

UCLA

Student Affairs Program Review External Review Guide 2009-2010

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PART ONE:

**UCLA STUDENT AFFAIRS
PROGRAM REVIEW**

Introduction

Thank you for volunteering your time and expertise as an external program reviewer for the UCLA Division of Student Affairs. The external review is a vital component of the UCLA Student Affairs Program Review process as it provides the Division and department staff with a valuable external perspective on the unit's strengths, challenges, and opportunities for improvement. In conjunction with the findings of the department's self-study, the external review panel's candid insights and recommendations for addressing key issues will inform the department's strategic planning activities and provide a constructive base for future improvements. As an external program reviewer, you play an important role in helping the Division realize its commitment to continuous programmatic improvement. On behalf of the students and staff who will benefit from your participation in the Student Affairs Program Review process, thank you again for the valuable contribution of your time and knowledge.

This guide contains information on the external review panel's roles and responsibilities as well as provides important background information on the University of California system, UCLA, and the UCLA Student Affairs organization.¹ For a detailed discussion of the entire program review process, please review the *UCLA Student Affairs Program Review Guidelines* available on the UCLA Student Affairs Program Review website: http://www.sairo.ucla.edu/program_review.html

The Student Affairs Program Review process is co-coordinated by the Student Affairs Information and Research Office² (SAIRO) and the specific department undergoing review. If you have additional questions about the program review process or your responsibilities as a member of the external review panel, please contact SAIRO (310-206-8470) or the program review coordinator for the department you are reviewing (contact information provided in your packet of department materials).

¹ SAIRO would like to acknowledge that the format and content of this guide were shaped by an examination of program review materials developed by The Ohio State University and Northwestern University.

² The Student Affairs Information and Research Office (SAIRO) is the research and assessment office within UCLA's Student Affairs organization.

Overview of Student Affairs Program Review

The 2006-2009 Student Affairs Strategic Plan establishes the goal of developing an evaluation process that ensures Student Affairs programs and services are ready and able to meet the needs of an ever-changing student body. The adoption and implementation of a systematic program review process represents an important step towards achieving Student Affairs' organizational evaluation objectives. In addition, the program review process provides a powerful vehicle for answering public calls for increased organizational accountability and providing documentation of Student Affairs' valuable contributions to student learning and development outcomes.

Guiding Principles of Program Review

- The Student Affairs Program Review process is a formative assessment tool designed to enhance organizational performance.
- The program review guidelines are informed by and serve to advance the unique mission, values, and aspirations of UCLA Student Affairs.
- The program review process reflects the values that have historically guided Student Affairs assessment activities (e.g., respect for students, quality programs, effective use of organizational resources).

Guided by the principles outlined above, the departmental program review process ensures the continuation of high quality programs and services in Student Affairs and makes sure that the department's offerings are central to the role and mission, priorities, and strategic goals of Student Affairs and the University.

Student Affairs department reviews occur on a six-year cycle. Program review is a sixteen month process that includes the following five steps:

Step 1: Pre-Review Preparation – Selection and recruitment of self-study and external review panel members, identification of the self-study protocol, and an audit of departmental and organizational assessment data of relevance to the department's program review.

Step 2: Department Self-Study & Report – Preparation of a self-study report organized according to the selected protocol format. Identification of external review priorities.

Step 3: External Program Review – External review panel site visit (approximately 2-3 days) and submission of external review report.

Step 4: Action Plan – Development of a departmental action plan that addresses the issues and recommendations outlined in the self-study and external review reports.

Step 5: Implementing the Action Plan – Evaluation of department action plan progress via updates included in the department's annual budget and year-end reports.

Selection of External Review Panel

At the beginning of the program review process, department staff members are asked to identify individuals who possess outside expertise in the specific programmatic area(s) under review and are therefore ideal candidates for the external review panel.

Specifically, the department is asked to nominate individuals who lead highly efficient and effective units, provide leadership in the field, and/or who are recognized for implementing best practices. The list of potential external review panel members is submitted to the Vice Chancellor of Student Affairs for approval. Once approved, the department director or department program review committee selects 2-3 individuals from the list and extends invitations to serve on the external review panel.

Roles & Responsibilities of External Review Panel

One of the primary strengths of the program review process is the involvement of non-university personnel who have expertise in the specific programmatic area(s) undergoing review. The external reviewers are asked to evaluate the department within its national and institutional contexts, provide recommendations for improvement, and offer insight on trends and issues of particular relevance to the department.

In addition to participating in a 2-3 day site visit, external reviewers are responsible for collaborating on the development of an external review report which highlights the department's strengths, opportunities for improvement, and the reviewers' perspectives on the issues and questions articulated in the department's self-study report. Please see Appendix A for a suggested report outline. The final draft of the external review report is to be submitted to the department director within 4 – 6 weeks of the site visit.

Site Visit

Once the external review panel has been selected and confirmed, the department undergoing review will work with the external reviewers to coordinate the details of the site visit.

Travel Arrangements – All travel, lodging, meals, and other expenses associated with the site visit will be reimbursed upon submission of an expense account and receipts. The department undergoing review will make hotel reservations and is available to provide assistance with flight and ground transportation arrangements as necessary. Please direct all questions regarding travel arrangements and reimbursement to your department contact.

Background Information – In preparation for the campus visit, external reviewers will receive the following information:

- Background information on UCLA, the Division of Student Affairs, and the department undergoing review
- Department's self-study report
- External review issues statement – an overview of the key issues and questions identified during the self-study process that the department would like external reviewers to discuss during the site visit and address in their final report
- Itinerary and travel information

Itinerary – The campus visit will begin with a brief orientation session co-facilitated by SAIRO and the chair of the department's program review committee and/or the

department director. During the course of the site visit, external reviewers will also meet with the department director, the unit's professional staff, the self-study panel, the program review committee, the Vice Chancellor of Student Affairs and/or Assistant/Associate Vice Chancellor responsible for oversight of the department, as well as campus and community stakeholders (e.g., students, advisory board members, community partners, etc.). Additionally, time will be set aside for the external reviewers to meet privately in order to discuss their initial observations, draft a plan for writing the final report, and prepare for the debriefing session with the program review committee.

Specific goals for a few of these external review meetings are outlined below:

*Self-Study Panel & Department Program Review Committee*³: In addition to answering questions posed by the external reviewers, the self-study panel and/or program review committee may use this meeting time to elaborate upon the questions and issues raised in the external review issues statement.

Professional Staff: Professional staff will be invited to meet with the external reviewers one-on-one or in functional groups. These meetings are an opportunity for staff to discuss issues of interest as well as for external reviewers to explore questions or critical issues identified in the external review issues statement prepared by the self-study panel.

Vice Chancellor of Student Affairs and/or Associate Vice Chancellor: This meeting is intended to provide external reviewers with an opportunity to become familiar with how the department fits into the larger Student Affairs organization. More specifically, external reviewers may use this meeting to explore how the department's programs, services, policies, and/or strategic priorities contribute to the advancement of Student Affairs' broader organizational mission and strategic vision.

³ The self-study panel includes department staff members, students, and at least one university representative from outside the department. Some departments may choose to establish a separate staff committee to coordinate the program review process and draft all required reports.

External Review Report

External reviewers are asked to draft a joint written report that assesses the department's strengths and limitations, operational practices, overall organizational performance, leadership, and opportunities for improvement. Although SAIRO has developed a suggested report outline (please see Appendix A), external reviewers are free to modify this outline in the interest of developing a comprehensive report which addresses the questions and issues posed by the self-study panel as well as sheds light on additional matters of interest and/or concern from the perspective of the external reviewers.

A draft electronic copy of the external reviewers' report should be sent to the department director within 4-6 weeks of the site visit. The director will review the report for factual errors and/or necessary content clarification and work with the external reviewers to develop an accurate and complete final report. Upon completion, the final external review report will be submitted to the department director, who will distribute copies to the self-study panel and/or the program review committee, the Director of SAIRO, the Vice Chancellor of Student Affairs, and the member of the Student Affairs Executive Management Group that supervises the department under review.

After the Site Visit

Reimbursement for site visit expenses: The department contact will provide external reviewers with information regarding the University's reimbursement policies and procedures. Please be sure to keep all site visit receipts as you will need to submit the receipts with your expense account report.

Evaluation: In the interest of continuously improving the program review process, SAIRO has developed a short external review evaluation form which will be sent to external reviewers upon receipt of their final report. This evaluation is intended to assess the quality of the external review process (e.g., content of background material shared prior to visit, sufficient opportunities to meet with relevant department stakeholders,

guidance provided in the development of the external review report, etc.) as well as external reviewers' satisfaction with site visit logistics (e.g., travel arrangements, communication, timely receipt of materials). SAIRO welcomes candid feedback as well as suggestions for improving the external review process and appreciates the timely return of this evaluation form.

PART TWO:
AN INTRODUCTION TO UCLA

The University of California System

The University of California traces its origins to 1868, when Governor Henry H. Haight signed the Organic Act providing for California's first "complete University." Classes began the following year at the College of California in Oakland. The first buildings on the Berkeley campus were completed in 1873, and the University moved into its new home. The following June, the University conferred bachelor's degrees on 12 graduates.

Today the University is one of the largest and most renowned centers of higher education in the world. Its 10 campuses span the state, from Davis in the north to San Diego in the south. In between are Berkeley, San Francisco, Santa Cruz, Merced, Santa Barbara, Riverside, Irvine and, of course, Los Angeles.

All campuses adhere to the same admission guidelines and high academic standards, yet each has its own distinct character and academic individuality. Riverside, for example, excels in the plant sciences and entomology; Davis has a large agricultural school and the University's only veterinary medicine program; San Diego has excellent oceanography and marine biology programs; San Francisco is devoted exclusively to the health sciences. Among the campuses there are five medical schools and four law schools, as well as schools of architecture, business administration, education, engineering, and many others.

The UC campuses have a combined enrollment exceeding 209,000 students, over 90 percent of them California residents. About one-fifth study at the graduate level. Some 150 laboratories, extension centers, and research and field stations strengthen teaching and research while providing public service to California and the nation. The collections of over 100 UC libraries on the 10 campuses are surpassed in size on the American continent only by the Library of Congress collection.

The UC faculty is internationally known for its distinguished academic achievements. On its 10 campuses the University has 27 Nobel laureates, and membership in the National Academy of Sciences is the largest of any university in the country.

The UC system is governed by a Board of Regents whose regular members are appointed by the Governor of California. In addition to setting general policy and making budgetary decisions for the UC system, The Regents appoint the President of the University, the 10 chancellors, and the directors and deans who administer the affairs of the individual campuses and divisions of the University.

The Regents delegate authority in academic matters to the Academic Senate, which determines academic policy for the University as a whole. The Senate, composed of faculty members and certain administrative officers, determines the conditions for admission and granting of degrees, authorizes and supervises courses and curricula, and advises University administrators on budgets and faculty appointments and promotions. Individual divisions of the University-wide Academic Senate determine academic policy for each campus. Students participate in policymaking at both campus-wide and system-wide levels.

(Source: UCLA General Catalog)

An Introduction to UCLA

The Conference Board of Associated Research Councils, which evaluates the quality of the faculty in 274 American research universities, rates UCLA fourteenth in the nation among both public and private universities. Of the 41 doctoral degree disciplines studied, 11 UCLA academic departments are ranked among the top 10 in the country and 20 are ranked among the top 20.

Distinguished faculty members at UCLA include Nobel prizewinners, Guggenheim fellows, Sloan fellows, and Fulbright scholars, as well as numerous members of the National Academy of Sciences and the American Academy of Arts and Sciences. In fact, UCLA consistently places among the leading universities nationwide in the number of these prestigious awards granted to its faculty members.

This remarkable pool of talent is shared between one college and 11 professional schools. The College of Letters and Science offers programs leading to both undergraduate and

graduate degrees, as do the School of the Arts and Architecture, Henry Samueli School of Engineering and Applied Science, School of Nursing, and School of Theater, Film, and Television. The other professional schools offer graduate programs exclusively: the Graduate School of Education and Information Studies, School of Law, John E. Anderson Graduate School of Management, School of Public Affairs and, in the health sciences, the School of Dentistry, David Geffen School of Medicine, and School of Public Health.

Undergraduates may earn a Bachelor of Arts or Bachelor of Science degree in one of 126 different disciplines; graduate students may earn one of 88 master's and 110 doctoral and professional degrees.

Academic programs undergo continuous review and evaluation to maintain their excellence, and new degree programs are added as they are approved by the Academic Senate or The Regents.

Note: To learn more about UCLA, panel members are invited to review the UCLA Undergraduate Profile included in your packet of materials.

(Source: UCLA General Catalog)

UCLA at a Glance

- Enrollment (Fall 2008): 26,536 undergraduates; 13,114 graduates

<u>Institutional Enrollment by Gender</u>		
	<u>Women</u>	<u>Men</u>
Undergraduate	55%	45%
Graduate	48%	52%

<u>Undergraduate Enrollment by Racial and Ethnic Category</u>	
American Indian or Alaska Native	<1%
Asian or Pacific Islander	38%
Black, non-Hispanic	3%
Hispanic	15%
International	4%
White, non-Hispanic	34%
Race/ethnicity unknown	5%

- Transfer students account for 30% of all undergraduates enrolled at UCLA – by far the highest proportion of any campus in the UC system
- Teaching faculty: 4,016
- UCLA is a public research university and a member of the Association of American Universities
- UCLA’s academic programs are housed within the College of Letters and Science and 11 professional schools
- Degree Programs: 118 undergraduate, 200 graduate
- UCLA Library ranks among top 10 in U.S., has 8.2 million volumes

Note: To learn more about UCLA, panel members are invited to review the UCLA Undergraduate Profile included in your packet of materials.

(Sources: About UCLA website; UCLA Office of Analysis and Information Management; Undergraduate Profile Fall 2007)

PART THREE:
UCLA STUDENT AFFAIRS

Overview of UCLA Student Affairs

This section provides an introduction to the UCLA Division of Student Affairs. In addition to outlining the Division's organizational structure and identifying Student Affairs' key program and service functions, this section also includes a summary of the 2006-2009 Student Affairs Strategic Plan.

The Student Affairs organization encompasses four major divisions under the umbrella of the Office of the Vice Chancellor: Student Academic Services, Student and Campus Life, Student Development, and Student Health Services. Within these divisions, there are more than 20 departments that provide a wide range of programs, services and educational experiences for UCLA students (Please see Appendix B for a copy of the Student Affairs organizational chart).

The scope and breadth of Student Affairs is so far-reaching that every UCLA student—all 37,000 of them—has contact with at least one Student Affairs division at some point. Here are just some of the ways that Student Affairs works and connects with our students:

- For many students, contact with Student Affairs can begin as early as elementary, middle or high school through one of our innovative Early Academic Preparation Programs.
- Another early contact point for students is Undergraduate Admissions & Relations with Schools, which completes a comprehensive review of 45,000+ applications each year to fill a freshman class of around 5,000 students.
- Once admitted to the University, students enroll in more than 121 majors in a wide range of disciplines through the Registrar's Office, and approximately 50 percent receive need-based aid through our Financial Aid Office. With 93 percent of incoming freshmen now choosing to live on campus, the Office of Residential Life is another vital service for many students.
- Student Affairs makes students' welfare a priority. Each year the Arthur Ashe Student Health & Wellness Center and Student Psychological Services receive

more than 200,000 visits, and UCLA Recreation has over 1.2 million entries into the John Wooden Center alone. The development of a focus on Wellness and the establishment of FITWELL Services, and the FITWELL Network of collaborative student service programs, along with outreach efforts in these areas reflect a philosophy that integrates the mind and body, helping students develop habits that enhance their quality of life as active, engaged individuals both while enrolled at UCLA and as they transition from the university into adult life.

- Our students appreciate the breadth of the guidance, counseling and support they receive from the following Student Affairs units:
 - o Center for Student Programming
 - o Career Center
 - o Counseling and Psychological Services
 - o Center for Women and Men
 - o Lesbian, Gay, Bisexual and Transgender Resource Office
 - o Office of International Students and Scholars
 - o Dean of Students Office
 - o ADA/504 Compliance Office
 - o Student Legal Services
 - o Student Loan Services
 - o Community Programs Office
- Encouraging students to participate fully in the campus experience, the Center for Student Programming works with more than 700 registered student organizations to advise, encourage and guide our students in their pursuit of extracurricular activities, community service involvement and student programming efforts. In addition, more than 80 percent of our students take advantage of the wide variety of athletic and recreational opportunities in 14 campus facilities managed by Cultural & Recreational Affairs.
- We also aim to get UCLA students into the wider community through BruinCorps programs, which foster an ethic of lifelong service among UCLA students while assisting the University with its outreach efforts. BruinCorps links community

- service activities, service learning efforts, community partners, and instruction and research as it serves children in under-resourced communities.
- Student-initiated programs are fundamental to Student Affairs' mission. The result of a student-led referendum, the new Student Activities Center houses a wide array of student services and organizations, program offices, meeting rooms, common and recreation areas.
 - And finally, the Associated Students of UCLA is a student-run, not-for-profit organization that prepares students for life beyond university while delivering essential services to UCLA students. ASUCLA is a veritable leadership laboratory where thousands of students gain "real world" experience in complex social and business environments, such as student governments and media, as well as in a variety of commercial enterprises (campus bookstores, cash food operations).

These are only a few examples of how Student Affairs reaches UCLA students on many levels. In spite of considerable resource challenges over the last decade, the Student Affairs operation at UCLA has consistently provided all students with opportunities to make the absolute best of the academic and broad educational offerings; to take advantage of the teaching, research and service mission of the University; and to have a campus experience that is both inspiring and challenging.

(Source: UCLA Student Affairs website)

Summary of Student Affairs Strategic Plan 2006-2009

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.

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.

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

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.** 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.
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.** 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.

Student Welfare

5. **Increase UCLA undergraduate use of the Career Center services through an aggressive marketing plan from the current level of approximately 40%.** 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.
6. **Provide consolidated financial information to students via a one-stop Student Financial Information Services Center.** 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.

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.** 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.
8. **Facilitate, develop, and strengthen ongoing long-term relationships between UCLA and our students' parents through a new Parent Program.** 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.
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.** 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.
10. **Implement programs and services that focus on the unique needs of transfer students.** 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.

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

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.

Student Affairs Staff

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

Technology

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

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

Finance and Budgets

- 15. Gather system-wide and local information to establish the appropriate strategies to support an increase in student fee income.** 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.
- 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.** 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.
- 17. Develop and implement a Performance Management Program that creates a uniform Employee Performance Evaluation process for the Student Affairs Organization.** 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.

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

APPENDIX A SUGGESTED OUTLINE FOR EXTERNAL REVIEW REPORT

Drawing upon insights gleaned from the site visit and a review of the department's self-study report, external reviewers are asked to draft a joint written report that provides an assessment of the department's organizational performance as well as offers recommendations for future improvements. Although SAIRO has developed a suggested report outline (see below), reviewers are free to modify this outline in the interest of developing a comprehensive report which addresses the questions and issues posed by the self-study panel as well as sheds light on additional matters of interest and/or concern from the perspective of the external reviewers. SAIRO asks that the external reviewers submit the report directly to the department director within 4-6 weeks of the site visit.

The external review report should address the following topics:

- A. Department mission and key goals:** Briefly discuss insights and observations regarding the department's success in achieving its mission and strategic goals. Comment on the department's contribution to the Division's broader organizational mission and strategic vision.
- B. Strengths:** Identify aspects of the department that advance the organization's capacity for building and sustaining performance excellence.
- C. Limitations:** Identify aspects of the department that hinder the organization's capacity for building and sustaining performance excellence.
- D. Measuring performance results:** Address how successful the department is in determining intended student learning and development outcomes, and/or specific business and service outcomes, user satisfaction, financial performance, and other noteworthy performance results related to organizational effectiveness. Discuss the relevance of key performance measures the department uses to track results.
- E. Organizational challenges:** Discuss the key program/service, operational, resource, and campus environment challenges facing the department.
- F. Opportunities for improvement:** Provide recommendations for improving upon current strengths, addressing organizational limitations, and increasing the department's effectiveness and efficiency.
- G. Additional insights:** This section can be used to address any remaining questions or concerns raised in the self-study report or site visit that have not been discussed in other sections of the report.
- H. Concluding comments**