I. MISSION

VISION
We believe that academic excellence is facilitated when students have a strong mind, a healthy body, an enlivened spirit, and a clear aspiration nurtured in a supportive environment. In assessing and addressing the needs of our students, our focus is placed not only on counseling and treatment plans, but also on the expectation that students will play an active role in developing strategies on their own behalf.

MISSION

Wellness, Health & Counseling Services
The mission of the Wellness, Health and Counseling Services Cluster is to support the campus’ goal of achieving greater levels of academic excellence. Our units – CARE (Campus Assault Resources & Education (CARE), Campus Recreation, Center for Student Wellness & Health Promotion, Child Care Services, Counseling Center, Disability Services Center, and Student Health Center – are committed to holistic orientation to service delivery, which impacts not only students, but the entire UCI campus community and academic climate.

Office of the Campus Social Worker
The mission of the Office of the Campus Social Worker is to provide private, confidential support to individual students during a medical, physical, familial or emotional crisis. The Campus Social Workers assist students in navigating their relationships and responsibilities with UCI academic and administrative departments and, when necessary, with outside community agencies. It is the responsibility of the Campus Social Workers to mobilize necessary campus and community resources to maximize the student’s physical, social, and emotional well-being. Furthermore, it is the objective of the Campus Social Workers to help students meet their personal and academic goals.

The mission of the Coordinator of Faculty & Staff Mental Health Care and Respondent Services is to provide campuswide leadership, direction and oversight of behavioral health referral services for faculty and staff, as well as comprehensive support and assistance to faculty, staff and student respondents accused of sexual violence and harassment.

CORE COMPETENCIES

- Social work case management services
- Behavioral intervention services through the campus’ Consultation Team

II. WORKFORCE

MANAGEMENT TEAM
Marcelle Holmes, Ph.D. Associate Vice Chancellor

WELLNESS, HEALTH & COUNSELING SERVICES STAFF

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ASSOCIATE VICE CHANCELLOR STAFF

Career (FTE)
Filled: 6.50 FTE
Provision: 0.40 FTE
Career FTE Total: 6.90 FTE
Career Headcount: 8

For Organization Chart, see end of WH&CS AVC section.

III. SERVICES PROVIDED

WELLNESS, HEALTH & COUNSELING SERVICES

Psychological and disability services counseling, a full range of health care services, health/wellness education, childcare services and recreation programs.

OFFICE OF THE CAMPUS SOCIAL WORKER

Consultation, outreach, web resources, case management and campus Consultation Team coordination.

IV. THOSE SERVED

Students, staff, faculty and the greater UCI community.

V. HISTORY

Prior to fall 2011, the cluster was known as Counseling and Health Services. Dr. Thomas Parham served as Assistant Vice Chancellor from the cluster’s consolidation as a separate entity in 1996, until 2011. He also simultaneously served as director of the Counseling Center until 2007. Dr. Marcelle Holmes was appointed AVC in 2012.

In 2006, CARE joined with the Career Center, Center for Student Wellness & Health Promotion, Counseling Center and Student Health. Campus Recreation and Disability Services were welcomed into the WH&CS family in 2011, and Child Care Services became part of the cluster in 2015.

In 2017, the Career Center became the Division of Career Pathways and transitioned out of Student Affairs to be under the leadership of the Vice Provost of Career Pathways.

VI. LOCATION

641 Aldrich Hall
ZOT: 2215

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

Office space: 921 ASF

TECHNOLOGY

Not available

EQUIPMENT

Standard office equipment

VIII. REGULATORY REQUIREMENTS

Not applicable
For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

• Increased need for spaces cluster-wide so that services can be better integrated
• Increased need for case management and crisis consultation from the Campus Social Worker and for the campus’ Consultation Team

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

• Implementation of quarterly Clinical Social Worker client surveys (since summer 2016) to assess client overall well-being and resource referral satisfaction
• Participation in food access and security workgroup. Continued partnership with Second Harvest Food Bank of OC for CalFresh application assistance. Disbursement of emergency food meals and toiletries to needy students. Implementation of Economic Crisis Response Grant for students facing financial hardships that are impacting their access to housing, food, medical and/or mental health care.

XIII. 2017-18 GOALS

• Address evaporating reserves
• Address desperate need for space
• Enhance and address campus safety
• Engage staff and refine onboarding procedures
• Address the growing population of individuals who would like to access services

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

Not applicable
I. VISION & MISSION

VISION AND MISSION

UCI CARE provides free and confidential support services to members of the UCI community impacted by sexual assault, relationship abuse, family violence and/or stalking.

UCI CARE aims to end these forms of power-based personal violence by engaging the campus community in education, programming and transformative action.

CORE COMPETENCIES

CARE (Campus Assault Resources & Education) programs address the issues of sexual assault, relationship abuse and stalking through providing culturally-proficient and comprehensive intervention, support and advocacy services. CARE staff offer resources aimed at minimizing negative outcomes and re-establishing a high level of functioning and a positive experience for students on the UC Irvine campus who are affected by these issues.

CARE staff advises several peer education programs, implements web-based trainings, custom workshops, class presentations, campuswide events and educational campaigns. These campaigns are aimed at increasing the frequency of positive social behaviors while eliminating the occurrence of violence.

II. WORKFORCE

MANAGEMENT TEAM

Mandy Mount, Ph.D.  Director
Eli Pascal  Assistant Director

STAFF

Career (FTE)
Filled: 2.00 FTE
Provision: 2.00 FTE

Career FTE Total: 3.00 FTE

Career Headcount 3
Student Staff None
Grant Funded 0.5 FTE

For Organization Chart, see end of WH&CS AVC section.

III. SERVICES PROVIDED

UCI’s CARE (Campus Assault Resources & Education) office provides direct services and educational programming for issues related to sexual violence, relationship abuse, relationship health and personal safety. CARE provides frequent and immediate consultation with academic and student service units to provide information, resources and support. CARE also provides intervention and advocacy, crisis management, group support and holistic healing programs for the UCI community.

In accordance with state and national legislation, the CARE office is committed to maintaining a safe and healthy campus community through prevention and outreach using an ecological framework. Workshops and trainings are provided by CARE staff and peer education groups, while incoming student education is
provided through in-person contact, information distribution and web-based training programs. CARE maintains active collaborations with the community to accomplish the goal of providing the highest level of care and education to the UCI community.

CARE is committed to developing programs that have a direct and lasting impact on the quality of campus life. Prevention education focuses on the elimination of sexual violence on the campus, emphasizing the role of respect and communication in relationships and the absence of violence, abuse and manipulation. Through direct intervention services and groups, the services offered by CARE have an immediate impact on the mental health and student functioning in personal, academic and social domains. The CARE office also provides peer education opportunities for students focused on developing knowledge, communication skills, leadership qualities, social awareness and empathy.

ADVOCACY SERVICES

CARE provides advocacy services for survivors of sexual assault, relationship abuse or stalking, including emotional support, referrals, resources, academic support, information about rights and options, legal accompaniment and medical accompaniment.

HOLISTIC HEALING

Healing from trauma is unique to each individual person and CARE offers programs designed to support the whole person – addressing the physical, emotional, mental and spiritual effects of trauma – by providing varied pathways to healing. CARE’s Holistic Healing Transforming Trauma program seeks to create transformative spaces and restorative experiences for members of the UCI community who have been directly or indirectly impacted by sexual assault, relationship abuse, stalking, child abuse and/or family violence. Students can choose to participate in a variety of programs designed to offer social support, education and healing.

During the 2016-17 academic year, the CARE office offered 40 holistic healing programs reaching nearly 2,000 members of the UCI community. Three categories of programming were offered: private/registration (for those directly impacted), tabling (aimed at increasing awareness of CARE’s holistic healing programs) and open (programs open to the entire community).

CARE’s re:Connect – Yoga as Healing program is a structured series that focuses on themes including assertiveness, safety, boundary setting, strength and trust. A total of 43 participants were registered for the program over the course of the academic year and reported an increase in coping skills and self-care strategies as a result of participation in the program.

The framework for additional healing programs continued to expand in scope and frequency offering programs including, but not limited to: re:Create – Art as Healing, re:Mix – Music as Healing, re:Group – Group Counseling & Support, re:Assert – Personal Safety & Self Defense, re:Cultivate – Horticulture as Healing, re:View – Lending Library, and re:Source – Downloadable Support. CARE will continue develop and expand its holistic healing services during the 2017-18 academic year with a specific focus on increasing access to support through the development of additional online and downloadable healing resources (video tutorials), expanded social media presence, and hosting programs in community-specific spaces.

IV. THOSE SERVED

ADVOCACY SERVICES

During 2016-17 the CARE Advocate served 199 students and 15 faculty/staff members. Of the 199 students, 184 were primary survivors of sexual assault, stalking or relationship abuse (52% experienced a sexual assault, 30% relationship abuse and 18% stalking). The remaining 15 students included 8 who
experienced sexual harassment (one from an employer), 6 who sought information and support to help a survivor in their lives, and one with trauma.

Self-reported demographics of the 199 students served are as follows: 91% female, 8.5% male, 0.5% genderqueer; 55% heterosexual, 5% bisexual, 3% pansexual, 2% asexual, 1% aromantic, 1% gay, 1% queer, 4% undecided and 28% declined to state. As for ethnicity, 36% were Asian, 26% Hispanic/Latino, 22% white, 3% Middle Eastern, 4% multiracial and 1% declined to state. As for age and class level: 86% were age 18 to 24, 13% were 25 to 59, and fewer than 1% were 17 or younger; 15% were freshmen, 23% sophomores, 20% juniors, 29% seniors, 12.5% graduate students (including professional programs) and 0.5% alums. Finally, 14% of the students served were Greek affiliated; 11% were international; 52% lived on campus; 43% lived off-campus and 5% declined to state where they lived.

Additionally, the Advocate served 15 UCI faculty and staff members.

**CONSULTATION**

CARE staff provides consultation to members of the University community seeking resources or information related to sexual violence, including relationship abuse and stalking. CARE works with departments, faculty, staff and student leaders on individual cases to provide resources and support as needed. The Director participates on the Case Management Team and co-chairs the campus' Coordinated Community Response Team, which are designed to ensure that effective prevention efforts occur in tandem with coordinated, compassionate and timely responses.

**PREVENTIVE EDUCATION**

As part of our efforts to end sex offenses on campus, CARE has facilitated 125 programs and presentations to students, staff and faculty. In addition to on-campus outreach, CARE has also provided 16 presentations and workshops to community members, including professional conferences. CARE has provided outreach to a diverse demographic at UC Irvine. These individuals and groups include first-year students, housing communities, orientation leaders, Cross Cultural Center interns, LGBT student groups, academic mentors, law enforcement, Student Conduct Hearing Board staff, cultural organizations, ASUCI interns, peer educators, student organizations and leaders, Greek organizations (Panhellenic, IFC and multicultural), academic classes and community agencies. CARE’s programming model strategically focuses on interventions at primary, secondary and tertiary levels throughout the full academic year. CARE’s outreach has consisted of online safety modules and in-person orientation programs for first-year students; response protocol trainings for student staff and professional staff; sexual assault, dating and domestic violence, and stalking prevention workshops for students; bystander trainings; educational workshops; classroom guest lectures; resources fairs; passive displays; and large campuswide events. Throughout the 2016-17 academic year (beginning in July 2016), CARE provided outreach services to more than 19,396 UCI students via 121 workshops, programs, groups, trainings, online modules and campuswide events.

CARE’s workshops have been evaluated based on the quality of the presenters, learning of participants and the content being delivered. CARE has been highly effective in providing useful, informative, innovative and engaging programs. As a result of the effectiveness of these programs, universities across the country have modeled them and reached out to CARE for guidance and consultation.

Feedback shows an increased awareness especially in relation to consent, comprehensive bystander intervention skills and positive coping mechanisms. During the 2016-17 academic year, CARE gathered evaluative data on 37 programs and workshops facilitated by peer educators and staff. A total of 965 evaluations were collected. Our outreach numbers are large due to the frequency of campuswide programs, passive displays, and the large number of students who are reached through our online module, FIRST.
CARE provides leadership training and educational outreach through four student leadership programs. The first program, Challenging All Men to Prevent Sexism (CHAMPS), is based on the belief that men play a necessary role in helping to end sexual and relationship violence. The mission of CHAMPS is to promote campus awareness and provide education about sexual assault, relationship violence and stalking. This group is committed to providing the UCI community with resources, support, and proactive suggestions for eliminating sexual violence through educational programs, workshops and campus events. The second program, Right to Know (RTK), has as its mission raising awareness throughout the UCI community about the widespread occurrence of sexual assault and promoting activities and attitudes that will contribute to the elimination of sexual violence. Central to the group’s purpose is the examination of factors that contribute to sexual assault. To fulfill the group's mission, RTK peer educators present educational programming throughout the campus. Throughout the course of the year, both of these peer education groups develop and implement educational programs and workshops about sexual assault, relationship violence, and stalking using a series of activities to stimulate conversation about the realities of these issues at UC Irvine. The focus of these programs is supported by best practices research in primary violence prevention. The third program, Violence Intervention and Prevention (VIP), is an organization of representatives from the UC Irvine Greek Community who are committed to addressing the issues of rape, sexual assault, dating and domestic violence and stalking on campus. Representatives from fraternities and sororities (VIP Chairs) attend monthly trainings, facilitate various awareness programs for their chapters and serve as a central point of contact to provide support to chapter members who have been impacted by violence. The fourth program is International Dots (I-Dots), which had seven members in 2016-17 and is a collaborative program between CARE and the International Center. This peer education group has been in existence for three years and thus is still in development. Some accomplishments of I-Dots include a website, tabling at Take Back the Night and an engaging tabling program where students were asked to contribute a message of support for survivors.

**UC IRVINE SAFE CAMPUS ANTI-VIOLENCE PROJECT**

With grant renewal funds received for 2014-17 from the Department of Justice, Office on Violence Against Women (OVW), the CARE office continued to provide an integrated, multi-dimensional initiative to expand services to students who were survivors of sexual assault, dating and domestic violence and stalking. These services included crisis intervention, a full-time Victim Advocate who was available 24/7, group counseling, medical care, investigation of policy violations and criminal acts, protective orders, consultation with housing and academic units, accompaniment, education, and new this last year, a holistic healing program. Collaborative partnerships with on- and off-campus agencies and the formation of a Coordinated Community Review (CCR) Team ensured comprehensive support of all victims’ needs. The OVW campus grant provided important resources to build upon existing strengths and successes in our ongoing implementation of the four minimum requirements: 1) establishment and continued training of a CCR team, 2) design and implementation of a mandatory prevention education program, 3) specialized training of campus police and 4) training for campus disciplinary boards. CARE is now in the final funding period for the 2014-17 OVW renewal grant.

Continuation funds supported 50% of the full-time UCI Victim Advocate position in the CARE office during this last year. In addition, OVW funds supported advanced training for 10 UCI police officers in November on the topic of the neurobiology of trauma and in May, training was provided to law enforcement officers and other campus staff on Forensic Experiential Trauma Interview (FETI). Self-defense workshops were provided for students in October and March with over 150 students participating. The campus grant also funded the “Green Dot Bystander Intervention” program and the new Holistic Healing program for those students affected by sexual violence. This past year, our Holistic Healing services have included our signature Yoga as Healing, Art as Healing, Music as Healing, and Horticulture as Healing programs, and other self-care programs including journaling, self-guided meditation and nature walks.

The CARE office oversees all programs including incoming student orientation planning, providing expertise and time in the implementation of law enforcement and student conduct trainings. In addition,
the CARE office contributes directly to the development of the Case Management Team (CMT). The CARE office is committed to cross-campus collaboration, which is demonstrated through the valuable partnerships, trainings and programs that take place both on campus and in the local community. The current OVW campus grant is due to expire on September 30, 2017 and a renewal grant is under consideration at the DOJ OVW for the 2017-20 grant period. CCR Team activities, a self-defense workshop, Green Dot Bystander Intervention trainings, filming of Green Dot training videos and Holistic Healing program activities are still underway, supported with OVW funds.

**STUDENT STATUS**

CARE outreach has focused on targeting the first-year population while reaching all students throughout their academic careers. The information collected through 965 program evaluations showed that participants’ class levels were as whole in the chart below.

![CLASS STATUS (N=965)](image)

As compared with UCI student demographics as a whole (below), CARE outreach was heavily first-year students.
GENDER

According to the demographic information collected in the 2016-17 program evaluations, CARE workshops consisted of twice as many women as men as shown below. This compares to an overall campus population of 52% women and 48% men.
ETHNIC BACKGROUND

The following chart shows CARE outreach demographics by race/ethnicity as self-reported on CARE evaluation forms.

**CARE OUTREACH - ETHNICITY (N=965)**

- Asian/Pacific Islander, 29%
- Hispanic, 29%
- White, 13%
- Black/African American, 3%
- Unknown/Declined to state, 16%
- Multi-racial, 8%
- Middle Eastern, 1%
- Other, 0%
- American Indian/Alaskan Native, 1%

**UCI CAMPUS ETHNICITY (N=31,415 Winter 2017)**

- Asian/Pacific Islander, 36%
- Hispanic, 23%
- International Student, 18%
- Black/African American, 3%
- White, 16%
- Unknown/Declined to state, 4%
- American Indian/Alaskan Native < 1%
DISCUSSION

Evaluative Data Summary

The evaluative data from 2016-2017 is overwhelmingly high and indicates that the CARE Office has been successful in the organization and content of material, clearly identifying the purpose of programs, providing useful and relevant information to participants, being a supportive and accepting presence for participants, and being well prepared, organized, and knowledgeable. CARE presenters received an average score of 4.75 (out of 5) on evaluative questions. When asked qualitative questions about the workshops, participants have stated that the programs have not only allowed them to gain a great deal of knowledge regarding the topics of sexual assault, dating and domestic violence, and stalking but that they are also interesting, engaging, and interactive. Most importantly, participants noted presenters were able to articulate the information in a comfortable and accessible way. This feedback is noteworthy, given the difficult and sensitive nature of the topics addressed by the presenters. Many participants noted that they gained practical skills that will help them be active and engaged bystanders. The simple application of the 3 D’s makes this quite accessible for students. Students shared an increased awareness of the services offered by the CARE Office as well as by other resources on campus. UCI students in general were actively engaged in this work this year, through activism and hosting programs, which may be a result of the increased awareness of sexual violence on a national level.

Prevention Programming

Opportunities to collaborate with campus partners have been particularly successful with reaching specialized populations such as Greek students and international students. UCI students have benefitted greatly from these specialized programs, and future CARE programs will continue to cultivate this lens as well as focus significantly on intersectionality. Campuswide programming was more balanced this year as CARE staff were intentional about not over programming and instead focusing efforts on Green Dot prevention. Take Back the Night 2017 was an incredible success, drawing nearly 800 students, staff, faculty and community members. Student leadership on the committee was particularly strong and should continue with engagement of CARE peer education groups.

Peer Education

CARE’s peer education groups play a primary role in the presentation of workshops, staffing various resource fairs throughout the year, and providing support through tabling at all CARE campuswide events. The All Peer training was an excellent training in order to give CARE’s three peer education groups an opportunity to meet and go through a baseline training which included CARE policies, addressing press and media, intersectionality and how to present workshops.

Orientation

CARE has worked collaboratively with New Student Orientation over the past five years to play a significant part in each Student Parent Orientation Program (SPOP), including participating in a peer education fair, resource fair, a large in-person presentation, a community resource fair, and a bystander intervention workshop. This allows us to reach about 5,000 incoming students through mandatory education on the issues of sexual assault, dating and domestic violence, and stalking. In addition to in-person education, students also complete the First Year Internet Required Safety Training (FIRST) which had a 99.8% completion rate (9,059 students) due to OIT assisting with communication and class holds. We also received feedback from New Student Orientation on what students learned related to sex offenses and bystander intervention. (Report available on request.)

Connection to Services

As the amount of programming offered by CARE has increased in the past few years, there has also been an increase in the demand for clinical services. Additionally, in the monitoring of the campus crime log
through UCI PD and the Case Management Team, we have also seen an increase in reporting of issues related to sexual assault, dating and domestic violence, and stalking. This correlation may indicate that there is a strong need for these programs at UCI, and that the exposure to information regarding CARE (through active/passive programs, tabling, publicity materials, etc.) could be encouraging students to reach out for other services and resources on campus. Additionally, the awareness of services and support from a systemwide level has created more exposure to students about the variety of services that CARE offers.

Summary

Overall, CARE did an excellent job in outreach efforts, reaching various segments of the UCI population. An area for improvement is ensuring that evaluations are provided at each training in order to capture accurate data regarding the effectiveness of the facilitation. CARE should continue with the full implementation of Green Dot in order to focus on prevention initiatives that measurably reduce violence on campus. Programs catered toward specific communities should continue to build through collaborations with campus partners. Lastly, training and outreach efforts should be closely coordinated with the Office of Equal Opportunity and Diversity to ensure maximum outreach and impact.

V. HISTORY

The UC Irvine Center for Women and Men closed in 2004 due to a challenging fiscal environment and the departure of the director. During that year, all violence prevention and intervention activities of the center were absorbed into the pre-existing Campus Assault Resource Program (CARP), a program that provided educational outreach, consultation and referral services, while additional gender programming was assumed by the newly-formed Gender Education Series through the Office of the Dean of Students.

In September 2005, under new leadership, the Campus Assault Resource Program moved to Student Services I and expanded services to include ongoing individual and group counseling, peer leadership programs, additional campuswide educational programming, faculty/staff and student conduct board training, incoming student education and augmented advocacy. The new name of Campus Assault Resources and Education (CARE) reflected these expanding responsibilities and CARE's inclusive approach to student involvement in issues of violence and relationship abuse. It also better reflected the service goals of the expanding unit while increasing visibility of the office to UCI students, staff and faculty.

HIGHLIGHTS

2006-07

Assembly Bill AB1088 was passed, requiring all California campuses to engage in active educational programming to address the issues of sexual violence and to provide information about campus policies and protocols for all incoming students. In collaboration with the Health Education department and technology services, CARE achieved full compliance with AB 1088 in its first year by developing and implementing the First Year Internet Required Safety Training (FIRST) online module.

CARE successfully recruited the first Right to KNOW (RTK) class to complete a full year of training and become qualified to present educational workshops on bystander intervention, relationship health and cultural influences on violence in society to the larger campus as well as community schools and juvenile detention centers.

CARE initiated the men’s violence prevention program by starting a chapter of One in Four (now known as CHAMPS).

2007-08

CARE hired a Violence Prevention Coordinator to assist in violence prevention activities and who was qualified to teach Rape Aggression Defense Classes. This
position expanded outreach to the campus population. In addition, a part-time student assistant and 2 administrative interns were hired.

UCIPD CAREs was developed and implemented through a joint collaboration between CARE and the UCI Police Department. The program provides opportunities for campus community members, either in-person or online, to anonymously obtain information about reporting and criminal investigations.

Building Better Relationships, a psycho-educational group series, was developed and implemented in partnership with community organization Human Options for survivors of relationship abuse.

CARE directs UCI’s participation in a million-dollar, three-year flagship grant from the US Department of Justice Office on Violence Against Women, in which all 10 UC campuses partnered to share expertise, resources and ideas with the goal of enhancing the quality of sexual violence response and shaping collaborative programs to address sexual violence.

CARE conducted a campuswide evaluation of incidence of sexual violence through the Undergraduate Research Opportunities Program (UROP).

Right to KNOW (RTK), female peer educator group, selected for Outstanding Supporters of Prevention award by the City of Irvine.

CHAMPS, male peer educator group, received Anteater Award for Most Promising New Group.

Dr. Mandy Mount recognized by UCI Chancellor’s Living our Values Award.

2008-09  
CARE moves to new facilities in Aldrich Hall.

Dr. Mandy Mount selected to Chair the DOJ/OVW UC systemwide Grant’s Victim Services Subcommittee.

Dr. Mandy Mount selected for the Outstanding Supporters of Prevention Award in the City of Irvine.

2009-10  
RTK receives Anteater Award for Outstanding Work in Social Justice and Best Social/Support Organization.

Dr. Mandy Mount selected as Ambassador of Peace by the Violence Prevention Coalition of Orange County, the Order of the Laurel Award by UC Irvine, and Order of Omega Honorary Member by UC Irvine.

2010-11  
CARE, in collaboration with the UCI Police Department and Office of Student Conduct, is awarded a $10,000 Student Affairs Innovation Grant for the development of a standardized victim resource DVD for use by all law enforcement upon initial victim contact and as a resource to campus and community agencies with victim contact.

RTK peer educator group receives the Social Justice Anteater award.

CARE institutionalizes the Violence Intervention and Prevention (VIP) Program for the Greek community.
Zabie Khorakiwala, Violence Prevention Coordinator, awarded the Order of the Laurel Award.

CARE receives a Campus Action Grant for $5,000 from the American Association of University Women (AAUW) to conduct the first annual Stalking Awareness Educational Campaign.

In collaboration with the Lesbian, Gay, Bisexual, Transgender Resource Center (LGBTRC) and the Office of Veteran Affairs, CARE hosts a successful campuswide program titled: “Silences in the Military: A Discussion of Sexual Violence and LGBT Issues.”

The statewide victim services subcommittee of the Flagship Grant Steering Committee, under the leadership of Dr. Mandy Mount, compiles state and federal laws, statewide campus policies, MOUs, response protocols and victim service documents for the purpose of clarifying and guiding campus efforts in prevention and service.

Over 300 UC police officers participated in 8 hours of training in responding to and investigating instances of sexual assault, dating and domestic violence and stalking.

Chancellor Michael Drake showed his commitment to the grant efforts by posting a letter of support on his website, which can be found here: [chancellor.uci.edu/messages/2011-12/07/prevention_110729.php](chancellor.uci.edu/messages/2011-12/07/prevention_110729.php)

In collaboration with Health Education Center, CARE produces a consent video shown at each Student Parent Orientation Program (SPOP).

2011-12

CARE developed a partnership with Campus Recreation to create an innovative program titled, “Learning the Ropes: A Couples Retreat.” This program had a significant impact on UC Irvine couples who were looking for resources to strengthen their relationships and improve communication. This program has continued to receive support and participation each year since its inception.

CARE developed a Yoga as Healing program for survivors of sexual violence. This eight-week series implemented an embodied approach to healing that allowed survivors to re-claim and re-connect their physical, emotional and spiritual bodies in the aftermath of sexual violence. Evaluations from the program reflected a transformational process in the lives of the survivors.

RTK receives the Anteater Award for Most Innovative Program.

CHAMPS receives the Anteater Award for Most Outstanding Special Interest Organization.

CARE awarded a $300,000 grant from the Office of Violence Against Women, expanding student services to include community-based advocacy and providing resources for training of law enforcement and student conduct officers.

CARE awarded a Healthy Relationship College Program Grant for $5,000 from the Avon Foundation for Women to fund prevention education on dating abuse and violence through four existing prevention and intervention programs.

CARE developed a successful partnership with Athletics to host domestic violence awareness-sponsored volleyball and soccer games.
CARE hosted “We Step into the Light,” for the second consecutive year. This program presented survivors with an additional holistic form of healing.

Violence Prevention Coordinator, Zabie Khorakiwala, was awarded the Janet Loxley Award for outstanding efforts and support for Middle Earth Undergraduate Housing.

CARE collaborated with Health Education Center to offer a new program titled, “Peter’s Playdates” that educated students about various aspects of healthy relationships. Target populations were reached including international students, graduate students and commuter students.

2012-13
CARE was awarded a Healthy Relationship College Program Grant for $5,000 from the Avon Foundation for Women to fund prevention education on dating abuse and violence through four existing prevention and intervention programs.

CARE staff presented programs at the 2013 annual American Psychological Association in Honolulu, HI and at the 2013 National Sexual Assault Conference in Los Angeles, CA.

OVW Grant Project Director (0.5 FTE) and Victim Advocate (0.25 FTE) hired.

Bystander intervention program, Green Dot, launches on campus.

CARE’s Violence Prevention Coordinator, Zabie Khorakiwala, was featured in the Huffington Post for the Yoga as Healing program.

CARE hosted the first annual Girls Conference OC and attracted 200 participants to campus expanding prevention efforts to the greater community. The national conference is entering its fifth consecutive year.

CARE hosted a screening of the Invisible War with guest speaker, Allison Gill. Over 120 students were in attendance to view this powerful documentary on the epidemic of sexual violence in the military.

2013-14
CARE was awarded a $300,000 grant from the Office of Violence Against Women, expanding student services to include community-based advocacy and providing resources for training of law enforcement and student conduct officers.

CARE joins UCOP Sexual Assault Task Force.

A full-time victim advocate was contracted through the local county rape crisis center, CSP.

2014-15
Added an Assistant Director position.

Expanded advocacy services to include 24-hour vertical hospital response and full-time in-office support.

Obtained a 2014 continuation grant through the Office on Violence Against Women, providing $300,000 over 3 years to support UCI’s campus response to sexual violence.

Trained more than 20 staff members as Green Dot instructors.

Served as the example campus for new CalOES campus grant programs.
Greek VIP program highlighted at national conferences and by the Educational Advisory Board as a best-practice program and duplicated at several campuses nationally.

CCR team model highlighted by OVW as the best practice model for national campus grantees.

The Educational Advisory Board highlights CARE programs including the trauma-informed victim services video, VIP program and CCR model as national best practices in their white paper publications.

CALCASA distributed a set of campus policy guidelines, highlighting several CARE and UCI programs as best practices for California campuses.

Outreach and intervention services were revised and adapted to meet the growing needs of our international student population.

CARE’s Yoga as Healing program identified as a best practice program duplicated nationally and at all UC campuses.

Violence Prevention Coordinator Zabie Khorakiwala was featured in multiple articles for the Yoga as Healing Program including the Huffington Post, Pinterest blog, Breathe OC Magazine, Rachel Grant Coaching and Elephant Journal.

Developed holistic healing programs to support all members of the campus community. Programs included art, music, group counseling, horticulture, self-defense, yoga and a healing library.

Hired media and marketing coordinator to increase social medial influence and engagement.

Hired a graduate student intern to support effective engagement with the UCI graduate student population.

Hired a CARE Counselor/post-doc and Holistic Healing Instructor through a successful partnership with the UCI Counseling Center.

Partnered with the UC Global Health Initiative and received research support for programs via a three-year funded partnership with the Center of Expertise on Gender, Health and Empowerment.

Provided training on neurobiology of trauma to all City of Irvine Police officers.

Received a $2,500 grant to support Music as Healing programs from Building Academic Communities (BHAC).

Staff represented CARE programs through approved and requested presentations at several national and local conference including NASPA, NSAC, the UCI Veteran’s Conference and UCLA Prevention Collective.

Developed two new peer education programs: Q’nnect, focused on supporting the needs of LGBTQ students; and International Dots, supporting our international student population.

Innovative trauma-informed student engagement efforts and CCR practices highlighted as national best practices in the white papers published by the National Educational Advisory Board.
Trained over 200 students in Green Dot trainings and established a campus Green Dot newsletter.

VI. LOCATION
G320 Student Center
ZOT: 2220

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
Student Center: 480 square feet of office space (space includes 5 offices, a conference room and work station cubicle shared with Student Wellness & Health Promotion, lobby, and kitchenette.)
Aldrich Hall: Cubicle workstation and a shared off-site storage room.

TECHNOLOGY
Not applicable

EQUIPMENT
9 desktop computers, 2 portable computers, 3 notebook computers

VIII. REGULATORY REQUIREMENTS
- B-331 Evidentiary privileges: domestic violence counselor-victim privilege (2017)
- Title IX - Education Amendments (1972)
- Title IX - Dear Colleague Letter (May, 2011)
- Senate Bill 651 (2013): Right to Forensic Examinations without Law Enforcement Report
- Campus Sexual Assault Victims’ Bill of Rights
- Title 20 Education, Chapter 28 Higher Education Resources (Clery Act)
- Family Educational Rights and Privacy Act (FERPA)
- AB2052 – Residential Tenancies: Domestic Violence
- AB 1738 Personal Representative of Domestic Violence Victim (2011)
- AB 2364 Unemployment Insurance – Victims of Domestic Violence (2011)
- SB 782 Residential Tenancies: Domestic Violence (2011)
- AB 1088 (Education Code 67385.7) (2005)
- California Education Code 67380 – 67386
- California Education Code 67390 – 67391
- California Evidence Code 1035 – 1036.2 Sexual Assault Counselor - Victim Privilege
- California Evidence Code 1037 – 1037.8 Domestic Violence Counselor - Victim Privilege
- California Evidence Code 1038 – 1038.2 Human Trafficking Case Worker - Victim Privilege
- Marsy's Law (2008) – California Penal Code 3041.5 and 3043
- California Penal Code 679.04 Victim Sexual Assault Right to Advocate and Support Person
- California Penal Code 264.2[b][2] Victim of Domestic Violence Card; Counseling
- California Penal Code 11164 – 11174.3 Child Abuse & Neglect Mandated Reporting Laws
- California Penal Code 11160 Mandated Reporting of Assaults by Health Care Practitioners
• UCOP Taskforce Requirements: Mandatory CARE office and advocate, campus Case Management Teams, Coordinated Community Response Teams, comprehensive communication plan including websites for system and campus, mandatory education for undergraduate and graduate students, law enforcement training, sex offense adjudication and sanctioning standards, Title IX investigator training, respondent services, systemwide dataset

• Office on Violence Against Women Campus Grant (2014-17): Coordinated Community Response Team, mandatory education for all students at orientation, law enforcement training, student conduct board trainings, Green Dot bystander intervention training, holistic healing programs, development of accessible and inclusive educational materials and programs

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

• There are inadequate human or financial resources to achieve full compliance with legislative requirements, particularly related to the increased utilization of advocacy services and expanding services to include support for faculty and staff.

• There is inadequate confidential space in which to conduct groups, and no space resources to conduct mandatory trainings or hold classes.

XI. MISCELLANEOUS

CARE has been recognized by the Department of Justice Office on Violence Against Women for best-practice programming and services in the UC system and nationwide.

XII. 2016-17 ACCOMPLISHMENTS

• New Violence Prevention Coordinator hired.

• SFAC funding secured for a full time CARE Counselor.

• Continued expansion and development of Holistic Healing programs: During the 2016-17 academic year, UCI CARE offered 40 Holistic Healing programs to members of the UCI community. Nearly 2,000 students, faculty and staff participated in a variety of ways: 1500 in tabling, more than 280 in private/registration required, and approximately 150 in open programs.

• Services were expanded to include faculty and staff this year and advocacy utilization doubled with a total of 218 individuals served by the CARE Advocate.

• 160 SPOP student staff completed a 6-hour Green Dot Bystander Intervention Training in order to provide information and resources for incoming students.

• CARE’s Violence Intervention and Prevention (VIP) program (a collaboration with UCI Greek Life) was awarded ‘Most Outstanding Social/Support Organization’ at the 37th Annual Anteater Awards.

• Developed liaison relationship with students enrolled in UCI Medical School to increase awareness of and accessibility to CARE’s programs and services.

• Expanded staff development efforts by hosting quarterly in-services and workshops on topics including: microaggressions, strengths assessment, Safe Zone training, Disability Ally training and communication skills.

• Awarded LCCF funding in the amount of $23,074 to further develop and tailor holistic healing programs and resources to assist low-income, first generation students in successfully accessing resources and support. Funds were also used to adapt the Green Dot Bystander Intervention Training
to address the specific needs and experiences of our LCFF students. Green Dot seeks to create a safer environment for students by providing them with skills for bystander intervention.

- More than 300 Athletes trained in Green Dot Bystander Intervention.
- Strengthened partnership with the UCI Initiative to End Family Violence (IEFV) through cross promotion of educational initiatives. IEFV awarded UCI CARE a sponsorship in the amount of $1,500 in support of Take Back the Night for two years.

XIII. 2017-18 GOALS

- Obtain additional space to support staff and programs.
- Continue to pursue grant opportunities in support of growing programs to support the UCI community.
- Develop culture-specific resources for diverse campus communities and underserved campus populations.
- Develop resources and increase accessibility to holistic healing opportunities for faculty and staff.
- Hire second advocate and CARE counselor (psychologist).
- Engage in quarterly all-staff development activities.
- Identify permanent funding to support contract staff.
- Expand social media presence.

XIV. AWARDS

- Mandy Mount received the Anteater Award for Outstanding Advisor of the Year.

XV. LEARNING OUTCOMES

2016-17 Updates:

**Peer Educators**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

CARE peer educators will improve their presentation and communication skills, as measured through the direct assessment of those skills by CARE staff and coordinators in class and in CARE workshops.

**Measured By:** direct assessment (no rubric) and post questionnaire

**Results:** CARE peer educators developed presentation and communication skills by participating in trainings each quarter designed to enhance and teach these skills. Peer educators presented practice workshops in front of their peers, received feedback on their skills and all achieved a level of competency as assessed by class coordinators and the advisor.

**Use:** Results are being used to improve peer education curriculum and program structure for future years and to evaluate grades for current peer educators.

**DIVERSITY & GLOBAL CONSCIOUSNESS**

CARE peer educators will demonstrate increased knowledge of the causes and consequences of sexual and relationship violence and of campus and community resources as measured through reflection papers and/or exams throughout the year.

**Measured By:** direct assessment (with rubric), post tests
**Results:** VIP and RTK peer educators completed comprehensive exams to assess knowledge related to the causes and consequences of sexual and relationship violence and of campus and community resources. All students completed an exam and passed with a grade of B or better.

**Use:** Results are being used to improve peer education curriculum and program structure for future years and to evaluate grades for current peer educators.

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**LEADERSHIP DEVELOPMENT**

CARE peer educators will develop problem-solving, decision-making, program/event coordination and teamwork skills, which will be measured through self-evaluations and/or direct assessment of programs by CARE staff.

**Measured By:** Direct assessment with and without rubric

**Results:** Peer educators were directly observed and provided feedback on a weekly basis related to their involvement in program planning, workshop development and teamwork in both class and on the Take Back the Night planning committee.

**Use:** Results are being used to improve peer education curriculum and program structure for future years and to evaluate grades for current peer educators.

---

**CARE Workshops**

**PERSONAL RESPONSIBILITY**

Students who attend CARE workshops will (1) increase their knowledge of campus resources related to sexual and relationship violence, and (2) develop life skills related to wellness, health and safety, which will be measured by the CARE Workshop Evaluation.

**Measured By:** Post questionnaire

**Results:** The most important things the 99 participants reported learning in the workshops were: the importance and definition of consent (n=20), how to support a survivor (n=16), and rape culture and the factors that contribute to its existence (n=14).

When asked what positive thing student participants would do as a result of what they learned in the program, their top three answers were: be aware and spread awareness (n=24), be more mindful and intentional of language (n=14), and be supportive to survivors of sexual assault (n=11).

**Use:** Results are being used to enhance future workshops and make changes to curriculum. Demographic information will be used to increase outreach to specific UCI communities for the following academic year.

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**2017-18:**

**Green Dot Bystander Training**

**CIVIC & COMMUNITY ENGAGEMENT**

By participating in the Green Dot Bystander Intervention Training, students will (1) increase their communications with peers about ways to prevent sexual and relationship violence, and (2) increase their proactive behaviors to prevent sexual and relationship violence, which will be measured by a survey administered at the end of the training.

**Measured By:** Post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; refining assessment tools/SLOs; reporting results
Peer Educators

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

CARE peer educators will improve their presentation and communication skills, as measured through the direct assessment of those skills by CARE staff and coordinators in class and in CARE workshops.

**Measured By:** Direct assessment without rubric

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; refining assessment tools/SLOs; reporting results

**LEADERSHIP DEVELOPMENT**

CARE peer educators will develop problem-solving, decision-making, program/event coordination and teamwork skills, which will be measured through self-evaluations and/or direct assessment of programs by CARE staff.

**Measured By:** Direct assessment without rubric

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; refining assessment tools/SLOs; reporting results

**CARE Workshops**

**CIVIC & COMMUNITY ENGAGEMENT**

Students who attend CARE workshops will increase their knowledge of campus resources related to sexual and relationship violence which will be measured by the CARE Workshop Evaluation.

**Measured By:** Post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; refining assessment tools/SLOs; reporting results
WELLNESS, HEALTH & COUNSELING SERVICES
CAMPUS RECREATION
CAMPUS RECREATION SERVICES

I. VISION & MISSION

VISION
To provide participatory sports and fitness programs and services to the university community in a manner that meets or exceeds the standard of excellence of the University.

MISSION
Campus Recreation serves as a vital and integral part of university life by offering diverse sports, recreational and fitness activities, and distinctive facilities and equipment that are fun, vigorous, healthy and conducive to enhancing personal wellness. Campus Recreation supports the UC mission by seeking to create a climate that motivates individuals to embrace a healthy lifestyle, which can enhance their academic success, build friendships and social skills, develop leadership qualities, and cultivate a sense of community and antecher pride.

CORE COMPETENCIES
Sports, fitness/wellness and recreation management for university communities
Sports facility design and administration
University recreation business practices
University business practices

II. WORKFORCE

MANAGEMENT TEAM:
Greg Rothberg
Interim Director, Campus Recreation
Janet Konami
Associate Director, Business
Vacant
Associate Director, Facility Operations
Adrienne Buckingham
Directory of Clubs Sports and Special Events
Courtney Burkes
Director of Fitness and Wellness

BUSINESS SERVICES TEAM:
Janet Konami
Associate Director, Business
Staci Snyder
Coordinator, Sales and Membership
Colleen Jendreas
Coordinator, Publications and Promotions
Suzanne Powell
Coordinator, Technology
Jill Warren
Coordinator, Payroll and Personnel
Liane Takeshita
Coordinator, Business (60%)
Jake Akers
Technology Assistant

STAFF:
Career (FTE)
Filled: 32.60 FTE
Provision: 1.00 FTE
Career FTE Total: 33.60 FTE
Career Headcount: 34
Student Staff
10 Campus Recreation Services Assistants
5 Graphic Assistants

For Organization Chart, see end of Campus Recreation section.
III. SERVICES PROVIDED

- Program, Facility and Services Management and Development
- Payroll/Personnel Administration
- Technology and Web Communications
- Marketing, Publications & Promotions
- Membership & Sales
- Budget and Accounting
- Purchasing Services

IV. THOSE SERVED

University community and affiliates

- Students
- Alumni
- Staff
- Faculty
- Retired staff and faculty
- Spouses and dependents
- Alumni Association members

V. HISTORY

1979  First Intramural Sports Director hired to oversee Recreation Programs under the Department of Physical Education which included Athletics and Recreation.

1982  Program name changed to Campus Recreation to reflect broad services and population served. Jill Schindele hired as Director.

1988  Department moved under Student Affairs Division.

1991  Department name changed to Intercollegiate Athletics and Campus Recreation and moved to Office of the Chancellor.

1996  Physical Education disestablished.

2000  Anteater Recreation Center opened and most operations separated from Athletics. UC Recreation Directors Council established to work on systemwide recreation initiatives.

2007  Campus Recreation moved under Division of Student Affairs.

2011  Campus Recreation became part of Wellness, Health and Counseling Services.

VI. LOCATION
VII. ASSETS *Major facilities, technologies, and equipment*

**FACILITIES**
- See Campus Recreation Facilities and Special Events

**TECHNOLOGY**
- 56 Windows 7, 8 and 10 workstations
- 2 iMacs
- 12 printers
- 3 networked copiers
- 5 physical servers
- 8 VMs running on 3 hosts
- D2D2t Disk to disk to tape backup systems
- 7 Visix channel players and 9 meeting minders running of Visix content server
- Spectrum NG cloud based business critical software for member access control feature biometric hand scanning, online and onsite class and program registration, class and program scheduling, sales and lending services and membership

**EQUIPMENT**
- OmniPrint digital garment printer
- Heat press

VIII. REGULATORY REQUIREMENTS

Not applicable

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

- Lack of staff growth and increase in accountability and new systems
- Increase in demand for more fee programs results in increase in support services

XI. MISCELLANEOUS

Major Equipment Managed:
- Departmental computer workstations & servers
- Electronic signage system
- Biometric access control

XII. 2016-17 ACCOMPLISHMENTS

- Implement Spectrum NG mobile application
- Install P2PE credit card payments devices to reduce risk and simplify PCI compliance
• Change quarterly schedule catalog from a single publication to individual program flyers in order to better target market, maintain current information and reduce costs
• Update student employee policies and procedures
• Continue to fine-tune department restructuring by reviewing job responsibilities within units
• Integrate new goal setting in line with the university’s new merit evaluation program
• Develop a 5-year plan for staffing to accommodate both the growth in campus enrollment and new extension goals
• Collaborated with the Chancellor’s Advisory Council on Campus Climate, Culture & Inclusion to create the Conversation Kitchen, a unique series of culinary workshops designed to explore the significant influence that food has in defining and shaping culture.
• The department enrolled 671 participants as part of the summer youth camp program, the highest total to date and an increase of 36% over the prior year.

XIII. 2017-18 GOALS

• Implement ACHIEVE program
• Re-evaluate quarterly schedule change and implement changes
• Collaborate with the Medical Center to establish and state of art fitness center at the Medical Center.
• Collaborate with the School of Medicine to establish the culinary medicine class to be taught at the ARC.
• Collaborate with Student Health to establish educational workshop and complementary medicine offerings.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

**Team Challenge**

<table>
<thead>
<tr>
<th>LEADERSHIP DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will report stronger problem-solving ability in their team, including heightened awareness in the areas of leadership, communication, collaboration, and team unity.</td>
</tr>
<tr>
<td><strong>Measured By:</strong> Direct assessment: product or observation without rubric, Other</td>
</tr>
<tr>
<td><strong>Results:</strong> Participants learned about qualities of effective teams by being given opportunities to demonstrate their current skills in collaboration, communication, and trust building. They were then led through reflective learning to identify qualities of a team and a leader who would be beneficial and effective future practice.</td>
</tr>
<tr>
<td><strong>Use:</strong> Reporting results</td>
</tr>
</tbody>
</table>

2017-18:

**Student Staff Development**

<table>
<thead>
<tr>
<th>LEADERSHIP DEVELOPMENT</th>
</tr>
</thead>
</table>

Not available
After completing one quarter of work at the ARC Front Desk, students will acquire the skills and knowledge necessary to move up into Building Supervisor.

**Measured By:** Post tests, post surveys, checklists, direct assessment without rubric (product or observation)

**Results:** Participants learned about qualities of effective teams by being given opportunities to demonstrate their current skills in collaboration, communication and trust building. They then were led through reflective learning to identify qualities of a team and a leader who would be beneficial and effective for future practice.

**Use:** Providing student feedback
I. VISION & MISSION

VISION
To provide participatory sports and fitness programs and services to the university community in a manner that meets or exceeds the standard of excellence of the University.

MISSION
The purpose of Anteater Club Sports is to provide opportunities for intercollegiate competition in student-initiated traditional and non-traditional sports. An equally important purpose is the development of leaders through the officers who are responsible for the clubs' management.

CORE COMPETENCIES
Tournament and event administration
Financial and leadership management of organizations
Knowledge of management and operation of a variety of amateur sports organizations
Health and safety practices in organized competitive sports

II. WORKFORCE

MANAGEMENT TEAM
Adrienne Buckingham Director of Club Sports and Special Events

STAFF
Career FTE & Career Headcount included in Campus Recreation Services section
Lauren Salas Athletic Trainer

Student Staff
Student: 9 Employees
Volunteer: 220 Volunteers

Other: Non-Student
Volunteer: 44 Volunteers

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED
• Facilitation of 40 Club Sport teams for practices, individual and dual competitions and tournaments
• Student Club Officer training
• Volunteer Coach orientation

IV. THOSE SERVED
Undergraduate and graduate students

V. HISTORY
1965 Program began. Shared facilities with Intercollegiate Athletics and Physical Education.
1980-1999 Program maxed out due to facility limitations
2000  Indoor sports experienced growth with the opening of the ARC

2001  Growth in all Club Sport programs with the hiring of the first full-time Club Sport Director

2002  Significant growth in outdoor sports with the opening of the ARC Sports Field complex

2009  Liability insurance coverage for all official Club Sport activities was provided by the Office of the President.

2012  Establishment of Club Sports Council

2014  Club Sport Spirit Initiative referendum passed providing an increase in financial support from the UCI undergraduate student body.

2017  Athletic trainer position hired as a result of UCOP head injury prevention funding.

VI. LOCATION

Anteater Recreation Center
680 California Ave.
ZOT: 4515

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
• See Campus Recreation Facilities and Special Events

TECHNOLOGY
• See Campus Recreation Services

EQUIPMENT
• Rugby Goals
• Soccer Goals
• Lacrosse Goals

VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Anteater Club Sports Officers’ Council:

Executive Board  Meagan Wong, Audrey Tate, Xyza Balangue, Rachel Ho
Members  40 members (1 representative from each Club Sport)

X. MAJOR ISSUES

• While the number of participants continues to increase, the availability of space remains tight and heavily scheduled.
• Organization and level of competition for some clubs is becoming more sophisticated which is requiring extra administrative oversight.

XI. MISCELLANEOUS

Statistics (2016-17):

- 40 Club Sport teams/1,729 student members
- 3,298 practices/9,597 practice hours
- 297 contests
- 63 tournaments

XII. 2016-17 ACCOMPLISHMENTS

- Hired a full-time certified athletic trainer to provide a comprehensive concussion management protocol and oversee contract athletic trainers to provide medical support during high-risk athletic competitions
- Restructured the Club Sport Executive Council board; removed the chair position and implemented 4 advisory board member positions
- The Club Sport Council organized the first annual “Dodging Hunger” community service event resulting in a donation of over 300 canned goods with 300 student athletes participating in a dodgeball tournament.
- Updated the Club Sport budget request form to streamline the process of allocating referendum funds
- 40 clubs participated in the Anteater Club Sports program, exceeding the previous high number.
- 10 clubs participated in post-season play and 8 clubs had the opportunity to compete in national championships. One club was named a national champion.
- Hosted the inaugural 2017 Henry T. Nicholas III UC Challenge Cup, an event that invited all UC men’s/women’s crew programs to race in the Newport Harbor.
- Collaborating with Student Health Center to provide medical oversight of FTE Certified Athletic Trainer.

XIII. 2017-18 GOALS

- Implement a new online software management system for club leadership and administration.
- Provide baseline concussion testing for all high-risk club sport athletes as a preventative measure. Test scores will be utilized to incorporate a treatment protocol should an athlete become concussed.
- Develop and implement new training, development and evaluation models for club sport student officers.

XIV. AWARDS

- Women’s Rugby Club won UCI Campus Recreation Club of the Year
- Women’s Water Polo Club president, Leslie Fernando, won UCI Campus Recreation Club Officer of the Year
- Tennis Club member, Yoshino Takeshimizu, won UCI Campus Recreation Female Athlete of the Year
- Tennis Club member, Gabriel Cupino, won the UCI Campus Recreation Male Athlete of the Year
- Women’s Water Polo Coach, Alec Follmer, won UCI Campus Recreation Coach of the Year
• Women’s Rugby took first place in league going undefeated and qualifying for nationals where they finished 4th in the nation.
• Alexa Nazarian was awarded the Collegiate Climbing Ambassador Scholarship and placed 4th at Nationals in Female Collegiate Sport Climbing.
• Tennis placed second at the Tennis on Campus National Tournament, a tournament that consisted of 64 teams nationwide.
• Men’s Rowing Varsity 4 finished at the top of the podium at the Western Intercollegiate Rowing Association Championships.
• Archery took third overall in both 3D Nationals and Outdoor National Tournaments. Hawkins Sellier, Katie Robinson, Nathan Shon & Sarah Et earned All-American Archers. Katie, Hawkins & Nathan also received All Academic honors.
• All the teams in the Fencing club placed in the regional competition.
• Women’s Water Polo finished second place in the Southwest Division of the CWPA and won the Aztec Fall Invitational Tournament.
• Dragon Boat placed second among all California Collegiate teams, the B Division finished first in both of their races & A Division held onto second place in all their races.
• Powerlifting won Raw Collegiate Nationals. Freshman Brian Nguyen broke a world record in the deadlift. Brenna Patterson collected three American records and one world record. She was also crowned “Best Overall Lifter” for all female competitors.

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Club Sport Officer Training

As a result of participating in Club Sport Officer Training, students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective club sport.

Measured By: Pre and post tests

Results: To be reported

Use: Purpose: Reporting results
I. VISION & MISSION

VISION

To provide participatory sports and fitness programs and services to the university community in a manner that meets or exceeds the standard of excellence of the University.

MISSION

The purpose of the Fitness and Wellness Program is to provide integrated programs and services that motivate and educate members of the University community to improve their bodies and minds through the pursuit of an active, healthy lifestyles and that will enhance student academic success and instill positive lifetime habits.

CORE COMPETENCIES

Applied exercise physiology
Personal fitness and group training and education
Nutrition and wellness education
Massage therapy
Cardio and weight training equipment specialists

II. WORKFORCE

MANAGEMENT TEAM

Courtney Burkes  Director, Fitness & Wellness
John Halsey  Associate Program Director, Fitness & Wellness
Kali Sudbrook  WorkStrong Program Director
Lauren Hickerson  Medical Center WorkStrong Operations Manager

STAFF

Career FTE & Career Headcount included in Campus Recreation Services section

Contract  1

Student Staff
  8  FitWell Service Desk staff
  50  Weight Room staff
  10  ARC Bar Assistants

Other: Non-Student
  10  ARC Bar Assistants
  20  Personal Trainers – hourly non-student position
  45  Group Exercise Instructors – hourly non-student positions
  3  Massage Therapists – hourly non-student positions
  19  WorkStrong Personal Trainers
  2  WorkStrong Massage Therapists
  4  WorkStrong Dietitians

For Organization Chart, see end of Campus Recreation section.
III. SERVICES PROVIDED
- Weight Equipment Orientation and Training
- Personal Training
- Group Exercise
- Fitness Testing
- Massage Therapy
- Nutritional Instruction
- ARC Juice Bar
- Faculty and Staff Wellness
- Outreach Educational Activities

IV. THOSE SERVED
- Undergraduate and graduate students
- Faculty, staff and retirees
- Alumni and Affiliates

V. HISTORY
1970s Open Hours established for general students in Crawford Hall
1980s First group exercise classes
1985 Establishment of PULSE (Program for the Understanding of Lifestyle Enhancement)
2000 Opening of the ARC and 12,000 square feet of wellness space
Hiring of first full-time Recreation Fitness Director
2002 Opening of the ARC Bar
2006 First Walking Program established
2007 Establishment of Be Smart about Safety Funds to support Faculty/Staff Wellness
Establishment of FitSquad
2008 Opening of Demonstration Kitchen, FitWell Services, Massage, Babysitting and Testing Facilities
2011 Eliminated babysitting service
2012 Workstrong Program established on campus & at UCIMC
2014 Partnership with the UCI Exercise Medicine & Sport Sciences Initiative

VI. LOCATION
Anteater Recreation Center
ZOT: 4515
VII. ASSETS  *Major facilities, technologies, and equipment*

**FACILITIES**
- See Campus Recreation Facilities and Special Events

**TECHNOLOGY**
- See Campus Recreation Services

**EQUIPMENT**
- 242 pieces of fitness equipment
  - 121 cardio pieces
  - 62 Selectorized machines
  - 64 strength training pieces
- 2 FitSquad vehicles
- 7 assessment and rehabilitation pieces including Bod Pod
- 2 massage tables
- 2 portable massage chairs
- 1 large low-profile stretching table
- 1 medical exam table
- 25 Schwinn spin bikes
- 21 indoor rowing ergometers
- 50 step platforms with risers
- 30 barbells with plate weights
- 18 televisions
- WorkStrong Equipment: Techno Gym recumbent bike, Curve treadmill, dual pulley cable, dumbbells 5 lbs.-50 lbs., barbells 20 lbs.-70 lbs., adjustable table, oil warmer, 2 bolsters, 1 masseuse chair

VIII. REGULATORY REQUIREMENTS

Not applicable

*For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.*

IX. ADVISORY COMMITTEE

Campus Wellness Partnership

X. MAJOR ISSUES

- Lack of space during peak hours
- Lack of funding for free or low-cost fitness and Campus Recreation Fitness & Wellness Programs geared toward students. Currently all program costs are passed on to the students.

XI. MISCELLANEOUS

Statistics (2016-17):
- 81 group exercise classes – 6,105 participants/3,726 class hours
- Faculty/staff Incentive-based wellness programs – 2,910 participants
- Personal training – 2,011 one-on-one sessions and 295 buddy sessions
• Fitness testing – 435 tests performed
• Massage therapy – 287 hours of massage sessions
• FitSquad – 30 weeks with 7 classes each week (at UCIMC and campus) and with per class attendance of 9-12 participants
• WorkStrong – Number of participants who began the program: 46 main campus, 68 UCIMC
• WorkStrong – Number of participants who completed the program: 44 main campus, 43 UCIMC

XII. 2016-17 ACCOMPLISHMENTS

• Provided 10 Stress Resilience Training sessions
• Implemented 33 Functional 45 exercise classes per week
• Expanded Bod Pod testing to include men’s and women’s volleyball teams at UCI
• Implementation of the Wellness on Track program through funding from LCFF
• Selected to co-lead the physical activity subgroup for the Healthy Campus Initiative
• Increased WorkStrong participation by 20%
• Expanded the FitSquad program and services by increasing offerings to 4 classes each week at main campus
• Matched UCI WorkStrong best practices to UCOP WorkStrong Center of Excellence
• Provided leadership and mentorship opportunities to all WorkStrong staff
• Initiate department outreach for injury prevention with five new departments
• Designed and implemented a cost-sharing program with HR at the UCIMC

XIII. 2017-18 GOALS

• Host three Schwinn Certifications for staff continuing education
• Implement a basic Group Exercise Teacher Training program
• Implement Know Your AGE training – Alert, Gregarious & Efficient – to student staff
• Design and implement a training program for UCI Esports athletes
• Implement a fee structure for F45 classes
• Increase collaborations with other UCI departments to bring wellness programs to the campus community
• Begin providing services for a partnership with the County of Orange Workers Compensation
• Create a functional temporary WorkStrong space at UCIMC
• Conduct a research study or collaborate on a research study with other campus departments
• Implement a targeted fitness program for tactical officers on campus in collaboration with UCI Wellness

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Pending
2017-18:

**Club Sport Officer Training**

**LEADERSHIP DEVELOPMENT**

As a result of participating in Club Sport Officer Training, students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective club sport.

**Measured By:** Pre and post tests

**Results:** To be reported Summer 2018

**Use:** Purpose: Reporting results

**Personal Training Sessions**

**PERSONAL RESPONSIBILITY**

After completing 10 personal training sessions, personal training clients will show improvements in muscular strength and endurance as measured by a pre- and post-test fitness assessment.

**Measured By:** Pre and post tests

**Results:** To be reported Summer 2018

**Use:** Program improvement; providing participant feedback; reporting results

**Physical Activity Appreciation**

**PERSONAL RESPONSIBILITY**

Campus Recreation Instructional Classes (Martial Arts, Dance, Sports/Rec) will increase the appreciation of physical activity in participants.

**Measured By:** Pre and post surveys; one-on-one interviews; focus groups

**Results:** To be reported Summer 2018

**Use:** Using in planning and/or budgeting; refining program/program changes; refining assessment tools/SLOs; reporting results
I. VISION & MISSION

VISION

To provide participatory sports and fitness programs and services to the UCI community in a manner that meets or exceeds the university’s standard of excellence.

MISSION

Intramural Sports are structured leagues and tournaments that are designed for the everyday athlete at all skill levels. Intramural Sports are designed to foster leadership and sportsmanship in an inclusive environment of teamwork, positivity and fun. Through physical activity in a team-oriented environment, students develop friendships and important connections during their college experience. All activities are divided into different divisions of skill and competitiveness. Intramural Sports also provides work and learning opportunities to undergraduates in order to strengthen their professional career prospects after graduation.

CORE COMPETENCIES

Sports officiating training
League and tournament design and management
Group mediation and conflict resolution
Problem-solving in a fast-paced environment
Sports administration in a wide variety of sports

II. WORKFORCE

MANAGEMENT TEAM

Andrew Christopher      Director, Intramural Sports

STAFF

Career FTE & Career Headcount included in Campus Recreation Services section

Student Staff
  12 Intramural Supervisors
  75 Intramural Officials

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

• Competitive and recreational league play
• Championship and elimination tournaments
• Individual meet events
• Special event tournaments
• Official training, development and evaluation

IV. THOSE SERVED

• Undergraduate and graduate students
• Faculty and staff
• Undergraduate and graduate academic departments
• Clubs and organizations
• Greek organizations
• Housing communities
• International student organizations

V. HISTORY

1965  Started with Women’s Intramural and Men’s Intramural Programs
1970s Program growth with increase in number of fraternities and sororities
1990s Program extended to 3am and expanded into Bren Events Center
2000  Program moved to Anteater Recreation Center
2005  Sunday Housing Leagues established
2008  Program has capped with facility shortage and waiting lists for most leagues
2013  Change in IM Director
2014  Implementation of league and staff scheduling software
2016  Implementation of individual fee-based payment structure

VI. LOCATION

Anteater Recreation Center
ZOT: 4515

VII. ASSETS  Major facilities, technologies, and equipment

FACILITIES
• See Campus Recreation Facilities & Special Events

TECHNOLOGY
• See Campus Recreation Services

EQUIPMENT
3 office computers
8 portable scoreboards
4 handheld scoreboard control systems
6 sets of softball bases and bats
3 sets of flag football equipment
50 dodgeballs
8 volleyballs
1 track meet equipment
5 team handballs
5 indoor soccer balls
1 set of track meet equipment
4 first aid kits
VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

- Intrafraternity Sports Representative Committee
- Panhellenic Sports Representatives Committee
- Intramural Ejection and Disciplinary Advisory Board

X. MAJOR ISSUES

- Lack of access to enough facility space for increasing demand and added sports
- Subsidized programming (fee doesn’t cover operational costs)
- Lack of female participation in non-Panhellenic leagues
- Lack of respect demonstrated toward student officials
- Cancelling of smaller tournaments due to lack of interest/participation

XI. MISCELLANEOUS

Statistics (2016-17):

- 131 League Sports | 915 Teams | 7,358 Participants | 1,587 Programmed Hours | 17 Waitlisted Teams
- 22 Individual Tournaments | 841 Participants | 132 Programmed Hours
- 2 Special Events (Late Night + DSVB) | 573 Individuals | 62 Programmed Hours

XII. 2016-17 ACCOMPLISHMENTS

- Reduced a $40,000 staffing/programming deficit from 2014 to $2,000 in 2017
- Created and implemented a Head Supervisor position
- Implemented IM Leagues, a participant registration system, with over 4,250 registered accounts
- Sent two IM Basketball teams to the Regional Basketball Tournament held at UCLA in March
- Implemented an individual fee structure for participation, with an $18,000 revenue increase compared to the previous team fee structure
- Achieved a 42% staff retention rate for non-graduating students, up from 24% in 2014

XIII. 2017-2018 GOALS

- Present a topic at the regional conference; develop a topic to present at a national conference
- Implement more sessions and classroom training material focused on applicable life skills: customer service, conflict resolution, problem solving/critical thinking, resume/interview basics, etc.
- Improve officials’ training and develop techniques by recording and evaluating referee video from IM Sports games
- Work with Club Sports to determine the scope and possibility of moving towards a Competitive Sports model, and/or cross-train student employees
- Quantify and correlate data collected from our Participant Satisfaction Survey to understand and better meet the needs of the population
- Represent UCI and NIRSA Region VI at the National Flag Football Tournament
XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Referee Training Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

Through filming of Intramural Sports games, referees will be provided with individual performance critiques to take away three ways to improve game management, including, but not limited to: problem diagnosis, problem diffusion, de-escalation of conflict and/or mediation skills.

Measured By: Direct assessment (product or observation) without rubric; pre and post surveys; one-on-one interviews

Results: To be reported

Use: Refining program/program changes, Providing participant feedback, Reporting results
WELLNESS, HEALTH & COUNSELING SERVICES
CAMPUS RECREATION
OUTDOOR RECREATION & BOATING

I. VISION & MISSION

VISION
To provide participatory sports and fitness programs and services to the UCI community in a manner that meets or exceeds the university’s standard of excellence.

MISSION
The purpose of Outdoor Recreation is to enrich the university experience by connecting with the natural world. This is accomplished by engaging in organized classes, events and excursions that challenge the body, develop the mind and instill an appreciation for stewardship of the coastal neighborhood and greater outdoors.

CORE COMPETENCIES
Boating program and facility administration (safety, knowledge, and technique)
Wilderness Outdoor Leadership
Wilderness First Aid
Rock climbing program and facility administration (safety, knowledge and technique)

II. WORKFORCE

MANAGEMENT TEAM
Mandy McDonnell Boating Director
Doug Tully Outdoor Adventures Director
John Klimkiewicz Boating Facility and Equipment Manager

STAFF
Career FTE & Career Headcount included in Campus Recreation Services section
Contract 2 Appointments
Student Staff
  2 Facility and Equipment Assistants
Other: Non-Student
  2 Instructional Assistant
  24 Recreation Program Instructors
  34 Volunteer Assistants

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED
• Sailing instruction
• Sailing Association
• Kayak instruction
• Standup paddle instruction
• Outdoor skill instruction
• Rock climbing instruction
• Outdoor trips
• Outreach classes and activities
• Custom classes and private lessons
• New Student Outdoor Orientation programs
• Youth/After School Programs & campus
• Sailing Association certification courses

IV. THOSE SERVED
• Undergraduate and graduate students
• Faculty
• Staff
• Alumni
• On-campus housing groups
• Campus departments
• Local universities
• Irvine community
• City of Newport Beach youth & adult
• Summer Session High School Orientation program

V. HISTORY

1965 Started with an Instructional program, competitive varsity team and sailing club
1999 Hired full time contract Rock Wall and Trips Coordinator
2000 On-campus indoor rock climbing with the opening of the ARC
2003 Reclassified full-time Rock Wall and Trips Coordinator to career appointment
2010 Contracted with city of Newport Beach to operate Summer Youth and Adult Sailing programs

Crew program dropped as intercollegiate sport. Campus Recreation took over management of Shellmaker Island facility.

2013 Orange Coast College notifies UCI that it will not renew lease as of July 13, 2015
2014 Begin work with City of Newport Beach partners on agreement and facility plans
2015 Cooperative Agreement signed between City of Newport Beach Recreation & UCI Recreation (August)

Move from OCC Facility to Marina Park and program transition period

Marina Park Grand Opening celebrations and start of programming (December)

VI. LOCATION
Anteater Recreation Center
ZOT: 4515

VII. ASSETS  *Major facilities, technologies, and equipment*

**FACILITIES**
- Shellmaker Island, Newport Beach Back Bay
- ARC Climbing Wall
- Marina Park, Newport Beach

**TECHNOLOGY**
- See Campus Recreation Services

**EQUIPMENT**
- 1 Truck with hitch
- 4 boat hauling trailers
- 8 safety launches
- 24 ergometers
- 3 Lido 14s
- 8 Flying Juniors
- 6 J/22 Keelboats
- 2 13' Zodiac RIB power boats
- 2 8-person crew shells
- 4 4-person crew shells
- 16 sets of crew oars
- 100 life vests
- 10 standup paddleboards
- 23 1- and 2-person ocean kayaks
- 3 climbing ropes
- 8 climbing helmets
- 16 sleeping bags
- 20 sleeping pads
- 4 tents
- 6 backpacking stoves and ovens
- 20 climbing harnesses
- 16 backpacks
- 38 pairs of climbing shoes

VIII. REGULATORY REQUIREMENTS
Not applicable

*For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.*

IX. ADVISORY COMMITTEE
Not applicable
X. MAJOR ISSUES

- Lack of department transportation such as a van to transport the outdoor program participants.
- UCI crew base not being a standard stop for the ASUCI Newport Shuttle in order to allow participants an alternative way to participate in these off-campus programs.

XI. MISCELLANEOUS

Statistics (2016-17):

- 20 Kayaking events – 342 participants | 50 class hours
- 4 Marina Park kayaking classes – 7 participants | 7 hours
- 40 Adult Sailing classes – 265 participants | 359 class hours (includes program shut down time)
- 8 Youth After School Sailing classes – 120 participants | 86 hours
- 18 Youth Sailing Camps – 193 participants, 270 hours
- 8 Summer Family Fun Nights – 156 participants, 16 hours
- 7 Parent & Me classes – 82 participants, 24 hours
- 30 Sailing Association members (launched program with new format in June of 2016)
- 23 climbing classes – 141 participants | 130 class hours
- 948 open climb time hours | 1693 individual climbs
- 16 outdoor trips – 148 participants/194 programmed hours
- 3 outdoor adventure SCUBA courses – 9 participants/90 programmed hours
- 2 special climbing wall events – 14 participants | 4 hours
- 15 standup paddleboard classes – 87 participants | 21.5 hours

XII. 2016-17 ACCOMPLISHMENTS

- Successfully took over the SUP program at Shellmaker Island
- Improved the Student Trip Leader Training Program and successfully recruited several new leaders into it
- Expanded and improved certain programs for Outdoor Adventures that have shown to be profitable without significantly increasing expenses
- Successfully added the backpacking workshop series to the Outdoor Adventure program offerings
- Initiated stand up paddle board and kayak rental program at Marina Park
- Revised sailing boat usage procedures to simplify and increase access

XIII. 2017-18 GOALS

- Reorganize and improve Outdoor Adventure Quarterly reports to be more clear and better relay productivity metrics of the quarter to supervisors
- Add aerial silks to rock wall class options to utilize the rock wall more and add additional revenue to this area by May 2018
- Foster community building in UCI’s outdoor communities and programs with the goal of reaching, connecting and engaging more people for a greater outdoor movement
- Improve revenue side of the outdoor adventure budget without significantly increasing the expense side of the budget
• Continue to improve, refine and collect feedback to learning outcomes for UCI’s Outdoor Adventure programming
• Continue to develop and evolve sailboat rating and check out procedures
• Initiate and develop partnership with Girl Scout facility

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Mental focus with regular rock climbing

LEADERSHIP DEVELOPMENT

Students will report that as a result of regular participation with rock climbing that they have an overall better mental focus than when they are not able to participate regularly in rock climbing.

Measured By: Post surveys
Results: To be reported Summer 2018
Use: Reporting results

Problem solving skills with regular rock climbing

LEADERSHIP DEVELOPMENT

Students will report that they have better overall problem-solving skills with regular rock climbing opposed to when they are not able to participate regularly in rock climbing.

Measured By: Post surveys
Results: To be reported Summer 2018
Use: Reporting results

Happiness with outdoor participation

CIVIC & COMMUNITY ENGAGEMENT

Students will report that they have a better overall level of happiness due to engagement and participation in the outdoors than when they are not able to do something that allows them to participate in the outdoors.

Measured By: Post surveys
Results: To be reported Summer 2018
Use: Reporting results
I. VISION & MISSION

VISION
To provide participatory sports and fitness programs and services to the UCI community in a manner that meets or exceeds the university’s standard of excellence.

MISSION
The purpose of Recreation Activity Classes is to learn or refine skills in order to attain proficiency or certification in a variety of physical and recreational activities. This is accomplished through providing excellent instruction in a positive, social environment.

CORE COMPETENCIES
- Safety, technique and knowledge in a variety of sports, aquatics, martial arts and dance activities
- CPR, First Aid and Lifeguard Training
- Knowledge and technique in culinary arts instruction
- Youth Camp management

II. WORKFORCE

MANAGEMENT TEAM
Kimberly Anderson  Program Director, Classes and Youth
Jessica VanRoo  Program Director, Culinary Recreation
Trac Lam  Program Director, Aquatics and Safety

STAFF
Career FTE & Career Headcount included in Campus Recreation Services section

Student Staff  28 hourly RPI (Recreation Program Instructor appointments)

Other: Non-Student
RPI:  116 hourly RPI
Volunteer:  42 Volunteers

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED
- Sports instruction
- Dance instruction
- Culinary instruction
- Martial arts instruction
- First aid/CPR instruction
- Aquatic instruction
- Youth instruction & camps
- Custom classes and private lessons
IV. THOSE SERVED

- Undergraduate and graduate students
- International students
- Faculty and staff
- Alumni
- Greek organizations
- On-campus housing groups
- Campus departmental groups
- Children of students and employees
- Irvine community
- Orange County Girl Scouts
- Japanese Business Association
- Grant Thornton
- Merage School of Business KAIST program
- ISEP Civic & Community Engagement
- Orange County Bureau of Jewish Education
- Right Sourcing USA
- Allianz Assent management
- Jamboree Housing Corporation
- Bank of California
- ASUCI
- Claire Trevor School of the Arts
- UCI CER
- Camp Tech Trek
- Center for Student Wellness and Health Promotion
- Atid Hassad
- Cerner Group
- GSRC: Global Sustainability Resource Center
- HCP, Inc.
- UDR: United Dominion Realty Trust, Inc.
- BEHR
- Big Brothers Big Sisters of Orange County
- Campus climate
- SOAR Food Pantry
- Students in Sustainability Leadership (SISL)
- El Camino College Compton Center
- CHOC
- Illuminations
- Molina Healthcare
- St. Gallen University
V. HISTORY

Early 1970s  Fee Classes started with limited offerings
1980s  Expansion to faculty/staff with emphasis on fitness and health
1995  Program expanded to over 500 classes annually due to discontinuation of the Physical Education program
1996  First full-time instructional Program Director hired and offerings quickly maxed out due to facility limitations in Crawford Hall
2000  Indoor classes expanded with the opening of the ARC
2002  Outdoor classes expanded with the opening of the ARC Sports Field complex
2003  Weekend programming was incorporated into the class schedule to supplement full weekday schedule
2008  ARC expansion provided more opportunities to new class offerings such as Safety Training and Cooking
2009  Implemented online class registration
2011  Offered full-day Summer Camp Programs for Youth
2016  Started Conversation Kitchen and Illuminations’ Cooking with the Professor

VI. LOCATION

Anteater Recreation Center
ZOT: 4515

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
• See Campus Recreation Facilities and Special Events

TECHNOLOGY
• See Campus Recreation Services

EQUIPMENT
• 2 Commercial refrigerator/freezers
• Commercial stove
• Commercial dishwasher
• 2 commercial ovens
• 3 commercial portable burners
• 10 commercial portable burners
• 10 misc. commercial grade kitchen appliances
• Over 400 kitchen and serving pieces
• 2,000 ft. of Swain martial Arts mats
• 50 martial arts pads
• 6 portable heavy bags
• Competition fencing system
• 25 sets of adult fencing equipment (foils, masks, jackets)
• 25 sets of youth archery equipment (bows, arrow, quivers, arm guards)
• 20 sets of youth fencing equipment (foils, masks, jackets, gloves)
• 22 youth floor hockey sticks
• 18 badminton rackets for youth camp
• 36 golf clubs
• 18 portable golf mats
• Tennis cart
• 10 tennis racquets
• 18 adult CPR manikins
• 8 youth CPR manikins
• 12 infant CPR manikins
• 12 AED demonstration units

VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

• Lack of space during prime times limits program expansion opportunities
• Lack of suitable short-term parking hinders youth drop off

XI. MISCELLANEOUS

Statistics (2015-16):
• 56 martial arts classes | 894 participants | 1455 class hours
• 31 recreational dance classes | 469 participants | 297 class hours
• 60 safety classes | 774 participants | 332 hours
• 49 sports and aquatics classes | 355 participants | 441 hours
• 92 culinary related events | 1800 participants | 430 hours | 3250 event participants
• 38 youth classes | 161 participants | 208 hours
• 43 youth camps | 671 Participants | 129 Hours
• 19 custom class events | 293 event participants | 28 hours

XII. 2016-17 ACCOMPLISHMENTS

• Successfully added 3 additional weeks to Summer Camp program, bringing the total to 8 weeks
• Added 2 new Summer Camp programs: Athlete Performance and Yoga & Swim camps
• Introduced ‘Intermediate’ camps for Lacrosse and Badminton
• Extended Summer Swim program with 4th session
• Hired and trained 4 new Summer Camp Head Instructors and 12 Assistant Instructors
• Continued Youth Camp Council adding representatives from Nursing Science, Esports, Center for Neurobiology, and additional representative from CFEP.
• Held in-person Praesidium training for Youth Camp Staff
• Successfully moved to online evaluation forms for Instructional Classes
• Successfully trained over 105 faculty/staff in CPR/AED & first aid
• Successfully trained over 500 CPR/AED UCI members
• Trained and certified over 150 Housing Resident Advisors and Housing Assistants in CPR & first aid
• Provided CPR/First Aid certification to over 100 Master of Arts in Teaching candidates in the School of Education
• In collaborations with Human Resources, successfully conducted 3 CPR parent workshops
• Completed safety swim test for 20 Orange County Girl Scouts
• 1400 individuals participated in one of 50 hands-on cooking classes
• Joined the Food Access & Security Workgroup to help develop UC President Napolitano’s vision on the UCI campus
• Presented at the 2nd annual CHEF summits (California Higher Education Food Summit) about teaching kitchens
• Developed new kids cooking camp lesson plan that covers more techniques and discussion about the science of cooking to help diminish the cost of supplies
• Worked with the Blum Center on developing sustainable cooking topics classes that were led by guest chef Roger Feely
• Helped develop and cook menu for the Global Compassion Summit
• Created new partnerships with corporations including BEHR, Bausch and Lomb, UDR, BANC of California, Lincoln Motor Company, Atomi Financial
• Created partnerships with new community groups: Big Brothers Big Sisters of Orange County, Wounded Warriors, El Camino College, Sage Hill School, Jewish Women’s Group, Tech Trek, Simon Family Foundation, Japanese Business Association
• Started Conversation Kitchen in winter 2017
• Started Illuminations Cooking with the Professor in fall 2016
• Started cooking classes in Campus Village community kitchen
• Joined the food pantry initiative, and will be spending time weekly at the pantry giving cooking advice
• Joined the Healthy Campus Initiative

XIII. 2017-18 GOALS

• Identify additional Summer Camp program offerings
• Coordinate with members of Youth Camp Council to offer collaborative camps
• Work with instructors on ways to expand number of participants per camp
• Gauge interest in additional training programs with Praesidium
• Review Praesidium notes on site visit and rework program to apply for accreditation
• Research offering clinics and shortened instructional classes
• Connect with Student Housing departments on ways to promote instructional classes
• Connect with ICHA for class collaborations with Community Center
• Research ways to promote Instructional Classes with Student Center and Event Services
• Hire additional CPR Instructors
• Expand on CPR/AED training for UCI Faculty, Staff & Students
• Restructure Safety training program for campus employees with limited BSAS funding
• Add additional Lifeguard certification course
• Research other “foundations” high school-based groups to develop cooking classes as an early intervention
• Hire an instructor to run permanently kids cooking classes, hire instructors based on their specific techniques/ style of cooking and advertise them to the public/ students
• Find more partnerships on campus to develop more programs.
• Continue endeavors on helping with a food minor on UCI campus.
• Create a more solid consistent marketing campaign for corporate groups.
• Building and “selling” more lecture based food events
• Apply to be a part of the “Teaching Kitchen”
• Create a partnership with School of Medicine and specifically Culinary Medicine
• Hire culinary assistants to help assist as well as potentially teach and develop new programs
• Remodel kitchen

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

Learning Outcomes are included in the Campus Recreation Services section.
I. VISION & MISSION

VISION
To provide participatory sports and fitness programs and services to the university community in a manner that meets or exceeds the standard of excellence of the University.

MISSION
The purpose of Sports Facilities and Special Events is to provide quality spaces, services and events that showcase the facility, complement the academic schedule and meet the diverse recreational needs of the campus.

CORE COMPETENCIES
Management of special events and sports tournaments
Sports turf management and maintenance
Aquatics facilities management and maintenance
Sports facility management and maintenance
Access use control operation and maintenance
Conflict resolution and customer service
Sports equipment management and maintenance
Student Personnel Management

II. WORKFORCE

MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Greg Rothberg</td>
<td>Director</td>
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<tr>
<td>Trac Lam</td>
<td>Coordinator</td>
</tr>
<tr>
<td>Micah Ramsay</td>
<td>Field Turf Specialist</td>
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<tr>
<td>Quintin Posey</td>
<td>Groundskeeper</td>
</tr>
<tr>
<td>Geoff Repass</td>
<td>Maintenance Mechanic</td>
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<tr>
<td>Paul Marino</td>
<td>Maintenance Mechanic</td>
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<tr>
<td>Robert Vega</td>
<td>Building Mechanic</td>
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<tr>
<td>Johnathan Olvera</td>
<td>Special Event Manager</td>
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<tr>
<td>Jackie Alcazar</td>
<td>Operations Manager</td>
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<tr>
<td>Melanie Driesen</td>
<td>Operations Manager</td>
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<tr>
<td>Dominic Haws</td>
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<td>Jake Soto</td>
<td>Custodial Supervisor</td>
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<td>Maricruz Martinez</td>
<td>Custodian</td>
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<td>Isela Reyes</td>
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<tr>
<td>Magdelena Barbosa</td>
<td>Custodian</td>
</tr>
</tbody>
</table>
STAFF
Career FTE & Career Headcount included in Campus Recreation Services section

Contract  3 Appointment

Student Staff
Operations Manager:  5 Employees  
Facility:  45 Employees 
Lifeguard:  25 Employees 
Field Asst.:  5 Employees

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

• Facility operations and services 
• Late Night with Campus Recreation 
• Drop in/informal recreation 
• Facility rental 
• Gear Up equipment rental

IV. THOSE SERVED

• Undergraduate and graduate students 
• Faculty and staff 
• Alumni and affiliate members

V. HISTORY

1996  Student Fee Facility Referendum passed 
2000  January – Opened 
2002  Outdoor Sports Field Complex opened 
2008  Wellness Expansion opened

VI. LOCATION
Anteater Recreation Center
ZOT: 4515

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
Anteater Recreation Center – 116,000 sq. ft. sports facility including
• 1 - Three court gym with jogging track 
• 1 - One court MAC gym 
• 2 - 10,000 sq. ft. weight rooms 
• 5 – 1,600 to 2,650 sq. ft. activity rooms
Anteater Recreation Outdoor Sports Complex – 21 acre court and field facility
- 4/5 - Lighted softball/soccer fields
- 6 - Tennis courts
- 2 - Outdoor basketball courts
- 1 - Hockey rink
- 1 – Odyssey Challenge court

TECHNOLOGY
See Campus Recreation Services

EQUIPMENT
3 motorized carts
Genie Personnel Lift
200 chairs and 100 tables
Scoreboards
Badminton and volleyball standards
Pool covers and lane lines
Automated pool vacuum
John Deer tractor
7 unit Toro reel mower
3 unit Toro reel mower
48” Toro rotary mower
E2050 Toro Workman
HDX Toro Workman
Toro MH-400 topdresser
Toro Multipro 1200 sprayer
Toro 96” aerator
Aerway field slicer
Lely 2050 fertilizer spreader
5 AEDs
18 Televisions
15 Security cameras
1 Gamma racquet stringing machine
2 Pool lifts
2 Guard stands
1 Pool Cover system
1 Set Lane Lines

VIII. REGULATORY REQUIREMENTS
Not applicable
For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE (if applicable)
• Anteater Center Board

X. MAJOR ISSUES
• Misuse of student identification to gain building access
• Equipment check out module technical challenges
• Drought and management of water resources
• Increases of minimum wage to expenses
• Increases in staff training cost with student and casual staff

XI. MISCELLANEOUS
• Statistics (2016-17):
  o Anteater Recreation Center users – 760,666
• Memberships
  o 1135 Faculty/Staff/Family
  o 395 Student Family
  o 388 Alumni/Family
  o 77 Affiliates
  o 371 Extension
  o 2392 continuing student/recent alumni
  o 1272 other UC student reciprocity
• Late Night with Campus Rec Event – 4,679

XII. 2016-17 ACCOMPLISHMENTS
• Hosted 49 student organization one-day events and 13 recurring dance practices
• Hosted 41 department special events during the year
• Created a Facility Rental & Special Event guidebook
• Updated facility rental pricing for student organizations, departments and community groups
• Initiated multiyear field turf replacement project beginning with Club Field
XIII. 2017-18 GOALS

- Create custom packages for special event clients to improve overall customer experience when booking multiple services/facilities
- Manage the Special Event budget so that it meets or exceeds the amount of revenue earned in 2016-17 fiscal year
- Develop onboarding and e-training platform for new student employees
- Revise student staff orientation format and year-round training structure

XIV. AWARDS

XV. LEARNING OUTCOMES

Learning Outcomes are included in the Campus Recreation Services section.
WELLNESS, HEALTH & COUNSELING SERVICES
CAMPUS RECREATION
TEAM CHALLENGE PROGRAM

I. VISION & MISSION

VISION

To provide participatory sports and fitness programs and services to the UCI community in a manner that meets or exceeds the university’s standard of excellence.

MISSION

The purpose of the Team Challenge Program is to provide unique experiences for group and organizational growth through activities that focus on teamwork and leadership in a dynamic and challenging environment.

CORE COMPETENCIES

Management and operation of High Ropes facility and Team Building Department
Curriculum development
Risk management
Experiential education, leadership and team dynamics
Small and large group activity facilitation
Sales (corporate and community)
Student leadership development
Organizational development

II. WORKFORCE

MANAGEMENT TEAM

Jason Ryba
Team Challenge Director
Jessica VanRoo
Culinary Recreation Director

STAFF

Career FTE & Career Headcount included in Campus Recreation Services section
Other
10 Non-Student Facilitators
20 Student Facilitators

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

- Team Up! Challenge Program
- Off-site Challenge Programs
- Leadership development
- Culinary Challenge
- Wilderness orientation
- Team building kayak and Standup Paddle programs

IV. THOSE SERVED

- Undergraduate and graduate students
- Professional staff
• Undergraduate and graduate academic departments
• Clubs and organizations
• Housing groups
• Corporate and community programs

V. HISTORY

2002  Purchased a portable low ropes box and started offering a fledgling program to campus housing units and student organizations

2003  Hired a full-time expert to expand Team Challenge

2007  Built Team Up Odyssey Course and began offering High Ropes challenge programs

2013  Reached roughly 5000 participants in one year of programming

VI. LOCATION

Anteater Recreation Center
ZOT: 4515

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
• ARC Odyssey High Ropes Course

TECHNOLOGY
• Not available

EQUIPMENT
• Project Adventure Facilitation Box
• 60 climbing helmets
• 60 tethers
• 60 Yates harnesses
• 3 Caravan pop-up tents

VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

• Expanding the understanding of the value and diversity of challenge programs to the campus and external community
• Affording parking solutions for both hourly employees and participants

XI. MISCELLANEOUS
Statistics (2016-17):
- Student groups 36
- University departments 7
- Community groups 66
- Corporate groups 31
- Total participants 4,170

XII. 2016-17 ACCOMPLISHMENTS
- Increased client rates at start of 2017 in response to minimum wage increase schedule
- Implemented new staff scheduling system (When I Work) for program efficiency
- Attended the Basic Mediation Training through the UCI Mediation Program
- Co-presented a workshop at 2016 Association of Experiential Education (AEE) conference
- Collaborated with student intern on the planning and execution of a special event, our LCFF programs
- Evaluated and accepted to the Girl Scouts of Orange County (GSOC) Approved Vendor list
- Built new structure for low ropes, approved by UCI EH&S

XIII. 2017-18 GOALS
- Improve program documents for clients (Client Needs Assessment, Program Prep info, Client Evaluation form, Directions Map, etc.)
- Increase outreach and marketing to specific parties (Scouts, ASB groups, sports teams, UCI Alumni)
- Implement more resources at the course (low ropes structures, shade sail)
- Work with UCI HR on offering DISC assessment workshops to UCI groups
- Director to personally attend more UCI HR training and events
- Prepare to hire part-time student staff for office operations in spring and summer quarters

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Team Challenge

<table>
<thead>
<tr>
<th>LEADERSHIP DEVELOPMENT</th>
</tr>
</thead>
</table>

Participants will report stronger problem-solving ability in their team, including heightened awareness in the areas of leadership, communication, collaboration, and team unity.

Measured By: Direct assessment: product or observation without rubric; other

Results: Participants learned about qualities of effective teams by being given opportunities to demonstrate their current skills in collaboration, communication and building trust. They were then led through reflective learning to identify qualities of a team and a leader beneficial and effective for future practice.

Use: Reporting results
2017-18:

Team Building Program

Students will practice and engage in unique challenges and initiatives for a first-hand account of working with leadership qualities, such as responsibility, adaptability, trust building, taking initiative and perseverance in a group setting. We expect that participants will be better prepared to lead others toward a common goal and recognize these qualities in others as well.

**Measured By:** Focus groups

**Results:** To be reported Summer 2018

**Use:** Providing student feedback
I. VISION & MISSION

VISION
To be a leader in collegiate health promotion by focusing on the unique and relevant health needs and concerns of UCI students in support of their academic success.

MISSION
We empower students to make informed decisions that support individual health and a healthy campus environment by providing comprehensive programs and coordinated services to:

- Build awareness through assessment and goalsetting
- Create balance by taking a wellness-based approach to health
- Develop healthy and sustainable habits
- Take pride in achieving one’s personal best
- Inspire community by leading fellow Anteaters to be healthy

CORE VALUES

Advocacy
Awareness
Empowerment

VALUES

The mission of the Center for Student Wellness & Health Promotion is upheld by utilizing our expertise in innovative and relevant programming to the UCI community. The Center for Student Wellness & Health Promotion (CSWHP) focuses on health topic areas identified through various assessment efforts. Our programs are unique in their abilities to meet the students in the spaces where they are most comfortable, in order to tackle issues that can be sensitive in nature. Our programming is often facilitated in residence halls, organizational meetings and other safe spaces for students. The Center for Student Wellness & Health Promotion is the only department on campus that houses full-time health promotion staff to focus on issues that are integral to college health and wellness, such as alcohol and other drugs, sexual and relationship health, general wellness and life balance, nutrition and mental health. Part of our mission is to facilitate student development and leadership opportunities. With the continued growth and development of the Public Health program on campus, the CSWHP has become a natural partner with students in this major. We provide the only opportunity on campus for these students to become involved with health promotion on a college campus. Many students in public health, social ecology, pre-medical and dental programs flock to the CSWHP to find ways to become involved on campus and in the community.

With stress, anxiety, sleep and other related mental health concerns being reported by students as some of the most common barriers to their academic success, the Center for Student Wellness & Health Promotion made a commitment to a dedicated space for students to address these concerns. Various relaxation and stress-reduction techniques are taught through our workshops, and our Wellness Room provides students with a dedicated space to practice these techniques to help manage the various forms of stress in their lives. The room is open all day for drop-in use and is a safe and comfortable environment to practice meditation, breathing, guided visualization and other stress-management techniques/activities.
Alcohol and other drug use can be another barrier students experience to their academic success. The Center for Student Wellness & Health Promotion is a primary referral source for students who may have challenges in these areas. Our trained staff provides services including a weekly Alcohol Awareness Class, Brief Alcohol Screening and Intervention for College Students (BASICS), individual consultations for other drugs, and smoking cessation support (especially critical as the campus recently implemented the new tobacco-free policy). These services are intended as early intervention techniques and strategies to ensure students are successful in pursuit of their academic and personal goals.

The CSWHP is also the only provider of free condoms, both male and female, and dental dams on the UCI campus. The Condom Co-Op was founded in 2011-12 and provides education and information about safe sex, as well as ensuring that accessibility to condoms does not become a barrier to practicing safer sex.

The Center for Student Wellness & Health Promotion is also the only place on campus that provides free and anonymous HIV testing for the UCI community. The UCI community can be tested without fear of their results being tied to their identity.

In an effort to be as inclusive as possible to the various needs of the campus, the Center for Student Wellness & Health Promotion also offers two unique resources. For nursing mothers on campus, the CSWHP is one of three locations on campus that offers a private Lactation Station. This space provides nursing mothers with a private space to breastfeed or pump and is attached to a private bathroom as well. That private bathroom also serves as the second resource, a gender-neutral restroom. This allows members of the campus community who prefer a gender-neutral restroom option to have it available in a safe and private location.

II. WORKFORCE

MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug Everhart</td>
<td>Director</td>
</tr>
<tr>
<td>Beth England-Mackie</td>
<td>Assistant Director and Sexual &amp; Relationship Health Programs Manager</td>
</tr>
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</table>

STAFF

<table>
<thead>
<tr>
<th>Category</th>
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</thead>
<tbody>
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<td>Career (FTE)</td>
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<tr>
<td>Filled:</td>
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</tr>
<tr>
<td>Provision:</td>
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<td>Career FTE Total:</td>
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<td>Career Headcount</td>
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<tr>
<td>Grant/Contract</td>
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<tr>
<td>Student Staff</td>
<td>6 Student Employees</td>
</tr>
</tbody>
</table>

For Organization Chart, see end of Center for Student Wellness & Health Promotion section.

III. SERVICES PROVIDED

The Alcohol and Other Drug (AOD) Program & Services

The Center for Student Wellness & Health Promotion provides a wide variety of programs and services in the AOD area. Two staff members (AOD Programs Manager and Tobacco Programs Manager) are dedicated to this topic area. The AOD Programs Manager oversees a weekly Alcohol Awareness Class for first time and low-level policy violations; conducts one-on-one BASICS (Brief Alcohol Screening and Intervention for College Students) sessions for second level violations; conducts one-on-one student consultations for drug policy violations, using a Brief Motivational Interviewing (BMI) model similar to BASICS to encourage students to consider the impact and outcomes of their use in relation to their academic and personal goals; provides workshops and training sessions for student organizations and
campus departments, including TIPS (Training for Intervention Procedures by Servers of alcohol) for our dining services and Anthill Pub staff who serve alcohol on campus; manages the implementation of our annual FIRST (First-year Internet Required Safety Training) Program, an online module covering alcohol and sexual violence that is required for all first-year and transfer students; trains and helps advise our peer educators who address alcohol and other drugs; and provides consultation and other programming for campus and some community constituents. The Tobacco Programs Manager advises our START (Student Task-force Advocating for Reducing Tobacco) organization that is now working with the campus to assist with the implementation of the UC system-wide tobacco-free campus policy; trains and works with our AOD peer educators; develops and implements programs and resources to assist students and other members of the campus community who are attempting to quit use of tobacco and nicotine products; implements awareness and educational programming for tobacco, including the annual “Pause for a Cause” video contest.

Sexual & Relationship Health Program & Services

The Center for Student Wellness & Health Promotion offers a wide variety of programs and services to support the sexual and relationship health of our students and other community members. Our Sexual & Relationship Health Programs Manager oversees the Condom Co-op program, where students can obtain free condoms (both male and female) and dental dams; manages an anonymous HIV testing program, effectively mentoring students through the process of self-administering and reading the home HIV test; occasionally coordinates bringing a community agency on campus to conduct additional HIV testing using the “rapid test” (results in 20-minutes while you wait) method (also anonymous); develops and implements training and educational programs for various campus and community constituents and partners, including academic departments and classes; conducts one-on-one consultations with students who have questions and/or concerns about sexual and relationship health topics; and provides training and support to our peer educators who address the topic of sexual health. Many sexual and relationship health programs are done in collaboration with other campus departments or jointly with other CSWHP staff in order to provide a more targeted and comprehensive view of sexual and relationship health.

Wellness Programs & Services

Wellness has become a focus topic in the Center for Student Wellness & Health Promotion. Headed by our Wellness and Peer Education Programs Manager, the focus is to create programs and services that support general wellness and life balance, including spiritual wellness, while also placing special attention on student development. For the first part of that equation, programming and resources are developed and implemented to encourage and support individual wellness concepts (time/stress management, nutrition, exercise, happiness, spiritual balance/confidence, mindfulness, self-care, etc.). In addition, the Center for Student Wellness & Health Promotion has a Wellness Room, providing students with a dedicated space to practice and refine their stress management, meditation and/or relaxation skills. The room was designed and equipped with the necessary tools and resources to facilitate this experience. In order to encompass the student development component of the job, specific focus was placed on ensuring that the students who work and volunteer in our office (student staff, peer educators, volunteers and student organization members) have an intentional and meaningful experience, grounded in health promotion theory and practice, and supported/evaluated using established learning goals and outcomes. Training programs, supervision and advising were all revamped with this goal and outcome in mind.

Nutrition Programs & Services

The Center for Student Wellness & Health Promotion has a Registered Dietician/Nutritionist. This half-time position is split between the CSWHP and the Student Health Center. While working in the Center for Student Wellness & Health Promotion the RDN will provide outreach education on nutrition-related topics, consult with students individually who want to discuss their dietary needs/questions, provide training to our peer educators who present nutrition-related workshops, and develop nutrition-related materials and resources. The RDN will also take over the rebuilding and advisement of our student group
WELLNESS, HEALTH & COUNSELING SERVICES
CENTER FOR STUDENT WELLNESS & HEALTH PROMOTION

IMAGE (Image Management Awareness, Growth and Education). This student organization provides the campus with both passive and active education focused on developing and maintaining a positive body image. This organization also seeks to provide students on campus with resources and information around disordered eating.

Mental Health Awareness Programs

The Center for Student Wellness & Health Promotion also has programs to raise awareness about and support student mental health. This responsibility falls under our Mental Health Awareness Programs Manager. This position oversees the implementation of the “Behind Happy Faces” mental health curriculum/program, which empowers students to talk more openly and honestly about mental health and mental illness, promotes effective coping strategies, encourages help-seeking behavior, including utilization of campus and community resources. The position also advises the UCI Chapter of Active Minds, a student organization committed to raising awareness about mental health related issues and reducing stigma around mental illness and seeking appropriate help.

Other Programs & Services

In addition to all of the programs and services tied to specific topics above, the following are additional programs and services that contribute to the mission of the Center for Student Wellness & Health Promotion:

- **Marketing Team** – In order to effectively market our programs, messages and mission, the Center for Student Wellness & Health Promotion utilizes a marketing team. The team consists of the Marketing Coordinator (staff position dedicated to managing/supervising the team) and four student Marketing Assistants (student staff with graphic design skills who design and produce all of our marketing materials). This team has a dedicated Marketing Office within the center, and effectively and efficiently works together to help produce most of the department’s marketing materials.

- **Peer Educators** – With peer education as one of our top priorities for student development and engagement, the Center for Student Wellness & Health Promotion recruits, trains and supports a group of formal peer educators that provide peer to peer health promotion programming. They are trained in health education/promotion theory and practice, programming/presentation skills and some leadership/student development areas. They develop and present workshops, develop educational materials and campaigns, and utilize other strategies to educate their peers on campus.

- **Student Organizations** – As a less formal form of peer education, the Center for Student Wellness & Health Promotion supports three specific student organizations that also aim to educate their peers through awareness programming and events. These groups include Active Minds, which focuses on mental health awareness, suicide prevention and reducing stigma around help-seeking behavior; IMAGE (Image Management, Awareness, Growth and Education), which focuses on body image and disordered eating; and START (Student Task-force Advocating for Reducing Tobacco). These groups are advised by members of our professional staff.

- **Lactation Station** – The Center for Student Wellness & Health Promotion is one of only a few places on campus that has a dedicated, private space for women who are nursing or pumping. The room is attached to a private bathroom and we also provide refrigerator/freezer space to store milk/bottles.

- **Gender-Neutral Restroom** – The Center for Student Wellness & Health Promotion has a private gender-neutral restroom that is available to anyone who might prefer this option. It is available during normal hours of operation (M-F, 8 a.m.-5 p.m.), except when someone is using the Lactation Station, when the restroom is closed for both access and privacy/confidentiality.

- **Student Leadership and Development Opportunities** – The Center for Student Wellness & Health Promotion also offers student leadership and development opportunities through the utilization of Administrative Intern, Field Placement and Practicum students. These positions are advised,
mentored and evaluated by our staff members, and guided by specific goals, objectives and learning outcomes developed with the students to ensure their experience meets their specific needs.

IV. THOSE SERVED

During the 2016/2017 academic school year (July 2016-June 2017) the Center for Student Wellness & Health Promotion provided outstanding programs & services to the UCI community, primarily focusing on increasing workshop presentations, consultations and other campus outreach efforts to meet the health and wellness needs of the undergraduate and graduate students. The CSWHP participated in many new events this year and expanded its overall outreach and collaboration with other departments such as housing (Mesa Court, Middle Earth, Campus Village and Verano), Student Life & Leadership, Student Health Center, Cross-Cultural Center, CARE, International Student Center, Career Center, ASUCI, Public Health Association and SOAR. Such collaborations have enriched the health and wellness of students, faculty and staff. This year the CSWHP facilitated and/or collaborated in 60 different events on campus, reaching a total of 10,307 students.

The Center for Student Wellness & Health Promotion had a 55% increase in total number of Healthy Tune-Up Workshops presented during the year, reaching 6,225 students on a variety of health and wellness topics. These workshops provide students with effective health education and promotion using a variety of engaging and interactive activities. In addition, there was a significant increase in the number of individual consultations tripling that of the previous academic year (from 79 to 243). The lactation station declined in the number of visits for the year; however, it continues to give nursing parents a clean, safe and private space to nurse and/or pump for their infant children. It was given a new look this year to make it feel more comfortable.

32 BASICS (Brief Alcohol Screening and Intervention for College Students) sessions and 36 Alcohol Awareness Classes (with 234 participants) were completed during the 2016-17 school year. This continues to be a remarkable collaboration between the CSWHP, Student Housing and the Office of Academic Integrity & Student Conduct.

The HIV testing program has been very successful in providing free, confidential and anonymous testing to students. HIV continues to be highly stigmatized and feared so providing an environment where students can feel safe, comfortable and learn about the importance of testing is crucial. Students receive their results in 20 minutes using the Federally-approved Oraquick In-Home HIV Testing kit and receive important information on the importance of other STI screenings, establishing a well-care program while at UCI, and discussing healthy sexual and relationship behaviors and practices.

The number of students using the Condom Co-Op continues to increase and it accounts for a significant number of visits to the CSWHP. Students can access up to 10 free internal and external condoms and 5 lubes daily. The CSWHP provides a wide array of male condoms, female condoms and dental dams to meet the needs of the students. A total of 41,000 condoms and dental dams were distributed to students and campus partners this year.

The Center for Student Wellness & Health Promotion facilitates and participates independently and collaboratively in a variety of workshops and programs with several campus partners and student organizations on the UCI campus including ASUCI, Active Minds and START. These opportunities allow departments to broaden their reach and to meet the diversity and needs of UCI’s undergraduate and graduate students. The focus of these efforts is to provide students with accurate and important health information, encourage and promote healthy behaviors and lifestyles, and provide students with resources and referrals to on- and off-campus partners and organizations to support their overall health and wellness needs.

CSWHP provided the UCI community with 60 special events, 179 workshops and 243 individual consultations. Below are detailed information about those points of contact with the campus.

<table>
<thead>
<tr>
<th>2016-17 CSWHP Outreach Overview</th>
<th>Outreach Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event</td>
<td>Outreach Counts</td>
</tr>
</tbody>
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317
<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPOP 2015 Presentations (9)</td>
<td>4,618</td>
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<tr>
<td>SPOP Resource Fairs (11)</td>
<td>285</td>
</tr>
<tr>
<td>Anteater Involvement Fair</td>
<td>50</td>
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<tr>
<td>Open House</td>
<td>75</td>
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<tr>
<td>International Student Colloquium</td>
<td>50</td>
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<tr>
<td>Summer Tabling</td>
<td>25</td>
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<tr>
<td>iHealth Fair</td>
<td>550</td>
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<td>Fall Tabling</td>
<td>174</td>
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<td>Winter Tabling</td>
<td>123</td>
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<td>Spring Tabling</td>
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<td>De-Stress Fest</td>
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<td>Love My Life Event</td>
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<td>ASUCI Orientation</td>
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<td>ASUCI HIV Testing Promotion</td>
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<tr>
<td>Alcohol Awareness Tabling</td>
<td>66</td>
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<tr>
<td>Destress Fest</td>
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<td>Zot Health Fair &amp; CSWHP Promotion</td>
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<tr>
<td>Smart Eater’s Series</td>
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<td>New U Expo</td>
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<td>Winter Tabling</td>
<td>92</td>
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<tr>
<td>Meet the RA’s</td>
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<td>Public Service Fair</td>
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<td>Networking Event</td>
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<td>Public Health Summit</td>
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<td>Career Center Staff Meeting</td>
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<td>Love Healthy Event (Verano Housing)</td>
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<td>Take Back the Night/CARE</td>
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<td>National Nutrition Month Campaign</td>
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<td>ASUCI Mental Health Conference</td>
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<td>Wellness Outreach RR</td>
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<td>Farmer’s Market</td>
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<td>Sustainability Foods Fair</td>
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<tr>
<td>Let’s Be Blunt Event</td>
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<tr>
<td>Pause for a Cause/World No Tobacco Day</td>
<td>63</td>
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<tr>
<td>Bartender School</td>
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<tr>
<td>CSHWP Promotion/Personal Story/Athletics</td>
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<tr>
<td>Goal Setting Workshops</td>
<td>13</td>
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<tr>
<td>Celebrate UCI</td>
<td>225</td>
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<tr>
<td>Staff/Faculty Health Fair</td>
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<td>Planned Parenthood Training</td>
<td>13</td>
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<td>Campus Representatives Program</td>
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<td>International Students of Excellence Dinner</td>
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<td>HPV Clinics (Collaboration w/ SHC)</td>
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<tr>
<td>Wellness in the Park</td>
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</table>

**Programs & Services**
Consultations 243
Lactation Station 69
Office Visits 640
HIV Testing 99
Condom Co-Op 3,175
Healthy Tune-Up Workshops 6,225
Total Outreach 20,758

2016-17 CSWHP Workshop Participants Overview

The Center for Student Wellness and Health Promotion provides campus outreach through workshops, focusing on educating students on a variety of health topics. A total of 179 workshops were conducted on campus during the 2016-17 school year, reaching 6,225 UCI students. Workshop participants are asked to evaluate each workshop including giving suggestions for improvement and other topics of interest to them. These evaluations are taken seriously and modifications are made by each program manager based on the feedback. Overall, the evaluations and personal feedback from the students has been positive and has brought students into the CSWHP to access services and programs, as well as to become volunteers, interns and/or Peer Health Educators.

<table>
<thead>
<tr>
<th>Workshop Titles</th>
<th>Total Presentations</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Awareness</td>
<td>36</td>
<td>234</td>
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<tr>
<td>Alcohol HTU</td>
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<td>566</td>
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<td>Bystander/Step Up</td>
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<td>209</td>
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<tr>
<td>Nutrition</td>
<td>12</td>
<td>299</td>
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<tr>
<td>Body Image</td>
<td>3</td>
<td>35</td>
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<tr>
<td>Sexual Health</td>
<td>36</td>
<td>2,897</td>
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<tr>
<td>Stress/Self-Care</td>
<td>41</td>
<td>751</td>
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<tr>
<td>Time Management</td>
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<td>156</td>
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<tr>
<td>Financial Wellness</td>
<td>9</td>
<td>161</td>
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<tr>
<td>Mental Health</td>
<td>8</td>
<td>123</td>
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<tr>
<td>Other Drugs</td>
<td>6</td>
<td>685</td>
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<td>TIPS</td>
<td>5</td>
<td>67</td>
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<tr>
<td>Self-Esteem</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>179</td>
<td>6,225</td>
</tr>
</tbody>
</table>
CONSULTATIONS 16-17

ETHNICITY

GENDER
• The Center for Student Wellness & Health Promotion serves both undergraduate and graduate students.
• The Center for Student Wellness & Health Promotion actively participates in the UCI Wellness and Safety Partnership, CCR Team, AOD Task Force, Veterans Task Force, Smoke/Tobacco-Free Policy Committee and many other campus committees and groups.
• Nearly all members of the Center for Student Wellness & Health Promotion staff participate in at least one community coalition and/or task force.
• The Center for Student Wellness & Health Promotion has included outreach efforts to graduate students:
  o Several discussions, workshops and other efforts with AGS regarding graduate student needs and concerns.
  o Participation in Graduate Student Orientation.
  o Various presentations or collaborations for the Graduate Resource Center, Graduate Housing and Graduate Division.
• Various staff develop and maintain ongoing working relationships with academic departments, either providing workshops, practicum/field-study opportunities or other collaborative programs.

V. HISTORY
• The catalyst for Health Education was a CPR training program started in Student Health Services in the mid-1980’s. Dr. Gerry Sinikin also supported a peer education program that sponsored an annual health fair for students. Dr. Sinikin funded the fairs for many years as he chaired the Irvine Health Foundation.
• Greek Advisor Ellen Reibling was awarded one of the first Fund for the Improvement of Post-Secondary Education (FIPSE) grants for alcohol prevention programs in 1987. At the same time, David Souleles was developing an HIV/AIDS Education program for the Dean of Students Office. They joined forces in 1990 and opened Health Education in the Gateway Building adjacent to Aldrich Park. Thomas Parham, Assistant Vice Chancellor, established the department as independent in 1994 when the Counseling and Health Services Cluster was formed, and named Ellen Reibling the first director. The department moved into an expanded area when the Phase IV Student Center renovation was completed in Fall 2008. The number of career positions has grown from 2.5 FTE to as many as 8.0 FTE, and is currently at 6.10 FTE.
• The department has sponsored an annual health fair since 1994. Health Education was awarded two regional dissemination grants in the early 1990s to help other campuses establish alcohol prevention programs, providing consultations to CSU Fullerton, CSU Long Beach, Loyola Marymount, UC Riverside and University of La Verne before their programs were established. The department also distributed a student publication called the "Project Aware Resource Bin" which sold more than 200 copies. UCI Health Education hosted one regional and two national prevention meetings in the mid 1990’s, and this tradition is continuing today. Peer education programs have been offered for academic credit from Education, Social Ecology and Social Sciences with emphasis on alcohol (Students to Enhance Peer Sobriety or STEPS) and general health (Community Peer Health Educators). The Center for Student Wellness & Health Promotion now has its own formal Peer Educator program, managed by our Wellness & Peer Education Programs Manager. The program consists of three topic-based groups: Alcohol and Other Drugs (AOD), Sexual Health and Wellness. The department has also supported four student organizations: IMAGE (Body image awareness), START (Tobacco), RADD Crew (alcohol education and DUI prevention) and Active Minds (emotional health).
• The department has been significantly supported by grants throughout its history, and funders have included US Department of Education (FIPSE and Office of Safe and Drug Free Schools), Substance
Abuse and Mental Health Administration (SAMHSA), National Collegiate Athletic Association (NCAA), California Office of Traffic Safety, California Department of Alcohol and Drug Programs, Irvine Health Foundation, Community Alliance Network and California Tobacco Control Section. For many years, Health Education hosted AIDS Walk Orange County, and was the only prevention organization receiving an annual grant allocation.

- In June 2015, after celebrating its 25th Anniversary as the Health Education Center, the department officially changed its name to the Center for Student Wellness & Health Promotion in order to align itself with American College Health Association (ACHA) and Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines, and the field of health promotion in general.
- The Center for Student Wellness & Health Promotion continues to be a national leader in hosting regional and national events. In February of 2013, we hosted the California Statewide Wellness & Health Promotion Directors meeting. In November 2015, the campus hosted the national Active Minds College Mental Health Conference due to the success of our campus Active Minds Chapter. In May of 2016, the campus hosted the national Step Up! Bystander Facilitator Training Conference.

VI. LOCATION

G319 Student Center South
ZOT: 6125
- The department moved into this expanded area when the Phase IV Student Center renovation was completed in fall 2008, and now shares some space with Campus Assault Resources & Education (CARE) as of fall 2011.
- The Center for Student Wellness & Health Promotion is located on the same floor as key Student Affairs departments including Student Life & Leadership; the Lesbian, Gay, Bisexual and Transgender (LGBT) Resource Center; International Student Center; Veteran Services; and Hospitality & Dining Services. This strengthens our ability to serve students’ needs as well as effectively partner with colleagues on projects and initiatives.

VII. ASSETS Major facilities, technologies, and equipment

The Center for Student Wellness & Health Promotion occupies approximately 2,200 sq. ft. of space including approximately 900 sq. ft. of office space, 520 sq. ft. of student work space (shared with CARE), 220 sq. ft. conference room (shared with CARE), 200 sq. ft. of reception/lobby area, 200 sq. ft. Wellness Room, 120 sq. ft. storage room, and 85 sq. ft. consultation room (Lactation Station and other private consultations).

TECHNOLOGY

Computers, digital displays, camera/video equipment, audience-response clicker system/software, and other basic technology equipment.

EQUIPMENT

The only equipment asset for CSWHP, based on the $10,000 value mark, is our golf cart, which is required to haul programming and outreach supplies/equipment to the various programs and activities that we provide for the campus.

VIII. REGULATORY REQUIREMENTS

The campus First Year Internet Required Safety Training (FIRST) module, an alcohol/sexual assault training required for all first-year and transfer students to UCI. This is a shared responsibility with CARE.

We actively participate in the coordination of compliance with the federal Drug-Free Schools and Communities Act, collecting and providing data and feedback on the student side of the requirement. We also do an annual review of relevant areas (primarily AOD) of the campus Clery/ASR report.
For a complete list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

- Budget cuts to Health Education since 2002 continue to be a major concern. Our entire permanent funds budget was essentially cut in 2011-12, as part of the Student Affairs budget plan, although the funding was back-filled with funding from Student Health Center (via VCSA/AVC WHCS). However, this funding only covers our current staff salaries and benefits and does not provide any funds for casual staff, student staff, professional development/training or programming. We have been able to secure some SFAC support over the last few years (a total of $16,000 to support various programming efforts, 50% of the Wellness & Peer Education Program Manager position, and the 25% portion of the Registered Dietitian position). Temporary allocations, voluntary reductions in salary and some savings from grants are the only operating resources available to support these expenses. We are currently using department reserves to support these operational costs, but expect those reserves to be depleted this year if we continue with this model. This has resulted in the need to cut back staffing, rely heavily on student staff and volunteer peer educators, and to cut back on some programs.

- While we recognize that space is at a premium on campus, the CSWHP Wellness Room was reallocated to another unit to convert it to an office. With students reporting stress being the #1 barrier to academic success, this is a critical need and resource for students. ASUCI asked CSWHP to create a wellness room space at their annual Reclaiming Mental Health conference this year, and it was heavily utilized and appreciated by students at the conference. We even collected data that supports this as a resource that students definitely want back and would utilize. We hope that we are eventually given that space back for students to again utilize and build upon to support their mental and emotional wellbeing.

- While we finally have a Registered Dietician/Nutritionist on staff now, it is a part-time position shared with Student Health (25% time in each department). This is still inadequate for a campus of our size and a major gap concern considering all of the food allergies, food insecurity concerns and fad diets that remain a major issue for UCI students, along with the disordered eating and more serious clinical concerns that students can face.

XI. MISCELLANEOUS

Not available

XII. 2016-17 ACCOMPLISHMENTS

- After losing four full-time staff members from January-July of 2016, the summer was spent running the search for a new Assistant Director and the fall quarter was spent running three simultaneous searches for the Department Coordinator, Wellness & Peer Education Programs Manager, and the Alcohol & Other Drug Programs Manager. As of February 1, 2017 the department was finally back to being fully staffed again.

- While we ran all of these searches during summer and fall, we were somehow able to essentially match the 2015-16 outreach numbers with only half our staff during summer and fall of 2016. While it was extremely challenging to do the work for three vacant full-time positions on top of regular job duties and expectations, it was incredibly inspiring to experience the new energy and enthusiasm of new staff literally hitting the ground running as they came on board. By the end of the year, we had almost doubled the outreach production from the previous year, reaching over 20,000 students with our program and services.
Our Wellness & Peer Education Program Manager and our Registered Dietitian/Nutritionist have taken an active/leadership role with the Food/Basic Needs Security Initiative. They received funding and salary support to create the “Smart ‘Eaters” workshop series. The 3-part series of workshops covers healthy eating, eating on a limited budget (including basic financial wellness and decision-making) and healthy cooking demo. This series debuted during the winter quarter and, due to its success, was offered twice during the spring quarter. Students who attended each workshop got to choose a basic kitchen utensil to add to their kitchen “tool kit.” Based on the success of this series coupled with data illustrating significant food security concerns of students, a special SPOP session was added to let incoming students know about food security and the various resources available to them when they arrive to campus, including the new FRESH Basic Needs Hub.

UC President Janet Napolitano provided funding for a systemwide wellness initiative called the Healthy Campus Network initiative in 2016-17. The initiative is intended to demonstrate a campuswide commitment to health and wellness as a priority on all ten UC campuses. Dr. Dan Cooper from the UCI Medical School (ICTS – Institute for Clinical & Translational Science) was selected to lead the initiative for UCI, but several CSWHP staff are actively involved in leadership roles. Director, Doug Everhart, serves on the overall Advisory Group for the initiative; Assistant Director, Beth England-Mackie, serves as one of the Sexual Health Workgroup Leads; Wellness & Peer Education Program Manager, Natalie D’Azzo, serves on both the Nutrition and Mental Health Workgroups; and Jody Margolis, Registered Dietitian/Nutritionist, serves on the Nutrition Workgroup.

CSWHP received an allocation of $20,000 to support wellness programming for Local Control Formula Funding (LCFF+) and first generation student populations. This funding was used to support the administration of the NCHA survey, support the Smart ‘Eaters Series, support de-stress activities at the end of the quarter, implement a “Wellness in the Park” event, and host a dinner/focus group where LCFF students could express their health and wellness needs/concerns.

Director Doug Everhart presented the Step Up! Bystander Intervention program at the National Meeting on AOD Issues in Higher Education at Ohio State University in August, 2016. The program demonstrates bystander intervention as an effective strategy to address AOD and other health-related concerns on campus and in the community.

Director Doug Everhart and Assistant Director Beth England-Mackie presented a workshop titled “Creating Synergy on your Campus Around Health Messaging” at the Building Healthy Academic Communities (BHAC) Summit at the University of Florida in April 2017. The workshop demonstrated effective collaboration strategies utilized at UCI for both AOD and Sexual Health between CSWHP and our campus partners.

We were able to implement and administer the National College Health Assessment (NCHA) survey from the American College Health Assessment (ACHA) this spring quarter. We sent the survey to all 31,000+ students, and nearly 2500 were completed. While this is still less than a 10% response rate, it more than doubled the less than 4% response rate we’ve received from random samples in the past. In addition to separate undergraduate and graduate reports, we were also able to get some targeted reports for first generation and LCFF students, providing specific data to develop targeted programming and messages for those populations.

XIII. 2017-18 GOALS

- Address the budget/funding concerns and identify sustainable solutions
- Continue to seek and build partnerships with academic departments
- Seek to get our Wellness Room space back and functioning again
- Continue to increase awareness and visibility of our center as a valuable student resource
- Provide professional development opportunities for staff, as possible
• Fill AOD Program Manager position to return to full staffing and do a comprehensive review at the end of the year for the production of the annual report

XIV. AWARDS

• Jody Margolis, Registered Dietitian/Nutritionist, received an Outstanding Supporters of Prevention Award from the Irvine Prevention Coalition for her work on campus.

• Our Active Minds Chapter also received an Outstanding Supporters of Prevention Award for their outstanding work on campus, raising awareness about student mental health and reducing stigma around help-seeking behavior.

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Peer Health Educators

LEADERSHIP DEVELOPMENT

Peer Health Educators will increase their knowledge of program and event planning and be able to implement at least two programs and/or events as measured through direct assessment and post-evaluation survey.

Measured By: Direct assessment without rubric; post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results

Peer Health Educators

PROFESSIONAL & ADMINISTRATIVE SKILLS

Peer Health Educators will increase their knowledge of the CSWHP programs, resources and services as measured through a self-evaluation survey and direct assessment by CSWHP staff.

Measured By: Direct assessment without rubric; post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results

CSWHP Workshops

CIVIC & COMMUNITY ENGAGEMENT

Students who attend CSWHP workshops will increase their knowledge of health and wellness programs, resources and services as measured by the CSWHP Workshop Evaluation.

Measured By: Post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results
I. VISION & MISSION

VISION

Not available

MISSION

To provide high quality early care and education programs for UCI students, staff, and faculty.

CORE COMPETENCIES

- All teachers and directors have *Child Development Permits*, issued by the *California Commission on Teacher Credentialing*.
- Four of our site directors have Master’s Degrees: two in Early Childhood Education, one in Human Development, one in Social Work, and with an emphasis on Children & Families. One site director has a Bachelor’s Degree in Child and Family Studies.

II. WORKFORCE

MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Laura Finley-Sanbrano</td>
<td>Director, Child Care Services</td>
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<tr>
<td>Lisa Martinez</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Wenli Lin</td>
<td>Director, Early Childhood Education Center &amp;</td>
</tr>
<tr>
<td></td>
<td>Asst. Director, Child Care Services</td>
</tr>
<tr>
<td>Teresa Hoveland</td>
<td>Director, Infant Toddler Center</td>
</tr>
<tr>
<td>Neli Iotzova</td>
<td>Asst. Director, Infant Toddler Center</td>
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<tr>
<td>Julie Bookwalter</td>
<td>Director, Extended Day</td>
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<td>Leslie Josephson</td>
<td>Director, Children’s Center</td>
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<tr>
<td>Amy Swee</td>
<td>Director, Verano Preschool</td>
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STAFF

Career (FTE)

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<tr>
<td>Career FTE Total:</td>
<td>55.55 FTE</td>
</tr>
</tbody>
</table>

Career Headcount 50

Student Staff 100+ employees

Other None

*For Organization Chart, see end of Child Care Services section.*

III. SERVICES PROVIDED

Early Care and Education Programs

IV. THOSE SERVED

Students, staff, faculty and community
V. HISTORY

Verano Preschool was our first site, opening in 1969. Children’s Center, our first full-day site, which opened in 1972, was followed by Extended Day in 1978, and Infant Toddler in 1980. Children’s Center, Extended Day, and Infant Toddler Center all serve low-income students as well as faculty and staff. In 1989, UCI opened the Early Childhood Education Center. In April, 2015 Child Care Services moved from Auxiliary Services to Wellness, Health and Counseling Services.

VI. LOCATION

Child Care Services
501 Adobe Circle Road
ZOT: 2250

Children’s Center
6533 Adobe Circle Road

Early Childhood Education Center (ECEC)
501 Adobe Circle Road

Extended Day Center
6537 Adobe Circle Road

Infant Toddler Center
533 California

Verano Preschool
3300 South Verano Road

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

- Children’s Center: 2,065 ASF
- Early Childhood Education Center: 6,523 ASF
- Extended Day Care Facility: 2,701 ASF
- Infant Toddler Center: 10,299 ASF
- Verano Preschool: 1,433 ASF

TOTAL: 23,021 sq. ft.

TECHNOLOGY

File Maker Pro Database
NoHo Child Care Management Software 2016
Refresh center director’s computers 2015

EQUIPMENT

Three large play structures (two at ECEC & one at Children’s Center)

VIII. REGULATORY REQUIREMENTS

Child Care Services regulatory requirements are:

1) Title 5 of the California Department of Education. This dictates nearly everything we do at the centers. It is mainly state code, but does include some federal, i.e., Federal Food Program.
   Website – www.cde.ca.gov/fg/aa/cd/ftc2010.asp (specifically, all of CCTR and CSPP)

2) Title 22 – California Department of Social Services. This also dictates what we do.
3) NAEYC (National Association for the Education of Young Children) Accreditation. Other requirements.
   www.naeyc.org/academy/pursuing/sitevisitreq, click on “Required Criteria”
4) Various Health and Safety Codes, i.e. Playground Regulations
   www.playgroundsafty.org/standards/state.htm#california

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Child Care Services Advisory Committee:

Chair: Doug Haynes – Vice Provost for Academic Equity, Diversity & Inclusion; Professor, History; Director, ADVANCE Program
Vice-Chair: David Meyer – Professor, Sociology

X. MAJOR ISSUES

- Revenue
- Teacher/child ratios
- Full enrollment
- Teacher retention
- Building maintenance

XI. MISCELLANEOUS

In addition to serving student, staff and faculty families, Child Care Services is a field study site for Social Ecology and Public Health bringing us over 100 interns every year. We also serve as observation sites for the Schools of Education, Social Science, local community colleges and, on occasion, the School of Medicine.

In the most recent report (2009), UC Systemwide Advisory Committee on the Status of Women, Work-Life Subcommittee, identified UCI Child Care Services as “the model for childcare” within the UC System because we offer over 500 spots, are located in a number of sites, all are high quality, and parents feel they have a choice.

XII. 2016-17 ACCOMPLISHMENTS

- Earned grant support from the State of California Department of Education (CDE) in the excess of $237,000
- Earned grant support from State of California Child Nutrition Services in the excess of $50,000
- Successfully completed the State of California Desired Results Profiles, Parent Surveys, Environmental Rating Scales, and Annual Report
- Maintained NAEYC Accreditation at the Early Childhood Education Center and Verano Preschool
- Infant Toddler Center and Verano Preschool participated in Quality Rating Improvement System
- Provide in-house trainings for the teaching staff on the classroom Environment and Learning Naturally a Community of Learners Roundtable (3-part series)
- Held our 11th Annual Child Care Services Staff and Family Picnic
- Participated in all UC system-wide Child Care Director meetings
- Continued membership with the City of Irvine Child Care Committee
• Continued partnership with Housing for ground services
• Continued to collaborate with Anteater Recreation Center to provide CPR/First Aid training to all teaching staff
• Continue to collaborate with Student Health Center to train staff on how to avoid catching illnesses in the child care setting.
• Worked with various professors on campus doing research at the centers
• Implemented 3-part training series for newly employed student staff
• Received Small Cap Funding to repair structural beam and patio cover at Children’s Center.
• Created department curriculum committee
• In collaboration with OEOD, created a Leadership and Diversity Certificate for the career teaching staff for our September staff development week
• Purchase new childcare management software, NOHO
• Created new Child Care Services brochure
• Wrote new mission statement and values for department to align with current research/best practices in early care and education as well as the University
• Completed painting of interior of modular at the Infant Toddler Center, moved front office to new building, installed new vinyl flooring at modular building

XIII. 2017-18 GOALS

• Continue NAEYC Accreditation process for Infant Toddler Center and Children’s Center.
• Introduce new staff employee policy and procedure handbook
• Review mission statement and implement guiding principles/core values for department
• Update website
• Renovate and repair playground at Children’s Center

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Pending

2017-18:

Student Employees/Peer Educators Collaborative Assessment

Students participating in Registrar student employee training will directly demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills through training exercises. Particular focus on increasing knowledge areas across Enrollment Services. Part of STUDENT EMPLOYEE/PEER EDUCATOR Collaborative Assessment.

Measured By: Direct assessment: product or observation without rubric
Results: To be reported Summer 2018
Use: Reporting results
Student Training

New student employees will participate in a quarterly in-depth training that covers a variety of child development topics.

Measured By: Pre and post surveys; checklist

Results: To be reported Summer 2018

Use: Reporting results
WELLNESS, HEALTH & COUNSELING SERVICES
COUNSELING CENTER

I. VISION & MISSION

VISION

• To be a Counseling Center recognized for its commitment to multiculturalism and social justice through its high quality clinical and outreach services, research, diverse staff and training programs.
• Provide national and international leadership in addressing mental health issues on university campuses through active participation in the development of innovative services, polices and applied research.

MISSION

• Serve as the primary counseling and mental health agency for UC Irvine undergraduate, graduate and professional school students
• Provide support to the University community through crisis intervention, training on mental health issues, outreach programs and consultation services
• Assist students with their academic success by developing dimensions of wellness particularly in the arena of mental health
• Facilitate referrals for students with chronic and severe mental health issues needing long-term and extensive services to other appropriate community providers
• Facilitate the development of culturally competent mental health professionals in the field by providing education and training for psychologists, and other mental health providers.
• Engage in applied research to develop and deliver services and interventions based on evidence-based practices and standards of care.

CORE COMPETENCIES

• Professionalism
• Reflective practice
• Scientific knowledge and methods
• Relationships
• Individual and cultural diversity
• Ethical, legal and risk management standards and policy
• Interdisciplinary systems and integrated care
• Assessment
• Intervention
• Supervision
• Consultation
• Research and evaluation
• Consumer collaboration
• Public policy/advocacy
• Strategies to decrease mental health care disparities

II. Workforce

Management Team

Jeanne E. Manese, Ph.D.  Director
Frances S. Diaz, Psy.D.  Training Director/Associate Director
Vivian A. Yamada, Psy.D.  Clinical Director/Associate Director
Theodore R. Burnes, Ph.D.  Assistant Director/Quality Assurance and Research

Staff

Career (FTE)
Filled:  29.3 FTE (includes administrative support and licensed professionals)
Provision:  6.8 FTE
Career FTE Total:  37.1 FTE
Career Headcount  41
Student Staff  Volunteer only
Other
  Interns:  4.0 Interns
  Limited  0.2
  Contract:  Employees
Other Total:  7.8

For Organization Chart, see end of Counseling Center section.

III. Services Provided

- Short-term time-limited individual, relationship, group and family counseling
- Accessible urgent care including after-hours mental health phone consultation, case management and referral.
- Psychiatric evaluation and intervention available on a limited basis for students concurrently seen in therapy.
- A wide range of workshops related to mental health, interpersonal and developmental issues, academic success strategies, and coping and resiliency are offered annually to students by Counseling Center professional staff.
- Learning disability assessment available on a limited basis to serve students without adequate insurance coverage.
- Consultation, crisis intervention and training on mental health issues, and outreach programs to students, staff and faculty.
- Student “peer to peer” programs related to mental health, academic success, personal growth and development
- Limited psychological assessment
- Services are free of charge to currently registered students. Students with chronic or severe mental health issues needing long-term or extensive services are provided with case management services including referral to other appropriate community providers.

IV. Those Served

- UC Irvine undergraduate, graduate and professional school students
  - Total student population = 35,242 (Fall 2017) – All services
o UCI Faculty and staff = 15,868 (fall 2017*) – Consultation, outreach, training, crises intervention


V. HISTORY

1970 Counseling Center opened in fall

1980 UCI Counseling Center obtains APA accreditation for pre-doctoral internship

1997 Decentralized services to the School of Medicine

2004-05 Transitioned to electronic medical records

2007-08 Implemented psychiatry consultation service at the Counseling Center

2008 Campus Mental Health Model – Single Point of Entry with UCI Counseling Center designated primary mental health agency on campus

2009-10 Decentralized services to Disability Services Center including practicum to increase learning disability assessment for UCI students

2010 Added after-hours mental health services by telephone (ProtoCall)

2011 Awarded state-funded Student Mental Health Initiative ($537,992) – CalMHSA Counseling Center Peer Review process initiated

2012 Counseling Center undergoes restructured governance under the UCOP Senior Vice President for Health Sciences and Services

Formalized credentialing and privileging and systemwide standardization in electronic medical record technology (PnC)

Decentralized services to the School of Medicine are centralized

2013 California Psychology Association (CPA), Continuing Education Provider status attained

Integrated learning disability assessment into Counseling Center services

2014 Expanded interdisciplinary staffing to include case management services by adding Clinical Social Worker

Attained APA Continuing Education Provider Status
Counseling Center implements social media technology for outreach services

2015 Counseling Center Annex in Student Center opens in fall

Implemented Incident Based Peer Review policy
2016  Expansion of Counseling Center Annex to 12 offices (4th floor Student Center)
      Expanded management team to include Assistant Director/Quality Assurance &
      Research

2017  Psychologists become union represented (UPTE)
      Received Local Control Funding Formula (LCFF) grant of $12,500 to expand the Goals
      in Action Program

VI. LOCATION

203 Student Services I, Counseling Center
ZOT: 2200
- 29 offices, 2 storage rooms, 2 group rooms, 1 conference room, 1 waiting room, 1 reception area, 1
  computer room, 1 kitchen, 2 small storage rooms
Counseling Center Annex
- 12 offices, 1 waiting room, 1 reception/storage area

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
5,282 square footage – Counseling Center Main Office
2,210 square footage – Counseling Center Annex

TECHNOLOGY
Point and Click electronic record Software

EQUIPMENT
Standard office equipment: computers, copier, fax

VIII. REGULATORY REQUIREMENTS
- American Psychological Association (APA) Accrediting Agency
- Health Insurance Portability and Accountability Act (HIPAA) - Federal Law
- Various sections of CA State Law that govern the Practice of Psychology, Psychiatry and Social Work
- California Medical Information Act (CMIA) - CA State Law
- Family Educational Rights and Privacy Act (FERPA)

For a full list Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE
UCI Counseling Center Governance

X. MAJOR ISSUES
- Continued increase in campus population of students with more complex and severe mental health
  issues has necessitated organizational restructuring and more attention to staff recruitment, retention
  and burnout. Competition for high quality staff and salary structure has made the hiring of new
  staff more difficult.
- Space allocation has not kept pace with the growth of the campus and demand for services. While the
  Counseling Center capacity for services was significantly increased with the Annex expansion, the
Annex space is a “rental” agreement with the Student Center. Obtaining adequate permanent space is critical to service the demands.

- Rapid rise in risk management activities and expectations. The number of campus consultation team meetings continues to increase with additional attention directed to preventing violence on campus. Concurrently, there are increased demands at the Counseling Center for time consuming incident reports, internal/external peer reviews, chart reviews, risk management responsibilities, electronic record standardization, case management, development of extensive new policies and procedures, and record keeping.
- Call for participation from the Counseling Center Management team for committees from UC Office of the President (UCOP) has greatly increased the time needed for Center administrative activities. Likewise, increased staff and utilization of services has created an increased need for administrative management and supervision.
- General funding for supplies and expenses is inadequate. Almost all increased funding over the past five years has been specifically earmarked for salaries only.
- Union representation of Counseling Center staff in four different unions has increased the complexity of personnel issues.

XI. MISCELLANEOUS

- Rapid expansion of student population overall and self-supporting degree programs for students has created increased demands and complexities in determining student eligibility for services.
- Current national leadership has initiated executive orders and legislation that has negatively impacted marginalized student groups prevalent on our campus.
- Complexity of national and statewide privacy laws has highlighted the longstanding need for a systemwide attorney specializing in mental health law.

XII. 2016-17 ACCOMPLISHMENTS

- Continued surpassing wait time goal of serving students for initial assessment appointment within 10 business days. Average of 4.9 business day wait time for initial assessment in 2016-17.
- 12% increase in number of students served through clinical services, and 19.9% increase in number of student visits at the Counseling Center from 2015-16 to 2016-17.
- Obtained $12,500 in Local Control Fund Formula Grant to increase Goals in Action (GIA) participants. Winter quarter 2017 had a 63.5% increase in the number of GIA students served and spring quarter 2017 had a 91% increase in the number of GIA students served compared to 2015-16.
- Successfully recruited and hired 3 additional permanent staff members in winter-summer 2017
- Expanded opportunities for students by 1) initiating additional field study at the Counseling Center for undergraduates, and 2) consistently including students in staff search process
- Completed American Psychological Association site visit June 2017
- Implemented a client self-checkin process to increase efficiency at both the Main Center and Annex.

XIII. 2017-18 GOALS

- Increase 1) clinical mental health services, and 2) outreach programs provided to the UCI campus community through added technology (i.e., WellTrack)
- Outreach efforts will include a focus on collaboration with other campus units.
- UC Counseling and Psychological Services (CAPS) has reached a consensus to seek and maintain IACS accreditation. Due to shortages in budget, time and personnel, the application process has been put “on hold” since 2007-08, but remains a goal for the future.
- Fill all current vacant positions at the Counseling Center
XIV. AWARDS

American Psychological Association Fellow Society of Counseling Psychologists – Theo Burnes, Ph.D.

XV. LEARNING OUTCOMES

2016-17 Updates:

**Student Employees/Peer Educators Collaborative Assessment**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Students participating in COACH peer educator training will directly demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills through training exercises. Part of STUDENT EMPLOYEE/PEER EDUCATOR Collaborative Assessment

**Measured By:** Direct assessment: observation with rubric (e.g., demonstration, performance, presentation; direct assessment: product with rubric (e.g., portfolio, writing sample, journal); direct assessment: product or observation without rubric

**Results:** The rubrics were used on 4 occasions over the course of the Fall 2016 training of all peer coaches, where each peer coach rotated through each of the roles outlined above. Rubrics assessed peer coaches’ development of attentive listening skills and readiness to be assigned clients (students seeking coaching services) upon the start of Winter 2017 quarter. Peer coaches needed scores of 2 or better (on a 3-point rating scale) to be considered ready to see clients. 100% of peer coaches earned mean scores of 2.7 or better in 4 different role-plays.

**Use:** Providing student or participant feedback; reporting results

2017-18:

**Creating Options and Conquering Hurdles (COACH) – Peer Program**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Students participating in COACH peer educator training will directly demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills through training exercises. Part of STUDENT EMPLOYEE/PEER EDUCATOR Collaborative Assessment.

**Measured By:** Direct assessment: product or observation without rubric; direct assessment of product with rubric

**Results:** To be reported Summer 2018

**Use:** Providing student feedback; reporting results
I. VISION & MISSION

VISION

UC Irvine Disability Services Center (DSC) strives to set the standard for best practices in providing support services and federally mandated disability related accommodations, aides and services. DSC will provide a model program for social justice by promoting equal opportunities and accessibility to diverse student populations in all areas of the educational experience in a universally accessible environment.

MISSION

UC Irvine recognizes students with disabilities as a diverse part of its student body and seeks to provide genuine, meaningful opportunities for all students and full participation in every program and promotes independent living and economic self-sufficiency. DSC is committed to fostering a community where every student is a contributing member and is recognized for their abilities and talents. DSC helps foster an inclusive and supportive environment through an intersectional model that builds and maintains partnerships across the campus community.

CORE COMPETENCIES

• Provide direct disability related accommodations and services to students, parents, faculty and staff
• Stay current about new practices in providing support and legally required services
• Provide ongoing training opportunities for faculty and staff by promoting equal access and universal learning
• Provide student counseling in disability management and self-advocacy
• Raise disability awareness and advocacy within the university community

II. WORKFORCE

MANAGEMENT TEAM

Ingrid Fahr  
Interim Director
vacant  
Assistant Director/Disability Specialist
Somphone Eno  
Assistive Technology Manager

STAFF

Career (FTE)
Filled: 5.85 FTE
Provision: 0 FTE

Career FTE Total: 5.85 FTE
Non-FTE Career 7.15
Headcount 12
Student Staff 22 part time and approximately 125 Notetakers per quarter
Other See supplemental material

For Organization Chart, see end of the Wellness, Health, & Counseling Services section.

KEY ELEMENTS OF ENGAGEMENT

• Individual intakes and disability management meetings with students
• Coordination of testing and note-taking accommodations
Creation of workshops, one-on-one meetings and handouts for students about various topics (i.e., test anxiety, study strategies, organization)
Dissemination of scholarship, internship and employment information via web, email and flyers
Communication with faculty and staff regarding student accommodations

III. SERVICES PROVIDED

The Disability Services Center provides and coordinates:

- Legally mandated accommodations and support services (Americans with Disabilities Act and the Rehabilitation Act).
- Workshops, tutorials, programs, services and auxiliary aids that enable students with disabilities to maximize their educational experience at UC Irvine without giving them an unfair advantage. DSC serves as a resource for the entire University community to ensure students with disabilities can freely and actively participate in every facet of University life.
- Ring Road Rides – Golf cart transportation program 7:45 a.m. to 6:45 p.m.
- Test/exam proctoring 8:00 a.m. to 10:00 p.m.

HOURS OF OPERATION

- Monday through Friday, 8:00 a.m. to 10:00 p.m.
- DSC is closed to walk in traffic at 5:00 p.m. / exams proctored until 10:00 p.m.

REGULAR SERVICES

- Verification of disability documentation and eligibility for services
- Engage with students for registration; counseling and assistance regarding disability management and accommodations
- Provide legally mandated academic accommodations and support services
- Serve as liaison with students, faculty, staff and administration
- Provide disability equipment needs, services and training
- Provide sign language interpreting, real-time captioning
- Establish and provide student support groups
- Educate campus community on student disability issues including appropriate accommodations, library and lab adaptations, facility and program access, and effective communication
- Provide golf cart transportation (Ring Road Rides) for students, faculty, staff and visitors with permanent or temporary disabilities
- Evaluate campus for accessibility

PROGRAMS

- **Student Support Groups/Organizations:** DSC sponsors 2 student organizations and a social gathering:
  - The Social Club @ UCI – A support group for students with Autism/Asperger’s Syndrome & other social disorders (15 students). Event date: weekly
  - Best Buddies – A group of UCI students who are Community Service Mentors for K-12 students with developmental disabilities (50 participants). Event date: weekly
  - The DSC Social Hour – An opportunity for all students registered with DSC to interact and support one another (20 students); Event date: weekly

- **Faculty/Teaching Assistant/Academic Advisor and Departmental Training:** Trainings are conducted upon request at various academic departments and university divisions such as student advising units, Housing, Ombudsman and OEOD. The goal of the trainings is 1) to provide information regarding legal
mandates and awareness of disabilities, and 2) to ensure faculty and staff are aware of available DSC resources and to provide accurate, qualitative information regarding the world of disability. Approximately 500-600 attend these trainings annually.

- **Disability Awareness Programs:** Disability Awareness Week (DAW) is a week of events in the second week of October each year, as mandated by the UCOP. The purpose of these events is to raise campus and community awareness regarding disability issues (i.e., appropriate accommodations, effective communication, types of disabilities). Events include guest speakers, workshops and handouts. A total of 200-400 students and community members and 50-100 faculty and staff participate throughout the week. For DAW 2016, DSC hosted the Disability Rights of California office to speak about voting rights, and Erin Merryn, the activist behind Erin’s Law. Event date: October 9-13, 2017.

- **disAbility Ally Training:** The disAbility Ally training is an opportunity for staff and faculty to learn how to become an effective Ally for persons with disabilities at UC Irvine. The training helps to identify personal biases while expanding and strengthening knowledge, skills and attitudes around individuals with disabilities. Event Date: various

- **Anteater Ally Training:** This Ally training focuses on providing information from students to students in a peer environment. The training helps to identify personal biases while expanding and strengthening knowledge, skills and attitudes around individuals with disabilities. Event Date: various

- **Off-Campus Presentations & High School College Nights:** The purpose is to provide information and personal contact to high school students, parents and school counselors and teachers regarding admissions, accommodations and services provided by the Disability Services Center. UCI logo items and informational brochures are provided. Approximately 25-100 participants attend each event. Event date: various.

### IV. THOSE SERVED

The Disability Services Center serves students with permanent or temporary disabilities.

<table>
<thead>
<tr>
<th>UNIVERSITY OF CALIFORNIA</th>
<th>SERVICES TO STUDENTS WITH DISABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Served 2015-2016</td>
<td></td>
</tr>
</tbody>
</table>

#### Campus: IRVINE

<table>
<thead>
<tr>
<th>CLIENT TYPE</th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Staff</th>
<th>Totals</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>973</td>
<td>294</td>
<td></td>
<td>1,267</td>
<td>956</td>
</tr>
<tr>
<td>Temporary</td>
<td>166</td>
<td>22</td>
<td>6*</td>
<td>194</td>
<td>69</td>
</tr>
<tr>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
<td>(UG &amp; G combined) 161</td>
<td>88</td>
</tr>
<tr>
<td>Totals</td>
<td>1,139</td>
<td>316</td>
<td>6</td>
<td>1,461</td>
<td>1,337</td>
</tr>
</tbody>
</table>

The total number of students served is increasing annually. Since 2006 DSC has seen a significant rise of in the number of students receiving accommodations. *Staffing and pending numbers are not included in the total served. In 2015-2016 a 20% increase occurred. DSC does not collect ethnicity, but does collect disability categorical information. UC Directors of Disability Services have determined specific categories of disabilities to track and report, which include:

- Blind
- Learning Disability
DSC attempts to have all students sign in upon arrival. The table above shows quarterly totals of students who signed in to utilize the center or meet with professional staff, the number of exams that were proctored, and Ring Road Rides during academic year 2016-17.

V. HISTORY

The Disability Services Center has been an active center on the UC Irvine campus and supervised by the Assistant Vice Chancellor, Office of the Dean of Students, since 1983. In August 2011 DSC supervision was changed to Associate Vice Chancellor, Wellness, Health & Counseling Services.

VI. LOCATION

100 Disability Services
ZOT: 5,250
Building 313 on UCI Map

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

Approximately 3,000 sq. ft.

TECHNOLOGY

- DSC MySQL data management system: Atlantis
- Kurzweil 3000 site license
- Zoom Text site license
- Dragon Naturally Speaking site license
- Jaws site license
- Livescribe smart pens
- Sensus Access site license

EQUIPMENT

- 2 High speed scanners
• 6 Golf carts
• 2 Motorized mobility scooters
• 3 CCTV
• 1 Sorenson
• 4 Wheelchairs, 2 knee walkers
• 1 High Speed Braille box embosser

VIII. REGULATORY REQUIREMENT ISSUES

• Americans with Disabilities Act As Amended (ADAAA)
• Rehabilitation Act
• Federal and State of California Disability Laws
• Agency
• Cost estimate of said requirement: Varies

IX. ADVISORY COMMITTEE

Not Available

X. MAJOR ISSUES

• Significant increase in requests for Emotional Support Animals in university housing continues. Requests have escalated from approximately 3 per quarter to 3 per week. With caseloads already over the advisable limit, the added burden and stress of requests continues to be a major concern.
• 16.2% increase in the number of students requiring disability related accommodations – 1,252 in 2015 to 1,455 in 2016.
• Lack of access to faculty and teaching assistants to provide Ally training, Universal learning technics and legal concerns regarding accessible classroom and course materials.
• Space will continue to be major issue for DSC. As seen from the above increase in testing numbers, DSC will be required to utilize additional spaces for testing several times each quarter.

XI. MISCELLANEOUS

STUDENTS SERVED

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Permanently Disabled</th>
<th>Temporarily Disabled</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL DISABILITIES:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad</td>
<td>Grad/Prof.</td>
<td>Undergrad</td>
<td>Grad/Prof.</td>
</tr>
<tr>
<td>Vision - Blind</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Vision – Low vision</td>
<td>15</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Mobility</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Other Functional Impairment</td>
<td>224</td>
<td>61</td>
<td>166</td>
</tr>
<tr>
<td>COMMUNIC. DISABILITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Other Comm. Disability</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deaf</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Hearing Impairment</td>
<td>30</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
## COGNITIVE DISABILITIES

<table>
<thead>
<tr>
<th>Disability</th>
<th>Undergrad</th>
<th>Grad/Prof.</th>
<th>TOTALS: (unduplicated)</th>
<th>TOTALS: (Undergrad + Grad/Prof.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>50</td>
<td>20</td>
<td>70</td>
<td>1,269</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td>185</td>
<td>49</td>
<td>234</td>
<td>294</td>
</tr>
<tr>
<td>Acquired/Traumatic Brain Injury</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Autism/Asperger’s Syndrome</td>
<td>60</td>
<td>4</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Psychological Disability</td>
<td>385</td>
<td>149</td>
<td>534</td>
<td>534</td>
</tr>
</tbody>
</table>

**SUBTOTALS:** (unduplicated)  
973  
294  
166  
22  

**TOTALS:**  
1,269  
188  
1,455

1. Total includes 270 students with multiple disabilities (co-morbidity).
2. Requirements: 84 (this number is noted in table above)

### XII. 2016-17 ACCOMPLISHMENTS

- Facilitated 6 Anteater Ally programs, an adaption of the disability Ally program for student leaders, training over 300 students to become disability allies
- DSC staff served on various campus search committees, affinity committees and task forces, such as Coordinated Compliance Review Team, Veteran task force, Veteran Reintegration Conference Series, Electronic Accessibility, Inclusion and Accessibility, Student Affairs Strategic Plan, Black Gala.
- Facilitated eight Disability Ally Trainings to faculty, staff and numerous departmental trainings on disability related issues, training over 200 to become disability allies
- DSC staff presented papers at regional and national conference and symposiums.
- Disability Services Faculty Handbook update: Providing Access for Students with Disabilities
- Launched the inaugural presentation of the Disability Scholarship program and provided two students with a $1,000 award

### XIII. 2017-18 GOALS

- Continue to maintain DSC counselor to student ratio to less than 1:175
- Work more closely with campus partners to improve accessibility of physical and electronic spaces
- Increase capacity to provide adequate space for students who require test accommodations
- Refresh and improve DSC website to reflect a social justice model of engagement
- Collaborate with local and national employers to provide internships and jobs for students with disabilities

### XIV. AWARDS

Not available

### XV. LEARNING OUTCOMES

#### 2016-17 Updates:

Pending
2017-18:

*Anteater Ally Workshop*

**LEADERSHIP DEVELOPMENT**

Students who have completed the 2-hour Anteater Ally Workshop provided by student peers and staff in the Disability Services Center will increase their knowledge and awareness of diversity as it relates to disability as an identity. Students will gain a personal awareness of bias, microaggressions and identify at least 2 strategies to employ to increase awareness and equity for people with disabilities at UCI.

**Measured By:** Direct assessment without rubric; one-on-one interviews; Post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; providing student feedback; reporting results

*Program Development*

**LEADERSHIP DEVELOPMENT**

Student Assistants working at DSC will create a 30-minute program for students with disabilities to foster community or instruct on specific skills. Student Assistants will be required to attend the Anteater Ally program and to assess the needs of students with disabilities during the Fall quarter by questionnaire, survey or focus group. The student assistants will facilitate focused workshops during the Winter and Spring quarters.

**Measured By:** Direct assessment without rubric; one-on-one interviews; Post surveys

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; providing student feedback; reporting results
I. VISION & MISSION

VISION

The vision of the Student Health Center is to be the leading provider of primary care and related specialty and ancillary healthcare services for UC Irvine Students.

MISSION

The fundamental purpose of the Student Health Center is to enable students to maximize the academic experience by supporting them in maintaining the best possible physical and mental health in a confidential, safe and nurturing environment.

CORE COMPETENCIES

Primary Care and Specialty Medical Services, Dental Services, Lab, Radiology, Pharmacy

II. WORKFORCE

MANAGEMENT TEAM

Senior Management Team
Patrick Haines, MBA, CMPE  Executive Director
Albert Chang, MD, MPH  Medical Director
Charles Adams  Administrative Director
Vivien Chan, M.D.  Chief of Psychiatry
Kimberly Kaboos, DDS  Senior Dentist

Junior Management Team
Matthew Mallari  Manager, Support Services
Brigette Lao, RN  Manager, Nursing
John Shioya, PharmD  Pharmacist in Charge
Jeanie Deakyne  Manager, Front Office and Health Information
Marilena Pinto  Practice Manager, Dental Clinic
Janet James  Manager, Credentialing, Quality & Compliance
Nader Bigdeli  Lab Manager

STAFF

Career (FTE)
Filled: 111 FTE
Provision: 22 FTE
Career FTE Total: 133 FTE

Career
Headcount
133

Student Staff
6 Employees

Other
School of Nursing, Psychiatry, and Sports Medicine residents

For Organization Chart, see end of Student Health Center section.
III. SERVICES PROVIDED

- Comprehensive primary care and dental care for health and wellness with an emphasis on personal sensitivity and attention to individual patient needs.
- Convenient consultation and treatment in selected medical specialties.
- First aid, triage and basic urgent care for the campus community.
- Medical surveillance and recommendations for the campus on a range of health promotion and disease prevention initiatives.
- Crisis consultation and outreach services to the campus community.

IV. THOSE SERVED

- UC Irvine graduate and undergraduate students
- UCI faculty and staff for first aid, flu vaccine clinics and public health consultations
- UCI Departments: Selected vaccines and pre-employment services via pre-determined agreements

V. HISTORY

In 1965, the University of California, Irvine admitted its first matriculating class. At that time, health services for students were housed in the Physical Education Department. The clinic consisted of four small examination rooms, a clinical lab, x-ray, physical therapy and a pharmacy.

The current Student Health Center building, completed in May 1968, was designed to serve 5,000 students. Over the years, we continue to evolve in order to meet the needs of the growing student population, now numbering over 30,000.

In 1980 UCI SHC became the first student health center on the West Coast to be nationally accredited by the Accreditation Association for Ambulatory Health Care. This accreditation has been consistently maintained since 1980.

VI. LOCATION

501 Student Health
ZOT: 5200

Student Health Center II (Bldg. 6)
500 East Peltason Drive
ZOT 5200

- The Student Health Center is located at the corner of Pereira and East Peltason. It is building 5 on the campus map
- Student Health (Student Health II) is located on the opposite corner, houses administration and the dental department and is building 6 on the campus map

VII. ASSETS  Major facilities, technologies, and equipment

FACILITIES

- Assignable Square Feet: 16,906
- Actual Square Feet: 23,100 (approximated)
- Inclusive of two buildings: Student Health Center I and II
TECHNOLOGY/EQUIPMENT

- Electronic health records
- Digital Radiography
- Practice Management and Billing System
- Pharmacy Information System
- Lab Information System

VIII. REGULATORY REQUIREMENTS

- COLA
- AAAHC accreditation
- HIPAA
- FERPA

For a full list of Student Affairs mandates, please refer to Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Student Health uses the Student Health Insurance Advisory Committee (SHIAC) for input on SHC services, insurance benefits, and the like.

X. MAJOR ISSUES

- Effect of the Affordable Care Act: The long-term impact of the ACA continues to play out, however now that students may stay on their parent’s insurance, we have seen a direct impact on the number of students waiving out of SHIP
- Space for the expanding services and support staff
- Obtaining market-based salaries for clinical, managerial and other professional staff.
- Mental health funding
- Student service fee funding: UC Irvine continues to be the lowest student service fee funded SHC in the UC system. As such,
  - UCI students are at risk for paying more expenses out of pocket (depending on the insurance benefits).
  - UC Irvine has a high bill-to-insurance claims ratio.
  - UC Irvine has one of highest ancillary through rate (dollars charged to the insurance plan) for lab, pharmacy and radiology services.

XI. MISCELLANEOUS

UC Irvine SHC offers a comprehensive range of services relying heavily on service-generated revenue.

SHC services include: General medicine, specialties, nurse clinics, nutrition, mental health services, dental, lab services, radiology, and pharmacy.

SHC also offers preventive services such as: immunizations, flu clinics, physical examinations and women’s health exams.
XII. 2016-17 ACCOMPLISHMENTS

- Planned for re-accreditation by AAAHC
- Implemented on-line ordering of birth control to increase patient access to care
- Implemented on-line appointments for patients to self-schedule appointments for primary care
- Renewed expanded medical and dental health plan coverage for both graduate and undergraduate students
- Hired highly accomplished Medical Director with a focus on primary care and public health in the community health arena
- Expanded cooperative events with Health Promotion including a new HPV Clinic
- Piloted new program with Department of Dance and Housing to promote mobile flu clinics

XIII. 2017-18 GOALS

- Continue to provide high quality, safe and accessible medical care to patients
- Expand specialty services in order to provide more convenient care to UCI students
- Continue to improve patient satisfaction surveying capability
- Continue to advocate for appropriate campus funding
- Work with UCI EH&S to help protect the campus from outbreaks of communicable diseases via immunizations and collaboration with the County Public Health Service
- Expand cooperative opportunities with key constituents

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

**Appointments made and kept by students with SHC primary care providers**

<table>
<thead>
<tr>
<th>PERSONAL RESPONSIBILITY</th>
</tr>
</thead>
</table>

Students who come to the Student Health Center will acquire administrative skills to make healthcare appointments and to be able to manage their health needs by showing up for healthcare appointments or rescheduling when appropriate, after engaging with Student Health Center staff.

**Measured By:** archival (e.g., document reviews), direct assessment (no rubric), interviews-individuals, one-on-one

**Results:** Patient (student) satisfaction surveys were electronically sent each week during FY 2016-17 to a random sample of 100 students who received primary care services at the Student Health Center. A total of 4,200 surveys were sent and 391 returned for a response rate of 9.3%. On a scale of 1-5 (5 = highest score) for questions regarding access to care (e.g., making appointments), survey respondents' overall assessment score averaged 4.48. “No Show” and cancelled appointments for primary care declined by 13% as compared with FY 2015-16.

**Use:** Reporting results
Understanding the UC Student Health Insurance Plan (UC SHIP) and related benefits, costs and referral

**PERSONAL RESPONSIBILITY**

Students who are covered by UC SHIP will increase their knowledge of how health insurance functions and will be able to demonstrate understanding of co-pays, deductibles, coinsurance and how the referral process functions.

**Measured By:** Direct assessment: product or observation without rubric; post surveys; archival (e.g., document reviews); one-on-one interview(s)

**Results:** Patient (student) satisfaction surveys were electronically sent each week during FY 2016-17 to a random sample of 100 students who received primary care services at the Student Health Center. The total number of surveys sent was 4,200, with 391 surveys returned for a response rate of 9.3%. On a scale of 1-5 (5 = highest score), survey respondents’ overall assessment score was 4.48. The increase as compared with FY 2015-16 is attributable to the introduction of a pilot program (“Walk-Out Referral Project”) in which students were asked to report directly to the Insurance Services office after their clinic visit for assistance in scheduling an appointment for outside specialty services for which they had been referred.

**Use:** Refining program/program changes; providing student or participant feedback; refining assessment tools/SLOs; reporting results

Understanding the services offered at SHC and the importance of preventative care

**PERSONAL RESPONSIBILITY**

Students who receive services at SHC will learn about the services offered at SHC and will be able to effectively utilize preventative care after engaging with providers and staff at SHC.

**Measured By:** Direct assessment: product or observation without rubric; pre and post surveys; archival (e.g., document reviews); one-on-one interview(s)

**Results:** Patient (student) satisfaction surveys were electronically sent to each week during FY 2016-17 to a random sample of 100 students who received primary care services at the Student Health Center. The total number of surveys sent was 4,200, with 391 surveys returned for a response rate of 9.3%. On a scale of 1-5 (5 = highest score), survey respondents’ overall assessment score was 4.68 on approximately 30 questions regarding their experiences; knowledge gained about their illness or injury and preventative care measures; and interactions with providers and staff.

**Use:** Refining program/program changes; providing student or participant feedback; refining assessment tools/SLOs; reporting results

**2017-18:**

**EAP students will complete the clearance requirements before the 60 day deadline.**

**PERSONAL RESPONSIBILITY**

In an effort to increase the number of EAP students that are cleared before the academic year begins, the SHC will implement a multi-departmental approach that will hopefully streamline the EAP clearance process. With limited MH appointment availability at the SHC, it would be beneficial to explore the option of possibly referring EAP students to an external psychiatrist for
clearance. Additionally, using the Counseling department as a resource to assist with evaluations will give students more options to obtain their clearance(s). Furthermore, SHC plans on piloting an online EAP clearance portal similar to what UCLA is currently using. This portal will allow students to self-disclose information, which will then be reviewed by RNS/NPs/MH providers, thus eliminating the need for all clearances to be conducted on-site and in person. Student learning success will be quantified by measuring the number of EAPs completed before the deadline vs. number of EAPs completed after the deadline. The results will then be compared with the number of EAP students requesting clearance vs. the actual number of EAP who were granted clearance by SHC.

**Measured By:** Direct assessment without rubric; one-on-one interviews; pre and post surveys; archival (e.g., document reviews)

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results

**Educate new, incoming students regarding the need to comply and how to comply with UC’s immunization requirements**

In an effort to increase awareness among new, incoming students of the public health importance of compliance with UC’s TB screening and immunization policy and to maximize overall compliance rates, SHC will: 1) improve/simplify/enhance instructions and information provided to new students including revisions to the WH&CS student health portal and redesign of the SHC website, and 2) enhance collaboration with campus partners regarding communications regarding these admission health requirements. To measure the success of this immunization awareness initiative, the SHC will conduct ongoing compliance reports generated through PnC to show compliance response. These PnC reports will also allow SHC staff to see what areas of the completion process students are failing to complete before the compliance deadlines.

**Measured By:** Direct assessment without rubric; one-on-one interviews; pre and post surveys; archival (e.g., document reviews)

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results

**Educate students who are identified as at risk for developing diabetes**

Students identified at risk for developing diabetes by providers will be referred to a 1:1 diabetes education program where they will learn about diabetes is, what puts them at risk for developing it, and strategies for prevention and management. During the course of this educational program, students can develop their own individualized diabetes management plans, fitness programs, nutritional seminars, lifestyle changes, etc. Providers will be directly involved in the planning process to ensure that the student has as much support as possible in order for their diabetes management plan(s) to be successful.
**Measured By:** Direct assessment without rubric; one-on-one interviews; pre and post surveys; archival (e.g., document reviews)

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; providing student feedback; refining assessment tools/SLOs; reporting results