

APPENDIX A
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 I [ARI] 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 ARI 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 (SRI) 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.

STRATEGIC PLANNING 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.

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.

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.