

WELLNESS, HEALTH & COUNSELING SERVICES



WELLNESS, HEALTH & COUNSELING SERVICES

ASSOCIATE VICE CHANCELLOR

I. VISION & 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 & Counseling Services Cluster is to support the campus' goal of being first in class by providing services that support students' physical and mental health and wellness to enhance their academic success. Our units assist students with a wide array of issues related to psychological counseling, disability-related services, assault and intimate partner violence support, recreational sports and fitness activities, a full range of health care services and health/wellness education. Wellness, Health & Counseling Services are committed to a holistic orientation to service delivery, which involves impacting not only students, but the entire UC Irvine community and academic climate.

Office of the Campus Social Worker

The mission of the Office of the Campus Social Worker is to provide private 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 is to provide campuswide leadership, direction and oversight of behavioral health referral services for faculty and staff. The Respondent Services Coordinator and Liaison provide 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 Hayashida, Ph.D.	Associate Vice Chancellor
Brenda Lapinid, LCSW	Campus Social Worker Supervisor

WELLNESS, HEALTH & COUNSELING SERVICES STAFF

Career (FTE)	
Filled:	207.95 FTE
Provision:	20.98 FTE
Career FTE Total:	228.93 FTE
Career Headcount	236

Non-Career Headcount (<i>including contract, limited, grant, pre-doctoral interns, postdocs, trainers, fitness instructors, etc.</i>)	288
Student Staff Headcount	447

ASSOCIATE VICE CHANCELLOR STAFF

Career (FTE)	
Filled:	7.40 FTE
Provision:	0.00 FTE
Career FTE Total:	7.40 FTE
Career Headcount	9

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.

In 2017-18, 420 students were referred to the Campus Social Worker, of which 337 became clients.

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 Hayashida 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
949-824-4642
whcs.uci.edu/

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Office space: 921 ASF

TECHNOLOGY

Not available

EQUIPMENT

Standard office equipment

VIII. REGULATORY REQUIREMENTS

Mandated reporting in cases of danger to self, danger to others or grave disability

Mandated reporting in cases of suspected child abuse, elder abuse or dependent abuse

For a full list of Student Affairs mandates, please refer to the Appendix.

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. 2017-18 ACCOMPLISHMENTS

- Implementation of quarterly Campus Social Worker client surveys (since summer 2015) to assess client overall well-being and resource referral satisfaction
- Participation in food access and security workgroup. Disbursement of emergency food meals and toiletries to needy students. In partnership with the FRESH Basic Needs Hub and the Office of Financial Aid, disbursement of \$33,000 in Economic Crisis Response Grant for students facing financial hardships impacting their access to housing, food, medical and/or mental health care.

XIII. 2018-19 GOALS

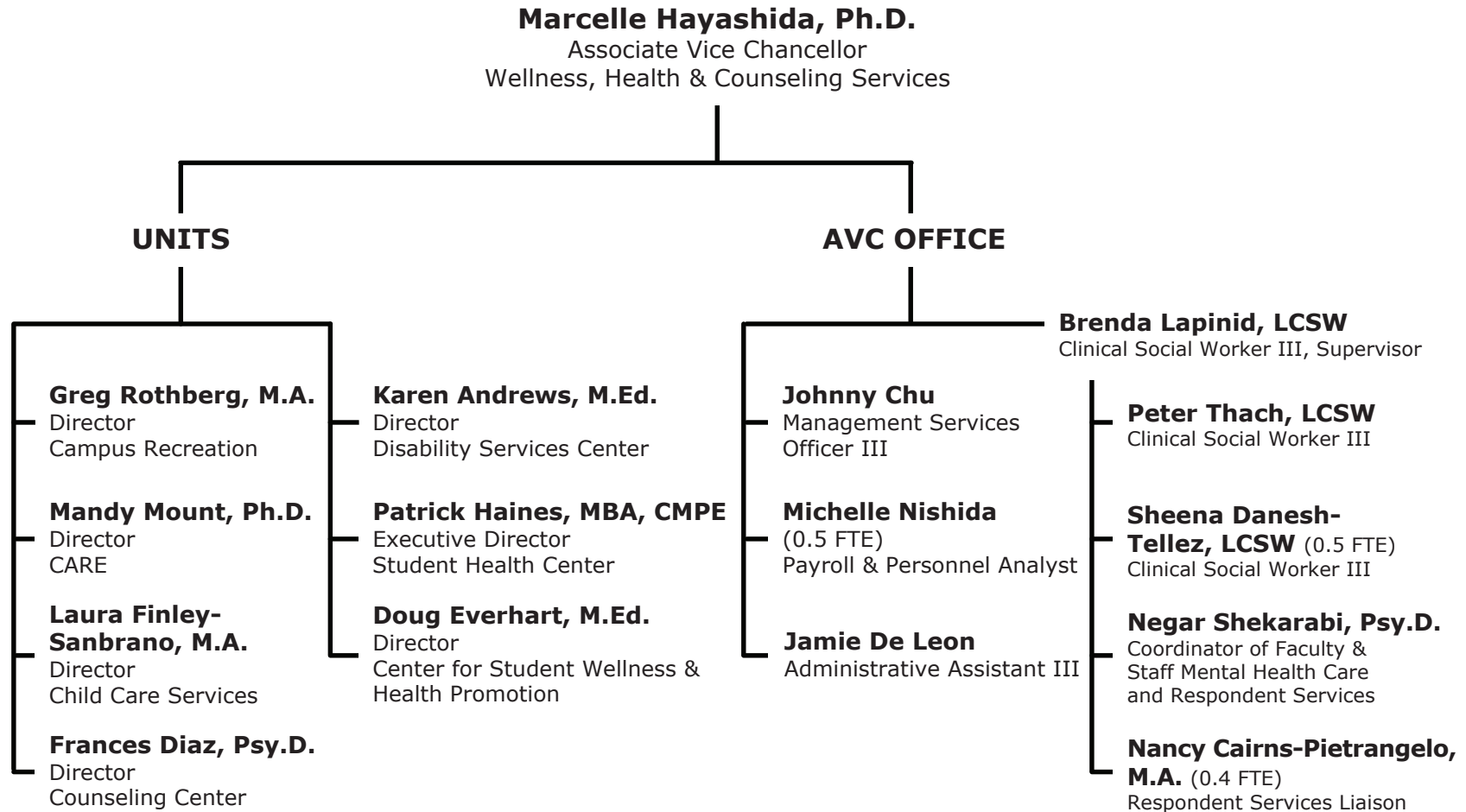
- Strategic use of resources to fund high priority needs
- Meet space needs
- Continue to address student, faculty and staff safety
- Address student wellness needs associated with changing demographics
- Enhance partnerships with campus and academic units
- Increase staff engagement

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

Not applicable



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 anteater 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	Director, Campus Recreation
Janet Konami	Associate Director, Business
vacant	Associate Director, Facility Operations
Adrienne Buckingham	Director 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 Headcount (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 & Counseling Services.

VI. LOCATION

Anteater Recreation Center
680 California Ave.
ZOT: 4515

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

See Campus Recreation Sports Facilities & 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
- Increase in enrollment and facility usage is straining impacting facility and equipment accessibility
- Aging facility and building systems are caused increased labor and maintenance/replacement expenses

XI. MISCELLANEOUS

Major equipment managed:

- Departmental computer workstations and servers
- Electronic signage system
- Biometric access control

XII. 2017-18 ACCOMPLISHMENTS

- Transformed fitness class fee format from individual class fees to a class pass system
- Continued integration of Spectrum NG mobile application and implemented class reservation and fee payment functions
- Expanded collaboration with Chancellor's Advisory Council on Campus Climate, Culture & Inclusion to include additional Conversation Kitchen programming as well as through the Illuminations program
- Chef Jessica VanRoo became the culinary coordinator for the Culinary Medicine Elective course
- Completed renovations on Team Room and Conference Room and added smart room technology to both spaces
- Initiated WorkStrong program for County of Orange employees.

XIII. 2018-19 GOALS

- Implement department reorganization plan.
- Collaborate with Student Affairs and academic units to develop and support one-time and ongoing fitness and wellbeing classes.
- Complete kitchen renovation project and implement new kitchen programs.
- Collaborate with University Advancement to develop development campaign for rowing program.
- Collaborate with Design and Construction Services and Capital Planning to initiate an ARC facility and Campus Recreation program assessment
- Collaborate with Housing to develop and initiate Outdoor Adventure houses.
- Initiate collaboration with Special Olympics to develop Unified Sports program partnership with Club Sports and Intramural Sports.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES**2017-18 Updates****Student Staff Development****LEADERSHIP DEVELOPMENT**

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 survey of student opinions, beliefs; posttests of student knowledge; checklist of what student(s) did; student product (e.g., portfolio, journal) rated without rubric

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 feedback to student/participant

2018 -19

Student Staff Development**LEADERSHIP DEVELOPMENT**

Students will demonstrate the collaborative work skills (risk management, organization skills, critical thinking, time management, customer service, etc.) that will allow them to be effective employees at UCI and beyond

Measured By: Posttests of student knowledge; post survey of student opinions, beliefs; student performance rated without rubric; checklist of what students(s) did

Results: To be determined Summer 2019

Use: Providing feedback to student/participant; 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 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 and Career Headcount included in Campus Recreation Services section

Student Staff Headcount:	9
--------------------------	---

Student Volunteer Headcount:	220
------------------------------	-----

Non-Student Volunteer Headcount:	60
----------------------------------	----

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.
------	---

1980-99	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 & Special Events

TECHNOLOGY

See Campus Recreation Services

EQUIPMENT

- Rugby Goals
- Soccer Goals
- Lacrosse Goals

VIII. REGULATORY REQUIREMENTS

Spirit Fee Referendum requires \$1.00 of Quarterly Spirit Fee be used to support Men's & Women's Crew, Coed Sailing and Recreation Club Sports.

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

Anteater Club Sports Officers' Council:

Executive Board Members	Meagan Wong, Audrey Tate, Xyza Balangue, Rachel Ho 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 (2017-18):

- 40 Club Sport teams/1,774 student members
- 3,333 practices/9,999 practice hours
- 165 contests
- 117 tournaments

XII. 2017-18 ACCOMPLISHMENTS

- Full time Athletic Trainer performed online IMPACT baseline tests on 96% of high risk student-athletes (588 total).
- Successfully implemented a new online software management system to streamline club sport administration.
- Thirteen clubs participated in post season play and 11 clubs traveled to national tournaments. Women's Rugby won their playoff bid to qualify for Nationals finishing eighth in the nation and Badminton finished third at their national tournament.
- Men's and Women's Rowing received a \$40,000 donation from the Henry T. Nicholas Foundation to attend the American Collegiate Rowing Championships in Gainseville, Georgia.
- Seven Clubs participated in the inaugural Club Sport Community Service Day with the Boys and Girls Club. The event hosted over 30 youth who were exposed to a number of recreational activities that are sponsored within the Club Sport program.

XIII. 2018-19 GOALS

- Develop best practices for Club Sports coaches.
- Implement a process for Club Sport members to apply to receive a reduction in membership fees.
- Partner with the Center for Student Leadership to provide additional opportunities for club members to develop leadership skills.

XIV. AWARDS

- Women's Water Polo Club won UCI Campus Recreation Club of the Year.
- Women's Soccer Club president Iman Hanif won UCI Campus Recreation Club Officer of the Year.
- Women's Lacrosse Club member Kendall Walker won UCI Campus Recreation Female Athlete of the Year.
- Men's Soccer Club member Cody Dunn won the UCI Campus Recreation Male Athlete of the Year
- Women's Lacrosse Coach Robert Mezeul 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.
- Men's Soccer took first place in spring league finishing with a 4-1 record and qualified for Spring Nationals.
- Fencing completed an outstanding year taking 1st Place for Men's Overall at the Intercollegiate Fencing Conference of Southern California.
- Freshman Moira Williams was named Collegiate Water Polo Association player of the week.
- Figure Skating smashed the podium at the Golden Bear Skate winning the High Team Maneuvers event, and Paule Yeung gold medaled in Junior Men Free Skate and Junior Men Short Program. Vanna Giang placed 1st in the Senior Ladies Short Program.
- Joe Hinton of Men's Lacrosse was named 2nd team all-conference.
- Women's Lacrosse team members Natalie Ashley-Hardy, Kendall Walker, Karis Barker and Janice Shih were named to either first or second all league.

XV. LEARNING OUTCOMES

2017-18 Updates

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: 73 Club Sport Officers attended a four-hour Club Sport Officer Training and completed a 5-question pre-test prior to the training. Questions asked pertained to the knowledge students would gain from attending training. Pre-test scores averaged 69% correct. After attending the training, the same 73 club officers were given a post-test with the same questions resulting in improvement with a mean score of 83% correct.

Use: Reporting results

2018-19

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 posttests of student knowledge

Results: To be reported

Use: Refining program/program changes; providing feedback to student/participant; reporting results 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
Alex Vazquez	Medical Center WorkStrong Operations Manager

STAFF

Career FTE and Career Headcount included in Campus Recreation Services section

Non-Career Headcount	110 (1 contract, 10 ARC Bar Assistants, 44 Personal Trainers, 45 Group Exercise Instructors, 6 Massage Therapists, 4 Dieticians)
----------------------	--

Student Staff headcount	68 (8 Fitwell Service Desk, 50 Weight Room, 10 ARC Bar Assistants)
-------------------------	--

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
- County of Orange employees

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
2017	Partnership with the County of Orange to provide WorkStrong services

VI. LOCATION

Anteater Recreation Center
 ZOT: 4515
 UCI Medical Center Fitness Facility
 Building 52

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

See Campus Recreation Facilities & 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, Squat stand, Bumper Plates, Barbell 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 the Appendix.

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 (2017-18):

- 278 group exercise classes – 3328 participants/3,336 class hours
- Faculty/staff Incentive-based wellness programs – 2,720 participants at main campus and UCIMC
- Personal training – 1,787 one-on-one sessions and 256 buddy sessions
- Fitness testing – 511 tests performed

- Massage therapy – 434 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: 63 main campus, 29 UCIMC
- WorkStrong – Number of participants who completed the program: 35 main campus, 20 UCIMC

XII. 2017-18 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 50% from previous year
- 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 two quarters of leadership and mentorship opportunities to all WorkStrong staff
- Created a functional temporary WorkStrong space at UCIMC in Building 52
- Created partnership with the County of Orange to provide WorkStrong services to County Workers Compensation
- Wrote a review article for the NSCA Strength and Conditioning Journal on a common WorkStrong injury
- Completed the first year of the Esports fitness program for the athletes
- Implemented a fee based structure for all group exercise classes

XIII. 2018-19 GOALS

- Host three Schwinn Certifications for staff continuing education
- Implement a basic Group Exercise Teacher Training program
- Implement Student Staff customer service training
- Finish first year pilot by providing WorkStrong services to at least 15 County of Orange employees
- Continuing to collaborate with UCI Esports to provide a comprehensive fitness program for the athletes
- Implemented the first summer program for Fit Squad classes on campus for faculty and staff
- Implemented the first Zumba class and evening yoga class for Fit Squad

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Personal Training

PERSONAL RESPONSIBILITY

After competing 10 personal training sessions, personal training clients will show improvements in muscular strength and endurance.

Measured By: Other (pre- and posttest assessment)

Results: All 10 students that completed the pre- and posttesting increased their muscular strength and muscular endurance after 10 personal training sessions.

Use: Providing feedback to student/participant; reporting results

2018-19

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 posttest fitness assessment.

Measured By: Other (pre- and posttest fitness assessment)

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; 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 and Career Headcount included in Campus Recreation Services section

Student Staff Headcount 87: 12 IM Supervisors, 75 IM 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
4 first aid kits
4 walkie-talkies
6 iPads

VIII. REGULATORY REQUIREMENTS

Not applicable

For a full list of Student Affairs mandates, please refer to the Appendix.

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
- Growing demand for drop-in/informal play affects designated time for scheduled sports
- Subsidized programming (fee doesn't cover operational costs)
- Lack of female participation in non-Panhellenic leagues
- Participant conduct issues between participants and with staff
- Traditional sports becoming defunct nationally due to diminishing interest
- Streamlining participation services – registration and payment

XI. MISCELLANEOUS

Statistics (2017-18):

- 125 League Sports | 959 Teams | 7,536 Participants | 1,466 Programmed Hours | 27 Waitlisted Teams
- 17 Individual Tournaments | 643 Participants | 170 Programmed Hours
- 2 Special Events (Late Night + DSVB) | 763 Individuals | 93 Programmed Hours

XII. 2017-18 ACCOMPLISHMENTS

- Achieved a 51% staff retention rate for non-graduating students, up from 42% in 2016
- Presented at the 2017 Region VI Conference in San Diego – Topic: Referee Organizations
- Began a YouTube page as a resource for referee game film breakdown and analysis
- Administered three new tournaments and improved customer/staff communication as a result of findings from our Participant Satisfaction Survey
- Sent four referees to SCIOA (Southern California Intramural Officials Association) clinics between Flag Football and Basketball

XIII. 2018-19 GOALS

- Work with Special Olympics Orange County to bring Unified Flag Football to UC Irvine for Fall 2018
- Engage IM and Campus Rec employees in a more productive positive manner through enhanced Fall Staff Trainings, follow-up evaluations and staff events, including mental health awareness and outings
- Utilize Survey Monkey to redistribute Participant Satisfaction Survey, offering an incentive for participation
- Conduct a Graduation Rate/Employee Satisfaction study to determine value of working for Campus Recreation
- Incorporate custom application to enhance participant engagement and streamline registration process

- Implement Sportsmanship Rating System to factor in to Greek Sports Points Trophy Award

XIV. AWARDS

Not available

XVI. LEARNING OUTCOMES

2017-18 Updates

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: Pre and Post surveys of student opinions; Interviews: one-on-one; student product (e.g., portfolio, journal) rated without rubric interviews

Results: Filming Intramural Basketball games allowed us to create a specific YouTube channel for referees to access their game film. We were able to breakdown film from 10 games, which included 15 unique referees. In subsequent interview follow-up, when asked about their confidence level before watching their game film compared to after, all 15 referees agreed they felt more confident going into their next work shift. They felt that through watching their abilities, mannerisms and communication with participants, they felt more prepared to handle difficult situations that could arise in the future. All 15 referees were able to diagnose three ways to improve their overall management of an Intramural Sports game, many of them citing "to be more proactive in approaching a participant who appears to be losing control." All referees felt they learned mediation skills that were transferable "life skills," and 9 referees were able to analyze a personal/social situation where they directly put into use these skills learned from refereeing.

Use: Providing feedback to student/participant; refining program/program changes; reporting results

2018-19

Referee Training Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

Through various training initiatives and evaluation, we will provide student referees with three transferable life skills. A three-quarter training program will be instituted and topics addressed include: problem solving, problem diffusion, mediation, customer service, communication skills and mental health.

Measured By: Student performance (e.g., student oral presentation) rated using rubric; pre and posttests of student knowledge; pre and post surveys of student opinions, beliefs; interviews: focus group or informal group discussion; interviews: one-on-one

Results: To be reported

Use: Refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; 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 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

vacant	Boating Director
Doug Tully	Outdoor Adventures Director
John Klimkiewicz	Boating Facility and Equipment Manager

STAFF

Career FTE and 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 and 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 and 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 and 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
 4 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 the Appendix.

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 (2017-18):

- 37 Kayaking events – 502 participants | 90.5 class hours
- 121 Sailing Association members (launched program with new format in June of 2016)
- 30 climbing classes – 143 participants | 143 class hours
- 948 open climb time hours | 2096 individual climbs
- 17 outdoor trips – 106 participants | 220 programmed hours
- 2 outdoor adventure SCUBA courses – 10 participants | 90 programmed hours
- 8 special climbing wall events – 81 participants | 22 hours
- 12 standup paddleboard classes – 47 participants | 18 hours

XII. 2017-18 ACCOMPLISHMENTS

- Coordinated a campuswide communication strategy for our participation in the Outdoor Nation Campus Challenge.
- Filled every Aerial Silks Workshop and Class offered.
- Changed the Late Night Rock Wall format from Gladiator Challenge to Ninja Warrior Obstacle Course and it was fun for everyone.
- Incoming Anteater Adventure camped at San Clemente and did rock climbing and paddling with incoming UCI students.
- Sponsored a hammock village event in Mesa Court and Arroyo Vista housing complexes as part of the Outdoor Nation Campus Challenge.
- Partnered with Sustainability to offer a Foraging Hike
- Partnered with Bio Sci Department to offer kayaking programs for students in their International Bio Sci program.
- Partnered with Bio Sci Post Bacc Pre Med program to offer a camping orientation program to start the students' UCI experience.
- Partnered with the UCI Climbing Club Team to hold an interactive mixer event at the Rock Wall between club members and general climbing participants.
- Partnered with Public Health to create an internship site for Outdoor Adventures and worked with our first 2 interns in that program during the Spring Quarter of 2018.

XIII. 2018-19 GOALS

- Partner with UCI Housing units to offer an Outdoor Adventure Themed House in Mesa Court and Arroyo Vista.
- Partner with Bio Sci to offer a campout for International Student Program.

- Revise student staff hiring practices.
- Further reduce barriers to participation in the Outdoor Adventure program at UCI
- Continue to partner with UCI Climbing Club Team to foster the development of our UCI climbing community throughout the year with varied events at the Rock Wall.
- Introduce free events that will lead to a pathway for additional participation and involvement for the Outdoor Adventure Programs.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

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: Results pending

Use: Reporting results

Happiness with outdoor participation

PERSONAL RESPONSIBILITY

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 survey of student opinions, beliefs

Results: Results pending

Use: Reporting results

2018-19

None Reported

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 and Career Headcount included in Campus Recreation Services section

Non-Career Headcount 116 (hourly Recreation Program Instructors)

Student Staff 28 hourly RPI (Recreation Program Instructor appointments)

Non-Student Volunteers Headcount 42

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 and 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 1970's	Fee Classes started with limited offerings
1980's	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 & 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, arrows, 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 the Appendix.

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 (2016-17):

- 49 martial arts classes | 893 participants | 1434 class hours
- 24 recreational dance classes | 455 participants | 286 class hours
- 60 safety classes | 740 participants | 280 hours
- 33 sports and aquatics classes | 254 participants | 405 hours
- 84 culinary related events | 1600 participants | 500 hours | 3550 event participants
- 40 youth classes | 110 participants | 260 hours
- 42 youth camps | 659 Participants | 126 Hours

XII. 2017-18 ACCOMPLISHMENTS

- Added 1 new Summer Camp program: Outdoor Archery
- Combined Summer Swim lessons to allow for more class options and spaces for participants
- Hired and trained 3 new Summer Camp Head Instructors and 8 Assistant Instructors

- Continued Youth Camp Council adding representatives from Child Care Services, Continuing Education, Housing and representatives from OEOD
- Held in-person training for Youth Camp staff
- Coordinated representatives from youth-serving areas to attend in person Praesidium Guardian training
- Successfully introduced Boxing class into the Instructional Programs
- Successfully coordinated and offered the UCI Self Defense program for UCI faculty and staff on campus and at the UCI Medical Center
- Successfully trained over 105 faculty/staff in CPR/AED & first aid
- Successfully trained over 148 UCI Staff
- Trained and certified over 145 Housing Resident Advisors and Housing Assistants in CPR and first aid
- Provided CPR/First Aid certification to over 100 Master of Arts in Teaching candidates in the School of Education
- In collaboration with Human Resources, successfully conducted 3 CPR parent workshops
- Completed safety swim test for 20 Orange County Girl Scouts
- Researched other foundations' high school-based groups to develop cooking classes as an early intervention; helped create food pantry
- HChef Wendy now runs kids cooking camp
- Started cooking classes in Campus Village community kitchen
- Joined the food pantry initiative; will be spending time weekly at the pantry giving cooking advice
- Joined the Healthy Campus Initiative
- Helped develop Conversation Kitchen/ Cooking with the Professor and Virtuous Table

XIII. 2018-19 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
- Expand Youth Programs to provide opportunities to participate during the academic year
- Gauge interest in additional training programs with Praesidium
- Review Praesidium notes on site visit and rework program to apply for accreditation
- Introduce CampDocs for waiver forms and help protect client information
- 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 and students
- Restructure Safety Training program for campus employees with limited BSAS funding
- Add additional Lifeguard certification course
- Continue ongoing collaboration with academic units in support of the development of a food minor

- Create a group of lecture-based food events to offer as scheduled custom events
- Complete application and acceptance to Teaching Kitchen Collaborative
- Hire culinary assistants to help assist as well as potentially teach and develop new programs

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Instructional Classes

PERSONAL RESPONSIBILITY

Participation in Instructional Classes will increase appreciation of the benefits of physical fitness including, increased self-confidence, reduced stress and improved fitness levels

Measured By: Posttests of student knowledge; post survey of student opinions, beliefs

Results: After participating in fitness classes, 91.86% of respondents reported that they felt that participation in Instructional Classes had increased their appreciation of the benefits of physical fitness.

Use: Unit planning and/or budgeting; refining program/program changes; reporting results

2018-19

Instructional Classes

PERSONAL RESPONSIBILITY

Participants in Instructional Classes (Martial Arts, Dance and Sports) will develop new and/or additional skills related to their specific class. Also, classes will provide tools for items such as stress management, personal responsibility and social development which can positively influence academic and workplace performance.

Measured By: Posttests of student knowledge; post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Unit planning and/or budgeting; refining program/program changes; reporting results

Youth Programs

PERSONAL RESPONSIBILITY

Participants in Youth Programs will be able to demonstrate new skills in specific activities. Additionally, participants will learn and be able to practice skills in decision making, communication, problem solving and social competency.

Measured By: Posttests of student knowledge; Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Unit planning and/or budgeting; refining program/program changes; reporting results

CAMPUS RECREATION

Sports Facilities & Special Events

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 & 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

Greg Rothberg	Director
Trac Lam	Coordinator
Jake Soto	Custodial Supervisor

STAFF

Career FTE and Career Headcount included in Campus Recreation Services section

Non-Career Headcount	3 (contract)
Student Staff Headcount	80 (5 Operations Managers, 45 Facility, 25 Lifeguards, 5 Field Assistants)

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
- 3 - Racquetball courts
- 1 - 3,000 square foot rock climbing wall
- 1 - Culinary Classroom
- 1 - Fitness Testing room
- 3 - Massage Rooms
- 2 - Locker rooms – 748 lockers
- 2 - Conference rooms
- 1 - Equipment checkout room
- 1 - Juice bar
- 2 - Administrative support offices
- 1 - 25-yard swimming pool

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

Recreation Center Referendum requires assessment be used for design, construction, operations and maintenance of student Recreation Center.

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

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

- 2017-18 Statistics:
 - Anteater Recreation Center users – 822,973
- Memberships
 - 1,085 Faculty/Staff/Family
 - 339 Student Family
 - 490 Alumni/Family
 - 76 Affiliates
 - 390 Extension
 - 2,336 continuing student/recent alumni
 - 1,065 other UC student reciprocity
- Late Night with Campus Rec Event – 6,352

XII. 2017-18 ACCOMPLISHMENTS

- Hosted 50 student organization one-day events and 9 recurring dance practices
- Hosted 39 department special events during the year
- Updated facility rental pricing for student organizations, departments and community groups
- Collaborated with Campus Organizations to reduce number of steps to approve a Registered Campus Organization to host an event with Campus Recreation

XIII. 2018-19 GOALS

- Revise special event management practices and supervision, including new delegation of responsibilities.
- Continue implementation of new model for student staff orientation and training structure.
- Initiate department-wide review of student staff management practices and initiate coordinated protocols across all areas.

XIV. AWARDS

XV. LEARNING OUTCOMES

Included in the Campus Recreation Services section

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
------------	-------------------------

STAFF

Career FTE and Career Headcount included in Campus Recreation Services section

Non-Career Headcount: 10 (Facilitators)

Student Staff Headcount: 20 (Facilitators)

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

- Team Up! Challenge Program
- Off-site Challenge Programs
- Leadership development

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 5,000 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

2017-18 Statistics:

- Student groups – 44
- University departments – 3
- Community groups – 79

- Corporate groups – 42
- Total participants – 4,196

XII. 2017-18 ACCOMPLISHMENTS

- Improved website by implementing an inquiry form for more efficient communication from the client
- New shade sail was added to the course to help with high heat/sun exposure safety issues
- Collaborative opportunities developed with the Randy Lewis All U Leadership experience and off-campus partners.
- New low ropes resource was added further diversifying our activity offerings for unique experiences
- Increased the number of visiting groups by 20% from last year

XIII. 2018-19 GOALS

- Prepare to hire part-time student staff for office operations in spring and summer quarters when we generally get an increase in bookings
- Focus on increased attendance of UCI student groups through targeted marketing and growing relationships with partners on campus
- Update certain physical structures of the course to stay in compliance with industry standards
- Present a workshop at an international conference and continue engaging with others in the industry
- Collaborate with other UC ropes course programs on staff development and training

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Team Challenge

LEADERSHIP DEVELOPMENT

Students will practice and engage in unique challenges and initiatives for a firsthand account of learning leadership qualities such as responsibility, adaptability, trust building, taking initiative and perseverance in a group setting

Measured By: Interviews: focus group or informal group discussion

Results: Participants are better prepared to lead others toward a common goal as well as recognize these qualities in others

Use: Providing feedback to student/participant

2018-19

Team Up

PERSONAL RESPONSIBILITY

In order to strengthen a variety of skills, participating students will be asked to reflect and bring awareness to their own actions while engaging in group work. Things they may consider are their role in any given situation, participation in goal-setting and determining what success looks like, accountability for working within given parameters, their personal approach to problem solving and

Team Challenge Program

critical thinking and other topics. Being faced with challenges that are social (e.g., public speaking) and personal (fear of heights/zip-lines), they are given opportunities to grow in self-confidence, ask for help when necessary and be empowered by their choices for themselves.

Measured By: Student performance (e.g., student oral presentation) rated without rubric; interviews: focus group or informal group discussion

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Team Up

LEADERSHIP DEVELOPMENT

Participants will learn about qualities of effective teams by being given opportunities to demonstrate and improve their current skills in collaboration, communication and building trust. Students also 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. They are then led through reflective learning to identify qualities of a team and a leader beneficial and effective for future practice. 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: Student performance (e.g., student oral presentation) rated without rubric; interviews: focus group or informal group discussion

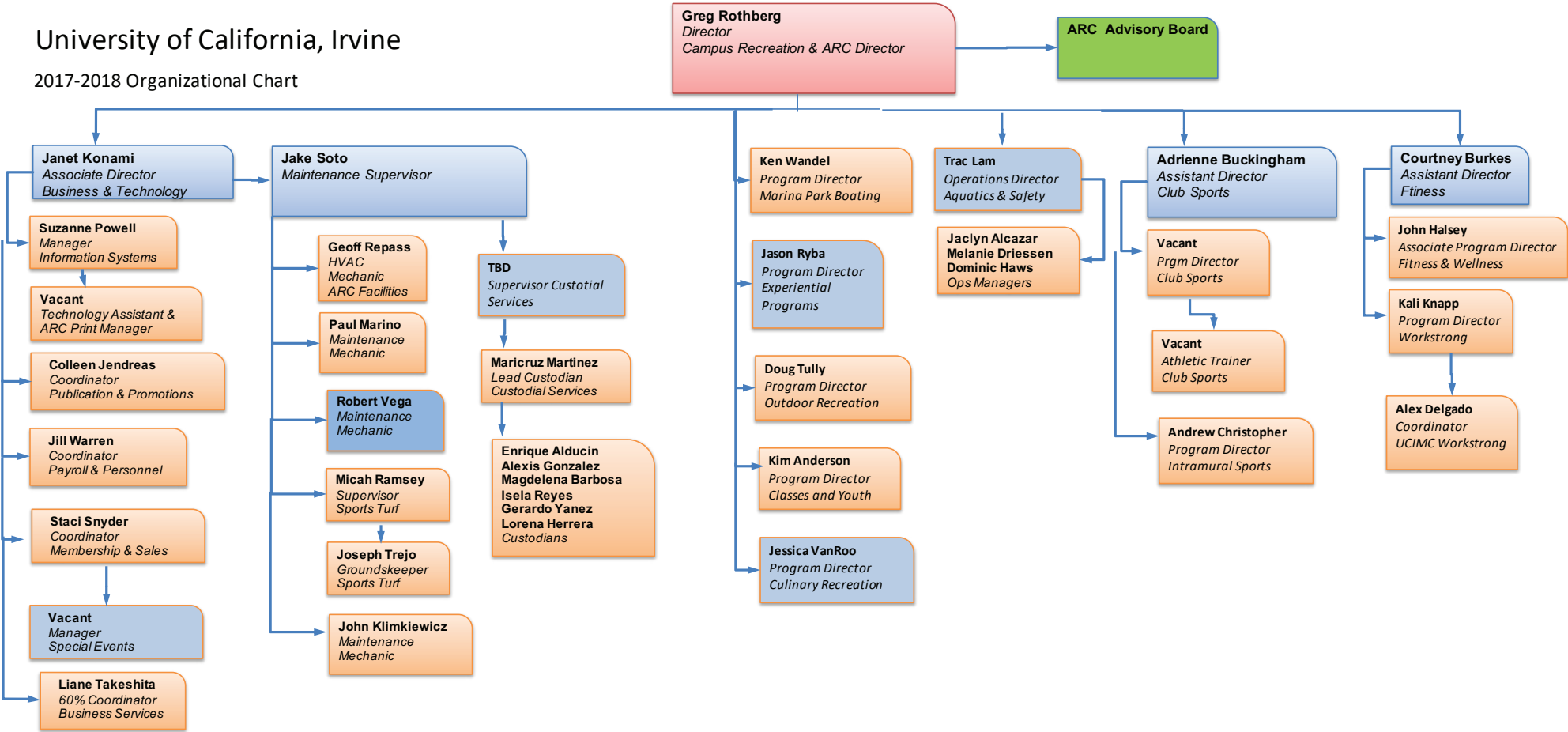
Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Department of Campus Recreation

University of California, Irvine

2017-2018 Organizational Chart



CARE – Campus Assault Resources & Education

I. VISION & MISSION

VISION AND MISSION

UCI CARE (Campus Assault Resources & Education) 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 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:	2.0 FTE
Provision:	1.0 FTE
Career FTE Total:	3.0 FTE
Career Headcount:	3
Non-Career	2.65 FTE (grant-funded)

For Organization Chart, see end of the CARE section.

III. SERVICES PROVIDED

The CARE office provides direct services and educational programming for issues related to sexual violence, relationship abuse, stalking, family violence, healthy relationships and personal safety. In addition, CARE provides 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. Individuals can choose to participate in a variety of programs designed to offer social support, education and healing.

During the 2017-18 academic year, the CARE office offered nearly 20 holistic healing programs reaching nearly 1,500 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 27 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 – Lending Library**, and **re: Source – Downloadable Support**. CARE will continue to develop and expand its holistic healing services during the 2018-19 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 continuing to host programs in community-specific spaces.

IV. THOSE SERVED

ADVOCACY SERVICES

During 2017-18, the CARE Advocates served 228 students, 21 faculty/staff members, 3 alumni and 4 non-affiliates, totaling 256 clients in 598 appointments. Of the 228 students, 195 were primary survivors of sexual assault, stalking or relationship abuse (49% experienced a sexual assault, 36% relationship abuse and 15% stalking). The remaining 33 students included 4 who experienced sextortion, 3 who had a non-CARE related concern, 22 who sought information and support to help a survivor in their lives, and 4 with an undisclosed experience of trauma.

Self-reported demographics of the 195 primary students served are as follows: 92% female, 8% male; 54.9% heterosexual, 7.7% bisexual, 4.1% pansexual, .5% asexual, 3.6% gay, 2.6% undecided and 26.7% declined to state. Ethnicity: 37% Asian, 30% Hispanic/Latino, 25% White, 0.5% Native Hawaiian or Pacific Islander, 0.5% American Indian, and 1% declined to state. Age and class level: 74.4% were age 18 to 24, 24.6% were 25 to 59, and 1% were 17 or younger; 15.4% were freshmen, 17.4% sophomores, 20% juniors, 26.2% seniors, 20.5% graduate students (including professional programs), and less than 1% extension students. 10.8% of the students served were Greek affiliated; 10.3% were international; 52.8% lived on campus; 46.2% lived off-campus and 1% declined to state where they lived.

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

UCI CARE is committed to providing programs that have a direct impact on the quality and safety of campus life. CARE staff provide training consistent with the CDC-endorsed **social-ecological model**, addressing factors at individual, relationship, community and societal levels. All prevention programs span the range of **primary, secondary and tertiary** levels throughout the year. CARE incorporates an expanded framework of social-ecological model (introduced by Farah Tanis) which includes structural and historical factors to be addressed in effective prevention. All programming is in alignment with the UCOP's Task Force (on Preventing and Responding to Sexual Violence and Sexual Assault) **Student Core Content Education Framework** by offering initial, ongoing and tailored core content throughout the year.

During the 2017-18 academic year, CARE staff and peer educators facilitated more than 150 programs and presentations on campus, in the larger community and at professional conferences. CARE staff provided outreach services to nearly 25,000 UCI students. These individuals include first-year students, housing communities, orientation leaders, 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 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
- Bystander intervention trainings
- Educational workshops
- Guest lectures
- Resources fairs
- Passive displays
- Campuswide events

CARE's workshops have been evaluated based on the quality of the presenters, learning of participants and the content being delivered. Feedback shows an increased awareness especially in relation to

consent, comprehensive bystander intervention skills and knowledge of campus and community resources.

PEER EDUCATION

CARE provides leadership training and educational outreach through student leadership programs.

Challenging All Men to Prevent Sexism (CHAMPS): is based on the belief that male identified individuals play a necessary role in helping to end sexual and relationship violence.

Right to Know (RTK): works to raise 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. RTK peer educators present educational programming throughout the campus.

Violence Intervention and Prevention (VIP): 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 weekly trainings, conduct programs for their chapters and serve as a liaison to CARE in support of chapter members who have been impacted by violence.

International Dots (I-Dots): a collaborative program between CARE and the International Center working to increase access to support and resources for International Students.

UC IRVINE SAFE CAMPUS ANTI-VIOLENCE PROJECT

Violence prevention activities funded by the Department of Justice, Office on Violence Against Women (OVW) Campus Safety Grant continued through the end of December 2017. 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, Victim Advocates who were 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 a holistic healing program for survivors. Collaborative partnerships with on and off-campus agencies and the ongoing meetings of the 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. UCI CARE completed the third and final year of the 2014-17 renewal grant from OVW and were awarded another 3-year OVW Campus grant for 2017-20.

OVW grant funds supported 50% of the full-time UCI Victim Advocate position in the CARE office through the end of 2017. The Office of the President for the UC system has recognized Advocacy as a critical service for students and has made campus-sourced funding for CARE Advocate positions a requirement on all UC campuses. At the close of the 2014-17 Campus Grant, the UCI Advocate position was becoming 100% institutionally supported.

The Campus grant also continued funding the Green Dot Bystander Intervention program and the continued activities of our Holistic Healing program for those students affected by sexual violence. This past year, our holistic healing program services have included our signature trauma informed Yoga As Healing program, art, music, horticulture, journaling, touchstones, aromatherapy and personal safety and self-defense workshops for students.

The CARE office oversees all projects, including incoming student orientation planning and 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

2014-17 OVW Campus Grant expired on December 31, 2017 and all scheduled program activities were completed by that time. The UCI campus was awarded a third renewal grant by OVW for the period 2017-20.

As a recipient of a third, three-year (2017-20) Department of Justice, Office on Violence Against Women (OVW) Campus Safety Grant, violence prevention activities on the UC Irvine campus are ongoing. The UCI CARE office continues to provide an integrated, multi-dimensional initiative to expand services to students who were survivors of sexual assault, dating and domestic violence, and stalking. With our new OVW grant funds, we will be working on the following key activities in support of our goal of reducing overall rates of sexual assault, dating and domestic violence and stalking on the UC Irvine campus:

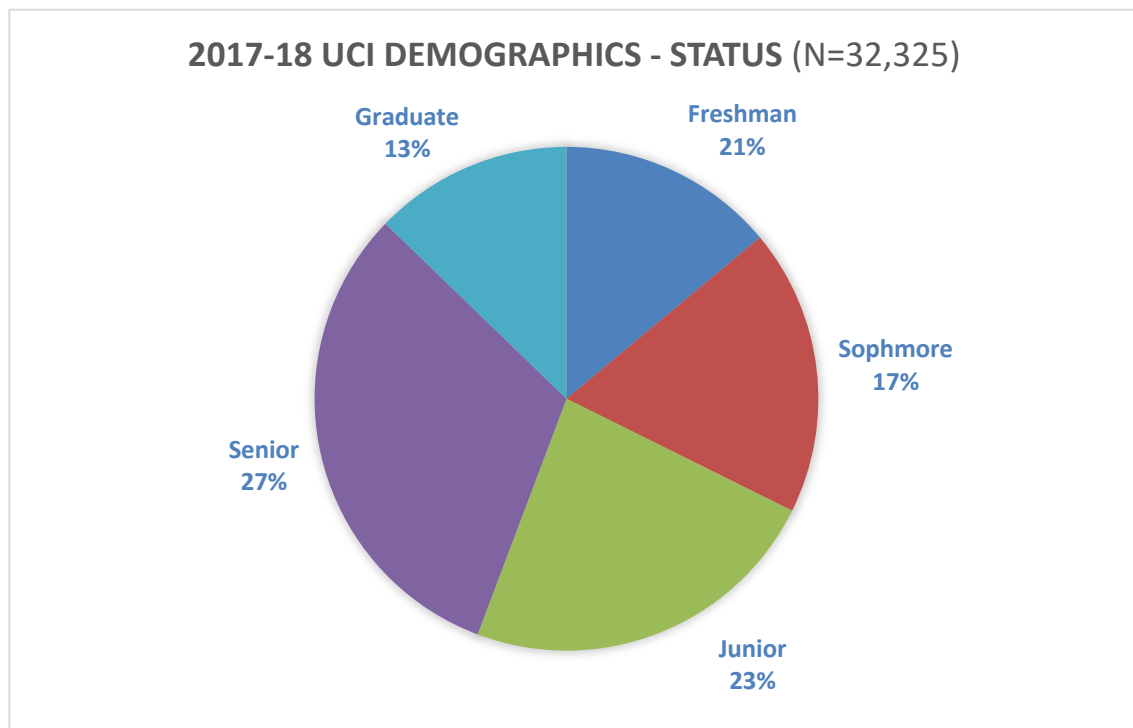
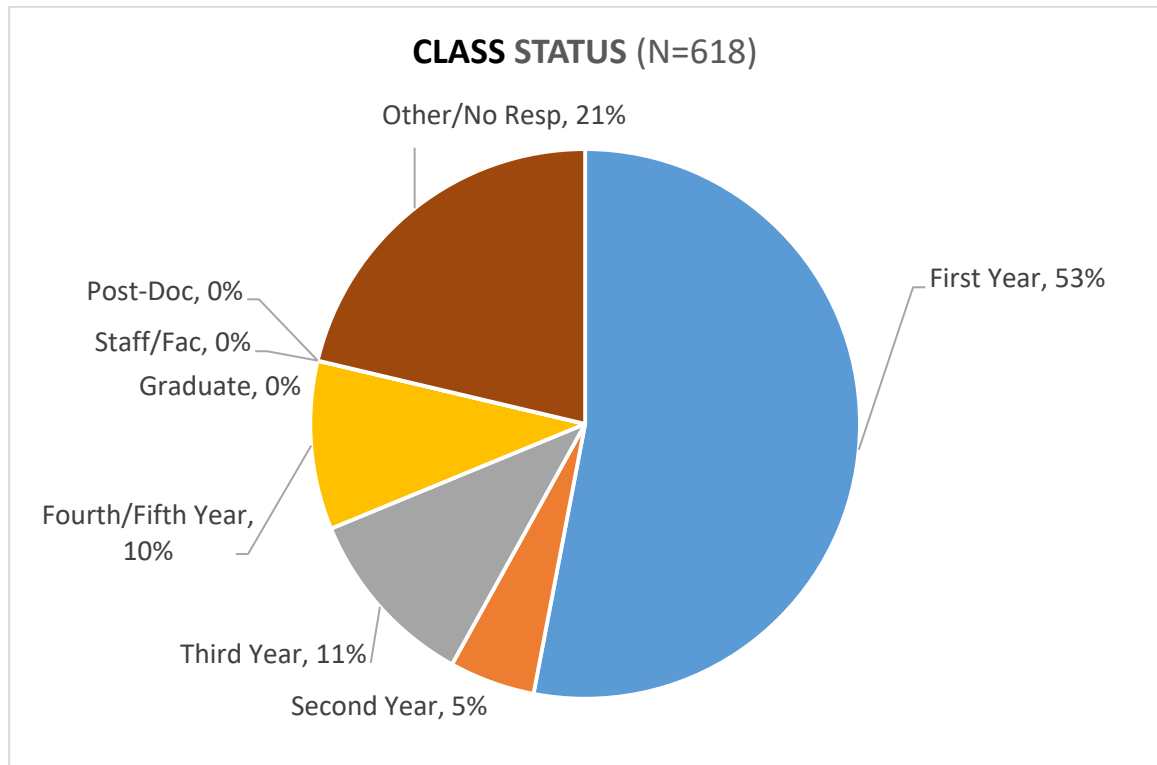
- Expanding the CCR Team membership and engaging new community partners (to include the local County D.A.'s office, local community college districts and others)
- Implementing an Engaging Men strategy on campus
- Developing resources and educational programs that meet the needs of culturally-specific and underserved student communities including LGBTQ students, Hispanic, Asian/Pacific Islander, black students, students with disabilities and international students
- Expansion of Green Dot Bystander Intervention Program to include new campus and community partners
- Expansion of Holistic Healing programs including trauma informed Yoga As Healing program, healing drum circles, personal safety and self-defense classes, and other art and music as healing program for students impacted by sexual violence
- Establishing an emergency assistance fund for victims including relocation support and temporary emergency housing
- Hiring a new part-time Marketing and Communications Specialist who is responsible for Holistic Healing programming outreach, Green Dot outreach, CARE website maintenance and all social media management for the CARE office and OVW funded educational programs

The OVW Campus Grant, coupled with leadership from the University of California's Office of the President, has strengthened our campus efforts to better serve students who have experienced sexual assault, dating or domestic violence and stalking. This includes enhancements to violence prevention education programming and the institutionalization of a CARE Advocate staff position.

STUDENT STATUS

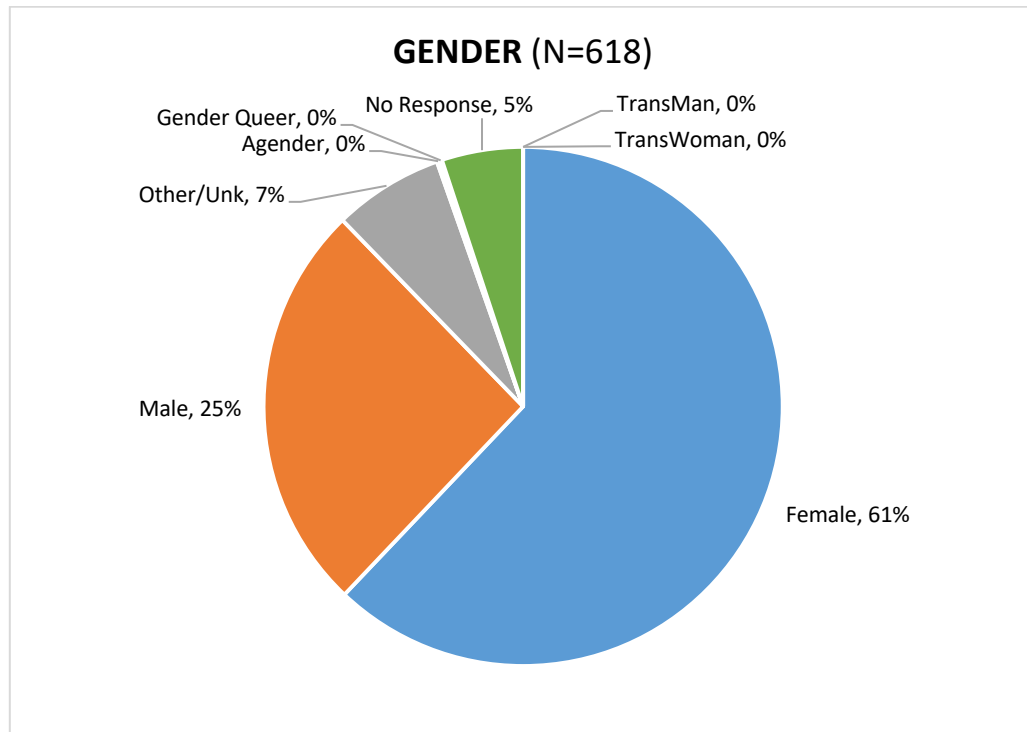
CARE outreach has focused on targeting the first-year population while reaching all students throughout their academic careers. The information collected through 618 program evaluations showed what participants' class levels were as a whole in the chart below.

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



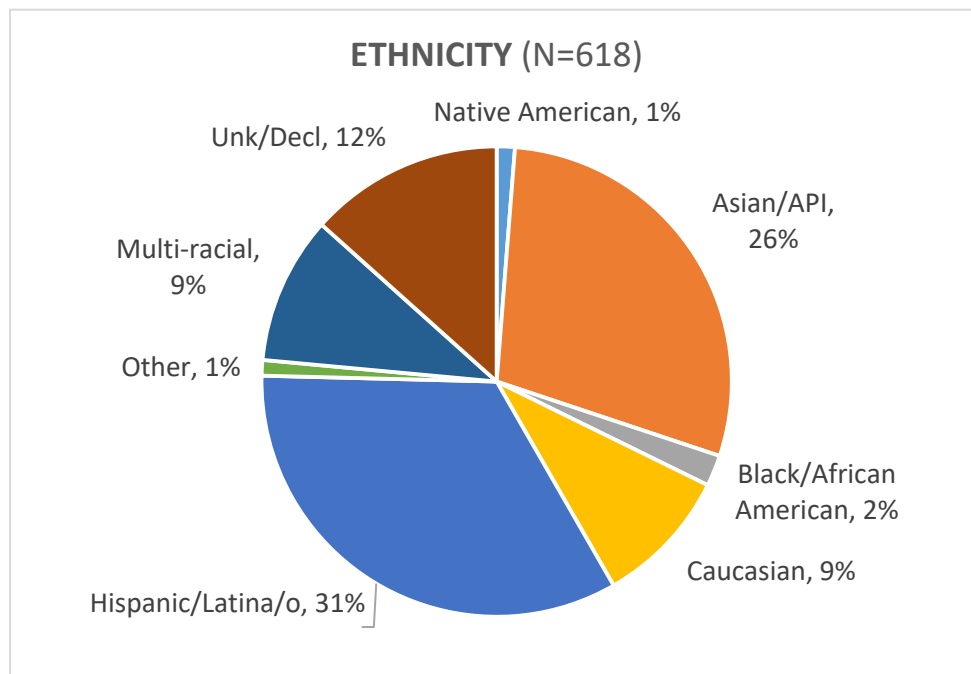
GENDER

According to the demographic information collected in the 2017-18 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.



V. HISTORY

2004-05	Center for Women and Men closed and all violence prevention and intervention activities were absorbed into pre-existing Campus Assault Resource Program (CARP), which provided educational outreach, consultation and referral services.
2005-06	Name changed to Campus Assault Resources and Education (CARE) and services expanded to include ongoing individual and group counseling, peer leadership programs, additional educational programming, conduct board training and augmented advocacy.
2006-07	<p>In collaboration the Health Education and OIT, CARE achieved full compliance in its first year following passing of Assembly Bill AB1088.</p> <p>Successfully recruited the first Right to KNOW (RTK) class and started chapter of men's violence prevention program One in Four (now known as CHAMPS).</p>
2007-08	<p>Hired Violence Prevention Coordinator who was qualified to teach Rape Aggression Defense Classes, part-time student assistant and two administrative interns.</p> <p>UCIPD CAREs was developed as a joint collaboration, allowing community members to anonymously obtain information about reporting and criminal investigations. Psycho-educational group series Building Better Relationships was implemented in partnership with Human Options.</p> <p>Directed UCI's participation in million-dollar, 3-year flagship grant from U.S. DOJ Office on Violence Against Women (OVW), in which all 10 UC campuses partnered.</p> <p>Right to KNOW selected for Outstanding Supporters of Prevention award by the City of Irvine. CHAMPS received Anteater Award for Most Promising New Group. Dr. Mount recognized with UCI Chancellor's Living our Values Award.</p>
2008-09	Dr. Mount selected to Chair the DOJ/OVW UC systemwide Grant's Victim Services Subcommittee. Also selected for the Outstanding Supporters of Prevention Award in the City of Irvine.
2009-10	RTK received Anteater Award for Outstanding Work in Social Justice and Best Social/Support Organization. Dr. 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.
2012-13	<p>CARE awarded \$5,000 Healthy Relationship College Program Grant from Avon Foundation for Women.</p> <p>Staff presented programs at the annual American Psychological Association and National Sexual Assault Conference.</p> <p>OVW Grant Project Director (0.5 FTE) and Victim Advocate (0.25 FTE) hired.</p> <p>Bystander intervention program Green Dot launched.</p> <p>Violence Prevention Coordinator Zabie Khorakiwala featured in the Huffington Post for the Yoga as Healing program.</p> <p>Hosted the first annual Girls Conference OC attracting 200 participants to campus.</p>
2013-14	Full-time victim advocate contracted through CSP.
2014-15	Hired an Assistant Director.

Expanded advocacy services to include 24-hour vertical hospital response and full-time in-office support. Outreach and intervention services revised and adapted to meet the growing needs of the international student population.

Obtained 2014 OVW continuation grant providing \$300,000 over 3 years.

Trained more than 20 staff members as Green Dot instructors.

Yoga as Healing identified as best practice program and duplicated at all UCs and nationally. Educational Advisory Board highlighted trauma-informed victim services video, VIP and CCR model as national best practices in white paper publications, and VIP was duplicated at several campuses nationally. CCR team model highlighted by OVW as best practice model for grantees. CALCASA highlighted CARE/UCI programs as best practices in set of California campus policy guidelines.

Yoga as Healing Program highlighted in news and media sources including the Huffington Post, Pinterest blog, Breathe OC Magazine, Rachel Grant Coaching and Elephant Journal.

2016-17 SFAC funding secured for a full time CARE Counselor.

Advocacy utilization doubled with a total of 218 individuals served. CARE services expanded to include faculty and staff. Expanded to offer 40 Holistic Healing programs.

VIP program awarded Most Outstanding Social/Support Organization at the 37th Annual Anteater Awards.

Developed liaison relationship UCI Medical School students to increase awareness of and accessibility to CARE's programs and services. Strengthened partnership with the UCI Initiative to End Family Violence (IEFV).

Awarded \$23,074 LCCF funding for holistic healing programs and assisting low-income, first generation students.

CARE staff presented programs at 2016 National Sexual Assault Conference, NASPA Strategies Conference and the NASPA National Conference.

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

- Violence Against Women Act (Federal Law 1994, 2000, 2005, 2013)

- 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 the Appendix.

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

- There are limited 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 limited confidential space in which to conduct groups and hold meetings and 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. 2017-18 ACCOMPLISHMENTS

- Hired two new part-time, Spanish-speaking Advocates and provided advocacy services to a total of 256 clients in 598 appointments.
- Developed new partnerships with community organizations including the Coast Community College District, Orange County District Attorney's Office, Laura's House and Legal Aid Society of Orange County.
- Translation of key resources to Spanish and Mandarin.
- Resources and support services expanded to cultural and community-specific resource centers including Cross Cultural Center, DREAM center, LGBT Resource Center and FYRE Scholars Program.
- New holistic healing programs launched including animal-assisted support, aromatherapy, mindfulness, found poetry and touchstones.
- Yoga program and Medical School training featured in the Orange County Register.
- Trauma-informed care integrated as a mandatory session in second-year medical students' training.
- CARE staff presented at NASPA Regional conference and the OVW Training and Technical Institute.
- Awarded a third cycle of funding through the Office on Violence Against Women, providing \$300,000 over 3 years to support UCI's campus response to sexual violence.

XIII. 2018-19 GOALS

- Engage in sustainable practices that minimize the department's ecological footprint and conserve finite resources.
- Infuse trauma-informed practice through all aspects of the organization.
- Develop additional resources to support faculty and staff client needs.
- Implement new data tracking systems to increase efficiencies in collection and reporting.
- Identify permanent funding to support contract staff.
- Expand social media engagement.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Peer Educators

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: Student product (e.g., portfolio, journal) without rubric

Results: Leadership development for CARE peer educators was measured through direct assessment (observation of advisors), self-evaluations (reflection papers), quarterly exams, program/event outcomes and workshop evaluations. 100% of CARE's peer educators passed quarterly exams with a B or better (VIP and RTK). Reflection papers demonstrated deepening insight, increased self-awareness and knowledge, and frequent collaborative programs and conversations among peers. CARE peers were responsible for the planning and success of Take Back the Night (CARE's largest annual event) which required peers to problem solve, learn event coordination and work closely as a team in order to ensure the success of the event.

Use: Refining assessment tools/LOs; refining program/program changes; 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 as measured by post workshop surveys.

Measured By: Post survey of student opinions; posttest

Results: CARE provided a total of 123 workshops reaching a total of 16,812 students at UCI. According to post survey data, 84% of workshop participants were able to identify two or more campus resources related to relationship and sexual violence.

Use: Refining assessment tools/LOs; refining program/program changes; reporting results.

Green Dot Bystander Training

CIVIC & COMMUNITY ENGAGEMENT

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

Measured By: Post surveys of student opinions, beliefs

Results: CARE provided 13 Green Dot Bystander Intervention workshops to more than 700 students. According to post-workshop responses, 73% of students indicated that they would increase their communications with peers about ways to prevent sexual and relationship violence and more than 90% stated that they would increase their proactive behaviors to prevent sexual and relationship violence

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

2018-19

Green Dot Bystander Training

CIVIC & COMMUNITY ENGAGEMENT

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

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining assessment tools/LOs; refining program/program changes; 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, as measured by a post-workshop survey.

Measured By: Student product rated without rubric

Results: To be reported Summer 2019

Use: Refining assessment tools/LOs; refining program/program changes; unit planning and/or budgeting; reporting results

Peer Educators

LEADERSHIP DEVELOPMENT

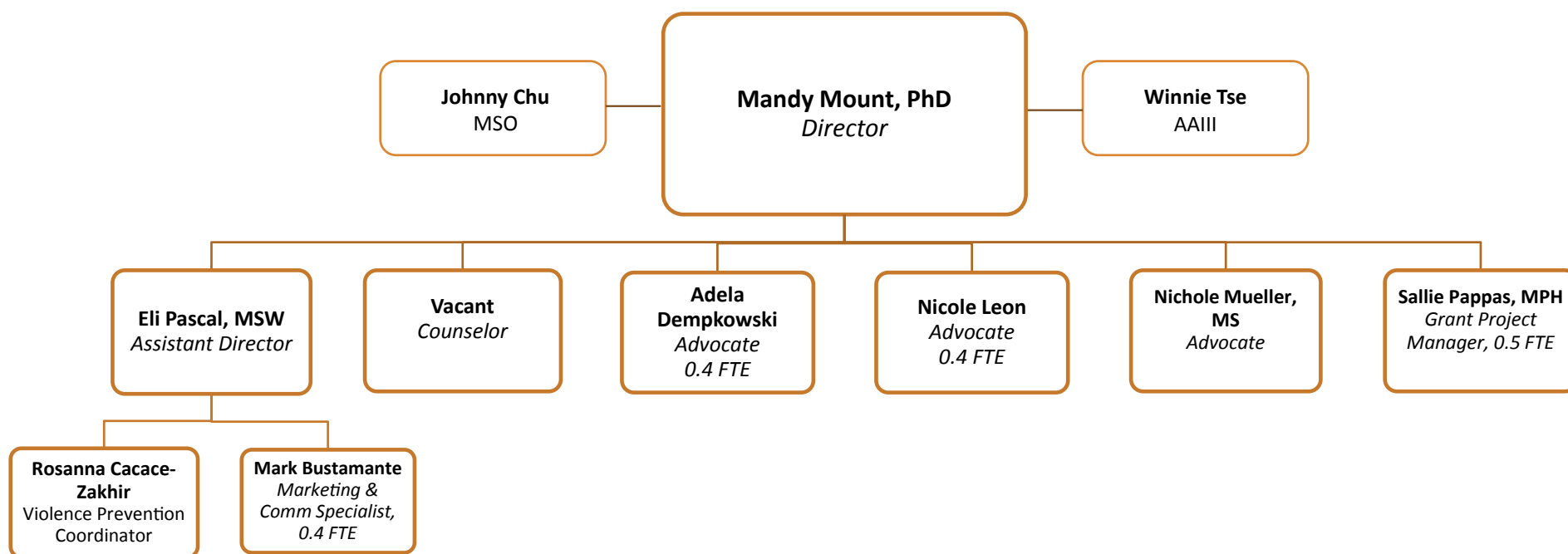
CARE peer educators will develop problem-solving, decision-making, program/event coordination and demonstrate an increase in knowledge of power-based violence dynamics and campus/community resources. These will be measured by evaluations and/or direct assessment by CARE staff.

Measured By: Student product rated without rubric

Results: To be reported Summer 2019

Use: Refining assessment tools/LOs; refining program/program changes; providing feedback to student/participant

UCI CARE 2018-2019



Approved By:  Date: 8/9/18
Mandy Mount, PhD
Director, UCI CARE

CENTER FOR STUDENT WELLNESS & HEALTH PROMOTION

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 goal-setting
- 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 to help manage the various forms of stress in their lives.

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. 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, lube and dental dams on the UCI campus. The Condom Co-Op was founded in 2011-12 and provides education and information about safer 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, 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. 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

Doug Everhart	Director
Beth England-Mackie	Assistant Director and Sexual & Relationship Health Programs Manager

STAFF

Career (FTE)	
Filled:	6.10 FTE
Provision:	0.00
	FTE
Career FTE Total:	6.10 FTE
Career Headcount	8
Student Staff Headcount	6

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

III. SERVICES PROVIDED

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. 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 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; provides tobacco/nicotine education and cessation services for members of the

campus community looking to quit; and provides consultation and other programming for campus and some community constituents.

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), dental dams and lube; manages an anonymous HIV testing program, effectively mentoring students through the process of self-administering and reading the home HIV test; develops and implements training and educational programs for various campus and community constituents and partners, including academic departments, classes student organizations and high schools; 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

The Wellness & Peer Education Programs Manager creates programs and services that support general and holistic wellness, while also placing special focus on the development of life skills. The Wellness Program Manager presents on topics of time management, stress management, self-care, financial wellness and nutrition. Through interactive workshops, students have the opportunity to learn life skills of mindfulness, meditation, yoga, organization, prioritization, healthy cooking skills, budgeting and, above all, the value of self-care. Large scale wellness events also provide an opportunity for students to engage in wellness activities. The Wellness & Peer Education Programs Manager also recruits, trains and supervises the Peer Health Education (PHE) Program, who provide peer-to-peer health education and promote CSWHP programs and services on campus.

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.

Emotional Well-Being Programs

The Center for Student Wellness & Health Promotion also has programs to raise awareness about and support the emotional well-being of our students. This responsibility falls under our Emotional Well-Being 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:

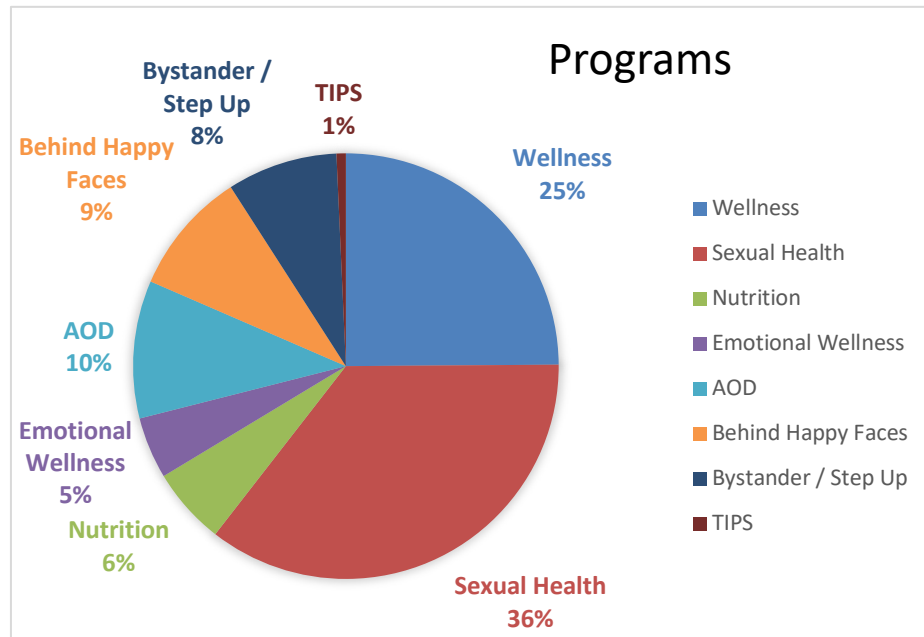
- *Marketing Team* – In order to effectively market our programs, messages and mission, the Center for Student Wellness & Health Promotion utilizes a marketing team. The team consists of the Communications Coordinator (staff position dedicated to managing/supervising the team) and four student Marketing 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. The team is also responsible for the CSWHP Website, digital newsletter and social media platforms. They also train the staff of CSWHP branding standards for a consistent look and feel of all of our programs and services.
- *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 who 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.
- *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. 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 Social Ecology Field Placement and Public Health Practicum students. This program is supervised by the Assistant Director who is responsible for interviewing, recruiting, managing and evaluating the students.

IV. THOSE SERVED

During the 2017-18 academic school year (July 2017-June 2018) the Center for Student Wellness & Health Promotion provided outstanding programs & services to the UCI community primarily focused on increasing workshop presentations, adding new programming and collaborating with both new and established campus partners to meet the health and wellness needs of the undergraduate and graduate students. The CSWHP participated in many new events this year and expanded their overall outreach and collaboration with other departments such as housing (Mesa Court, Middle Earth, Campus Village and Arroyo Vista), Student Life & Leadership, Student Health Center, Cross-Cultural Center, CARE, Counseling Center, Athletics, Greek Life, Hospitality & Dining, Career Pathways, ASUCI, International Center and SOAR. In addition, Program Managers expanded their existing relationships with campus partners. Some examples are increased programming with the Global Sustainability Resource Center, ASUCI's Student Life and Advocacy Commission, the Counseling Center and Student Life & Leadership. Such collaborations have enriched both the health and wellness of students and of faculty and staff. This year the CSWHP facilitated and/or collaborated in 141 different events on campus (43% increase) reaching a total of 17,449 students (59% increase).

The Center for Student Wellness & Health Promotion also conducted 239 Healthy Tune-Up Workshops reaching 6,344 students on a variety of health and wellness topics. New workshops were added this year such as a drop-in meditation class, an introduction to mindfulness and yoga series, cooking demonstrations, goal setting and resiliency. The responses from almost 500 students collected through both in-person focus groups and an online survey and another survey conducted at the Reclaim Mental

Health Conference in 2017 of another 95 students, showed a request/need for more yoga and meditation classes, cooking demonstrations, mental health awareness and therapy dogs on campus to help reduce stress and increase self-care practices. Overall, workshops provide students with important health information and effective coping skills to improve their health, wellness and academic success using a variety of engaging and interactive activities. Students also learn about their campus resources.



2017-18 Workshops

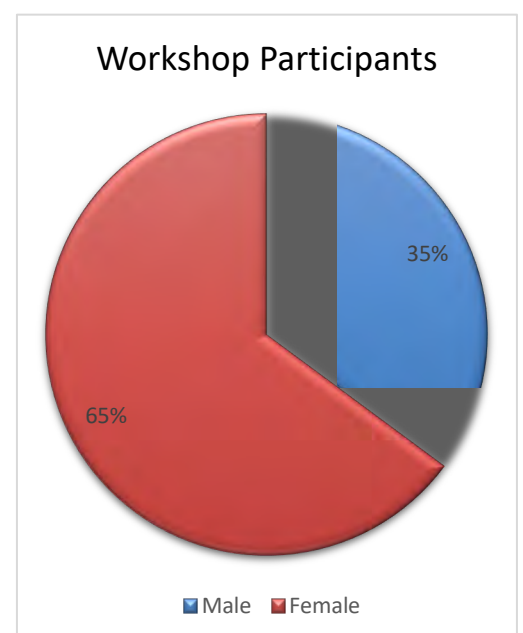
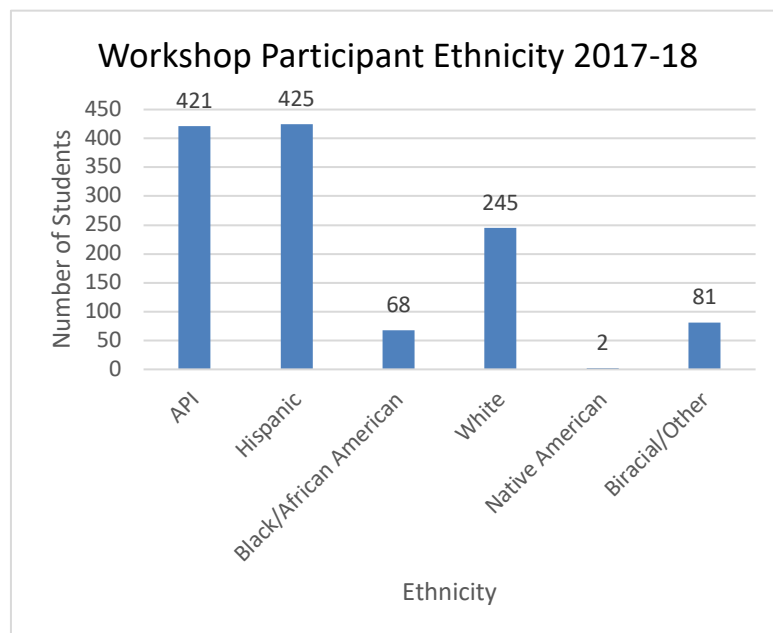
Wellness: Stress Management/Self-Care, Time Management, Yoga/Meditations, Cooking Demos

Sexual Health: HIV/AIDS, Sex and Communication 101, #Relationships, STIs/Birth Control, Sex Positivity

Nutrition: Healthy Eating on a Budget, Positive Body Image, Eating for Energy

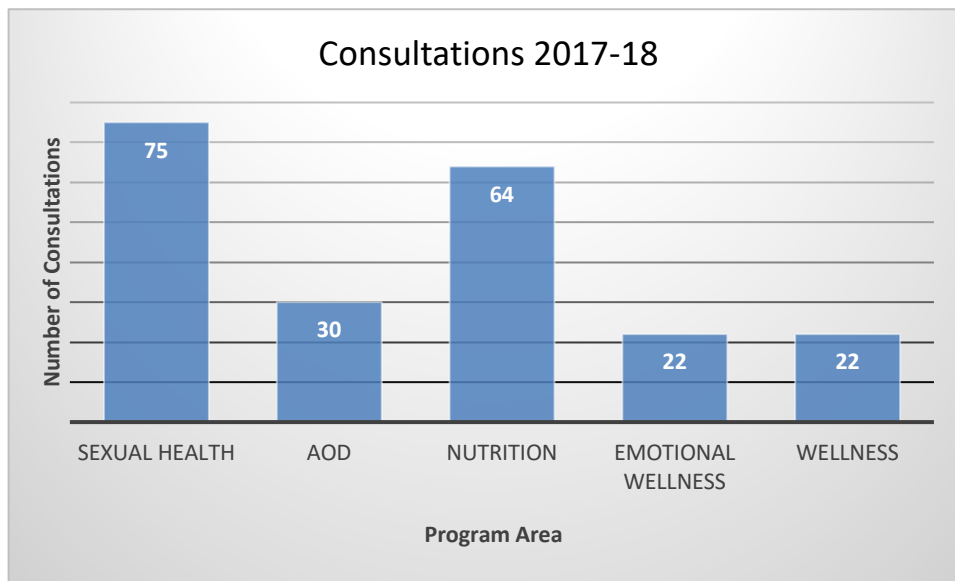
Emotional Wellness: Behind Happy Faces, Goal Setting, Vision/Purpose

AOD: Alcohol Awareness (#Lit, Cannabis (#Dope), Prescription Drugs



CSWHP also offers a variety of services to students such as individual consultations, a Lactation Station, HIV Testing, emergency feminine products and the Condom Co-Op. Staff provided 213 individual

consultations, which continues to be an important service. Individual consultations allow students to build knowledge and skills to improve their health and wellness, as well as ask questions anonymously in a safe and comfortable space.

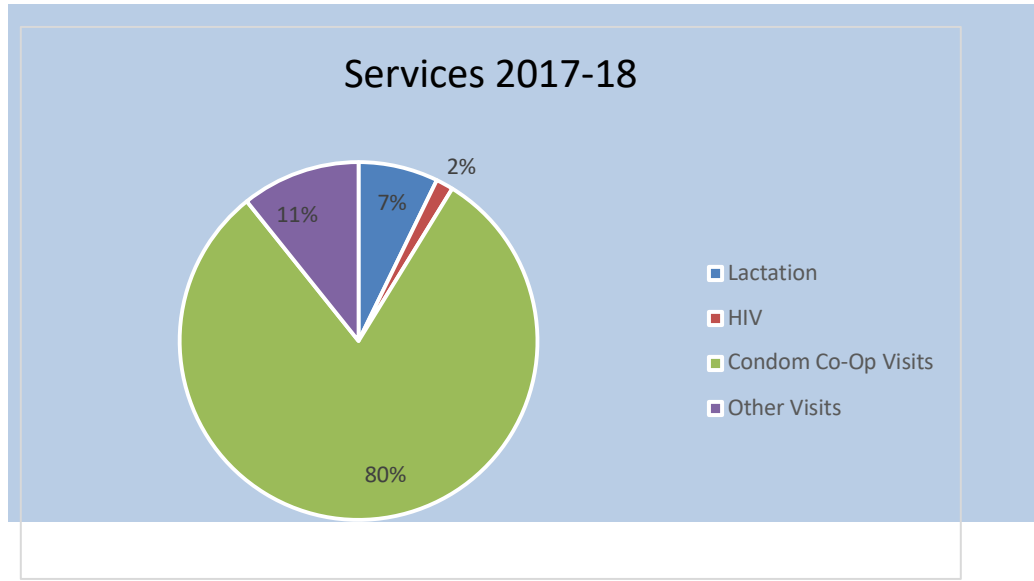


The Lactation Station continues to give nursing parents a clean, safe and private space to nurse and/or pump for their infant children. Students, staff and faculty are welcome to use this service, as well as individuals participating in conferences at the Student Center. There were 345 visits accounting for 7% of the visits to the CSWHP.

Fifteen BASICS (Brief Alcohol Screening and Intervention for College Students) sessions and 28 Alcohol Awareness Classes (with 177 participants) were completed during the 2017-18 school year. A BASICS session is a one-on-one motivational intervention for high-risk college students to reduce problem drinking, excessive drinking and binge drinking. Students are encouraged to adopt healthier choices and are given coping skills to moderate drinking. An Alcohol Awareness Class is a group class for first-time offenders and designed to educate students about the facts and dangers of alcohol as well as how to stay safe and keep others safe. This continues to be a remarkable collaboration between the CSWHP, campus housing and the Office of Academic Integrity & Student Conduct.

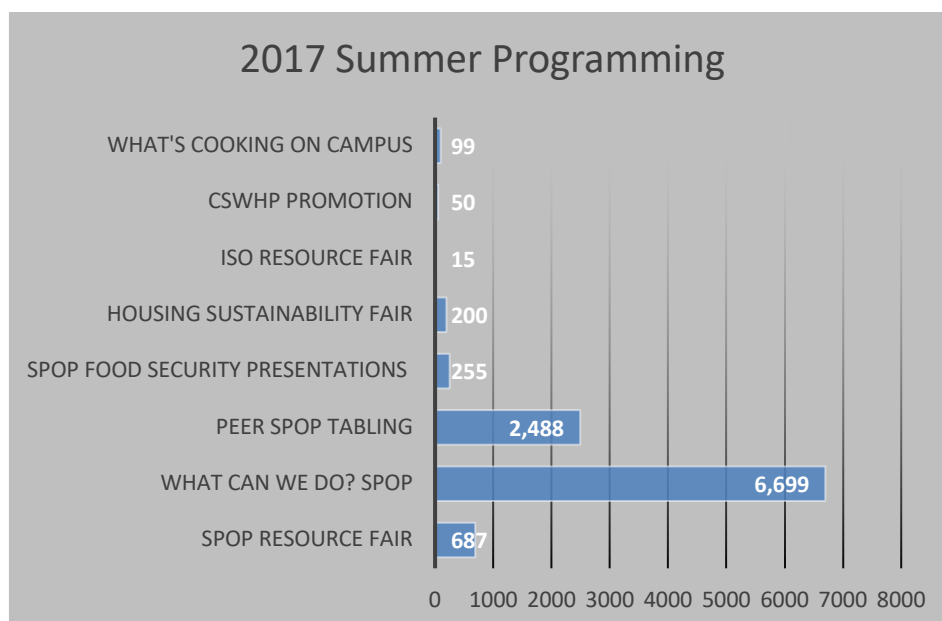
The HIV testing program has been very successful in providing free, confidential and anonymous testing to students. HIV continues to be highly stigmatized and feared so providing an environment where students can feel safe, comfortable and learn about the importance of testing is crucial. Students receive 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 budget for HIV kits during the 2017-18 year was 78 and 77 were used. In order to conserve the kits throughout the year for students who were at higher risk, referrals for HIV and other STIs were made to the Student Health Center, private insurances and community partners.

The Condom Co-Op continues to be a popular and needed service and accounts for a significant number of visits to the CSWHP (3,851 students). 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. Approximately 39,343 condoms and dental dams were distributed to students and another 500 were donated to campus partners this year.

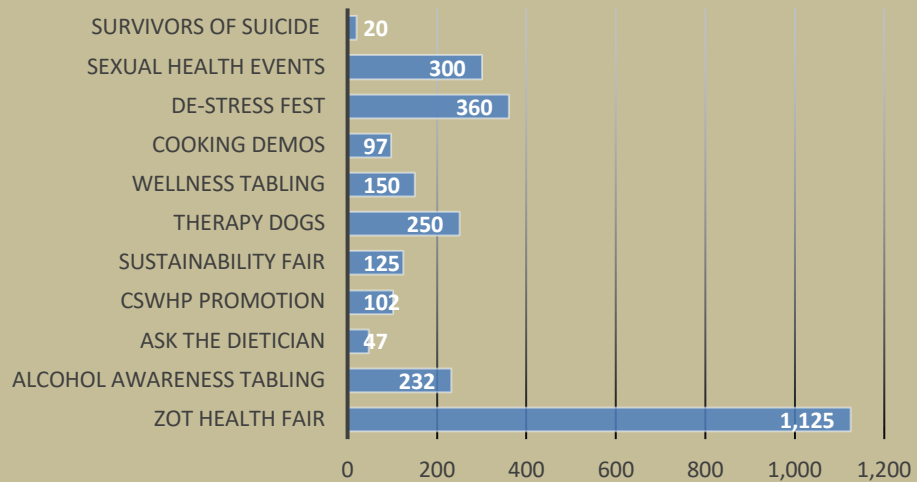


The Center for Student Wellness & Health Promotion facilitates and participates in a variety of workshops and programs on the UCI campus, independently and collaboratively with many campus partners/departments and student organizations like ASUCI, Active Minds and the Public Health Association. These opportunities allow the department to broaden its 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.

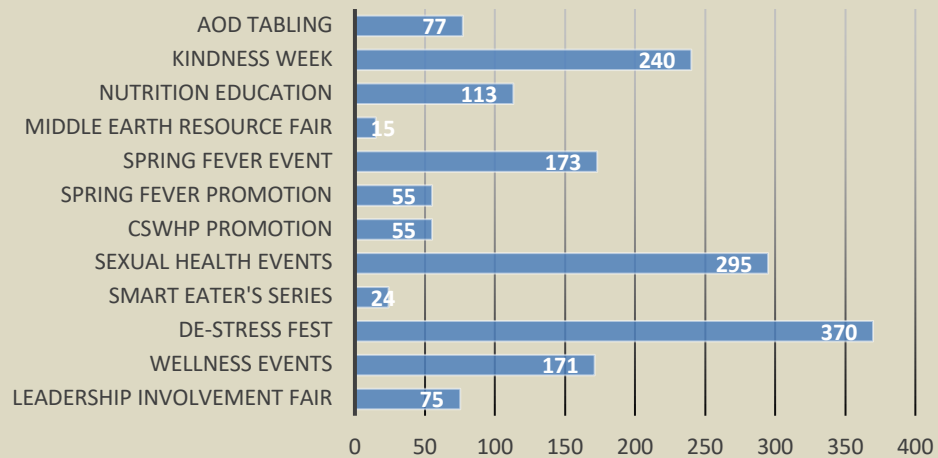
CSWHP provided the UCI community with 141 unique events throughout the year from annual events like the Zot Health Fair and Spring Fever to resource and leadership fairs to topic specific awareness events. Below you will find detailed information about those points of contact with the campus.

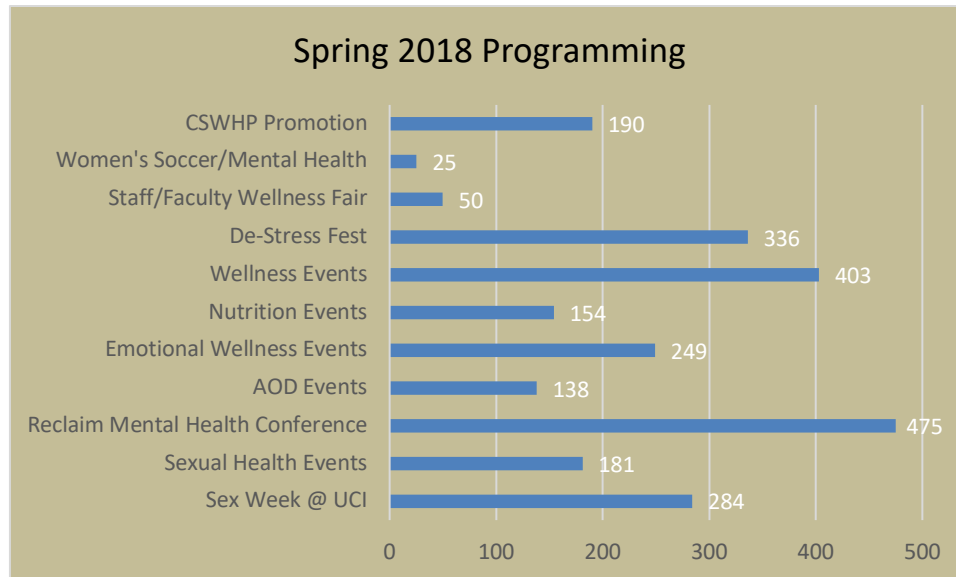


2017 Fall Programming



2018 Winter Programming





In addition to providing programs and services, The Center for Student Wellness & Health Promotion actively participates on many health and wellness committees like UCI's Wellness and Safety Partnership, CCR Team, AOD Task Force, Irvine Prevention Coalition (IPC), Orange County Tobacco Education Committee (OCTEC), & the Sustainability Workgroup. Every staff member from the Center for Student Wellness & Health Promotion participates in at least one community coalition and/or task force. Several staff members also participate on the Healthy Campus Initiative workgroups (Sexual Health, Nutrition and AOD).

The CSWHP has a robust Peer Health Education and Internship Program, in addition to accepting volunteers to assist with large-scale events. During the 2017-18 year, a total of 30 Peer Health Educators and 15 internship students were trained and supervised to assist the CSWHP with programming, services, promotion and outreach to the UCI campus. The Peer Health Educators work with the Center for an entire academic year. The CSWHP is also a field study/practicum site for the Program in Public Health and the Social Ecology. Students intern for one quarter, many of whom continue to volunteer after their internship.

The Center for Student Wellness & Health Promotion has included outreach efforts to graduate students. All major events, such as the Zot Health Fair, Spring Fever, Sex Week @ UCI and De-Stress Fest were shared with Graduate Housing to encourage them to attend.

Both the Wellness and Peer Health Education Manager and the Sexual & Relationship Health Program Manager participated in the PharmSci Department's Self-Care Fridays.

All in all, CSWHP reached 29,243 students with some form of in-person contact with the various programs and services offered. An additional 9,623 students were reached through CSWHP's online programs and resources. This includes 9,623 who completed the FIRST (First-year Internet Required Safety Training) module on alcohol, which is required of all first-year and transfer students; 224 students who completed the E-Chug online alcohol assessment module (required of all alcohol referrals, but also available to any student to take); and 40 students who completed the E-Toke online marijuana assessment module (required of all marijuana referrals, but also available to any student to take). This brings the total reach to **38,866** students.

V. HISTORY

- The catalyst for Health Education was a CPR training program started in Student Health Services in the mid-1980s. 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 1990s and this tradition continues 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. 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 CARE (Campus Assault Resources & Education) 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 2,000 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, 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 the Appendix.

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 last 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.
- Having sufficient space for peers and student interns can be a challenge. The cluster is discussing how the 520 sq. ft. space that it shares with CARE peers can be better divided.
- The combined budget and space challenges severely impact our ability to offer the programs and services the students both want and need. We could do much more programming if we had the appropriate spaces (programming and training) to do so. Couple that with the fact that we don't have the budget to "rent" space as a department in the Student Center, Aldrich Park or other spaces on campus, we are incredibly limited on what we can offer as a department and have been relying on just meeting requests of student organizations, housing communities, campus departments and others than can provide/reserve the space we need to meet their program/service request.
- 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. 2017-18 ACCOMPLISHMENTS

- Last year the CSWHP established a strong and unique partnership with the Program in Public Health to conduct focus groups on the mental health and wellness needs of the UCI students and to develop a Certificate Program in Collegiate Health and Wellness. The Mental Health Research Team, which consisted of the CSWHP Assistant Director Beth England-Mackie, Professor Dr. Zuzana Bic, 12 undergraduate students and 3 MPH students, collected both in-person and online responses from almost 500 students. This data will be used to enhance and expand programming and services to better meet the needs of UCI students. In addition, a proposal was submitted to the Curriculum Committee for the Program in Public Health for a Certificate of Completion in College Population Health Promotion and Wellness which was approved during Spring 2018. Students will be able to begin the certificate program beginning Summer 2018. Upon completion, students will receive their certificate at the Undergraduate Honors Program.
- Emotional Well-Being Programs Manager Jasmine Blackburn, developed and taught a new 1.3 unit class, Anteater Tough: Building Habits for Resilience, in collaboration with staff from the Counseling Center and Student Life & Leadership.
- Our Registered Dietician collaborated with the FRESH Basic Needs Hub to answer student nutrition questions on site, as well as providing nutrition workshops as part of the Smart Eaters Series. Food insecurity is a huge problem across the UC system and helping empower students with nutrition knowledge that promotes healthy eating on a budget is vital to a student's well being physically, mentally and academically.
- The Wellness & Peer Education Programs Manager Natalie D'Azzo taught several health and wellness 1.3 unit classes throughout the year – Adulting: Nutrition, Cooking and Self-Care Basics; Introduction

to Health and Wellness; and Introduction to Mindfulness and Meditation. These courses were designed to help students build positive coping skills, reduce stress levels and develop a self-care plan.

- Staff members continued to be actively involved in leadership roles in the Healthy Campus Network Initiative, which was launched in 2016-17 and funded by the UC President Janet Napolitano. Director Doug Everhart serves on the overall Advisory Group for the initiative; Assistant Director Beth England-Mackie serves as one of the leads on the Sexual Health Workgroup; and Wellness and Peer Education Programs Manager Natalie D'Azzo and Registered Dietician Jody Margolis serve on the Nutrition Workgroup.
- The CSWHP Peer Health Educator program continues to be an attractive opportunity for students. We had over 120 students apply this year, but were only able to select 28, with space and budget limitations.

XIII. 2018-19 GOALS

- Address the budget/funding concerns and identify sustainable solutions
- Continue to seek and build partnerships with academic departments
- Seek to regain and make functional our Wellness Room space
- Continue to increase awareness and visibility of our center as a valuable student resource
- Continue to grow our outreach numbers by working smarter, not harder (i.e. same number of programs, services with larger and more intentional reach strategies).

XIV. AWARDS

- Wellness & Peer Education Programs Manager Natalie D'Azzo received an Outstanding Supporters of Prevention Award from the Irvine Prevention Coalition.
- Beth England-Mackie received a Student Affairs "SPIRIT" Award for her leadership in creating the Collegiate Health & Wellness Certificate Program in partnership with the Program in Public Health.

XV. LEARNING OUTCOMES

2017-18 Updates

Peer Health Education Program

LEADERSHIP DEVELOPMENT

By participating in our yearlong Peer Health Education Program and presenting health education workshops to peers, Peer Health Educators will increase their knowledge in the following areas: self-care, active listening, campus resources, the bystander concept and program planning.

Measured By: Pre and post surveys of student opinions, beliefs; interviews: one-on-one

Results: The Peer Health Educators (PHEs) were given a pre-test in April of 2017 and post-test in June of 2018 in which they rated their level of knowledge in the following topic areas: personal self-care techniques, techniques for active listening, campus resources, the bystander concept, planning a successful program and high performing characteristics. The pre-test was given prior to the start of training and the post-test was administered at the end of the PHEs' one year of volunteer service. The results show tremendous growth from 2.30 to 3.0 at pre-test to 3.5 to 3.77 at post-test, on a scale of 1 (low) to 4 (high). The students increased their knowledge and skill set by participating in the 1.3 unit Peer Health Educator course in the 2017 spring quarter (facilitated by Wellness & Peer Education Programs Manager Natalie D'Azzo) where students are trained in the Bacchus Initiatives of NASPA Certified Peer Educator program. They all passed the exam to become Bacchus Certified Peer Educators. The course covers the topics that were assessed and much more, including the roles of a

PHE, intersectionality, inclusive communication, referral skills, being a role model and public speaking. During the course, students also had the opportunity to practice creating and presenting their own group presentations on a wellness topic. Once the course is completed, students put their skills into practice for the next academic year. They represent our office and spread wellness education through presentations and large and small events. Their personal and professional growth continues throughout the year at biweekly training meetings. We are very pleased with the growth of our students and moreover with their satisfaction in what this program provides them

Use: Providing feedback to student/participant; reporting results

Peer Health Educators

LEADERSHIP DEVELOPMENT

Sexual Health Peer Educators will improve presentation and communication skills as measured through direct assessment by the Sexual & Relationship Health Programs Manager.

Measured By: Student performance (e.g., student oral presentation) rated without rubric.

Results: Sexual Health (SH) Peer Educators are part of a larger group of Peer Health Educators but are trained on sexual and relationship health. During the Fall quarter they are trained by the Sexual Health Program Manager and other subject matter experts as they typically begin with only a basic level of knowledge. They also participate in a four-hour Professional Development Training by Planned Parenthood and receive a Certificate of Completion for this training. They learn about birth control, sexually transmitted diseases, sexual orientation, gender identity, consent and healthy relationships. The SH Peers observe the Program Manager presenting workshops in classrooms, housing communities and student organizations and begin to co-facilitate starting Winter quarter. Evaluations are given at each workshop and reviewed together in weekly meetings with a discussion of what went well, what could be modified and what they learned. In addition, the peers are given helpful feedback on ways to improve their communication and presentation skills. As we move into the Spring quarter, the SH Peers begin to facilitate the workshops on their own with some supervision by the Program Manager.

In the beginning, the peers are not as confident (e.g. hesitate on explanations, speak too softly, defer questions to the Program Manager) as they are still learning the content area and working on their public speaking skills. By the end of the year, the SH Peers were able to facilitate the workshops on their own and answer approximately 90% of the students' questions accurately. Their knowledge of sexual health and relationships increased substantially as well as their confidence in delivering the workshops. Several of the SH Peers developed their own workshops and presented them several times during spring quarter.

From Fall 2017 through Spring 2018, 36 workshops were conducted reaching a total of 2,180 undergraduate students. Our Peer Education Program allows us to have greater outreach on campus as they promote, educate and advocate for the health and wellness of their peers and for a healthier campus

Use: Reporting results; refining program/program changes; providing feedback to student/participant.

2018-19

Alcohol Awareness Class

PERSONAL RESPONSIBILITY

Students will learn basic alcohol safety through the introduction and practice of the standard drink formula. Students will also learn low-risk guidelines surrounding alcohol use as well as harm-reduction techniques to promote and increase the well-being of students and their social groups.

Measured By: Pre and posttests of student knowledge

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Peer Health Education Program

LEADERSHIP DEVELOPMENT

By participating in our yearlong Peer Health Education Program, Peer Health Educators will increase their knowledge in the following areas: self-care, active listening, campus resources, the bystander concept and program planning.

Measured By: Pre and posttests of student knowledge; interviews: one-on-one

Results: To be reported Summer 2019

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

Student Staff (Marketing & Program)

PROFESSIONAL & ADMINISTRATIVE SKILLS

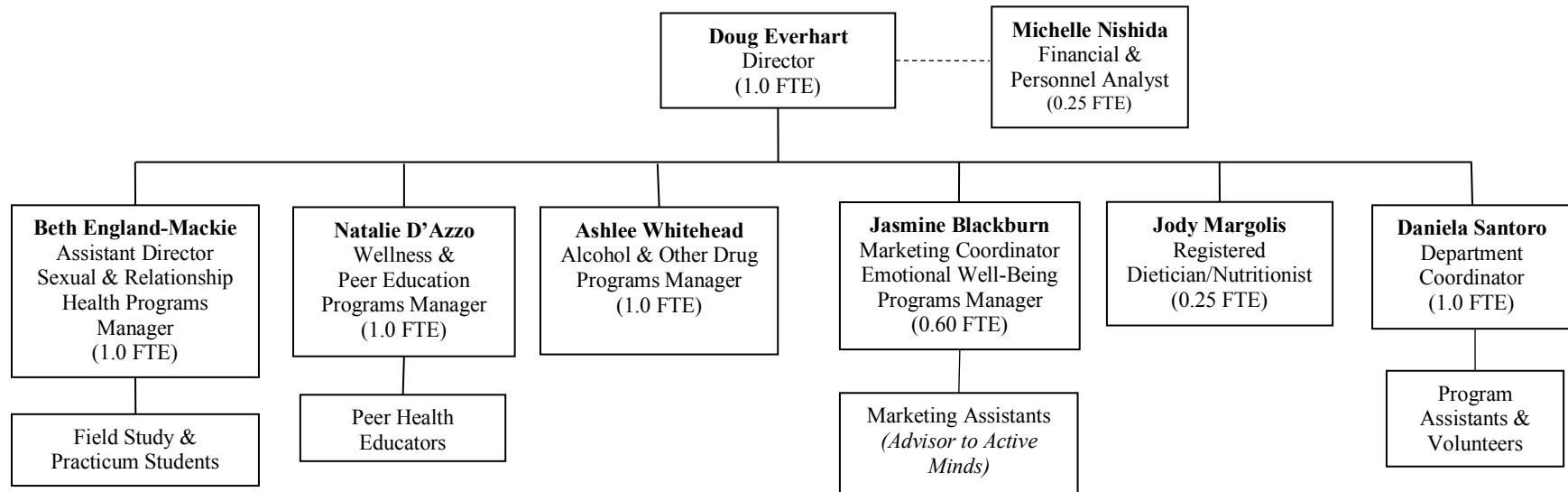
Marketing and program assistants will learn how to market and promote CSWHP programs and services. Their progress will be assessed in the following areas: creativity, quality of work, time management and knowledge of resources.

Measured By: Student product (e.g., portfolio, journal) rated using rubric

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; reporting results

**University of California, Irvine
Center for Student Wellness & Health Promotion
2018-19 Organizational Chart**



*In the absence of the Director, the Assistant Director is in charge.
(Personnel & Financial Analyst reports to AVC WHCS)*

Updated: August 1, 2018

WELLNESS, HEALTH & COUNSELING SERVICES

CHILD CARE SERVICES

I. VISION & MISSION

UCI Child Care Services seeks to provide excellent early care and education to children from infancy through elementary school age.

Children will be cared for in nurturing and engaging environments that promote healthy relationships, compassion, creativity, a lifelong love of learning and a genuine appreciation for diversity.

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 and families. One site director has a Bachelor's degree in Child and Family Studies.

II. WORKFORCE

MANAGEMENT TEAM

Laura Finley-Sanbrano	Director, Child Care Services
Lisa Martinez	Business Manager
Wenli Lin	Director, Early Childhood Education Center & Asst. Director, Child Care Services
Teresa Hoveland	Director, Infant Toddler Center
Neli Iotzova	Asst. Director, Infant Toddler Center
Julie Bookwalter	Director, Extended Day
Vacant	Director, Children's Center
Leslie Bae	Director, Verano Preschool

STAFF

Career (FTE)	
Filled:	52.55 FTE
Provision:	3.00 FTE
Career FTE Total:	55.55 FTE
Career Headcount	50
Student Staff	100+

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 & Counseling Services.

VI. LOCATIONS

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 and 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.
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.
www.dss.cahwnet.gov/ord/PG587.htm
- 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.playgroundsafety.org/standards/state.htm#california

For a full list of Student Affairs mandates, please refer to the Appendix.

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
- 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 bringing us over 100 interns every year. We also serve as observation sites for the School of Education, School of Social Sciences, 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. 2017-18 ACCOMPLISHMENTS

- Earned grant support from the State of California Department of Education (CDE) in the excess of \$330,000.
- Earned grant support from State of California Child Nutrition Services in the excess of \$55,000.
- 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 and Children’s Center participated in Quality Rating Improvement System. Infant Toddler Center received a 5-star rating. Children’s Center and Verano received 4-star ratings.
- Provide in-house trainings for the teaching staff on Mindfulness, Empathy and Self-Compassion Roundtable (3-part series)
- Held our 12th 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
- Continued 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
- Complete Small Cap Funding to repair structural beam and patio cover at Children's Center.
- Developed Child Care Services notification system to alert parents and staff of department related emergencies
- Completed renovations and repairs to the Children's Center play yard

XIII. 2018-19 GOALS

- Continue NAEYC Accreditation process for Infant Toddler Center and Children's Center
- Introduce new staff employee policy and procedure handbook
- Update website
- Renovate and repair playground at Children's Center
- Replace carpet, linoleum, paint and cabinets at Children's Center
- Apply for Outdoor Classroom Demonstration Site for Extended Day After School Program
- Update disaster plans department wide.
- Plan one to two parenting education programs for parents in the programs

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Student Training

LEADERSHIP DEVELOPMENT

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

Measured By: Post tests of student knowledge; checklist of what student(s) did; pre and post surveys of student opinions, beliefs

Results: Not assessed

Use: Reporting results

2018-19

Student Training

LEADERSHIP DEVELOPMENT

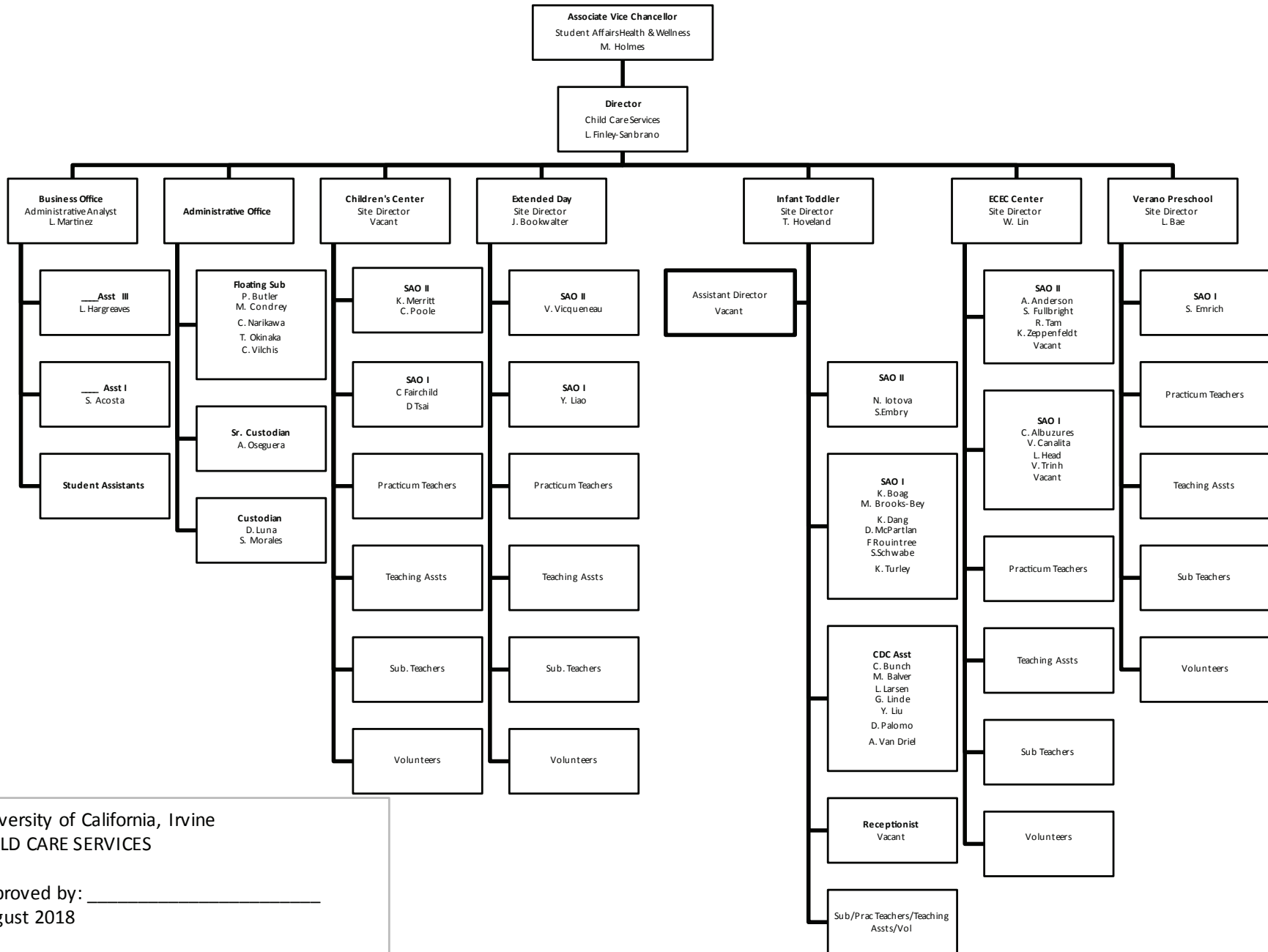
New student employees will learn about a variety of child development topics by participating in a once-a-quarter in-depth training.

Measured By: Post tests of student knowledge; checklist of what student(s) did; pre and post surveys of student opinions

Results: To be reported Summer 2019

Use: Reporting results

Child Care Services Organization Chart r. 8/2018



University of California, Irvine
CHILD CARE SERVICES

Approved by: _____
August 2018

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, policies 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

Adapted from: Kaslow, N.J., Grus, C.L., Campbell, L.F., Fouad, N.A., Hatcher, R.L., and Rodolfa, E.R. (2009). Competency assessment toolkit for professional psychology. Training and Education in Professional Psychology. Vol 3 (4, Suppl), Nov 2009, S27-S45 and Chu, J.P., Emmons, L., Wong, J., Goldblum, P., Reiser, R., Barrera, A., and Byrd-Olmstead, J. (2012). Public Psychology: A Competency Model for Professional Psychologists in Community Mental Health. Vol 43, No. 1, 39-49.

II. WORKFORCE

MANAGEMENT TEAM

Frances S. Diaz, Psy.D.	Director
Jessica R. Ortega, Ph.D.	Training Director/Associate Director
Vivian A. Yamada, Psy.D.	Clinical Director/Associate Director
open	Assistant Director/ Quality Assurance and Research
Meladee Garst, Ph.D.	Assistant Director/Student Educational Programs & Outreach Director

STAFF

Career (FTE)	
Filled:	27.7 FTE
Provision:	9.48
	FTE
Career FTE Total:	37.18 FTE
Career Headcount	41

Non-Career Headcount: 6 (4 interns, 2 postdoctoral fellows, 1 limited, 1 unfilled contract)

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 = 35,958 (Fall 2017) – All services
- UCI Faculty and staff = 15,868 (fall 2017*) – Consultation, outreach, training, crises intervention

*UC Irvine Office of Institutional Research – www.oir.uci.edu/files/enr/enrollment-notes.pdf

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 system-wide 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 (4 th 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 |
| 2018 | Expanded management team to include Assistant Director/Student Educational Programs & Outreach Director |

VI. LOCATION

Counseling Center

203 Student Services I

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
- Confidentiality of Medical Information Act (CMIA) - CA State Law
- Family Educational Rights and Privacy Act (FERPA)
- Recommendation from IACS (International Association of Counseling Services) to maintain ratio of one FTE professional staff member to every 1200 students
- Provide supervision by licensed staff for unlicensed/trainee staff

For a full list Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

UCI Counseling Center Governance

X. MAJOR ISSUES

- **Demand vs. Resources:** Unlike the previous 3 years, in 2017-18, the increased rate of student presentation for services surpassed our ability to provide initial appointments within our wait time goal of 10 business days for 9 weeks (7 of which were during fall quarter). We changed our clinical service offerings to emphasize access even further by increasing initial assessment appointments starting in mid-fall, and we were able to average 4.7 business day wait time for initial assessment when looking across the complete year. Unfortunately, the shift of our clinical services capacity to

focus on initial appointments created a decrease in our follow-up service capacity, which was already challenged to serve all UCI students whose issues were appropriate for our scope of follow-up services.

- **Staffing:** Rapid center expansion and limited management and administrative resources has impeded ability to keep pace with the needed recruitment efforts
- **Retention of Staff:** High demand and acuity of services has contributed to retention challenges.
- **Salaries:** The Counseling Psychologists positions began the Union accretion process in 2017 (UPTE). To date, negotiations remain at an impasse system wide, which has negatively impacted staff salaries and prevented the Counseling Center from addressing salary inequities. Furthermore, UCI is losing staff to other UC and local university campuses that can offer more competitive salaries.
- **General Funding Allocations:** Almost all increased funding over the past five years has been specifically earmarked for salaries only. The UCI Counseling Center staff has rapidly grown, while the funding for supplies and expenses remains almost unchanged. Efforts to increase this area of permanent funding have been unsuccessful causing us to rely heavily on carry forward money. Eventually, the need to keep up with general expenses (computers, EMR licensing fees, accommodation software, etc.) will far outpace the funding available even in carry forward money.
- **Space:** The UCI Counseling Center is currently divided into two locations: Main Building and Annex. The Annex location remains a “rental” agreement with the Student Center. Initial agreement indicated that Counseling Center could rent the space for 2-3 years. We are now entering into the third year. Obtaining permanent space is critical to service the demands.
- **UCOP Risk Initiatives and System wide Mandates:** Continued rise in risk management activities and expectations has dictated a need for counseling center management team to redirect attention to generating system wide reports, responding to calls for data, record standardization, case management, chart review processes, internal/external peer reviews and addressing privacy practices.

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 system-wide attorney specializing in mental health law.
- Need and demand for increased services for high-risk populations has resulted in exploration of possible satellite locations and funding support.

XII. 2017-18 ACCOMPLISHMENTS

- 16% increase in number of students served through clinical services in 2017-18 when compared to 2016-17
- Established liaison relationship with Esports
- Partnering with Athletic Department to meet NCAA standards for mental health
- Purchased Therapist-assisted Online (TAO) to augment services and help with demand
- Implemented Beyond Ring Road, a two-part panel and guest speakers program for graduating students
- Grant-funded electronic GIA was completed, 20 students participated in the pilot
- Implemented drop-in hours with one of our psychologists at the Cross-Cultural Center

- Implemented drop-in hours with one of our psychologists at the Center for Black Cultures, Resources & Research
- UCI Student Staff were integrated into Counseling Center's staff recruiting process
- Introduced one-session counseling appointments to help manage demand during peak times

XIII. 2018-19 GOALS

- Increase 1) clinical mental health services, and 2) outreach programs provided to the UCI campus community through added technology (i.e., TAO)
- Outreach efforts will include a focus on collaboration with other campus units i.e. Law School, LGBT Resource Center, Esports Team, School of Social Ecology and CARE Office
- Implement varsity screener through Center for Collegiate Mental Health (CCMH) for student athletes
- 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. Concerted effort will be put toward this during the 2018-19 academic year.
- 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

2017-18 Updates

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: Student product (e.g., portfolio, journal) rated using rubric; student performance (e.g., student oral presentation) rated using rubric; Student product (e.g., portfolio, journal) rated without rubric

Results: The rubrics were used on four occasions over the course of the Fall 2017 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 2018 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 four different role-plays. All 14 peer coaches additionally participated in complex role-plays that were semi-scripted by COACH coordinator/supervisor upon the start of Winter 2018 to demonstrate their integration of attentive listening skills. Furthermore, peer coaches provided verbal and written feedback to one another (in an "open comment" section of the rubric sheet).

Use: Providing feedback to student/participant; reporting results

2018-19

Creating Options and Conquering Hurdles (COACH) – Peer Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participation in the Creating Options And Conquering Hurdles (COACH) peer program training, the students (peer coaches) will demonstrate attentive listening skills. We will measure this with observational ratings of role-plays in addition to assignments completed throughout the year (e.g., oral presentations, 1:1 supervision, group supervision).

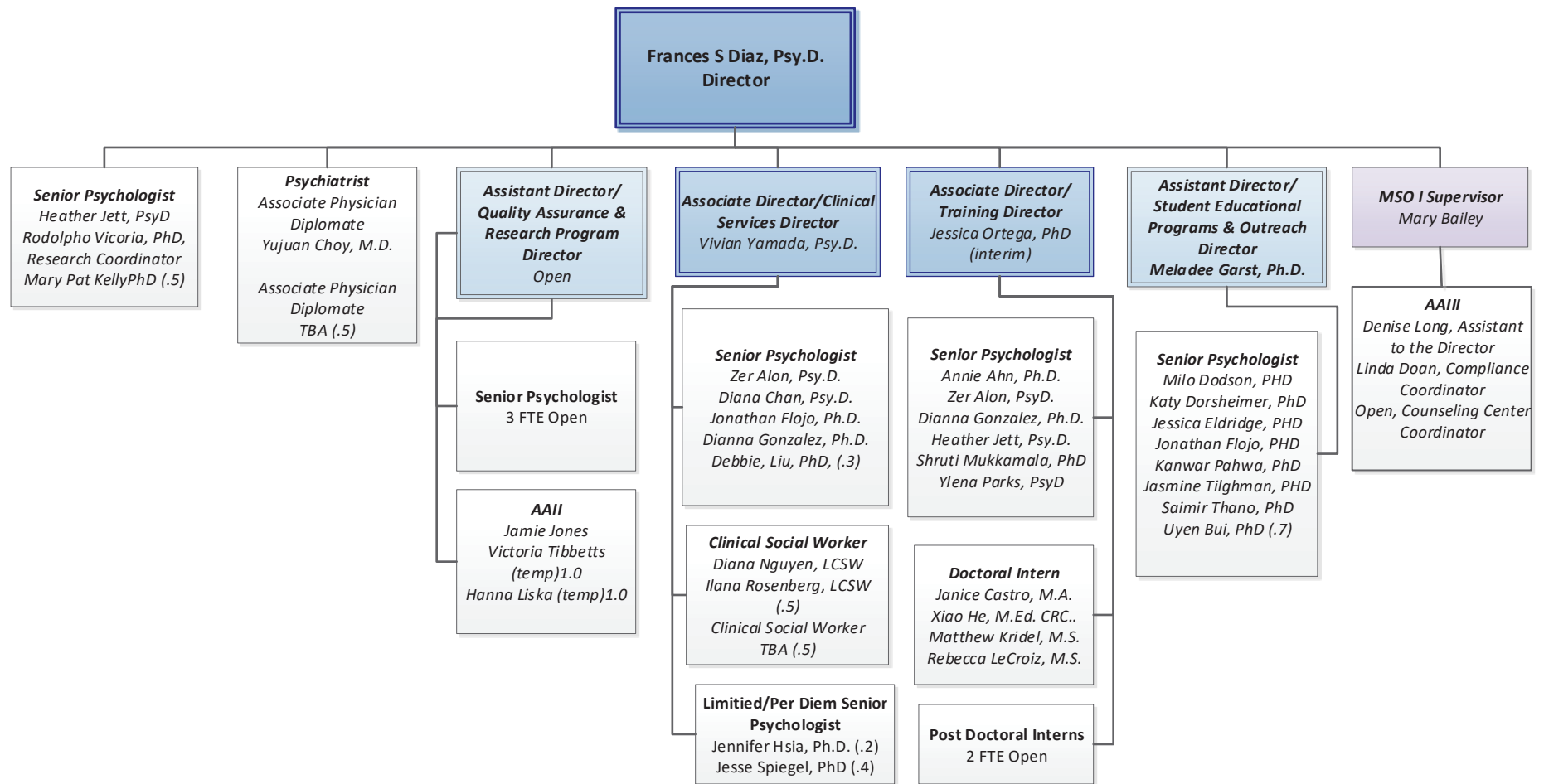
Measured By: Student performance (e.g., student oral presentation) rated using rubric; student performance (e.g., student oral presentation) rated without rubric; other

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; reporting results

UC IRVINE COUNSELING CENTER

August 1, 2018



WELLNESS, HEALTH & COUNSELING SERVICES

DISABILITY SERVICES CENTER

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

Karen L. Andrews	Director
Lisha Yi	Interim Assistant Director/Disability Specialist
Somphone Eno	Assistive Technology Manager

STAFF

Career (FTE)	
Filled:	12.0 FTE
Provision:	1.5 FTE
Career FTE Total:	5.85 FTE

Career Headcount	14
Non-Career Headcount	10 (limited)

Student Staff	33 part (plus approximately 125 Notetakers per quarter)
---------------	---

For Organization Chart, see end of the Disability Services Center 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
- Interactions with federal, state and local agencies
- Collaborations with state and local groups including school districts and disability related organization

III. SERVICES PROVIDED

The Disability Services Center provides and coordinates:

- Legally mandated accommodations and support services (Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Federal Housing Act, etc.)
- Workshops, tutorials, programs, services and auxiliary aids that enable otherwise qualified students with disabilities to maximize their educational experience and equal opportunities for success at UC Irvine. 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. Services to students with disabilities is an institutional responsibility.
- Ring Road Rides – Golf cart transportation program 7:45 a.m. to 6:45 p.m.
- Test/exam proctoring Monday through Thursday 8:00 a.m. to 10:00 p.m, and Fridays 8:00 a.m. to 7:00 p.m.

HOURS OF OPERATION

- Monday through Friday, 8:00 a.m. to 10:00 p.m.
- Exam proctoring Monday through Thursday until 10:00 p.m. and until 7:00 p.m. on Fridays

REGULAR SERVICES

- Review disability documentation and determine eligibility for accommodations and services
- Engage in the interactive process 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 technological solutions and disability equipment needs, services and training
- Provide sign language interpreting, real-time captioning and services for deaf/hard of hearing students
- 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 Organizations:** DSC sponsors one student

Delta Alpha Pi International Honor Society – An academic honor society founded to recognize high-achieving graduate and undergraduate students with disabilities who are attending colleges and universities

- **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 goals of the trainings are 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 takes place throughout the entire year with a special emphasis on Disability Awareness Month in October. 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. In 2018, the ZotAbility Campaign launch focuses on the social justice aspect of disability awareness for students, faculty and staff.
- **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 as scheduled
- **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 as scheduled
- **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.

UNIVERSITY OF CALIFORNIA
SERVICES TO STUDENTS WITH DISABILITIES
Number of Students Served Summer 2017–Spring 2018

Campus: IRVINE

CLIENT TYPE:	Undergrad	Graduate	Staff	Totals	2016-17
Permanent	973	294		1,267	1068
Temporary	188	0	10	198	183
Pending				161	84
Totals	1,161	294	10	1,465	1,335

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. A 9.74% increase is reflected in Fall 2017–Summer 2018 numbers and 2018 numbers are based on totals current as of August 10, 2018. DSC does not collect ethnicity data, 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
Low Vision	AD/HD
Deaf	Autism/Asperger's
Other Hearing	Traumatic/Acquired Brain Injury
Communication	Other Functional/Medical
Mobility	Psychological

DSC Services Provided Summer 2017–Spring 2018

*Summer 2018 numbers pending

Quarter	Intakes/Student Meetings/Walk-ins	Exams Proctored	Ring Road Rides	Assistive Tech Appointments
Summer 2017	502	643	292	25
Fall 2017	814	3133	2075	37
Winter 2018	654	3342	2294	28
Spring 2018	625	3332	2045	14
Totals	2595	10450	6706	104

DSC attempts to have all students sign in upon arrival. The table above shows 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

3,000 sq. ft. modular building/trailer
600 sq. ft. of storage space

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, 4 pairs of crutches
- 1 High Speed Braille box embosser

VIII. REGULATORY REQUIREMENTS

- Americans with Disabilities Act As Amended (ADAAA) – Federal legislation that prohibits discrimination based on a person’s disability
- Section 504 of the Rehabilitation Act – “No qualified individual with a disability shall be excluded from, denied benefits of, or subjected to discrimination under any program or activity that either receives federal financial assistance.”
- Federal and State of California Disability Laws – California State specific codes and regulations related to ADAAA and the Rehabilitation Act
- Agency – Regulations pertaining to various state agencies that ensure the rights of individuals who experience disabilities including, but not limited to Department of Vocational Rehabilitation, FIHA, etc.

IX. ADVISORY COMMITTEE

Not applicable

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 design and learning techniques and legal concerns regarding inclusive accessible classroom and course materials.
- Space will continue to be major issue for DSC. The current space is located in a substandard, modular building (trailer). As seen from the above increase in testing numbers, DSC will be required to utilize additional spaces for testing several times each quarter causing stress on students and staff.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

- 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.
- Provided two students with a \$900 scholarship award
- Awarded two \$2,500 scholarships through the new Dr. Lorna Carlin, M.D. Scholarship Fund
- Received various grants and donations through the Annual Giving Day fund

XIII. 2018-19 GOALS

- Design, develop and implement the year-long ZotAbility Awareness Campaign
- Continue to maintain DSC counselor to student ratio to less than 1:175
- Work more closely with campus partners to promote a culture of inclusivity at UCI, improving accessibility and usability of physical and electronic spaces
- Increase capacity to provide adequate space for students who require services and test accommodations
- Refresh and improve DSC website to reflect best practices and a social justice model of engagement
- Collaborate with local and national employers to provide internships and jobs for students with disabilities, including the national Workforce Recruitment Program (WRP)
- Increase the DSC and UCI footprints in identified communities such as Deaf/Hard of Hearing, Blind/Visually Impaired and Veterans
- Open a chapter of Delta Alpha Pi International Honor Society for undergraduate and graduate students who experience disabilities

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Anteater Ally Workshop

LEADERSHIP DEVELOPMENT

Students who have completed the two-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: Student product rated without rubric; interviews: one-on-one, student performance (e.g., student oral presentation) rated without rubric; pre and posttests of student knowledge; pre and post surveys of student opinions, beliefs

Results: One student-focused Anteater Ally training was held on September 27, 2017. Every DSC student assistant was required to attend. There were 21 student assistants and two student interns who successfully completed the training. During 2017-18, no Anteater Ally training was held for students registered to receive accommodations and services through DSC. The goal was to have one

Anteater Training each quarter; however, DSC experienced some staffing challenges during the academic year.

Use: Providing feedback to student/participant, refining program/program changes; unit planning and/or budgeting; reporting results

Program Development

LEADERSHIP DEVELOPMENT

Student Assistants working at DSC will learn to and then 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 will learn to and assess the needs of students with disabilities during the Fall quarter by questionnaire, survey or focus group. The student assistants will be trained how to facilitate workshops, focused workshops during the Winter and Spring quarters.

Measured By: Pre and post surveys of student opinions; Student product rated using rubric; checklist of what student(s) did

Results: One DSC student intern who attended the Anteater Ally Training was so moved that she developed an innovative and successful pilot program called Reboot & Refresh. It began in October 2017 and took place during weeks 2-9 in the Fall, Winter and Spring quarters. It is run by the intern and DSC student assistants. The program objective was to provide a small group, social hour and time to engage in stress-relieving, relaxing activities for students registered with the DSC. This pilot program received excellent reviews and was included in the 2018-19 budget due to its success.

Use: Providing feedback to student/participant, refining program/program changes; unit planning and/or budgeting; reporting results

2018-19

Anteater Disability Ally Workshop

LEADERSHIP DEVELOPMENT

UCI students registered with the Disability Services Center will attend a three-hour Anteater Ally Training session focused on educating the participants about disability and disability accommodations through a social justice lens. The highly interactive workshop will be taught by DSC-registered student assistants who have experience and training in disability history, microaggressions, etc. The workshop will support the DSC ZotAbility Campaign to eliminate, eradicate and obliterate embarrassment, stereotypes and unconscious bias associated with disability. As a result of this training, participants will demonstrate self-advocating behaviors and skills and be encouraged to create electronic portfolios to tell their stories. Two workshops will be held during FY 18-19.

Measured By: Student performance (e.g., student oral presentation) rated using rubric; Pre and Posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion; Interviews: one-on-one; Checklist of what student(s) did; Student product (e.g., portfolio, journal) rated without rubric

Results: To be reported Summer 2019

Use: Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs; reporting results

Safety Awareness and Strategies Workshop

PERSONAL RESPONSIBILITY

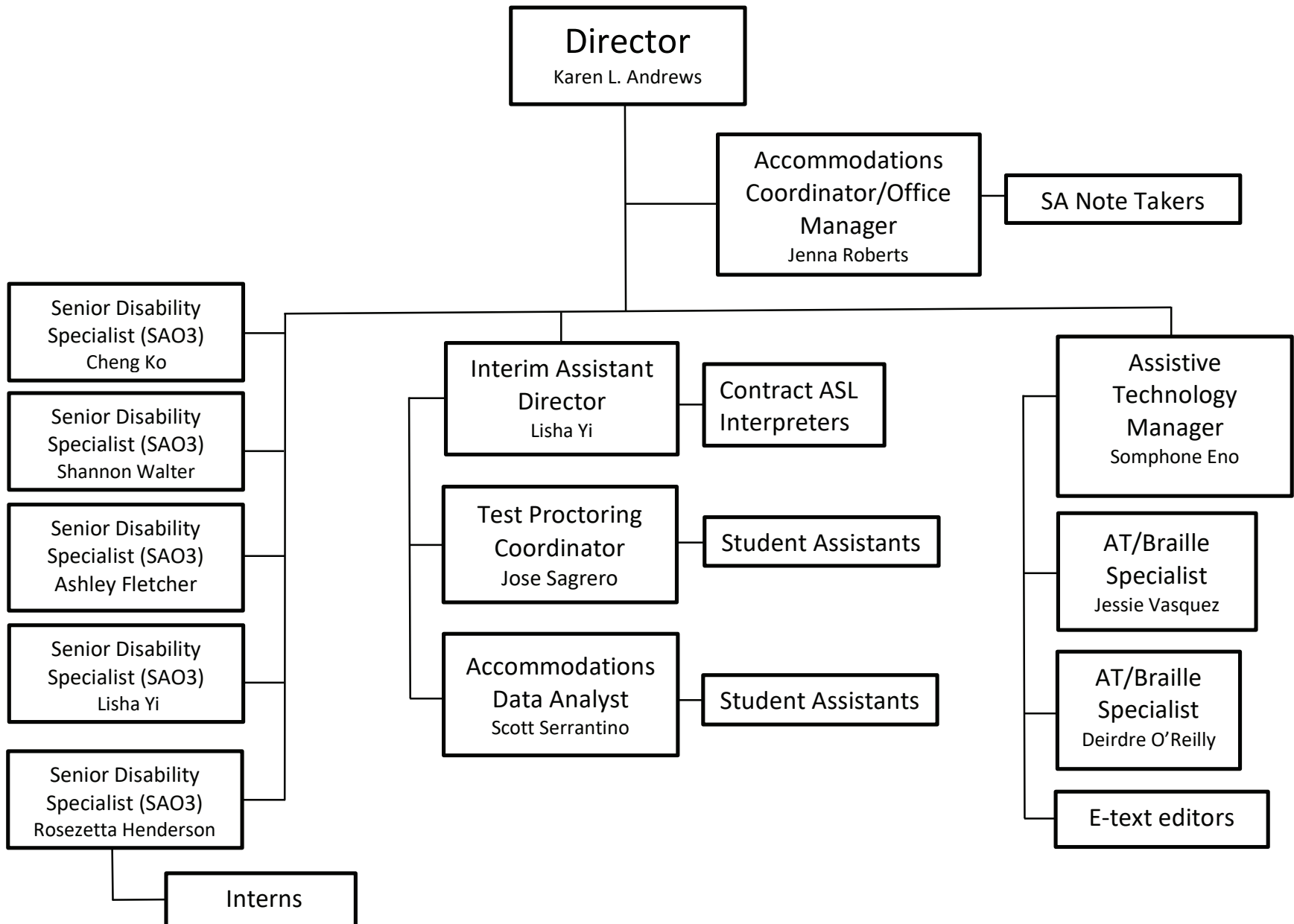
Workshop participants will learn much needed on- and off-campus safety skills, techniques and information about resources focused specifically on vulnerable populations who experience disabilities. Workshops will be provided through collaborative participation by the UCIPD, the DSC team and DSC-registered students. The workshops will be an essential part of the ZotAbility Campaign to eliminate, eradicate and obliterate misconceptions, stereotypes and unconscious bias experienced by those with disabilities, particularly regarding self advocacy, independence and safety.

Measured By: Pre and posttests of student knowledge; pre and post surveys of student opinions, beliefs; post survey of student opinions, beliefs; interviews: focus group or informal group discussion; checklist of what student(s) did

Results: To be reported Summer 2019

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

Disability Services Center



WELLNESS, HEALTH & COUNSELING SERVICES

STUDENT HEALTH CENTER

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, MBA	Administrative Director
Vivien Chan, M.D.	Chief of Psychiatry
Kimberly Kaboos, DDS	Senior Dentist

Junior Management Team

Matthew Mallari	Manager, Support Services
Brigitte Lao, RN	Manager, Nursing
John Shioya, PharmD	Pharmacist in Charge
Jeanie Deakyne	Manager, Front Office and Health Information
Martina Garza	Manager, Credentialing, Quality and Compliance
Giani Sek	Manager, Insurance and Billing Services
Nader Bigdeli	Lab Manager

STAFF

Career (FTE)	
Filled:	75.0 FTE
Provision:	5.0 FTE
Career FTE Total:	80 FTE
Career Headcount	86
Student Staff	6
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 systems
- Pharmacy information system
- Lab Information System
- Online document management system
- Online incident reporting system

VIII. REGULATORY REQUIREMENTS

- COLA
- AAAHC accreditation
- HIPAA
- FERPA

For a full list of Student Affairs mandates, please refer to the Appendix.

IX. ADVISORY COMMITTEE

Student Health oversees and collaborates with the Student Health Insurance Advisory Committee (SHIAC) for input on SHC services, insurance benefits and other related services.

X. MAJOR ISSUES

- Compliance by new incoming students with UC's mandated TB screening and immunization requirements
- 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).
 - UCI has a high bill-to-insurance claims ratio.
 - UCI 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. 2017-18 ACCOMPLISHMENTS

- Achieved full three-year accreditation by AAAHC
- Launched re-designed Student Health Website rendering it more user-friendly
- Increased dental service access by 35% in order to meet growing patient demand
- Established collaborative programs with various wellness cluster units in order to improve service to students
- Worked with Student Health Insurance Advisory Committee in transitioning student health insurance underwriter to UCSHIP
- Developed department operational plan
- Implemented new document management system

XIII. 2018-19 GOALS

1. Continue to provide high quality, safe and accessible medical care to patients
2. Evaluate specialty services in order to provide more convenient care to UCI students
3. Continue to improve and expand patient satisfaction surveying capability
4. Continue to advocate for appropriate campus funding
5. Work with campus partners to expand opportunities with key constituents

XIV. AWARDS

Student Health Center was honored with the Golden Gull Award from the Pacific Coast College Health Association (PCCHA), an affiliate of The American College Health Association (ACHA), at its annual meeting in October 2017 for SHC's *Access to Online Birth Control* program in recognition of exemplary, innovative and inspirational clinical practices in college health.

XV. LEARNING OUTCOMES

2017-18 Updates:

UC mandated TB Screening and Immunization Compliance Program for all new incoming students

PERSONAL RESPONSIBILITY

In an effort to increase understanding 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) continue to improve/simplify/enhance instructions and information provided to new students including production of instructional videos; revisions to the WH&CS student health portal and updates to the SHC website; 2) enhance collaboration with campus partners regarding communications regarding these admission health requirements; and 3) organize and plan seven "Health Clearance & Immunization Fairs" in an effort to accommodate students and increase compliance. To measure the success of this immunization awareness initiative, the SHC will generate ongoing compliance reports through PnC to show compliance rates. These PnC reports will also allow SHC staff to see what areas of the compliance process students are failing to complete before the compliance deadlines. The goal for 2018-19 is to have 90% of incoming students compliant by the deadline date of October 26, 2018 and 100% compliance by the start of the winter quarter.

Measured By: Other

Results: (Learning outcomes were assessed by reviewing and calculating compliance data in the immunization compliance module of SHC's electronic health record system Point and Click.

The percentage of Fall 2017 incoming students who complied with UC's mandated TB screening requirement increased from 31% in mid-August 2017 to 80% at the start of Winter recess in December 2017. This is an indication that increased messaging and communications to students and parents directly as well as to campus partners was, by and large, effective. However, the number of non-compliant students was still excessive particularly in consideration of the fact that, starting in Fall of 2018, academic holds will be placed on non-compliant students preventing their enrollment in Winter quarter classes.

With regard to immunization compliance, the percentage of compliance increased from 18% in mid-August 2017 to 70% at the start of Winter recess. Although a significant increase was realized, the number of non-compliant students is still quite excessive. For Fall 2018, SHC has introduced several measures in an attempt to dramatically increase knowledge of and compliance with the requirements including, but not limited to, SIR attestations, Health Clearance Fairs and enhanced communications with all academic units.

Use: Refining assessment tools/LOs; refining program/program change; unit planning and/or budgeting; reporting results

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 Mental Health (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 to pilot 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 the number of EAPs completed after the deadline. The results will then be analyzed against the number of EAP students requesting clearance vs the actual number of EAP who were granted clearance by SHC.

Measured By: Interviews: one-on-one; other

Results: Learning outcomes were assessed by reviewing and calculating clinical data from SHC's electronic health record system, Point and Click, as well as from reviewing forms presented and/or completed by students during health clearance examinations.

During FY 2017-18 and following enhanced communications efforts with the EAP program, nursing staff at SHC reviewed and tracked the amount of time between the dates on which EAP students made an appointment to obtain travel health clearances and the actual completion of clearances. The goal was to increase the percentage of EAP students who made appointments for and completed their travel health clearance requirements from within sixty days of travel to prior to sixty days before their travel. Three hundred eighteen EAP students were tracked. Nurses reported that the demand for appointments and the associated deadlines to complete

clearances varied significantly as they were destination specific. This made it very difficult to effectively manage scheduling of clinic visits for EAP clearances without the benefit of a more formal process to alert SHC staff well in advance of the deadline associated with any particular destination.

The review of data between July and October 2017 revealed that between the months of July to October 2017, EAP students, on average, obtained their travel health clearances in July 2.8 months prior to date of departure. In October, this number had increased to 3.35 months prior to date of departure. This reflects an increase of 19.6% in terms of the number of days prior to date of departure that clearances were obtained.

Although EAP students are generally very timely in obtaining their travel health clearances and within the guidelines of at least sixty days prior to date of departure, challenges remain particularly for those students who receive mental health services. In FY 2018-19, SHC intends to focus on additional measures to streamline the clearance process including online screening in order to reduce the number of onsite visits necessary for students to obtain health clearances.

Use: Refining assessment tools/LOs; providing feedback to student/participant; refining program/program changes; unit planning and/or budgeting; reporting results

Diabetes education program for students who are identified as at risk of developing diabetes

PERSONAL RESPONSIBILITY

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, what puts them at risk for developing the disease and strategies for prevention and management. During the course of this educational program, students can develop their own individualized diabetes management plans to include 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: Interviews: one-on-one, Other

Results: The learning outcome was assessed by a retrospective study. Medical records of 104 patients, referred to nutritional counseling because they had a BMI (Body Mass Index) of 30 or greater, were randomly selected and reviewed to ascertain clinical results following nutritional counseling.

Obesity is defined as a Body Mass Index (BMI) of 30 or greater. Complications of obesity include hypertension, diabetes, heart disease, osteoarthritis, fatty liver, sleep apnea, acid reflux, reduced physical mobility, chronic back pain and cancers of breast, endometrium, pancreas, kidney, gallbladder, thyroid and colon. As a nation, nearly 38% of US adults are obese (NHANES 2013-14). In California, the rate of adult obesity is 25%. Among the Californians, obesity rates for age 18-25 is 14.5%, age 26-44 is 25.4%, and age 46-64 is 29.6% (stateofobesity.org/adult-obesity/). The increasing trend of obesity rates among the age groups is alarming. This indicates intervention at a younger age is warranted to combat this epidemic.

Common obesity interventions include physical activity, medical treatment and nutritional counseling. Of these interventions, the knowledge of healthy eating and proper food choices is the cornerstone of obesity intervention and prevention strategy.

In 2017-18 providers at the Student Health Center made a conscious effort to refer students with a BMI of 30 or greater to nutritional counseling. By learning and acquiring the knowledge of healthy eating with nutritional counseling, the students should be better equipped to manage their food choices and weights to achieve the desirable effect of weight loss. This retrospective chart review examined the learning outcome of nutritional counseling on weight changes among the students with a BMI of 30 and above. The control group included students who have a BMI of 30 or greater but never had nutritional counseling. The experimental group included students who had a BMI of 30 or greater and had at least one visit with our nutritionist for a comprehensive nutritional counseling. Both groups must have had subsequent visits between the ranges of 2½ to 7 months, with weights documented at the Student Health Center.

Results

Control Group (no nutritional counseling; 47 charts randomly selected):

- Gained Weight: 36/46=76.6%
- No Change: 5/47=10.6%
- Lost Weight: 6/47=12.8%

Experimental Group (with nutritional counseling; 57 charts reviewed):

- Gained Weight: 19/57=33.3%
- No Change: 5/57=5.3%
- Lost Weight: 35/57=61.4%

This retrospective chart review of the learning outcome has shown that with nutritional counseling, students with obesity were much more likely to have success with weight loss (61.4% vs. 12.8%). This study demonstrated the value of nutritional counseling to combat obesity in a college health setting. Student Health Center providers will continue to refer students with obesity for nutritional counseling. College is where students can acquire lifelong knowledge that can impact their future lives. For the students who have struggled with obesity, nutritional counseling can be life changing. The availability of quality nutritional counseling and continuous funding for such is definitely warranted in a college setting based on this study.

Use: Providing feedback to student/participant; refining program/program changes; reporting results

2018-19

Health clearances for Education Abroad Program (EAP) students

PERSONAL RESPONSIBILITY

Student Health Center (SHC) will assess the learning of students who are registered in the EAP study abroad program and who require health clearances from SHC by published deadline dates in order for the student to travel abroad. Specifically, EAP students will learn, be aware of and become knowledgeable regarding the following:

1. The specific health clearance requirements pertaining to the country to which the student is traveling.
2. The current public health issues/alerts that pertain to the country and/or region to which student will be traveling.
3. The deadline dates for compliance to ensure that the student's EAP program is not adversely impacted (e.g., cancelled or delayed).

4. The importance of effective planning for travel abroad related to health care including timely submission of health-related information to SHC; scheduling of appointments well in advance; and awareness of available health care resources in the country/region to which the student is traveling.

Program

SHC will implement a modified EAP health clearance program in conjunction with the EAP, its students and other affected departments. The revised program is intended to:

1. Increase student access by streamlining the health clearance process, including online clearances, so that more students can obtain clearances without the necessity of an onsite clinic visit.
2. Increase communications with students, EAP department staff and other affected campus departmental staff regarding the modified process to ensure that all parties are fully aware of the health clearance requirements, deadlines, process, etc...
3. Ensure that a minimum of 95% of EAP students complete the requirements and obtain clearances by the published deadline date.

Assessment

Student learning will be shown by:

1. Successful completion of the task of obtaining health clearances by published deadline dates by at least 95% of EAP students.
2. EAP students will be receive pre- and post-program tests in order to demonstrate their knowledge regarding country-specific travel, public health and health clearance requirements.
3. 3. Students who have scheduled in-person appointments and/or requested online clearances with nurses and/or providers will demonstrate awareness and knowledge regarding country-specific travel, public health and health clearance requirements following their consultations.

Measured By: Interviews : one-on-one; student performance rated without rubric; pre and posttests of student knowledge

Results: To be reported Summer 2019

Use: Unit planning and/or budgeting; refining program/program changes; providing feedback to student/participant; refining assessment tools/LOs

UC Mandated TB Screening/Immunization Requirements for Incoming Students

PERSONAL RESPONSIBILITY

Student Health Center will assess the learning of new incoming students regarding the UC policy that mandates compliance with TB screening and immunization requirements and the associated public health impact. Incoming students will learn:

1. The public health importance of compliance with these requirements as well as the potential impact of non-compliance upon the entire campus community.
2. How to comply with these requirements.
3. The importance of being aware of all non-academic conditions of admission to the university.
4. The repercussions for non-compliance.

Program

UCI's Student Health Center administers a structured TB Screening/Immunizations Compliance Program that requires actions to be taken by all incoming students by published deadline dates in order to be in compliance and to avoid the application of academic holds that prevent class enrollment.

Assessment

Student learning will be shown by:

1. Compliance rate for incoming students will be at least 90% by the deadline date (i.e., 4th Friday of October).
2. 100% of non-compliant students will have met the requirements by the start of the Winter Recess.
3. Students must complete the task of completing an online TB screening questionnaire; self-enter immunization dates online; and upload copies of immunization records online in order to be deemed "compliant."
4. A random, representative sample of incoming students will receive tests following the submission of their Statement of Intent to Register (SIR) and prior to the start of the Fall quarter demonstrating awareness and knowledge of these requirements and to help SHC assess the effectiveness of the messaging and communications efforts during the pre-orientation and post-orientation periods.
5. 5. Point and Click (PnC), the secure electronic health record utilized by SHC, is the repository for students' health information including TB screening and Immunization records. PnC also serves as the tool for determining student compliance with these requirements.

Measured By: Student product rated without rubric; interviews: one-on-one, pre and posttests of student knowledge

Results: To be reported Summer 2019

Use: Refining assessment tools/LOs; providing feedback to student/participant; refining program/program changes; unit planning and/or budgeting; reporting results

Diabetes Education Program

PERSONAL RESPONSIBILITY

Students who are identified by SHC primary care providers as being at risk for developing diabetes will be referred to SHC's multi-disciplinary Diabetes Education Program that includes a nutritional counseling component. Students will acquire knowledge regarding this disease and the actions that they can take to reduce the risk of developing diabetes including: 1) healthy eating and proper nutrition; 2) the importance of physical activity; 3) effective coping techniques to manage stress and emotional issues; 4) how to avoid other physical complications related to diabetes; 5) the importance of smoking cessation and cessation of use of other tobacco products.

Program

A multi-disciplinary Diabetes Education Program will affect the students' learning experience. Although this program is ongoing and students will certainly require continuous monitoring, the target group of students will be followed and assessed during FY 2018-19 for purposes of this learning outcome initiative.

Assessment

The students' acquisition of knowledge will be demonstrated by:

1. Clinical improvement as reflected by relevant clinical indicators (e.g., blood tests, BMI measurements, blood pressure and other vital signs measurements, etc...)
2. Students will receive pre- and post- education program surveys/tests to demonstrate pre- and post-knowledge/awareness of the disease; steps for reducing risk of developing the disease and how to effectively manage the disease if it develops.
3. Students will meet with members of the multi-disciplinary team (primary care physicians, psychiatrists, social workers, nutritionists, health educators, nurses) in 1:1 and group consultations before, during and after enrollment in the Diabetes Education Program. During these consultations, students will acquire knowledge and become more fully aware of this disease, how to reduce the risk of developing the disease and how to effectively manage the disease it develops.
4. Students will demonstrate learning by qualitative and quantitative assessment of changes in behavior following completion of the program.

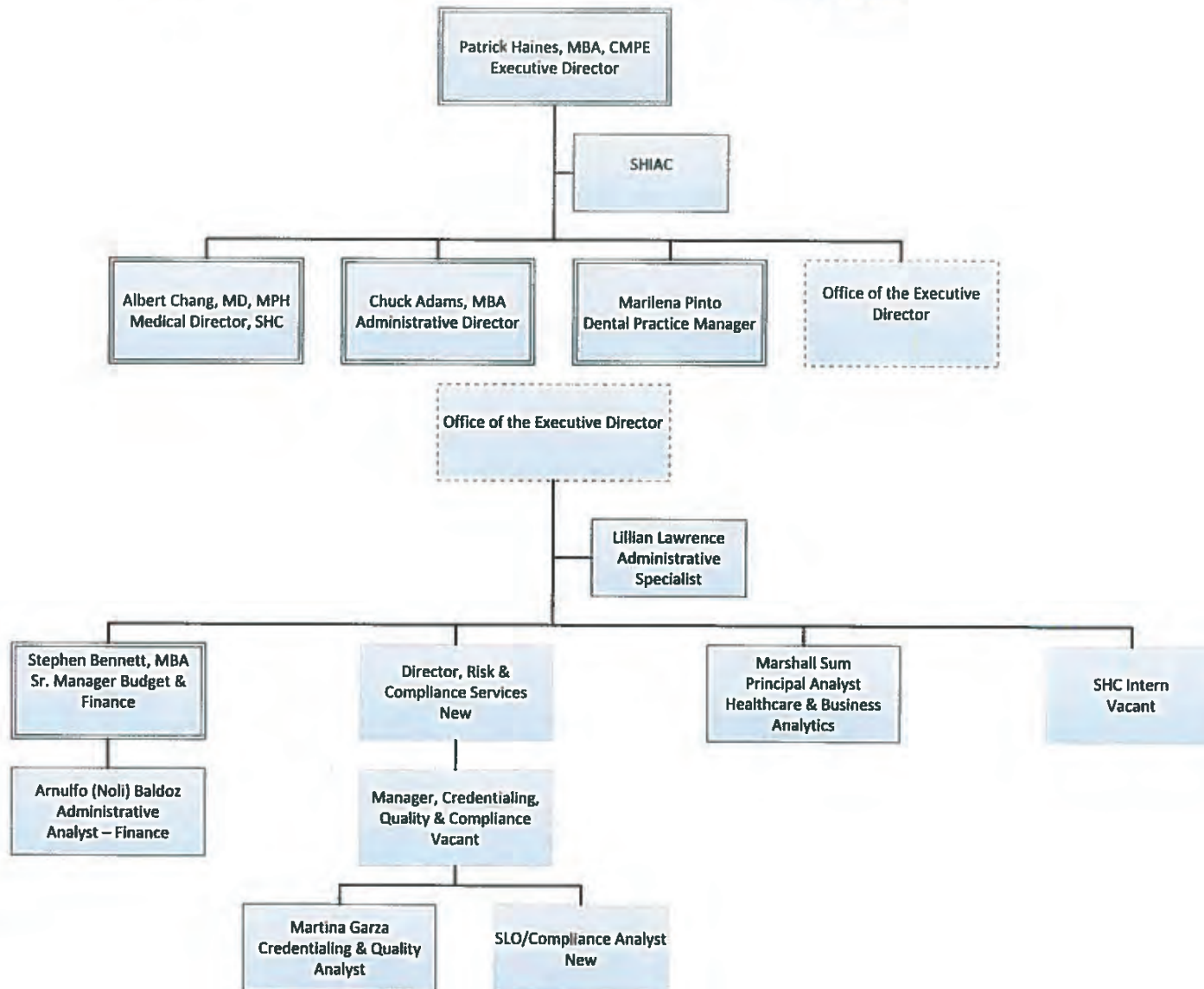
Measured By: Pre and posttests of student knowledge; student product rated without rubric;
Interviews: one-on-one

Results: To be reported Summer 2019

Use: Refining assessment tools/LOs; providing feedback to student/participant; refining program/program changes; reporting results



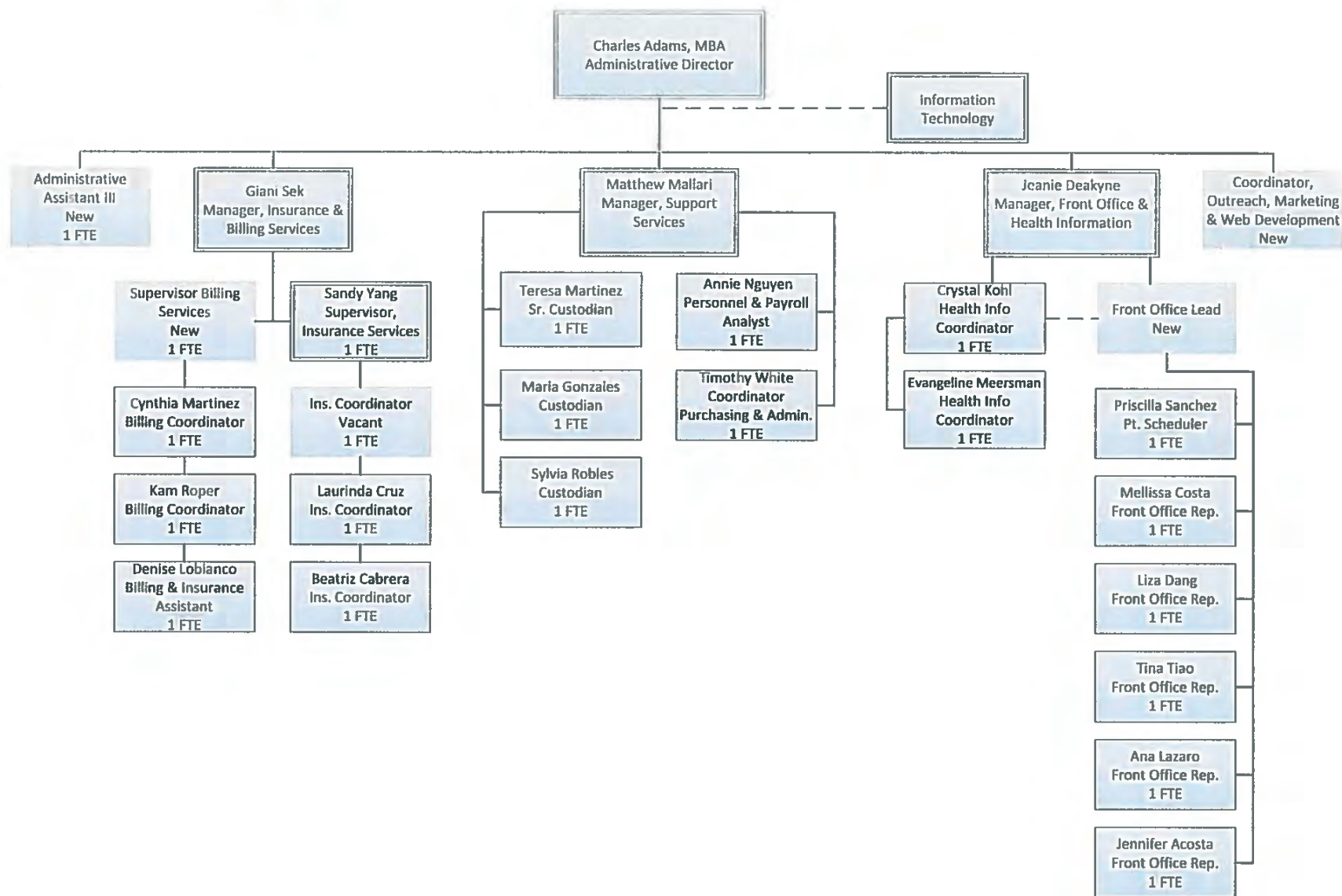
UCI STUDENT HEALTH CENTER





UCI

STUDENT HEALTH CENTER



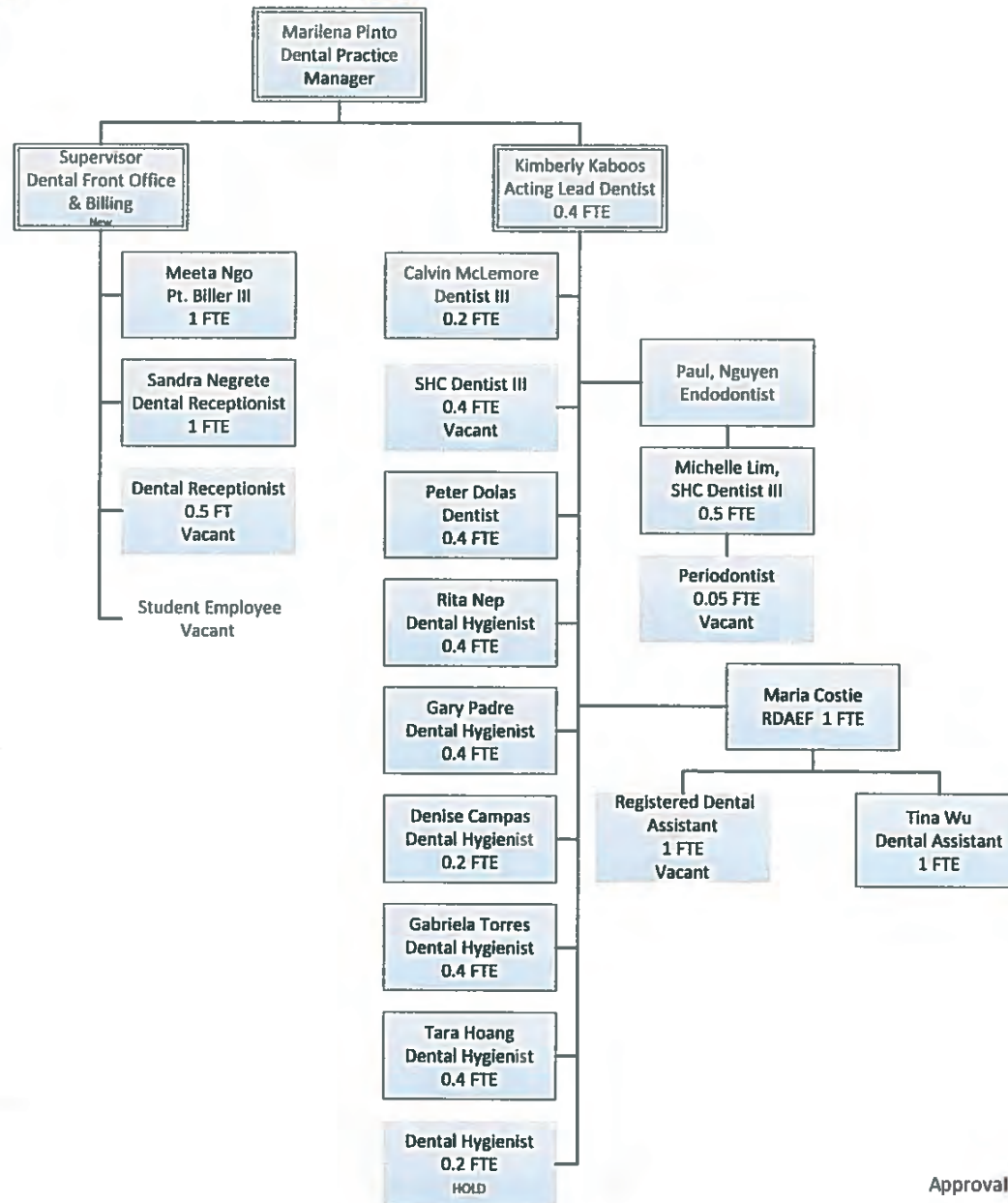
Administrative Services Current
Structure as of July 2018

Approval Initials:  Date: 7/18/18



UCI

STUDENT HEALTH CENTER



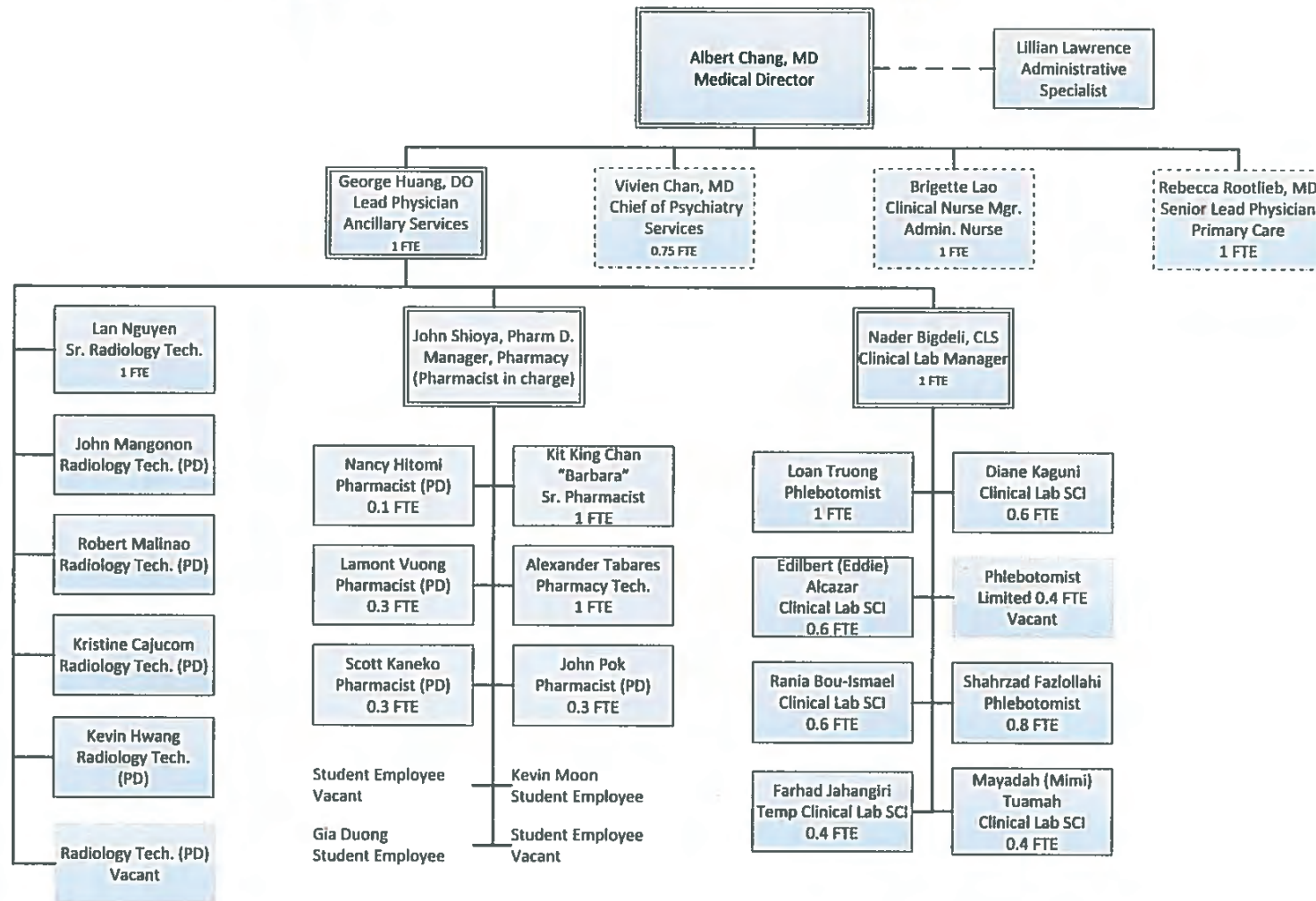
Dental Clinic Current Structure
as of July 2018

Approval Initials:  Date: 7/11/18



UCI

STUDENT HEALTH CENTER



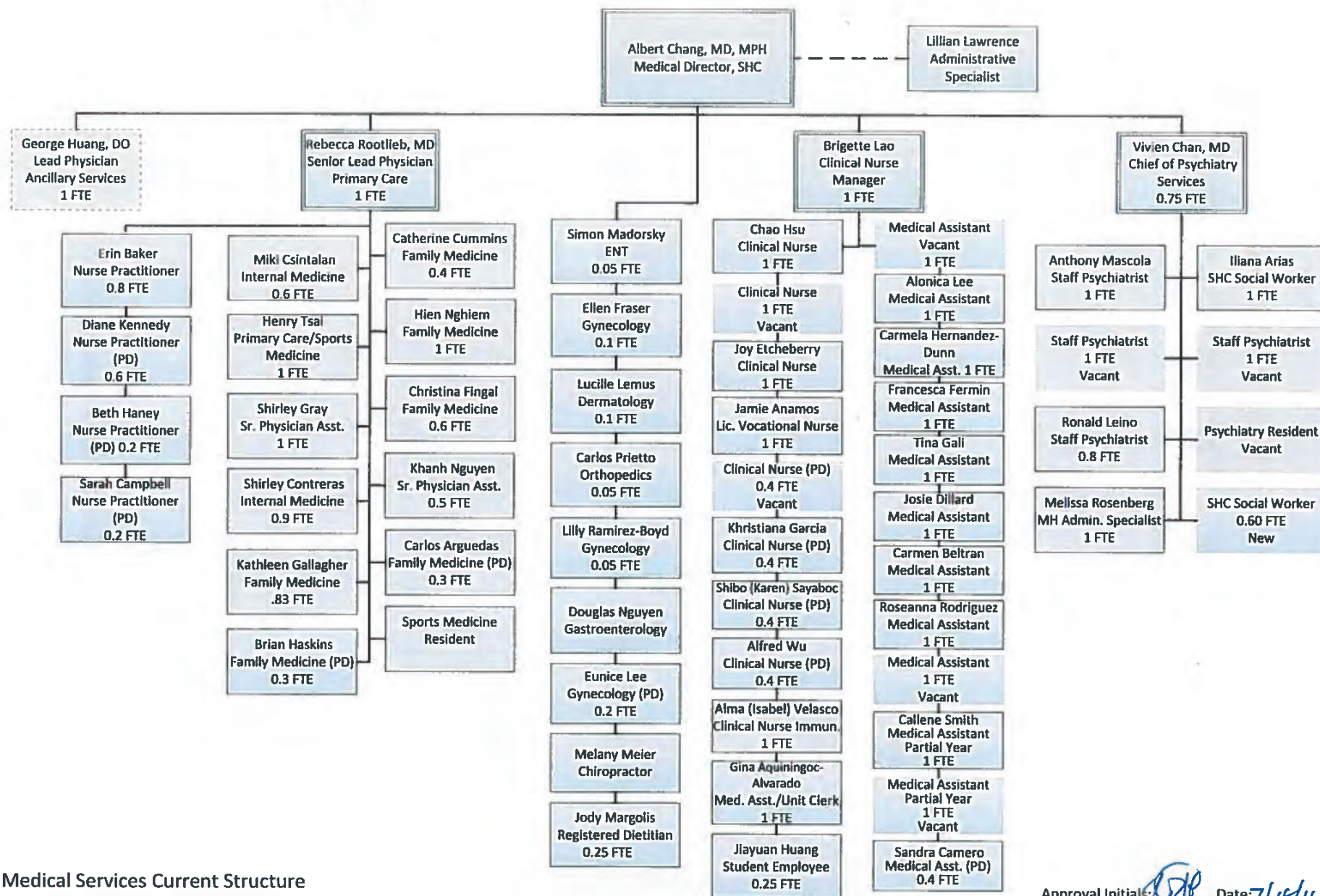
Ancillary Services Current Structure
as of July 2018

Approval Initials:  Date: 



UCI

STUDENT HEALTH CENTER



Medical Services Current Structure
as of July 2018

Approval Initials: *[Signature]* Date: *7/18/18*