transfer students, and to catalog current services that may already be in place to meet those needs.

Specialized support will be offered to transfer students through peer counseling as well as through mentorship programs that connect transfer students with current UCLA students. Workshops will be developed to address specific transitional needs of international transfer students, and to address academic support needs of transfer students, including targeted workshops on source citation and ethical decision-making. Collaborative programming will be pursued with STOMP to provide additional programming for transfer students. Discussions will commence to identify an appropriate site available for transfer students living in a residential community in order to build a more cohesive transfer student community and to offer transitional programming to connect new transfer students living in residence. Marketing efforts will be tailored to inform transfer students of legal services that are available to them. Student employment opportunities will be marketed more specifically to transfer students.

*Estimated cost for Year 1: \$30,000*

*Funding Source: Student and Campus Life budget*

**Year 1 report:**

Relationships with community colleges – In January, 2006, the Division for Student & Campus Life sponsored a workshop which brought together community college counselors and UCLA staff members to discuss the transfer process.

## Goal 10: *achieved*

### **Implement programs and services that focus on the unique needs of transfer students.**

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Assessment – SAIRO has successfully implemented two administrations of the Transfer Student Survey. It also initiated the Transfer Transitions Study in fall 2005. The results of both of these research efforts provide an excellent foundation for building a UCLA transfer program and are on target with the research agenda for this goal area.

Efforts to meld the various groups focused on transfer mentorship (STOMP, Transfer Mentor Program, etc.) are underway. A partnership with the Dashew Center will be forged in order to address the specific transitional needs of international transfer students. Discussions between Student Affairs senior leadership and Housing are underway. It is hoped that transfer students will have the opportunity to live with their peers in 2007/2008.

## YEAR 2 (2007-08)

### **Objective:**

The primary objectives of Year 2 are *to identify opportunities for improved communications and to implement programming that would enable UCLA better to respond to transfer students' informational and programmatic needs*. Transfer Orientation will be enhanced and we will also offer an orientation to student life. Workshops for international transfer students will be expanded to incorporate academic and community concerns. We will broaden the scope of outreach and retention projects to increase transfer student access to our services. We will develop recreational programs that focus on transfer students and we will review residential life policies in the context of the unique needs of transfer students.

*Estimated cost for Year 2: \$60,000*

*Funding Source: Student and Campus Life budget; expansion of outreach projects is contingent upon additional external funding including contracts, grants, and gifts.*

### **Goal Modifications**

The recently constituted *Division for Student Development* assumed responsibility for the Transfer Student Services goal area in October 2006. As such, the goal area has been rewritten to better incorporate an understanding of student development theory and alignment with the *Student Development* divisional mission and values.

New directions in this goal area include:

- Establishing a Transfer Student Services Advisory Board to include staff, faculty and, most importantly, students. This group will help to direct the development of

**Goal 10:** *achieved*

**Implement programs and services that focus on the unique needs of transfer students.**

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an integrated set of services for transfer students. Advisory Board will be formed and begin meeting by February 26, 2007.

- Secure resources (fiscal, human, space, materiel) to support the establishment of a Transfer Student Services Resource Center to include academic advising, student group support, opportunities to connect to campus life, etc. The Center will serve as a 1-stop resource to build community and decrease isolation by connecting transfer students to each other, to peer mentors, to professional staff and to campus resources.

**YEAR 3 (2008-09)**

**Objective:**

Year 3 (2008-09) objectives:

The primary objective of Year 3 is *to implement improved communications and creative programming that will respond to transfer students' informational and programmatic needs*. Community Service projects will be modified or created to increase the campus involvement of transfer students.

*Estimated cost for Year 3: \$60,000, exclusive of expansion of outreach projects*  
*Funding Source: Student and Campus Life budget; expansion of outreach projects is contingent upon additional external funding including contracts, grants, and gifts.*

*In addition, we believe that a Northwest Campus Recreation facility would better serve transfer students living on campus. The cost of this facility would be approximately \$12.0m - \$18.0m. The development of this capital project is a multi-year endeavor that will require a variety of creative funding mechanisms, which might include Housing investment; possible use and/or loan against current student fees and reserves; or potentially a future fee referendum.*

**Year 3 report:**

In accordance with the new directions established for this goal, we constituted the Transfer Student Collaborative Group, comprised of student and staff stakeholders. This group convened monthly to strengthen collaboration between existing campus services and to provide guidance on the development of an integrated set of services to be delivered through a centralized resource center. The group's work was informed by a Professional Development Program group project that reviewed current UCLA data and services pertinent to transfer students, as well as best practices at other institutions. The project group compiled its findings in a report with detailed recommendations for enhancing supports for UCLA transfer students.

**Goal 10:** *achieved*

**Implement programs and services that focus on the unique needs of transfer students.**

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At the end of FY 2007-2008, we procured permanent registration fee funding for two career FTE positions, to provide dedicated focus on transfer students. Recruitment and hiring processes took place during fall 2008. In January 2009, the positions were filled, and we began to execute plans for an integrated set of services for transfer students under the new organizational umbrella of the Bruin Resource Center. Key action steps included:

- In winter quarter 2009, new staff members completed training for their roles as instructors of the Life Skills course. In spring 2009, with training completed, we expanded curricular supports for transfer students increasing from seven to ten the number of quarterly offerings of the Life Skills course.
- Starting in April, we mounted vigorous outreach to prospective and new transfer students, participating in the STOMP Conference Information Fair, the Transfer Yield Event, the AAP Information Fair, and all eight Transfer Orientation Sessions (in progress) with the aim of facilitating awareness of and access to support services. For each event, we created and distributed transfer-specific resource materials.
- In April 2009, we created the UCLA Transfers and 2009 Transfers Facebook Groups, which the Bruin Resource Center will host and monitor on an ongoing basis.
- Content development and design work proceeded on schedule for the September 2009 launch of a comprehensive UCLA Transfer Student website ([www.transfers.ucla.edu](http://www.transfers.ucla.edu)) and online UCLA Transfer Student Handbook.
- In consultation with the Transfer Student Collaborative Group, we initiated plans for the 2009-2010 calendar of events, including but not limited to:
  - Welcome Week Activities
  - Transfer Student Open House at the Bruin Resource Center on September 24<sup>th</sup>.
  - Distribution of a Calendar-of-First-Week-Events for Transfer Students
  - Monthly Brown Bag Lunch Series, movie nights, and other social events to help transfer students to build community and to connect with each other, and to peer and staff mentors.

Goal Status: Achieved - Although program and resource development related to Goal 10 will be ongoing, the essential outcomes specified by the modified goal are largely achieved. The establishment of the Transfer Student Collaborative Group realizes the aim of bringing stakeholders together in a systematized manner to coordinate and guide service delivery and planning. We procured resources to establish a center to provide integrated and enhanced services for UCLA transfer students.

**Goal 11: *achieved***

**Provide programs and services that focus on the academic support needs of upper division and/or graduate students living in a residential environment.**

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UCLA's on-campus residential capacity, including undergraduates and graduates, will grow to more than 12,000 students by 2010. We expect that approximately 30% of the undergraduates will be upper-division students and 2,000 will be graduate students. In collaboration with Student Affairs units and with other campus departments, we will develop programs that meet the specific needs of upper-division and graduate students. This focus will be especially important for the graduate student community. Units will need to work collaboratively and creatively to enhance the sense of community and the quality of the overall campus experience for single graduate students. In addition, by providing the highest quality residential options, these programs will also support institutional recruitment goals.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objectives of Year 1 are *to determine what types of programs are appropriate for and helpful to upper division and to graduate students living in residence halls and University apartments, and to begin to address those needs.* We will expand and enhance the Graduate Student Orientation and we will implement appropriate assessment efforts to understand more fully graduate student needs. We will develop and advertise programs and presentations at Weyburn Terrace and University Apartments South. At Weyburn Terrace, a Residents Association will be developed as a GSA Student Interest Group and graduate students will be appointed to programming committees. We will explore the use of FIT Center South as a fitness and recreation resource for graduate students living in Weyburn Terrace. A wilderness orientation will be offered to graduate students in the Anderson School. In collaboration with Science, Technology, Engineering, and Math departments, we will offer a wilderness challenge course, a soccer tournament, and a Challenge for Charity program to provide a comprehensive orientation and team-building program for their graduate students. We will also develop and market a comprehensive program and list of services for upper-division students.

*Estimated cost for Year 1: \$65,000*

*Funding Source: Student and Campus Life budget*

**Year 1 report:**

Several Student Affairs departments have been working collaboratively to identify the needs for upper division residential students. The Career Center has drafted a proposal for Residential Life aimed at services for residential students, looking at the unique needs of both lower and upper division residents. Recreation and Residential Life have a joint position that oversees "Rec" representatives from each hall who assess the program interests of our upper division students. The number of Student Affairs departments offering programs and services within the residential community after regular work hours continues to increase. The Departments of Student Legal Services, Student Psychological Services, LGBT Campus Resource Center, the Center for Women & Men,

**Goal 11: *achieved***

**Provide programs and services that focus on the academic support needs of upper division and/or graduate students living in a residential environment.**

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the Dashew International Center, and Student Health have regular programs and individual interactions with students in the residence halls. Similarly, The College Departments of Academics in the Commons, Scholarship Resource Center, Athletic Tutorials, and the Academic Advancement Program provides outreach to residents.

Simultaneously, the Office of Residential Life (ORL) and Recreation intentionally increased programs and services for graduate students. Both participated with many other Student Affairs Departments in the successful graduate student orientation for 1300 new students. Recreation hosted six Wilderness Trips and a Soccer Tournament for the Anderson School and partnered with GSA to implement the Challenge Course for “team building” with their Officers and Cabinet. ORL has collaborated with GSA to successfully establish a Weyburn Terrace Residents’ Association (WTRA). The ORL Advisor has assisted WTRA in writing their constitution and by-laws. WTRA is officially recognized by GSA and actively works with the Graduate Student Resource Office. ORL is actively working to connect WTRA and the University Apartments South Residents Association (UASRA) with various Student Affairs departments, as well as other campus departments, such as the Alumni Association. Lastly, a proposal is being developed to create a live-in staff relationship between ORL and the Graduate Student Resource Center. Together, these departments will provide programs and services to enrich both the individual and the community experience of Weyburn Terrace residents and to strengthen their relationship to academic and student services.

**YEAR 2 (2007-08)**

**Objective:**

The primary objectives of Year 2 are *to further the role of Student Affairs in regards to graduate students in university housing, and to increase promotion of orientation activities to Weyburn and University Apartments South.*

Programming will be expanded to include co-sponsorship of an upper division GE Cluster course to be held in the residence halls, and programs for residents of University Apartments South. In addition, construction of a Northwest Campus Recreation facility and additional facilities in the SW Weyburn Terrace graduate residential area would better serve upper division and graduate students living on campus and in general proximity to the campus. Development of this capital project is a collaborative, multi-year endeavor. With debt capacity limits, temporary facility options (e.g., trailers, other temp facilities, etc) are being considered, along with creative uses of FitSouth during non-peak times or after hours. If FitSouth is utilized, the annual cost is projected at between \$40,000-60,000 for staffing, programs, and equipment enhancements. If a temporary facility is erected, the cost would be between \$400,000-\$700,000 for the structure, \$135,000 for equipment, and \$100,000 in annual staffing. A permanent facility would cost between \$2.5m-\$7.0m. CRA has a place holder in its reserve fund for this

**Goal 11: *achieved***

**Provide programs and services that focus on the academic support needs of upper division and/or graduate students living in a residential environment.**

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project. At this time, the preferred longer-term strategy is to invest jointly with Housing, and then carry debt. This approach cannot go forward however until the UC debt capacity limits are removed.

*Estimated cost for Year 2: \$65,000*

*Funding Source: Student and Campus Life budget*

**YEAR 3 (2008-09)**

**Objectives:**

The primary objective of Year 3 is *to implement creative programming that will respond to the needs of graduate students and upper division student living on campus.* We will refocus residential staff training to incorporate the unique needs of upper-division students, and work to house upper-division students in the same residential area. Planned programming for 2008-09 includes events for Weyburn Terrace residents at or near their housing, and ResTV programs targeted at upper division and graduate students.

In addition, construction of a Northwest Campus Recreation facility and additional facilities in the SW Weyburn Terrace graduate residential area would better serve upper division and graduate students living on campus and in general proximity to the campus. Development of this capital project is a collaborative, multi-year endeavor. With debt capacity limits, temporary facility options (e.g., trailers, other temp facilities, etc) are being considered, along with creative uses of FitSouth during non-peak times or after hours. If FitSouth is utilized, the annual cost is projected at between \$40,000-60,000 for staffing, programs, and equipment enhancements. If a temporary facility is erected, the cost would be between \$400,000-\$700,000 for the structure, \$135,000 for equipment, and \$100,000 in annual staffing. A permanent facility would cost between \$2.5m-\$7.0m. CRA has a place holder in its reserve fund for this project. At this time, the preferred longer-term strategy is to invest jointly with Housing, and then carry debt. This approach cannot go forward however until the UC debt capacity limits are removed.

Estimated cost for Year3: \$65,000

Funding Source: Student and Campus Life budget

**Year 2 report w/Year 3 update - December 2008:**

In 2007-2008, the Graduate Student Resource Center worked with the Weyburn Terrace Residents Association to provide content for and publish the WTRA Newsletter. The collaboration has allowed the GSRC to publicize the opportunities available at the GSRC, the Graduate Writing Center, and activities and events organized by Student Affairs' offices. Through the newsletter we have encouraged new residents to participate in the campus-wide orientation, and recruited returning residents to serve as orientation volunteers. The newsletter also allowed the WTRA to publicize its own events,

**Goal 11: *achieved***

**Provide programs and services that focus on the academic support needs of upper division and/or graduate students living in a residential environment.**

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including the WTRA welcome event. The long-term goal of the newsletter is to assist the WTRA in developing a more vibrant graduate student community at Weyburn Terrace and to connect the students of Weyburn Terrace with campus resources.

Student Affairs continues to work with the WTRA and GSA, to find a solution to the lack of community space at Weyburn Terrace where the academic support needs of residents could be addressed.

From a recreation standpoint, discussions continue with the On Campus Housing Council and the Weyburn Terrace Residents Association (WTRA) related to programmatic and events offerings, and facility and capital project planning. These include NW campus housing project inclusive of a satellite fitness facility; addition of Spieker Aquatic Center, tennis court programming, and relocation of outdoor basketball courts, Weyburn Terrace additional housing and Commons building inclusive of meetings space and a fitness center, addition of outdoor FitParks in NW and SW campus. Additionally, Recreation sponsored a “Day at the MAC (Marina Aquatic Center)” for Graduate residents (and families). A common theme is building and sustaining community.

The Office of Residential Life continues to sponsor and advise the University Apartments South Residence Association, including involving a UASRA representative for the Graduate Student Survey and in the GSA/GSRC Orientation

Additionally, ORL has provided a number of services for Weyburn Terrace residents including:

- a) Corporate Sponsor Funds of \$5,000/yr. for programming
- b) support for their on-site Orientation and Resource Fair (September)
- c) Assist WTRA to present and pass a referendum for a Resident Activity fee beginning 2009-10
- d) Work with WTRA and GSA to develop and recommend an ORL Staffing Model into Weyburn Terrace Housing.

**Year 3 update – June 2009:**

The primary objective of Year 3 was to implement creative programming that would respond to the needs of graduate students and upper division student living on campus. While the focus of Student Affairs has tended to be on undergraduates, much progress was made this year in support of graduate students.

The Center for Student Programming worked with GSA on issues relating to quality of life for graduate students living in Weyburn Terrace, including establishment of the Weyburn Terrace Residents Association (WTRA) as an RCO.

**Goal 11:** *achieved*

**Provide programs and services that focus on the academic support needs of upper division and/or graduate students living in a residential environment.**

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The Graduate Student Resource Center worked with WTRA to publish a newsletter, which promoted GSRC programs and services and provided WTRA with an opportunity to unite residents in supporting a self-funding mechanism that would allow residents to develop a greater number of community-building events. (Weyburn residents voted in the spring of 2009 to levy a fee to support community events and newsletter publication, so the GSRC will no longer need to pay for printing the newsletter, but will continue to assist the residents association as needed.)

ORL provided WTRA with programming equipment so that it can now efficiently support its own programs.

The GSRC, along with Residence Life and Recreation, facilitated discussions between WTRA and GSA regarding the lack of community space at Weyburn Terrace, which is a significant impediment to bringing programs to, and building community at, Weyburn Terrace.

Recreation and Residence Life, among other campus partners, collaborated with GSA as active participants in the Bruin Graduate Student Center concept study, and tested options for a facility in the Kinross Building. Through this process, a concept has been identified that if implemented will assist in creating graduate community and enhancing the overall academic experience for graduate students living in residence. In addition to providing recreation and community space for graduate students, should it come to fruition, the Bruin Graduate Student Center would also serve as a venue for offering academic support services for residents of Weyburn Terrace.

The Community Programs Office's Campus Retention Center supported the academic success of upper division undergraduates (and others living in the residence halls) by providing evening Study Halls with Late Night Van Service back to the residence halls.

## **Goal 12: *achieved***

### **Increase Student & Campus Life staff's interaction with student leaders.**

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We are mindful of the fact that the most comprehensive type of collegiate experience operates as a two-way street, offering students the opportunity to benefit from the experience and perspective of staff members and, at the same time, allowing our staff to know and work closely with students. This relationship is particularly important in the case of student leaders, whose opinions and decisions often define aspects of the community environment and the main campus issues from year to year. We will actively seek to create opportunities to bring student leaders at all stages of their campus careers together with staff in formal and informal settings, to facilitate the development of relationships that foster respect and trust.

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#### **YEAR 1 (2006-07)**

##### **Objective:**

The primary objective of Year 1 is *to increase the level of interaction between staff and student leaders*. This will include regular meetings with the USAC, GSA, and OCHC cabinets and regular attendance and presentations at their forum and council meetings, as well as advising of honor societies and student organizations. Residential staff, who supervise student leader groups in their respective buildings, will meet weekly with the student leader cabinet and the building association to go over both personal growth issues and the needs of the building community. Programs to be offered include a Student Governance Conference and quarterly meetings with undergraduate and graduate student government leaders. In addition, students will be appointed to sit on campus-wide committees and advisory boards where they will interact with staff and will gain varied leadership experience.

*Estimated cost for Year 1: \$141,000*

*Funding Source: Student and Campus Life budget*

##### **Year 1 report:**

Under the leadership of the AVC Division of Student & Campus Life, interacts with student leaders in an intentional and meaningful way. Much of this interaction is between S&CL management and student government officers. Examples of such interaction include the annual day-long student governance conference, quarterly GSA/SA leadership breakfast meetings, and quarterly USAC/SA leadership dinner meetings; all of these provide opportunities for undergraduate and graduate student leaders to discuss issues of interest to their respective constituencies with University administrators. In addition, the AVC meets individually with the student government presidents as issues arise, advisors on the CSP staff interact regularly with the other elected officials, and both governments are guided by SCL staff who serve as their administrative reps.

ORL staff and Faculty-in-Residence interact regularly with the leaders of the On-Campus Housing Council and with RA's, often guiding these paraprofessionals into careers in

**Goal 12: *achieved***

**Increase Student & Campus Life staff's interaction with student leaders.**

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student affairs. CSP and CPO advisors interact regularly with leaders of the more than 600 student organizations, including the Greek letter organizations, community service programs, access projects, and retention projects, mentoring the students and helping them developing program planning skills. Coordinated by CSP staff, the Bruin Leaders Program, which this year will offer academic credit to participants, enables SCL staff to interact with the campus' emerging and future leaders.

Recreation staff interacts regularly with student leaders in club sports, on the JWC and SAC boards of governors, and through employment in CRA facilities. And the Associate Deans of Students interact regularly with academic student leaders through honor societies.

In addition, students sit side-by-side with SCL staff on various campus-wide committees, (e.g., CFCC, SFAC, etc.), working together on issues and programs of interest to the entire campus community.

**YEAR 2 (2007-08)**

**Objective:**

The main objective of year 2 is *to enhance programming that involves interaction between staff and students leaders*. Workshops will be offered to current student leaders as well as to emerging leaders, and we will develop opportunities for student leaders to facilitate workshops on a variety of topics.

*Estimated cost for Year 2: \$141,000*

*Funding Source: Student and Campus Life budget*

***Year 2 report w/Year 3 updates – December 2008:***

*The Center for Student Programming is putting on workshops for leaders of Registered Campus Organizations. This provides a new programming effort that would get staff more involved with a different component of student leaders. Currently, the Associate Vice Chancellor takes the lead on our interaction with student government leaders, the Office of Residential Life takes the lead on working with On Campus Housing Council leaders, and the Bruin Leaders Project reaches out to emerging leaders.*

*While we currently have a strong relationship with student leaders, we, in Student Affairs, are now developing more meaningful ways to interact with typical students, including bringing them together with the Chancellor. Most recently, a series of breakfasts have been initiated, much to the satisfaction of the Chancellor and to the students who attend.*

## **Goal 12: *achieved***

### **Increase Student & Campus Life staff's interaction with student leaders.**

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*As a result of the lack of meeting space identified by USAC in the last academic year, a number of areas are working with the students to address this serious concern. In the LGBT Resource Center, they are reconstructing a small office and have identified it as the student organization room. They have purchased file cabinets so that each of the 15 LGBT groups has a drawer and a place to store their items, and a mailbox specific to each group.*

*In the Cultural and Recreational Affairs area, student majority boards set policy and work closely with the department administrators. The appointments, made by USAC and GSA are for the John Wooden Center Board of Governors, and Student Activities Center Board of Governors. Additionally, students take an active leadership role in the campus Wellness Collaborative. Finally, CRA has established the Student Leader Employee Advisory Council (SLEAC) representing 1100 recreation student employees and the Executive Council, and Council of Presidents representing 35-40 club sport team programs.*

## **YEAR 3 (2008-09)**

### **Objective:**

The primary objective of year 3 is to expand the focus of leadership programming and staff/student interaction from the group of formal and emerging student leaders and include as well "informal leaders" from registered organizations (over 800 of them).

*Estimated cost for Year3: \$141,000*

*Funding Source: Student and Campus Life budget*

### **Year 3 report:**

The objective was achieved, as the Center for Student Programming successfully presented 14 Leadership Workshops as part of the "Survival Skills for Success" series during the 2008-2009 academic year. Topics addressed included Budget Development, Fundraising, Marketing, Programming Techniques, Conflict Resolution, Transitioning Organizational Leadership, and Motivating Members. Programs were made available to the student leaders in all 900+ RCO's. Workshops were extremely well received by attendees. This effort will continue and be expanded in 2009-2010.

In addition, the GSRC collaborated with GSA to create two Bruin Leaders leadership seminars specifically for graduate students.

The GSRC worked closely with graduate student leaders to address issues of interest to the students. It partnered with GSA and the Weyburn Terrace Residents Association to address the issue of a lack of community space graduate students in general and at Weyburn Terrace in particular. In addition, the GSRC increased interactions with

**Goal 12: *achieved***

**Increase Student & Campus Life staff's interaction with student leaders.**

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graduate students through the GSRC Oversight Committee and the Graduate Writing Center Oversight Committee, both consisting of students appointed by GSA), and by involving more than 120 student volunteers in planning and administering the Fall graduate student orientation. This event, with its many opportunities for leadership, is a first step into a larger leadership role for a number of graduate students each year.

ORL enhanced the training program for its student staff to include not only on the skill set needed to fulfill their job expectations, but also leadership training.

In addition, the various S&CL units continued to do intentional programming with student leaders.

Student Legal Services staff partnered with the USAC General Representative to implement a new web site that allows students to get information about Westwood Apartments, including student ratings of many apartments ([bruinwalk.com/apartments](http://bruinwalk.com/apartments)).

The LGBT Campus Resource Center, along with the LGBT student organizations, initiated a LGBT Student Leadership Council for collaborating around LGBT programming on campus and to increase student and staff interaction. The leadership council met successfully the first Monday of each month and was well received by all of the organizations. In addition, to increase interaction between the LGBT student leaders and the LGBT Center staff, the LGBT organizations are all being offered space in the David Bohnett Cyber Center to store their supplies.

The Community Programs Office facilitated increased interactions between S&CL staff and student leaders who are involved in access, retention, and community service programming, regularly inviting the division's leadership to participate in CPO functions, trainings, classes, and events. In addition, its new Student Leader Internship Program matched student leaders involved in community service, access and retention programming, and student government with staff members who served as mentors over the course of the year.

CRA actively worked with USAC and its various commissions, and with GSA and graduate student organizations, on myriad program ideas, special events, and initiatives.

The Office of Residential Life worked with On Campus Housing Council to provide leadership for the residential community, and engaged members of OCHC in the work of the Housing Appeals Board and the ORL Corporate Sponsorship Committee.

ORL also used its research program to engage with students; responses to the ORL Winter Survey informed ORL staffing, programs and services, and students contributed to the Northwest Housing Infill Project planning effort by participating in focus groups.

**Goal 12:** *achieved*

**Increase Student & Campus Life staff's interaction with student leaders.**

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Beginning in Fall 2009, ORL will launch a leadership development program that aims to give leadership training to all residents.

**Goal 13: *achieved***

**Using technology, expand the scope the access of Ashe Center services to students.**

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Recent changes have demonstrated how much technology can enhance the capacity of our services. The Ashe Center now assigns personal clinicians to students and provides the opportunity for secure communication between clinicians and students. Contacts have increased 400% since the implementation of these strategies, effectively reaching many more students than ever before. Next steps include making the Point and Click information system and electronic medical record (EMR) system available to the Office of Students with Disabilities (OSD) and to the Center for Women and Men (CWM) in order to increase shared resources and opportunities for confidential communication and coordination. The confidential nature of an electronic medical record system, the need to control multiple users in multiple sites, and the use of multiple servers in this endeavor, require both encryption and a server management tool (Citrix).

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**YEAR 1 (2006-07)**

**Objective:**

Year 1 (2006 – 2007) objectives:

The primary objective in Year 1 is *to implement Citrix, the server efficiency tool, which will enhance the access of Ashe providers to multiple systems and to encryption.* The latter process relies upon the UC-wide effort to identify an encryption vendor. The project encompasses encrypting email and stored back-ups of data. The UC has circulated an RFP and is currently interviewing respondents. Encryption will enhance the existing security arrangements for the confidentiality of medical information, and will allow us to meet UC expectations regarding overall technology security.

*Estimated cost for Year 1: \$100,000*

*Funding Source: Student Development and Health reserve (carry-forward)*

**Year 1 report:**

There is no more Division of Student Development and Health.

Electronic record system concept is on hold for Office of Students with Disabilities (OSD) and The Center for Women and Men (CWM) per interim director of the new department, Student Development. The department is in the midst of organizational consolidation and determination of its priorities.

Citrix project is underway but not complete as yet.

**YEAR 2 (2007-08)**

**Objective:**

Year 2 will continue the encryption implementation process. We will also begin the process of providing the Point and Click (PnC) information and electronic medical

**Goal 13: *achieved***

**Using technology, expand the scope the access of Ashe Center services to students.**

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records system to the Office for Students with Disabilities. This project will bring new efficiencies in sharing a database of secure student information relevant to the OSD mission; it will provide secure communication among units working with the same students (OSD, Ashe, Student Psychological Services); and allow for more efficient data-gathering and reporting systems for OSD.

*Estimated cost for Year 2: \$98,500*

*Funding Source: Student Development and Health reserve (carry-forward)*

**Year 2 report:**

1. The software application Citrix is now implemented which increases the security of our data
2. As a result of breaches of security in the med center, all UC health care facilities, including the Ashe Center, are under greater scrutiny with resulting increased monitoring and reporting.
3. Continued incremental improvement in clinical forms structure and features and deployment of new applications of clinical computer (PnC) to promote better service quality
4. Continued successful sharing of PnC by Ashe and CAPS (formerly SPS) facilitated by an Ashe-CAPS department committee

Incremental improvement based on legal, regulatory and UC policy changes and well as service needs will be ongoing.

**Organizational structure continues to evolve with resulting hold on some earlier objectives**

When the SA Strategic Plan was originally written, there was a Student Development and Health (SD&H) division of SA. Since then, SD&H has been dismantled. OSD and CWM were combined with Health Education (a unit of Ashe) to form Student Development (SD). As of this FY, OSD has moved from SD to SA Administration. CWM remains in SD which now includes SAIRO. CWM operational focus has shifted to more to outreach and away from counseling

As a result of these organizational changes, SD director does not view a service computer similar to what we have in Ashe as a priority for CWM. Under the direction of the SA CAO, OSD is assessing its own service and workflow issues to determine if more technology will be a larger part of OSD service delivery. Ashe now has, at best, a more peripheral (ie informational) role in OSD's review.

**Goal 13: *achieved***

**Using technology, expand the scope the access of Ashe Center services to students.**

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**YEAR 3 (2008-09)**

**Objective:**

In Year 3 we will implement the PnC information and electronic medical record system for the Center for Women and Men (CWM). Like OSD, CWM deals with confidential student information, and would benefit from the secure system database and messaging capability available to the other PnC system users (Ashe, Student Psychological Services and OSD).

*Estimated cost for Year 3: \$8,600*

*Funding Source: Student Development and Health reserve (carry-forward)*

**Year 3 report:**

Ashe Student Health and Wellness Center has continued to extend technology in support of service. Because of highly publicized breaches in patient information, the university focus on security has greatly influenced the IT activity in Ashe. In order to be in compliance with UCLA and UC as well as California law, Ashe has been implementing mandated increased security measures as well as initiating required security audits. As a part of this effort, we are performing an exhaustive review of staff computer accounts to assure accounts are based on the duties and tasks of the position. We will achieve our objective that Ashe staff will only have the access needed to perform their responsibilities.

Continuing consolidation of changes in Student Affairs (SA) direction has resulted in the Office for Students with Disabilities remaining in SA Administrative Services division, reporting to SA Chief Administrative Officer. The final assessment of OSD service and operations will take OSD in another direction for technology support of service. PnC will not have a role in OSD service.

Meanwhile, recognition of emerging needs new student populations has resulted in refocusing the resources of CWM and Student Development to expand SD's service scope. As a result, PnC will not have a role in SD service delivery.

**ACHIEVED (ongoing)**

**Objectives of Years 2 and 3 suspended due to changes in unit focus and needs**

**Goal 14: *achieved***

**Complete most of the work remaining to rewrite the Student Records System (SR2) during 2005-2008.**

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After nearly 30 years of use, the current UCLA student records system (SR1) is seriously outdated technologically. It is fragile, requires a great deal of labor to add or change functions, and is an impediment to additional necessary IT development at UCLA. Without a new student records system, for instance, important technological tools that students need will be delayed or never achieved. While implementing a new SR2 is a campus goal, Student Affairs and AIS have the primary responsibility for managing and completing the project. The project is scheduled for completion by 2010, but most of the work must be done during the current strategic planning period. Similarly, the total project cost is \$4,616,175 and the funding allocation will be consistent with the Student Records Modernization Agreement.

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**YEAR 1 (2006-07)**

**Objective:**

During this Year 1 work will continue on rewriting the outdated Student Records System (SR1), the last of the student and administrative systems to be upgraded to a relational data model (DB2). Major tasks completed to date include the design of the prototype DB2 data model and conversion of data since 1981; implementation of program tables supporting all student systems; and comprehensive DB2 data model design for the student records system transaction. Near the end of 2006, operational screens will be available for testing, and work will continue on data cleanup of conversion files and on the Campus Data Warehouse project.

*Funding Source: UTIPP budget*

**Year 1 report:**

The SR2 project is continuing on track to completing most of the online system by end of the calendar year. Brief update on the various business areas:

**Courses:** The Course online system is complete. All table maintenance screens have been user and client tested and modifications based on these test results are ongoing. User screens present information already available on table maintenance screens but grouped differently based on ease of use. Programming of user screens will use code-base already created for the table maintenance screens and is ongoing.

**Registration:** The Registration online system is also complete and is in user testing. Modifications to table maintenance screens based on user tests are ongoing. User screens have been designed and programming is to begin shortly. As with courses, all required functionality is now available and user screens will use programs already created for table maintenance screens.

**Goal 14: *achieved***

**Complete most of the work remaining to rewrite the Student Records System (SR2) during 2005-2008.**

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**Enrollment:** Enrollment processing is primarily handled by the “Enrollment Processing Screen” (EPS) which is now complete and in user test. Requisite checking is also complete and in user test. Remaining functions currently being programmed include time/exam conflict and enrollment rules. These components are scheduled to be completed and moved to user testing in November.

**Grading:** Bulk of grading functionality is handled by the “Grading Entry Browse” (GEB) screen which is scheduled to be moved to user test by mid-November. Grade-calc function is also in programming and scheduled to be completed by end of November. In Grading, some functions such as repeat processing are scheduled to be programmed next year. Several online screens still need to be programmed in this area and are being worked on. A majority of them will be completed by the end of the year.

Other areas being worked on include **Data Conversion and Cleanup** and **Batch Processes and Reports**. Data conversion and clean up is on track and specs for batch processes are reports are now being developed. Programming of batch processes will begin in the 2007. Project is within budget.

**YEAR 2 (2007-08)**

**Objective:**

Refinement of mainframe screens to support all functions will take place, including course information, registration, enrollment in courses, grading of courses, text notations, transfer credit tables, and graduate student progress data. Development of batch processes for these same functions will also be underway. Other major tasks under development during this period include testing plans for all processes; designing the structure for element level security; testing and debugging all logic and programs.

*Estimated cost for Year 2: \$1,213,192*

*Funding Source: UTIPP Budget as augmented in January, 2006*

**Year 2 report:** - none submitted

**YEAR 3 (2008-09)**

**Objective:**

Development of all batch processes will conclude. Grade calculation and transcript logic to produce versions of the official transcript document (academic, verification, student

**Goal 14: *achieved***

**Complete most of the work remaining to rewrite the Student Records System (SR2) during 2005-2008.**

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copy, Law School) will be under development. Conversion of the SR1 data to the transaction system model and validation of source data will take place. We will develop interfaces with related student and administrative systems (URSA, Billing, Degree Audit, Bruin Card, Financial Aid, Admissions systems, Enterprise Directory, Campus Data Warehouse) and with external systems (National Student Clearinghouse, UC corporate systems, UC Library system, etc). We will also develop specifications for administrative reports for operational units (Registrar's Office, departments, College/Schools, etc). Work on all remaining project tasks will continue until implementation late in 2009.

*Estimated cost for Year 3: \$2,134,147*

*Funding Source: UTIPP Budget as augmented in January, 2006*

**Year 3 report:**

Rewrite of the Student Records System (SR2) involves a complete rewrite of the mainframe Student Records (SRS) transactional system, the Student Record Database (SRDB), all interfaces to Student Information Systems, URSA Online, and all associated reports. SRDB rewrite impacts applications and processes for over 50 campus users, including MY.UCLA, Counselor Desktop, course websites, Registrar's web applications including SRWeb, the General Catalog, and the Schedule of Classes. All dependent SRS mainframe and SRDB processes are being rewritten or retrofitted for the new system. The project continues to meet all deadlines, remains within budget and is on schedule for implementation in October of 2009.

**Goal 15:** *requires extension*

**Gather system-wide and local information to establish the appropriate strategies to support an increase in student fee income.**

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The UC investment in student services continues to decline due to reductions in the State budget and Registration Fee allocations. The budget reductions are not likely to be fully recovered and the costs necessary to sustain the breadth and quality of student services continue to increase. Therefore, in addition to an expanded extramural fundraising initiative, both an increase of the current Registration Fee and the implementation of a student referendum to implement a Student Services Fee are necessary.

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**YEAR 1 (2006-07)**

**Objective:**

Over the past four years, Student Affairs, with support of External Affairs, has invested resources to strengthen the role of Student Affairs in UCLA's fundraising. Compared to academic units, the Student Affairs development program is still in its infancy.

Continuing to build on our past successes, which created a solid fundraising infrastructure, Student Affairs plans to increase the time the Director of Development dedicates to traditional fundraising. By June 07, the objective is to develop clearly defined case statements for each fundraising priority, along with a list of interested donors with related fundraising strategies.

In response to the declining State resources, the Student Affairs leadership plans to initiate conversations with Academic Planning and Budget representatives, members of the Student Fee Advisory Committee, and the Undergraduate and Graduate Student Councils to explore interest in a student fee referendum. The discussions aim to understand better the need for new programs and services as well as those services that, while difficult to access, are critical to support student academic success. This 06-07 year is a time to gather information about what specific services students are willing to fund to improve their broad educational experience at UCLA. The student perspective is likely to influence Regent and UCOP discussions regarding the current Registration Fee level.

*Estimated cost for Year 1: Undefined*

*Funding Source: VC Student Affairs -Misc*

**Year 1 report:**

Reductions in the California State budget have lead to a decline in UC investment in student services at UCLA. In addition to engaging in fundraising opportunities to raise funds, a student referendum is likely necessary to enable the Student Affairs Organization ("SAO") to reinstate previously discontinued programs and to initiate and implement new services designed to support student needs at UCLA. During the 2006-2007 fiscal year, Student Affairs has begun gathering information about what specific services students are willing to fund to improve their educational experience at UCLA. In addition, each

**Goal 15:** *requires extension*

**Gather system-wide and local information to establish the appropriate strategies to support an increase in student fee income.**

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Student Affairs department has been polled to determine the true cost of reinstating necessary programs and implementing new programs under the department. The Student Affairs organization is in the process of reviewing the information provided by each department.

**YEAR 2 (2007-08)**

**Objective:**

Activities, which may include the establishment of a student/staff taskforce, will evolve based on the information gathered and the partnerships created during the course of the 06-07 year. However, we believe that the Student Affairs organization is well positioned to collaborate with student leadership to sponsor a student services fee.

*Estimated cost for Year 2: Undefined*

*Funding Source: VC Student Affairs -Misc*

**Year 2 report:**

As a consequence of the University of California Student Mental Health Report, the UC designated a portion of the Registration Fees for each campus to be used solely for Student Mental Health issues. As a result, the funds were able to augment some of the funding requests previously made by Student Affairs departments for positions/salaries and programs that relate to mental health service issues covered in the report. With certain student mental health needs ameliorated by the Registration Fee funding, Student Affairs was able to concentrate on the critical issue of lack of student meeting and programmatic space. A plan was discussed to design a core set of student service needs that can be addressed through a student referendum, which included meetings with student government leaders to garner support. It is recommended that this goal be extended for an additional year.

**YEAR 3(2008-09)**

**Year 3 report:**

The economic crisis has led to increased student fees and budget reductions to the University of California. Specifically, Student Affairs (SA) is faced with a 5% budget reduction to both its 19900 and 20000 departmental units. In a desire to ameliorate the impact of the reductions on certain student activity areas, the students initiated and passed a referendum. Unfortunately, the referenda purposefully excluded any mention of SA departmental operational needs, even for departments that are overwhelmingly supported by the students.

**Goal 15:** *requires extension*

**Gather system-wide and local information to establish the appropriate strategies to support an increase in student fee income.**

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Remaining as a priority for SA is the funding necessary to establish, either through new construction or refurbishment of existing space, student programming/meeting spaces on campus. SA has conducted meetings with both GSA and USA presidents who have expressed support for proposals to expand/provide these spaces for students. Key questions include whether the students will tax themselves for such space, and under whose authority the space will be placed. These questions will be discussed during the '09-'10 FY.

**(THIS GOAL REQUIRES EXTENSION)**

**Goal 16:** - *requires extension*

**Complete the Space Strategic Plan that inventories space assigned to Student Affairs, documents the organization's space priorities, and catalogs future student services space needs.**

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UCLA has prepared an update to the 1990 Long Range Development Plan (the 2002 Long Range Development Plan or 2002 LRDP). The 2002 LRDP was developed to address the proposed increase in student enrollment at UCLA and extend the horizon year of the LRDP from 1990 to 2010-11. The Student Affairs Space Strategic plan is organized in two phases. Phase I is an internal process that aims to record accurately all assigned space and to outline the space needs defined by each Student Affairs director. Phase II is described below. Currently, Capital Programs and Facilities Services are engaged in a project scope and a cost analysis of Student Affairs space and facility needs. This critical information is necessary to identify Student Affairs space priorities more precisely. The inventory, project definitions, and cost estimates will guide the organization's space and facilities initiative for the 2006 - 2007 year.

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## YEAR 1 (2006-07)

**Objective:**

In an effort to maintain the integrity of the Student Affairs space inventory, divisional designates will be identified and appropriately trained to update the Space Inventory database systematically. The information provided by the scope and cost analysis will provide a useful context to the Student Affairs Executive Management Group to establish a list of space priorities and identify the appropriate funding sources. We are likely to set up work teams to develop processes to insure appropriate student and staff consultation. The Executive Manager of Facilities will develop a timeline that details the beginning and ending for each priority area. We will produce and distribute a comprehensive version of the Student Affairs Capital Plan-Phase I.

*Estimated cost for Year 1: Undefined*

*Funding Source: VC Student Affairs - Misc*

**Year 1 report:**

Student Affairs developed a Space Strategic Plan to identify space and facilities needs. During the 2006-2007 fiscal year, Student Affairs organization identified and appropriately trained divisional designates to update the campus Space Inventory

**Goal 16:** - *requires extension*

**Complete the Space Strategic Plan that inventories space assigned to Student Affairs, documents the organization's space priorities, and catalogs future student services space needs.**

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database. Additionally, several departments have been identified as needing additional space, and SAO is currently reviewing space options for each of the departments.

## YEAR 2 (2007-08)

### **Objective:**

Phase II of the Student Affairs Space Planning process aims to catalog future student services space needs. This stage of the process requires a fuller understanding of the current UCLA space coded as functional student services space in the Campus Space Inventory System; to complete this initiative successfully we will appoint a taskforce with student, staff and faculty representation. The charge of the task force will be to conduct a comprehensive review of UCLA student services space and identify pending student services space needs. The revised version of the Space Strategic Plan will include the findings of the taskforce.

*Estimated cost for Year 2: Undefined*

*Funding Source: VC Student Affairs - Misc*

### **Year 2 report:**

Student Affairs Administration reviewed several space options for SA departments as a result of reorganization plans for certain departments. The consolidation of several offices has provided SA with options, although limited, to reassign departments to enable them to operate in the most efficient and effective manner. The forced relocation of some SA offices has necessitated that SA be very strategic about space allocation for departmental needs. It is recommended that this goal be extended through 2008-2009 to enable the completion of Phase II as stated above.

## YEAR 3 (2008-09)

### **Year 3 report:**

The forced relocation of several Student Affairs (SA) offices has removed important flexibility that SA has in reassigning its space based upon space priorities. Student meeting space needs continues to be a high priority for SA. The prominent student run boards (including GSA, USA, Wooden Center Board and SAC BOG) have been approached to assist SA in reviewing and recommending to SA student space needs on campus. Additionally, SA will need to review carefully the current make-up of its various departments to determine whether current space allocations are appropriate for

**Goal 16:** - *requires extension*

**Complete the Space Strategic Plan that inventories space assigned to Student Affairs, documents the organization's space priorities, and catalogs future student services space needs.**

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those units.

**(THIS GOAL REQUIRES EXTENSION)**

**Goal 17:** *requires extension*

**Develop and implement a Performance Management Program that creates a uniform Employee Performance Evaluation process for the Student Affairs Organization.**

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The Performance Management Program (“PMP”) is a process of ongoing performance assessment between a supervisor and his/her employee to dialogue about both successful and unsuccessful performance in an effort to meaningfully develop the skills and abilities of the employee. While UCLA has an employee performance evaluation form available for managers to memorialize employee performance, use of the form has not previously been mandated across the entirety of the Student Affairs Organization (“SAO”). In addition to mandating that annual written performance evaluations be completed by all Student Affairs departments for all staff, SAO has, with the assistance of a task force, created an employee performance evaluation form that specifically addresses the various job tasks and duties performed by Student Affairs staff.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objective of Year 1 is to *implement use of the Student Affairs Employment Evaluation form and increase managerial awareness of the requirements of the Performance Management Program (“PMP”)*. SAO had not previously distributed a sole employee evaluation form with the mandate that all SAO staff be evaluated annually on their performance. Given SAO’s new mandate for uniform annual performance evaluations, there will be a need to train all SAO staff on the proper use of the employee evaluation form, and reinforce the defined categories within the form to ensure that SAO managers are evaluating their staff in a uniform manner.

Secondarily, all SAO staff will need to be trained on the procedural aspects of the PMP. Staff will be trained on the following goals of the PMP: (a) Developing a shared understanding between supervisor and employee of duties, as well as the basis for the annual performance evaluation; (b) Enhancing and encouraging the growth and development of employee skills, knowledge and abilities; (c) Improving communication between supervisor and employee; and (d) Assisting with the determination of salary and personnel issues. SAO managers will be required to attend one 3-hour training session facilitated by a consultant. Further, all SAO staff will attend informational sessions in which the PMP will be discussed in detail in an effort to provide a comprehensive understanding of the program.

Finally, SAO staff will be informed about the relationship of an employee’s overall employee evaluation rating to that employee’s merit increase for the applicable year. To provide fair compensation for employee performance, the overall rating for an employee’s performance for a particular year will dictate the amount of merit increase, if any, that the employee will receive for that particular year.

**Goal 17:** *requires extension*

**Develop and implement a Performance Management Program that creates a uniform Employee Performance Evaluation process for the Student Affairs Organization.**

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**Year 1 report:** - none submitted

**YEAR 2 (2007-08)**

**Objective:**

The primary objective of Year 2 is to *measure the success and failures* of the implemented PMP. To ensure that the PMP is a *living process*, there must be systematic checks on the effectiveness of the various aspects of the program. It will be imperative that the following program areas be reviewed: (1) Review of the effectiveness of the employee performance evaluation form, including whether both managers and employees felt comfortable in using the form; (2) Review of whether the PMP process (i.e. periodic meetings between managers and employees, clear delineation of employee job duties) was adhered to by managers and employees; and (3) Review of whether SAO managers shared a uniform understanding of the various defined performance ratings for their employees.

**Year 2 report:**

Student Affairs appointed a new PMP work-group, tasked to find ways to measure the success and failures of the PMP, as well as develop ways to introduce flexibility to the PMP evaluation form. The PMP work-group developed and implemented, with the help of the Student Affairs Information and Research Office, a PMP survey for all SA staff. The survey was designed to elicit staff experiences concerning the PMP, and allowed staff to suggest modifications to the program. The work-group also met extensively and debated the possible ways to modify the PMP evaluation form to provide managers with more flexibility. The two most popular options are for a weighted model to be used, or to allow managers to select from more criteria to evaluate their staff. Each of the options will be presented to SA senior management.

**YEAR 3 (2008-09)**

**Objective:**

Depending on the outcome of the assessments undertaken in Year 2, further programmatic elements may be introduced to the PMP, such as quarterly and mid-year reviews. Assessments on the different aspects of the introduced elements will be ongoing.

In addition to continuing the PMP survey, the PMP work-group will partner with UCLA Campus Human Resources to design and hold focus group meetings for staff. The focus

**Goal 17:** *requires extension*

**Develop and implement a Performance Management Program that creates a uniform Employee Performance Evaluation process for the Student Affairs Organization.**

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groups are designed to provide staff with an opportunity to provide their experiences with the PMP. To encourage staff to be as forthcoming as possible, the focus group sessions will be run solely by a CHR representative, and all comments provided in the sessions will be aggregated and the speaker will not be identified. The two PMP evaluation form modifications developed by the work-group will be presented to SA senior management to determine whether further modification will be made to the form. Finally, the work-group will develop managerial training classes that are designed to provide SA supervisors/managers with the core level training needed to be an effective manager, as advocated by the PMP.

**Year 3 report:**

There were several modifications to the functionality of the PMP Management and Non-Management forms (the modifications did not include changes to the written criteria). The look of the forms was changed to make them easier to navigate by staff. Also, the size of the comment boxes for each criteria was enlarged to provide the user with more flexibility in their written explanations of an employee's performance. Finally, the box allowing the employee to comment of their feelings concerning their evaluation was situated before the final signatures, making it more inclusive in the form. In addition to form changes, there are two PMP Pilots were initiated: (1) Pilot including CRA and the main office of SC&L. Forms that allow for simple weighting of certain criteria on the form; (2) Pilot including Executive Management Group. Form with fewer comment boxes allowing for senior level executives to forego providing comments per each criteria every other year that a senior level manager is evaluated.

Many useful comments were solicited through the PMP Survey and the PMP Focus group sessions held by a representative from Campus Human Resources. Some of the comments will be acted upon by the committee for the '09-'10 evaluation, including revamping the PMP website so that it is more inclusive of information used by staff. Contemplated modifications to the program going forward include the institution of mid-year, quarterly and 360 reviews. Additionally, the basic form criteria must be reexamined and modified to the extent it is not inclusive enough for all SA positions.

**(THIS GOAL REQUIRES EXTENSION)**

**Goal 18:** *achieved*

**With the active participation of senior campus administrators, design and implement legal strategies for improving the recruitment, admission and enrollment of African American undergraduate students to UCLA. If successful, similar strategies will be extended to other targeted groups in the future.**

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When the enrollment result for the Fall, 2006 freshmen admission cycle were announced in May, 2006, the low number of African Americans (96 at that time) triggered vocal expressions of concern and dismay on and off campus. Interim Chancellor Norm Abrams immediately made this problem his highest priority, and personally began directing a core group of senior administrators in the development of strategies to bring about positive change as soon as possible. Student Affairs, as well as the Office for Undergraduate Admissions and Relations with Schools (UARS), are very much at the center of this planning and implementation activity. There are two major aspects of managing the problem for the campus: 1.) changing what UCLA does with regard to recruitment, admission, enrollment and campus climate in order to attract more African American students; 2.) changing the public and community perception of UCLA to a university deeply committed to solving this problem and ensuring all forms of diversity in student enrollment. For Student Affairs and UARS, most activity will focus on #1 above, but with some attention to #2 as well. Ultimately, the success of this effort will be measured by increases in the enrollment of African American undergraduates.

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**YEAR 1 (2006-07)**

**Objective:**

Among the many initiatives formulated and put into place during 2006-2007 are: 1.) change made by the Academic Senate to a new, holistic freshman application review and selection process; 2.) the formation of an African American Admission and Enrollment Task Force of campus, alumni and community leaders to advise the Chancellor on this issue and to aid in implementing programs to address it. The group is chaired by former Regent and UCLA Alumni President Peter Taylor; 3.) the hiring of a new Associate Director of Admission for Recruitment and Community Relations (Faye Naples) and the immediate expansion of the UARS recruitment staff; 4.) development and implementation of a wide variety of activities by UARS and our campus partners designed to increase the applications and yield of prospective African American students; 5.) exploration and implementation of a legal means to fund financial aid grants, merit scholarships and targeted recruitment activity for prospective African American students; 6.) improvement of relations with school counselors and community leaders and organizations centering on UCLA admission issues. These efforts will be directed personally by Vice Chancellor, Student Affairs, Janina Montero.

*Estimated cost for Year 1: \$750,000 for new staff, recruitment and yield programs; \$3,200,000 for financial aid grants and scholarships.*

**Goal 18: *achieved***

**With the active participation of senior campus administrators, design and implement legal strategies for improving the recruitment, admission and enrollment of African American undergraduate students to UCLA. If successful, similar strategies will be extended to other targeted groups in the future.**

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**Year 1 report:**

The first year of our planned efforts produced highly successful results, with the number of African-American enrolled freshmen for Fall, 2007 exceeding 200, and a yield rate approaching 50%. Approximately \$1.2 million was donated to the California Community Foundation for scholarships for African American students attending UCLA.

**YEAR 2 (2007-08)**

**Objective:**

Analyze and evaluate the efforts made in Year 1. To the extent that specific activities are deemed successful, expand those efforts and institutionalize them permanently. Ensure permanent funding for all activities found to be successful. Begin planning to extend successful efforts to other targeted groups.

*Estimated cost for Year 2: To be determined based on evaluation of Year 1 results. The need is likely to be at least as great as Year 1 amounts. Move toward permanent funding for financial aid grants and scholarships.*

*Because most of the costs of these efforts were permanently funded in 2006-2007, budget for the most part was not a problem in year 2. However, until an endowment is built for the Legacy Scholarships, funding for the scholarships will be problematic and uncertain.*

*Funding Sources: UARS Budget, Chancellor's Office, External Development Fund Raising*

**Year 2 report:**

During the second year of the plan, we continued the initiatives implemented in the first year. The Associate Director for Recruitment and Community Relations left UCLA for another position, and was replaced with separate Associate Director for Admission and a Coordinator of Community Relations—both building on the initiatives of the first year.

UARS implemented a highly successful “Ambassador Program,” employing students as high school visiting recruiters. As a result, UCLA was able to visit all secondary schools in our service area, probably for the first time ever. This effort, as well as all others performed by UARS aimed at increasing recruitment of underserved groups, has been permanently funded by then Chancellor Abrams. Permanent funding, however, has not been achieved for the Legacy Scholarships, and fund raising for that purpose remains a challenge.

**Goal 18: *achieved***

**With the active participation of senior campus administrators, design and implement legal strategies for improving the recruitment, admission and enrollment of African American undergraduate students to UCLA. If successful, similar strategies will be extended to other targeted groups in the future.**

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Second year results at the freshman level exceeded first year results. 215 African American freshmen enrolled with an outstanding yield of 52.5%. Once again, approximately \$1.2 million was raised for Legacy Scholarships by the Black Alumni Association and others. There was a slight decline of enrolled African Americans at the transfer level, following a systemwide trend of less growth in applications from that group compared with other groups.

In spite of exploratory efforts to begin this work with other groups, progress has been slow. The Chancellor and Vice Chancellor Montero have been meeting regularly with a group of Latino faculty, and it is hoped that from this group will flow a structure more like the African American Task Force.

Chancellor Block has been just as supportive as his predecessor in devoting time and energy to this effort. He has agreed to a fairly extensive, on-going series of visits to high schools and community colleges, and is highly supportive of our enhanced community relations efforts.

**YEAR 3 (2008-09)**

**Objective:**

Extend successful portions of the strategies developed and implemented for African American students to other targeted groups.

*Estimated Costs for Year 3: Similar to years one and two, with approximately \$600,000 of additional permanent funding for UARS.*

*Funding Sources: UARS Budget, Chancellor's Office, External Development Fund Raising*

**Year 3 update – December 2008:**

The basic pattern of activities and initiatives has been set during the first two years of the program, and have produced highly successful results, particularly at the freshman level, and in building effective community relations. It is fair to say that all these efforts have been institutionalized, though careful attention and occasional modification will be necessary in the future. Expanding the effort to the Latino group remains a goal during

**Goal 18:** *achieved*

**With the active participation of senior campus administrators, design and implement legal strategies for improving the recruitment, admission and enrollment of African American undergraduate students to UCLA. If successful, similar strategies will be extended to other targeted groups in the future.**

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08-09, as does raising sufficient funds for Legacy Scholarships and various yield activities for which UCLA cannot pay.

The national and state financial crisis is likely to produce an applicant pool at the freshman level which will make maintaining the achievements of the first two years very difficult. Yield results must continue to be a key component of success

We are reasonably confident that in spite of budget reductions elsewhere at UCLA, funds for this important effort will remain stable.

**Year 3 report:**

Final results for 08-09 were marginally less successful than during the previous two years. In particular, there occurred significant problems in raising money for Legacy Scholarships housed at the California Community Foundation, and because of the current economic situation, alternatives to the model for scholarship fund raising which worked reasonably well for two years must be developed. The other key component of success has been the holistic admission application evaluation process, which remains stable. However, the analysis being conducted of the holistic process by Professor Robert Mare and expected to be completed during Fall, 2009, could necessitate changes in the holistic process which in turn could have adverse results on the enrollment of African American students.

**Goal 18:** *achieved*

**With the active participation of senior campus administrators, design and implement legal strategies for improving the recruitment, admission and enrollment of African American undergraduate students to UCLA. If successful, similar strategies will be extended to other targeted groups in the future.**

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**ACHIEVED:** While not as completely successful as original hoped, it is fair to say that this basic goal was achieved. The campus did make changes over the past three years which resulted in the approximate doubling of African American students admitted and enrolled as undergraduates.

However, there has been little progress with regard to planning for, within the law, the admission and enrollment of other underrepresented groups.

**NEW, RELATED GOAL FOR NEXT STRATEGIC PLAN:** The basic need for continuing attention to the admission and enrollment of underrepresented minorities remains a challenge for Student Affairs and UCLA. A new goal needs to be constructed which takes into account the new realities of likely enrollment cuts and the financial crisis for the society, the state and the university. In addition to underrepresented students, the new goal might also include low income students given the likely economic situation for the next plan period.

**Goal 19:** *requires extension*

**Evaluate current leadership, staffing, and organizational structure within student affairs in order to remain relevant to the needs of our current and future populations of students.**

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Natural transitions within UCLA and the Student Affairs organization (e.g., retirements and departures) provide premier opportunities to assess the organizational structure of Student Affairs and to reorganize in order to meet more effectively the needs of our students and remain relevant to address current trends and best practices within the field of student affairs and higher education at large.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objectives of Year 1 are twofold and interrelated. As we fill current vacancies within the Student Affairs leadership (i.e., at the Assistant Vice Chancellor, Executive Director, and Director levels), we are also attentive to opportunities to reorganize the Student Affairs operating structure into more cohesive and efficient lines to address the current needs of our student population as effectively as possible, capitalize on the current market of student affairs professionals, and maximize the specific abilities and talents of Student Affairs staff.

*Estimated cost for Year 1:*

*Funding Source:*

**Year 1 report:**

Student Affairs has successfully hired or named several permanent staff to fill key or positions, including Chief Administrative Officer and directors of the following Student Affairs departments: Dashew International Center for Students & Scholars, Student Affairs Information and Research Office (SAIRO), Student Psychological Services, and Student Health Services. Further, the former Division of Student Development and Health went through several changes: Student Health Services is for the moment a stand-alone area; Student Psychological Services was brought under the leadership of the AVC of Student and Campus Life; and Health Education is now part of a new structural line that includes the Office for Students with Disabilities and the Center for Women and Men, reporting to a new leadership position titled Interim Executive Director of Student Development. Finally, SAIRO and the Dashew International Center for Students and Scholars are now under the leadership of the AVC for Student and Academic Services.

**Goal 19:** *requires extension*

**Evaluate current leadership, staffing, and organizational structure within student affairs in order to remain relevant to the needs of our current and future populations of students.**

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YEAR 2 (2007-08)

**Objective:**

The primary objective of Year 2 is *to further develop the organizational structure of Student Affairs generally, with particular attention paid to the new area of Student Development*. These organizational changes will be informed by the reports and recommendations of two campus task forces that have particular relevance to Student Affairs: 1) Orienting First-Year Students: The First-Year Experience and 2) UCLA Student Development Task Force. A secondary objective of Year 2 is to monitor the structural changes implemented in Year 1 and their effectiveness.

**Year 2 report:**

Student Affairs Information and Research office (SAIRO) consolidated with Student Development. SAIRO no longer reports to the AVC for Student and Academic Services, but to the Interim Director of Student Development. Budgetary constraints made the possibility of significant off shoots from the 1) Orienting First-Year Students: The First-Year Experience and 2) UCLA Student Development Task Force unrealistic, but pieces of the work continue to move forward in collaborative work groups lead by senior Student Affairs and College staff. For example, there is now a 1<sup>st</sup> year experience web site (<http://www.bruinexperience.ucla.edu/>) and welcome week and the new student welcome were significantly restructured to incorporate some of the recommendations outlined in the Orienting First-Year Students report.

YEAR 3 (2008-09)

**Objective:**

The primary objective on Year 3 is to monitor the changes in organizational structure and to strive to fill any remaining vacancies or interim appointments within the leadership of Student Affairs. It is important to note that the Division of Student Development now includes the following departments: Health Education, the Center for Women and Men and the Student Affairs Information and Research Office.

*Estimated cost for Year 3:*

*Funding Source:*

**Year 3 report:**

Final pieces to the Student Affairs (SA) leadership have been filled, as the Student Development and Student Health Services interim Director positions have both been filled by internal candidates. There remains a crucial need to examine the SA organization structure to ensure that SA operates in the efficient and operationally

**Goal 19:** *requires extension*

**Evaluate current leadership, staffing, and organizational structure within student affairs in order to remain relevant to the needs of our current and future populations of students.**

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maximizing manner possible. The economic crises has necessitated that SA accelerate its plans to review the relevancy of the various departments and to prioritize those departments and functions that are core to the organization. As such, the Vice Chancellor has instructed a taskforce to examine the feasibility of certain consolidations within the organization. The information emanating from this taskforce is expected to provide information that impact both short and long-term planning for the organization's structure.

**(THIS GOAL REQUIRES EXTENSION)**

**Goal 20:** *achieved*

**Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum.**

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An expanding body of evidence indicates that student learning and development occurs both in and out of the classroom. The co-curricular environment and the experiences it provides play an important role in the education and development of the whole student. The educational potential of the co-curriculum is most effectively realized when it works intentionally and in concert with the formal academic curriculum to advance student learning. UCLA offers students a wealth of co-curricular opportunities and resources throughout and beyond the Student Affairs Organization. Although abundant, work is needed to integrate these largely independent initiatives into a seamless whole, unified by a shared vision, an intentional focus on student learning outcomes, and coherent connections to the academic curriculum.

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**YEAR 1 (2006-07)**

**Objective:**

The primary objective of Year 1 *is to develop a vision and plan for promoting student learning and development through the Student Affairs co-curriculum at UCLA*. A Student Development Taskforce, with representation from Student Affairs, the Division of Undergraduate Education, and the Graduate Division, will be convened and charged with responsibility for: a) reviewing the scientific literature to identify relevant theoretical frameworks / models; b) researching and identifying best practices at comparable institutions; c) analyzing existing data regarding the developmental needs of UCLA students; d) conducting an environmental scan to identify relevant contextual factors and to assess their implications for promoting co-curricular learning and development, and e) assessing current Student Affairs co-curricular initiatives vis-a-vis best practice guidelines. Based on these steps, the Taskforce will draft a report that synthesizes findings and proposes a plan and a set of recommendations for advancing student learning and development through the Student Affairs co-curriculum. The draft report will be presented to the Student Affairs Executive Management Group in January, 2007.

A secondary objective for Year 1 is to engage a broader set of institutional stakeholders in the planning process to ensure that the proposed plan and recommendations effectively integrate and represent the perspectives, interests, and needs of key stakeholders. To this end, the draft report will be shared with students via their representative bodies including USAC, GSA, SFAC, and SHAC; with the Council of Student Affairs Directors; and with the executive leadership of the Division of Undergraduate Education and the Graduate Division. Guided by input from these groups, a final report and plan will be completed and presented to the Student Affairs Executive Management Group by May 30, 2007.

*Estimated cost for Year 1: \$53,000*

*Funding Source: Student Development, Health Education budget*

**Goal 20: *achieved***

**Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum.**

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**Year 1 report:**

Objective 1 for 2006-07 was accomplished. The Task Force was convened in July 2006, with representation from Student Affairs, the Division of Undergraduate Education, and the Graduate Division. In February 2007, the Task Force submitted a report that documented its findings, articulated a vision for Student Development and set forth recommendations to actualize the vision. The secondary objective for year one was addressed through Task Force presentations to CSAD, SHAC, MLGP, SFAC, and other stakeholder groups. The report of the Student Development Task force highlighted these key findings and recommendations:

- Student learning and development are intertwined, reciprocal processes. Students learn and develop in and out of the classroom. This implies a need to view the entire campus as an integrated learning system and calls for Student Affairs to articulate and strengthen its contribution to student learning.
- The quality of out-of-class learning can be strengthened through the articulation and measurement of learning outcomes that focus on what students learn through their involvement in Student Affairs' programs. For learning outcomes of Student Affairs to be most meaningful to students and the institution, they need to align with the institutional mission and academic priorities.
- Student development research draws attention to the potential challenges associated with student transitions into and through university and the importance of academic and social integration for persistence, retention, and learning.
- Data on UCLA students reveals important trends with implications for student development efforts. The most noteworthy include increasing racial, ethnic, and cultural diversity, including 1<sup>st</sup> generation students; the growth of the transfer student population; and increased mental health concerns. Students of color, especially Black / African American students, as well as transfer students experience greater challenges becoming academically and socially integrated. Willingness to seek needed mental health services varies significantly by ethnic group, with Asian / Asian Pacific Islanders least open to such services.

Findings speak to the need a) to form intentional learning partnerships between student and academic affairs, b) to support first-year students (direct entry, transfers, and graduate students) to successfully transition into UCLA and to integrate academically and socially into the campus community, c) to prioritize initiatives related to global citizenship / intergroup relations and psychological well-being, and d) to provide targeted support for students who are 1<sup>st</sup> generation, speak English as a second language, &/or are members of underrepresented groups.

**Goal 20: *achieved***

**Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum.**

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**YEAR 2 (2007-08)**

**Objective:**

The primary objective of Year 2 is *to put in place the organizational structures and processes to initiate implementation of the plan and to provide for a sustainable focus on student development*. We will build on the foundational work of the Student Development Task Force by diversifying its membership to include representatives of the key campus stakeholder groups and by adapting its charge to address ongoing needs for consultative input and integration of efforts. Programmatically, Year 2 efforts will focus on establishing linkages between existing co-curricular initiatives, aligning programmatic initiatives with best practice guidelines, branding and presenting them as a cohesive package, and assessing program impacts. A secondary objective of Year 2 is to implement a staff development program to support continued growth of staff knowledge and skills to implement student development programs that are consistent with best practices.

*Estimated cost for Year 2: Undefined*

*Funding Source: Student Development, Health Education and Ashe Center budgets, to be enhanced through additional income or contributions from other Student Affairs and University departments and through development efforts.*

**Year 2 report:**

The primary objective for Year 2 was addressed through an action agenda that called for Student Affairs to partner with academic affairs and other campus stakeholders to develop plans for a First-Year Experience Program, a Transfer Student Support Program, an Intergroup Dialogue Program, and a graduate student survey, giving priority within each initiative to student mental health and to vulnerable student populations. Substantive progress on these initiatives included:

- First-Year Experience Program – Student Affairs partnered with the Division of Undergraduate Education to develop a proposal for a comprehensive UCLA First-Year Experience Program. Acting on proposed recommendations, workgroups orchestrated the fall 2008 launch of a first-year website, an integrated program of Welcome Week activities, and expanded ORL options for theme housing in the on-campus living / learning communities.
- Transfer Student Experience Program – Representatives of campus departments that currently serve transfer students began to meet monthly, providing a forum for information exchange, enhanced coordination of services, and collective identification of unmet needs. UCLA PDP participants conducted a thorough accounting of the needs of UCLA transfer students, reviewed the status of current UCLA programs and services relative to best practices at other colleges and universities. The launch of a new course, Education 19 – “Transfer Talk: Understanding the Transfer Experience,” provided transfer students with support for their academic and social integration.

**Goal 20:** *achieved*

**Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum.**

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Funding approval for two career FTEs positioned SDHE to expand the Life Skills program for transfer students.

Intergroup Dialogue Program – Partnering with a faculty member in the GSE&IS, and colleagues in DUE, Student Affairs led the effort to implement an intergroup dialogue program at UCLA. Intergroup dialogue is a social justice education model that prepares students for effective citizenship in a diverse and pluralistic society by developing skills to dialogue effectively across dimensions of difference. Plans were finalized for the winter 2009 academic course that will train 20 students (10 graduates and 10 undergraduates) to function as facilitators of intergroup dialogues.

Graduate Student Survey: Planning commenced for a survey of graduate / professional students experiences and needs to be conducted spring 2010. Student and staff representatives from Student Affairs, the Graduate Division and ASUCLA contributed to the development of survey question domains and items.

**YEAR 3 (2008-09)**

**Objective:**

The primary objective of Year 3 is *to secure resources to support the expansion and growth of new initiatives that fill the programmatic gaps identified in Year 1*. To this end, the Student Development Task Force will explore institutional and extramural sources of funding, working in consultation with the Student Affairs Development Officer to identify and cultivate giving opportunities.

*Estimated cost for Year 3: Undefined*

*Funding source: Student Development and Health Division and Ashe Center budgets, to be enhanced through additional income or contributions from other Student Affairs and University departments and through development efforts*

**Phase 1**      July – September 2006

Objective: Develop a conceptual framework to guide and ground the formulation of a UCLA Student Development Plan.

**Phase 2**      October – December 2006

Objective: Guided by the conceptual framework, propose 2-3 models for Student Development at UCLA with the aim of linking existing co-curricular initiatives as a cohesive whole and delineating strategies to fill programmatic & other gaps.

## Goal 20: *achieved*

### **Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum.**

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#### Action Steps:

1. Conduct a campus-wide inventory to identify, classify and describe existing student development initiatives.
2. Identify and prioritize programmatic and other gaps.
3. Based on these findings, draft a report proposing 2-3 models for Student Development at UCLA, with specific consideration given to:
  - linking existing initiatives as a cohesive whole
  - plans to fill programmatic & other gaps
  - organizational structures
  - resource implications

In addition to the Year 3 objective above, plans will concentrate on further development of the initiatives described in year 2.

#### **Year 3 report:**

Year 3 goals for *resource development* were advanced in two ways. First, through the Tier 2 Mental Health allocation, we procured permanent registration fee funds for two career staff positions. We completed recruitment and hiring processes in fall 2008, and in January 2009, these individuals joined the staff.

Second, we consolidated two formerly distinct units, the Center for Women and Men (CWM) and Student Development Health Education (SDHE), in one location under a single new organizational umbrella, to form the Bruin Resource Center. This merger positioned us to leverage existing staff, space, and materiel resources to address identified gaps in student development programs. Also, we procured registration fee funds to cover the one-time moving and start-up expenses associated with the consolidation.

The consolidation of CWM and SDHE to form the Bruin Resource Center was the most significant step taken to *fill identified gaps in student development programming*. Bringing together staff members of both areas in a single, central location in the Student Activities Center, this merger positioned us to preserve essential functions of each area while eliminating service overlaps, and importantly, it liberated resources needed to address pressing student development needs and program gaps. The physical consolidation occurs in July 2009, and the Bruin Resource Center will be operational and ready to welcome students beginning fall quarter 2009. In support of students' development, the Bruin Resource Center will provide:

- A centralized office for students to receive information, referrals, and support in navigating the university and connecting to needed resources.
- An accessible gateway to the array of student development and health education courses and programs sponsored by the Bruin Resource Center, e.g. Community Health 179 - *Life Skills for College Students*; Community Health 181- *Campus and*

**Goal 20: *achieved***

**Design and implement a plan to promote student development and learning through the Student Affairs co-curriculum.**

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*Community Wellness Promotion; Community Health 19 – Making the Most of College; Education 19 – The Transfer Experience, and many others.*

- Identified staff “point persons” to serve as a connecting point for specific student populations – transfers, parenting students, former foster youth, veterans and others - and to provide coordinated, specialized services to address the unique challenges these populations encounter in transitioning into the university and in integrating fully within the academic and social communities of the campus.
- Paid student internships to engage students from the populations identified above in the educational / developmental experience of planning, delivering and assessing services and programs to promote the development and learning of their peers.

Also, building on year two efforts, substantive progress continued on the development of the Intergroup Dialogue Program, Transfer Student Experience Program, and the Graduate Student Survey. As the specific focus of goals three and ten, respectively, of the Student Affairs Strategic Plan, the updates for the first two of these initiatives can be found in the corresponding sections of this report. With regard to the Graduate Student Survey, plans remain on schedule for the spring 2010 launch of the inaugural survey, which will thereafter occur on a regularized administration schedule.

Goal Status: Achieved - Although program development related to Goal 20 will be ongoing, the essential outcomes specified by the goal are largely achieved. A plan to promote student development was completed, programming gaps were identified, and the foundational organizational structures and processes to fill those gaps have been put in place. The single outstanding issue that remains to be addressed is the adoption of student learning outcomes for pertinent departments within Student Affairs. This issue will receive dedicated attention from SAIRO in the upcoming year through plans to conduct a learning outcomes audit in Student Affairs.

## STRATEGIC ASSUMPTIONS

### **The Academic Enterprise and Institutional Goals**

While some UC campuses will continue to grow to 2010-2011 enrollment targets, UCLA has already achieved almost its entire growth target for 2010-2011.

Summer session at many campuses will grow as state funding is phased in for fee levels and financial aid, but UCLA does not anticipate any further, substantial increase in summer enrollment.

Pressure to improve time-to-degree among undergraduates and all campuses will continue in order to accommodate enrollment growth and demand. UCLA currently has the best undergraduate retention/graduation rates (approximately 87% for both first-year and transfer students) in the UC system.

Entering undergraduate students at all campuses will meet higher UC eligibility criteria and campus selection criteria than in the past. With the possible exception of UC Merced, all campuses will soon be selective to some degree and will turn away some UC eligible students.

For undergraduate admission purposes, UCLA will continue to be increasingly competitive; thus entering students will be academically better prepared than in the past. As a result, it will continue to be a challenge to maintain the current proportion of students from historically underserved schools in entering first-year cohorts.

Students attending UC will remain diverse ethnically, racially and geographically within the state of California. Other forms of student diversity, such as socio-economic, cultural, national origin, and age differences will also become more evident on most campuses.

UCLA is likely to see increases in the number and proportion of students who are: foreign born; children of foreign parents; from homes where English is not the primary language spoken; undocumented.

Ethnic diversity will continue to be a controversial admission issues, and over time it is likely to affect the transfer population as transfer admission also becomes increasingly competitive.

Because current government legislation constrains intervention and admissions policies, African-American enrollment at UCLA is likely to continue to decline; the University is greatly concerned that the quality and breadth of the educational environment will suffer.

Unless government legislation enables significant interventions and/or change in admission policies occur, African-American enrollment at UCLA is likely to remain constrained, as has been the case in recent years, and the quality and breadth of the educational environment will suffer.

Undergraduate male enrollment will continue to decrease consistent with the national experience of disparate academic achievement, and is likely to affect the quality of the educational experience of UCLA students.

## STRATEGIC ASSUMPTIONS

Some evidence suggests that for low-income students and for students from middle-income families (\$60,000 to \$100,000 per year), UC may be perceived as unaffordable or almost unaffordable. However, in spite of higher fees and living costs, and some deterioration of financial aid grant dollars, no firm evidence yet exists that UC or UCLA is unaffordable for students from low-income backgrounds. Whatever the reality, affordability of UC for all but the rich will increase as a controversial issue.

Given the state's political and social climate, intense public scrutiny will continue to affect UC in several areas (e.g. admission access, affordability, campus climate and student health and safety).

UC will continue its commitment to Academic Preparation Programs, though total funding is unlikely to return to levels experienced in the 1990s. In spite of fiscal difficulties, UCLA remains committed to fulfilling its responsibility as a public university to reach out to all segments of the Southern California community.

Interest on the part of campus constituencies and student leadership in sustainability issues will become increasingly prominent.

### **Student Welfare**

Students will be more experienced and demanding consumers of all types of campus services. As fees increase, students' expectations for quality of service are bound to increase.

Students want an educational experience reflective of higher costs and expect that to have a direct influence on the range of career options and the level of earning power after graduation.

Students are likely to be very interested and involved in community service, campus activities, and other co-curricular/extra-curricular opportunities. Some students, however, will feel constrained in taking advantage of these opportunities as since some academic requirements are designed to ensure timely progress toward the degree.

There will be an increase in student demand for in-person services and counseling, and user fees may discourage and limit some students from using these services. This trend is of concern especially as it affects students with mental health needs.

Parents may be more involved and have greater expectations regarding the quality of the educational experience of their sons and daughters. This trend may lead to pressures to reconsider student confidentiality policies.

Security issues, such as crime and terrorism, will continue to be challenging. Student and parents alike expect that UCLA will provide a safe, secure, and healthy campus environment.

Increases in the numbers of students in residence will drive up the need for enhanced student services in many areas, including a heightened sensitivity regarding the relationship between the campus and the surrounding community. Interest in opening satellite offices in the residential areas of campus may become more prevalent.

## **STRATEGIC ASSUMPTIONS**

With new on-campus residential opportunities for graduate students, the demand for improving the quality of the community and campus experience for graduate students will increase, and Student Affairs will be expected to play a leadership role in addressing those expectations.

### **Student Affairs Staff**

Despite a stagnant salaries, UCLA will continue to demand that staff be more efficient and productive, and possess higher levels of skills and training.

The combination of a static compensation program and the high cost of housing will limit UCLA's ability to attract talented employees from other geographic areas. Excellent job stability, the quality of the work environment, the benefits and retirement programs at UCLA may no longer be enough to keep UCLA competitive in the job market, especially in high demand job specialties.

Partnerships among campus organizations will become even more essential to meet campus and unit specific goals during the plan period.

### **Technology**

Students will expect access to technology that is up-to-date with the most recent developments and advances, and therefore, frequent upgrades in information technology will be necessary.

### **Finance and Budgets**

Due to reduced or stagnant Registration Fee income and recent budget cuts, there has been limited investment in administration and student services for more than a decade. At best, the UC Compact with the Governor may produce very modest increases in student services' operating funds during the next few years.

Pressure to develop new funding for student services through extramural sources and fee referenda will increase.

As the Governor and the State continue to realign the state budget, further constraints on spending, efficiency demands, and non-funded mandates may be imposed.