

PROFILE BOOK



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UCI

STUDENT AFFAIRS



UNIVERSITY OF CALIFORNIA, IRVINE

STUDENT AFFAIRS DIVISION

I. VISION & MISSION

UCI Student Affairs supports the university's academic mission from outreach to alumni participation. We offer comprehensive programs and services to advance co-curricular learning, foster student leadership, enhance the quality of student life, and promote the general welfare of the campus community.

II. WORKFORCE

MANAGEMENT TEAM

Edgar J. Dormitorio	Vice Chancellor, Student Affairs (Interim)
Brice Kikuchi	Assoc. Vice Chancellor, Auxiliary Services & Resource Planning
Rameen Talesh, Ed.D.	Assistant Vice Chancellor & Dean of Students, Student Life & Leadership
Marcelle Hayashida, Ph.D.	Associate Vice Chancellor, Wellness, Health & Counseling Services
Sherwynn Umali	Asst. Vice Chancellor/Chief of Staff; Communications & Special Programs (Interim)
Brice Kikuchi	Chief Financial Officer
William Reddel	Director, Human Resources

STUDENT AFFAIRS STAFF

Career (FTE)	
Filled:	702.63 FTE
Provision:	79.96 FTE
Career FTE Total:	782.59 FTE
Staff Headcount	892

For Organization Chart, see end of Student Affairs Division section.

III. ORGANIZATION

Student Affairs is organized around clusters based on the services that are provided to students. The clusters are Auxiliary Services; Student Life & Leadership; and Wellness, Health & Counseling Services. The departments in each cluster are listed below.

Auxiliary Services

- The Hill (formerly the UCI Bookstore)
- Hospitality & Dining Services
- Student Center & Event Services
- Student Affairs Information Technology
- Student Government & Student Media
- Student Housing

Student Life & Leadership

- Center for Black Cultures, Resources & Research
- Campus Organizations & Volunteer Programs
- Center for Student Leadership
- Cross-Cultural Center
- DREAM Center

- FRESH Basic Needs Hub
- Greek Life
- International Center
- Lesbian, Gay, Bisexual, Transgender Resource Center (LGBTRC)
- Office of Academic Integrity & Student Conduct
- Office of the Dean of Students
- Student Outreach and Retention Center (SOAR)
- Veteran Services Center
- Womxn's Hub

Wellness, Health & Counseling Services

- CARE (Campus Assault Resource & Education)
- Campus Recreation
- Child Care Services
- Counseling Center
- Disability Services Center
- Student Wellness & Health Promotion
- Student Health Center

UNIVERSITY OF CALIFORNIA, IRVINE

OFFICE OF THE VICE CHANCELLOR

I. VISION & MISSION

UCI Student Affairs supports the university's academic mission from outreach to alumni participation. We offer comprehensive programs and services to advance co-curricular learning, foster student leadership, enhance the quality of student life and promote the general welfare of the campus community.

II. WORKFORCE

MANAGEMENT TEAM

Edgar J. Dormitorio	Vice Chancellor, Student Affairs (Interim)
Brice Kikuchi	Assoc. Vice Chancellor, Auxiliary Services & Resource Planning
Sherwynn Umali	Asst. Vice Chancellor/Chief of Staff; Communications & Special Programs (Interim)
Brice Kikuchi	Chief Financial Officer
William Reddel	Director, Human Resources
Cindy Love	Creative Director, Communications

STAFF

Career (FTE)	
Filled:	11.00 FTE
Provision:	0.00 FTE
Career FTE Total:	11.00 FTE
Student Staff	10 Employees in VC Office 4 Employees in Advancement
Other	None

For Organization Chart, see end of Office of the Vice Chancellor section.

III. SERVICES PROVIDED

- Set and manage Student Affairs Division priorities
- Budget and Human Resources support
Resource Management provides support to Student Affairs units in the areas of budget, finance and human resources. We serve as the main liaison between Student Affairs departments and central campus services. We are primarily focused on consistent service delivery to all levels of the organization as well as informing the vice chancellor of internal issues.
- Communications and Creative Services
Student Affairs Communications & Creative Services' primary focus is on communications to students and parents, and communications from the vice chancellor. The department establishes and oversees the division's visual identity, look and feel, and ensures consistency with the university's branding, graphic standards and style guides across the division. SA Communications & Creative Services also develops and creates visual identities and campaigns for special projects for the Office of the Vice Chancellor, and other division and campus entities.

- Student Affairs stewardship and fundraising for scholarships
Student Affairs Development Staff consult with University Advancement (UA) and the departments within Student Affairs for development strategy, community outreach to donor-prospect community – foundation, private and corporate.
- Manage special and priority events and ceremonies, including New Student Convocation and Commencement
- Assessment, Research & Evaluation
- Liaison to elected student leadership
- Programs and events

VCSA INITIATIVES

New Narratives: Conversations on Identities & Cultures

The award-winning New Narratives program is an out-of-classroom education series that augments the collective and individual knowledge and awareness of our campus community on issues of diversity, equity and inclusion. Designated as a Hispanic Serving Institution (HSI), Minority Serving Institution (MSI), Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), Low-Income and First-Generation serving institution, UCI's unique student demographics require deliberate programming to educate and sensitize campus population to intercultural, intersectional and inter-group issues, and teach all constituencies to work together in successful collaborations. New Narratives continues to fill these needs successfully. It has thrived and morphed with the changing times to offer timely events to both campus and off-campus communities. Through speakers, films, forums, panels, workshops and other modes, New Narratives provides students, staff, faculty and community members a space to wrestle with difficult social justice issues, promote healthy intergroup dialogues, and develop intercultural skills.

2017-18 events served attendees ranging from 85 to 300 based on the topics, speaker reputation and event designs. Topics have included: The Fierce Urgency of Now: Climate & Context for Social Unrest and Community Healing; Redressing Wounds: Day of Remembrance – impact of Japanese American internment on current generation; The Color-Line – Ballet Dancers and Race; Navigating Multiple Cultures as Americans; Race & Policing: Defining the Problem and Developing Solutions; Millennials and the 2016 Elections with speakers including Michael Eric Dyson; Ain't I a Woman with Laverne Cox; and Common Conversations with Common. A discussion on free speech with Cornel West and Robert P. George will be held in January 2019.

Women's Empowerment Initiative

This initiative is dedicated to the empowerment of the next generation of women leaders across the spectrum of activities in global society where they can increase their scope of influence, make distinctive contributions and take control over those factors within their realm of influence.

While women leaders remain underrepresented in global leadership, the last decades of the 20th century and the first decades of the 21st century have seen the emergence of especially strong women leaders across all the domains of under-representation.

Living Peace Series

Living Peace, a series of conversations with international leaders committed to making the world a healthy, sustainable, and compassionate place, is a partnership between UC Irvine and the Living Peace Foundation (livingpeace.org) whose mission is helping people to discover their own wisdom

and gifts and to then share those gifts with the world. Past speakers have included His Holiness the Dalai Lama, Jane Goodall, Nobel Peace Prize winner Leymah Gbowee and Sir Richard Branson. Events are held at the Student Center, open to an audience of approximately 900 campus and community members. Events are live-streamed and archived. www.livingpeace.uci.edu

SCHOLARSHIPS

Dalai Lama Scholars Program

Each spring, the UCI Dalai Lama Scholarship is awarded to a current UCI undergraduate with a record of strong academic achievement, a demonstrated commitment to helping others, and an innovative proposal to create a campuswide project to promote peace, compassion and/or ethics.

The program was established in honor of the 2004 visit to UCI by His Holiness the XIV Dalai Lama, world-renowned spiritual leader and recipient of the 1989 Nobel Peace Prize, through donations from local individuals and foundations committed to advancing peace, ethics and compassion. His Holiness returned to UCI in 2011 to recognize the UCI Dalai Lama Scholars and their exceptional projects, and in 2015 for a Global Compassion Summit in honor of his 80th birthday.

The award is for \$10,000 plus a matching grant of \$6,000 from Dalai Lama Fellows, a nonprofit organization based in San Francisco to cover project expenses. Past projects have included Peace Week, Kindness Month, Leap of Faith (an interfaith initiative) and Project ACE, a mentoring program for students at the Samueli Academy in Santa Ana (2015-16).

SPECIAL PROGRAMS

New Student Convocation

The official opening to the academic year at UCI. New students are introduced to the Chancellor, Vice Chancellors and Deans of the school, and join in Anteater spirit with the UCI Pep Band, cheerleaders and Peter the Anteater.

Commencement

Honoring the achievements that signify the completion of their academic degrees, UCI Commencement is the event for students to be honored in front of their peers, family, friends, faculty and administrators. The UCI Commencement Office coordinates 10 ceremonies over the course of 4 days. More than 8,500 graduates participate in the ceremonies and 47,000 guests are hosted.

UCI Esports

The UCI Esports program enhances the UCI college experience through gaming. The program is built on four pillars: Competition, Academics, Community and Entertainment. On September 23, 2016, the UCI Esports Arena opened to over 1,500 visitors. The first of its kind, the UCI Esports Arena serves as the home for the UCI gaming community and is open to guests and visitors to play recreationally or compete against each other on high-end gaming computers. The program supports student-gamers that will represent the school in national tournaments.

IV. THOSE SERVED

UCI Community

V. HISTORY

Vice Chancellors, Student Affairs

1964 - 1965	Richard Blach
1965 - 1966	Spencer C. Olin (Acting)
1966 - 1969	Donald E. Walker
1969 - 1978	John Hoy
1978 - 1984	John Whitely
1984 - 1995	Horace Mitchell
1995 - 2010	Manuel N. Gómez
2010 - 2011	Thomas A. Parham (Interim)
2011 - 2018	Thomas A. Parham
2018 - Present	Edgar J. Dormitorio (Interim)

VI. LOCATION

Office of the Vice Chancellor, Student Affairs
405 Aldrich Hall
Irvine, CA 92697-5180
Studentaffairs.uci.edu

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

FACILITIES

Office of the Vice Chancellor, Student Affairs and the Associate Vice Chancellor's office share office space of 2,395 ASF.

TECHNOLOGY

OVCSA is supported by Student Affairs Information Technology.

EQUIPMENT

Standard office equipment.

VIII. REGULATORY REQUIREMENTS

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

IX. ADVISORY COMMITTEE

Vice Chancellor's Management Group (VCMG)

X. MAJOR ISSUES

XI. MISCELLANEOUS

XII. 2017-18 ACCOMPLISHMENTS

- Successfully executed 10 undergraduate Commencement Ceremonies, in addition to incorporating Graduate Hooding on the same weekend as the Commencement Ceremonies
- Minor space adjustments in VCSA office resulting in loss of conference space to accommodate additional campus social workers
- Managed communications and event response to various student events and activities that receive media attention.

- Orient and support new staff members – Interim Vice Chancellor Student Affairs, Interim Assistant Vice Chancellor and Chief of Staff, Associate Vice Chancellor Auxiliary Services
- Continue to be flexible and responsive to organizational challenges that face the campus
- Conversation Hours with the Vice Chancellor
- Outreached to specific campus groups to meet with the Vice Chancellor
- Successful programmatic accomplishments with New Narratives
- Successfully hosted the 2nd Annual Girls Leadership Summit in collaboration with Global Glow non-profit organization
- Allocated funding to Registered Campus Organizations and Departments through the Vice Chancellor's Special Allocations Fund
- Communications and creative services for collateral publications in the division
- Parent communication
- Parent book and monthly emails
- Supported Dalai Lama Scholar's project: Global Partners for Sustainability

XIII. 2018-19 GOALS

- Continue implementation the Student Affairs Strategic Plan
- Support programs, such as New Narratives and Women's Empowerment Initiative
- Continue to provide support for the Center for Black Cultures, Resources & Research and Womxn's Hub
- Create a Student Affairs division-wide onboarding program for new staff
- Provide administrative support for the UCI Esports program
- Successfully execute New Student Convocation
- Successfully execute Commencement ceremonies over a four-day period
- Provide leadership for division-level examinations of learning outcomes data through active consultations with division personnel, collaboration on and development of assessment tools.
- Extend communications and use of assessment results through the dissemination of assessment findings, including the development of three Assessment, Research and Evaluation briefs.
- Provide fiscal guidance and support for all units within Student Affairs and to seek ways to streamline and manage costs while also exploring opportunities for revenue generation where appropriate
- Review and assess programs and services to Registered Campus Organizations funded by the Vice Chancellor Special Allocations Fund
- Create intentional efforts to increase graduate student support
- Increase communication efforts by launching a new VCSA website and VCSA newsletter

XIV. AWARDS

None available

XV. LEARNING OUTCOMES

[2017-18 Updates](#)

New Narratives Events

CIVIC & COMMUNITY ENGAGEMENT

Students who participate in New Narratives events will develop a sense of local, national, and global responsibility.

Measured By: Post survey of student opinions, beliefs

Results: Following three of the New Narratives events, post surveys asked students whether after the event they felt more empathy toward people facing many types of discrimination today. Students' rates of agreement or strong agreement that they felt more empathy were 92% at one event, 89% at another, and 92% at the third event (virtually all who did not agree were "neutral").

Responses after those same three events showed agreement that they were also now more eager to help people facing discrimination today. After the three events, 92%, 86%, and 75% of students reported agreement or strong agreement that they were now more eager to help those facing discrimination, while virtually all other respondents selected the "neutral" response.

Use: Reporting Results

New Narratives Events

DIVERSITY & GLOBAL CONSCIOUSNESS

Students who attend New Narratives events will broaden their perspective about people different from themselves.

Measured By: Post survey of student opinions, beliefs

Results: We were unable to assess this because the New Narratives events drew mostly students with the background as the focus of the particular event, e.g., Pilipinx or undocumented.

However, our post-event survey did ask to what extent students learned more about the issues facing the particular group, even though the group was often themselves. At the Undocuqueer event, 69% agreed or strongly agreed that they had learned more about the issues facing undocuqueer students and 77% reported having learned more about the issues facing undocumented students. At the event about Japanese internment camps during WWII, 93% of students agreed or strongly agreed that they had learned more about the camps and what Japanese in the US had faced. At the Pilipinx-American event, 91% either agreed or strongly agreed that they had learned more about that group's experiences and struggles.

One of our goals for the next year is to draw students with a wider variety of backgrounds to each event

Use: Reporting Results

New Narratives Events

DIVERSITY & GLOBAL CONSCIOUSNESS

Students who participate in New Narratives events will develop more of a sense of their own beliefs and values.

Measured By: Post survey of student opinions, beliefs

Results: This was only assessed following the last event of the year, the Pilipinx-American event. However, 88% of students agreed or strongly agreed that the event had made them think more about some of their own beliefs and values.

Use: Reporting Results

Student Employees

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students will learn and demonstrate professional and administrative skills needed to function effectively in their respective department now and in future professional settings. This includes but is not limited to: Etiquette in fielding phone calls and taking messages; Enhancement of communication skills; Strengthening their leadership skills; Demonstrating professional problem-solving skills; Strengthening project management skills.

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

Results: Pending

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

UCI Esports

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students hired by UCI Esports (working as Arena staff or as interns or team support staff) will all develop and improve on skills relevant to future careers such as customer service, project management, communication, problem solving and technical troubleshooting. The supervisor of student staff will conduct 1-on-1 interviews and personal observation of their work with students each quarter to monitor their progress as well as give/receive feedback.

Measured By: Pre and Post surveys of student opinions, beliefs; interviews: one-on-one; student performance rated using rubric

Results: We've implemented three actionable feedback items: a physical check-in sheet and location to encourage more active customer service participation and awareness of Arena business/customer need; an IT task force trained for more complicated troubleshooting tasks to reduce the need for OIT personnel or assist with their tasks; and more physical notices and signs for important events, dates and operating changes within the Arena.

We measured student performance and gathered feedback on the following areas: customer service, communication, problem solving and technical troubleshooting. We removed project management when we realized most projects were owned by interns or full-time employees instead. We will explore future opportunities for more leadership roles within student staff, but only 3 students expressed interest in pursuing additional roles and responsibilities.

These percentages are rough due to some misplaced documentation (another focus for next year):

- Customer service: 100% improvement
- Problem solving: 100% improvement
- Technical troubleshooting: 70% improvement, 50% indicated they wanted to learn more
- Communication: 25% improvement

We will be acting on feedback regarding more specialized training, including broadcast support (currently run by interns and volunteers) and event planning/execution. We will be creating more documentation to help with communication issues, including a streamlined SLO process and more clarity on updates on issues in the Arena. Returning students will be assisting with SLO modeling this year as we continue with one-on-one interviews and group training sessions.

We are also shifting some responsibilities onto supervisors from the Arena Coordinator role in response to upcoming structure changes within UCI Esports, including availability for all weekend operating hours.

We continue to have 100% approval for the student staff role in the UCI Esports Arena, with each student expressing satisfaction with their role and our overall program, although two students are interested in getting more involved with improving program interactions with our student organizations

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

2018-19

New Narratives Events

CIVIC & COMMUNITY ENGAGEMENT

Students who participate in New Narratives events will develop a sense of social responsibility.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

New Narratives Events

DIVERSITY & GLOBAL CONSCIOUSNESS

Students who participate in New Narratives events will develop a deeper understanding of other identities.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

New Narratives Events

DIVERSITY & GLOBAL CONSCIOUSNESS

Participation in New Narratives events will motivate students to reach out to or communicate with those who are different from themselves in ethnicity, culture, religion, sexual orientation, identity, socioeconomic status and physical ability.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Student Employees

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students will learn and demonstrate professional and administrative skills needed to function effectively in their respective department now and in future professional settings. This includes but is not limited to:

- Etiquette in fielding phone calls and taking messages
- Strengthening their leadership skills
- Demonstrating professional problem-solving skills
- Enhancement of communication skills
- Strengthening project management skills

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

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; Refining program/program changes

UCI Esports Interns

PROFESSIONAL & ADMINISTRATIVE SKILLS

Our interns will own their own projects within their assigned roles (team managers, social media, streaming, marketing, administrative/events, and high school esports league). They will be tasked with helping Esports full-time staff with relevant projects, practicing leadership skills along with their role's skill sets. They will also be provided plenty of networking opportunities to represent UCI Esports and create connections needed to further their own careers at and after UCI.

Measured By: Student product rated without rubric; student performance rated without rubric; pre and posttests of student knowledge; interviews: focus group or informal group discussion; interviews: one-on-one.

Results: To be reported Summer 2019

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

UCI Esports Arena Student Staff

PROFESSIONAL & ADMINISTRATIVE SKILLS

Student staff help with the daily operations of the UCI Esports Arena, from providing customer service at the front desk and over the phone, basic IT tasks on Arena computers and broadcast station, equipment rental, event execution and assistance, and processing transactions. Our goal is for all staff to improve their skills in three areas: customer service, events, and technical troubleshooting. There are also six supervisors each year who serve as leaders within student staff, helping provide elevated permissions and making important decisions in the absence of or under the guidance of full-time staff

Measured By: Student product rated without rubric; student performance rated without rubric; pre and posttests of student knowledge; interviews: focus group or informal group discussion; interviews: one-on-one

Results: To be reported Summer 2019

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

Student Employees

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students will demonstrate increased knowledge in Microsoft Word, Microsoft Excel, Student Affairs programs, and customer service.

Measured By: Student performance rated without rubric

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; reporting results

Student Employees

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students will learn to identify all the units within the Student Affairs division and the directors attached to each unit that the OVCSA oversees, included but not limited to:

- Auxiliary Services
- Student Life & Leadership
- Wellness, Health Center & Counseling Services
- Commencement
- Student government
- Dalai Lama Scholarship program
- Living Peace Series
- Esports

Measured By: Pre and posttests of student knowledge

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; reporting results

Student Employees

PERSONAL RESPONSIBILITY

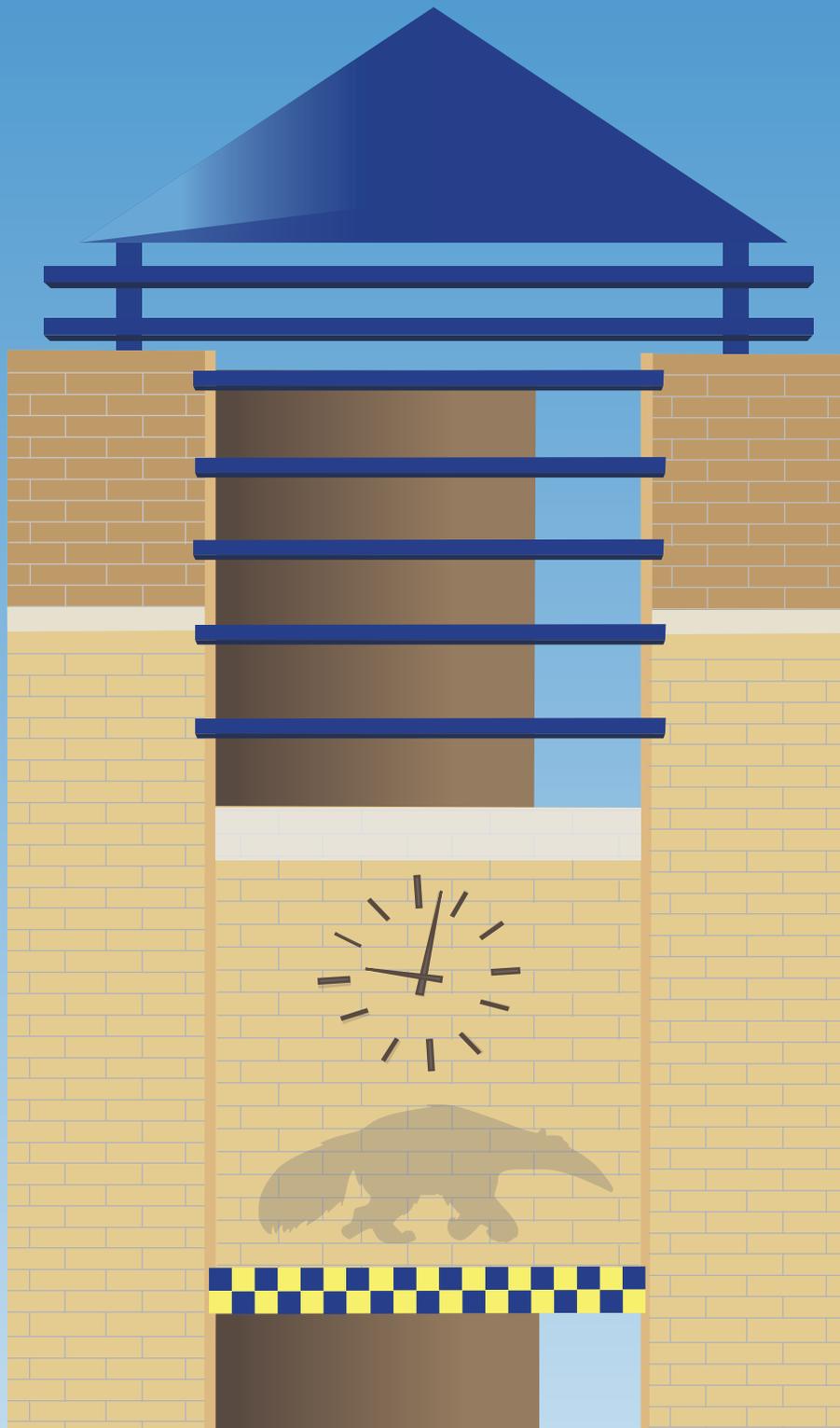
Student employees will learn to manage inquiries regarding commencement by demonstrating knowledge about times and dates of each ceremony, the number of tickets provided to each student and by gathering identifying information on the graduate. Students will also gain a clear understanding of the ticketing system in order to manage specific ticket changes and requests.

Measured By: Pre and posttests of student knowledge

Results: Providing feedback to student/participant; reporting results

Use: Providing feedback to student/participant; reporting results

AUXILIARY SERVICES



ASSOCIATE VICE CHANCELLOR

I. VISION & MISSION

VISION

Auxiliary Services units will attempt to incorporate the Triple Bottom Line framework, focusing on social (People), environmental (Planet) and fiscal responsibility (Profit) while making decisions.

MISSION

The mission of Auxiliary Services is to provide quality products, services and co-curricular experiences to the campus community and guests in support of the university teaching, research and public service mission.

VALUES

- Integrity
- Respect
- Passion

CORE COMPETENCIES

Auxiliary Services offers a variety of services that add value to the student experience.

II. WORKFORCE

MANAGEMENT TEAM

Brice Kikuchi	Associate Vice Chancellor, Auxiliary Services
Wayne Fields	Assistant Director, Student Affairs Information Technology
Lin Tang	Interim Director, Hospitality & Dining Services
Stacey Murren	Director, UCI Student Center and Event Services
Stephanie Van Ginkel	Executive Director, Student Government
Tim Trevan	Executive Director, Student Housing
Sean Tedder	Resident District Manager, UCI Dining
Stacy Weidner	Store Manager, The Hill

AUXILIARY SERVICES STAFF

Career (FTE)	
Filled:	417.92 FTE
Provision:	37.00 FTE
Career FTE Total:	454.92 FTE
Staff headcount	543

ASSOCIATE VICE CHANCELLOR STAFF

Career (FTE)	
Filled:	3.00 FTE
Provision:	2.00 FTE
Career FTE Total:	5.00 FTE
Career Headcount	5
Student Staff	5 employees
Other	None

III. SERVICES PROVIDED

1. The Hill (operated by Barnes & Noble College)
2. Hospitality & Dining Services
3. Student Center & Event Services
4. Student Affairs Information Technology
5. Student Government & Student Media
6. Student Housing

IV. THOSE SERVED

Students, faculty, staff and community

V. HISTORY

In progress

VI. LOCATION

Office of the Vice Chancellor, Student Affairs
405 Aldrich Hall
ZOT: 5180

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

2,395 ASF office space shared with the Office of the Vice Chancellor, Student Affairs

TECHNOLOGY

Whitebirch

PEOPLE

- Institutional knowledge
- Partnerships

EQUIPMENT

Computer hardware

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

See individual Auxiliary Services units for their major issues.

XI. MISCELLANEOUS

THE HILL (BOOKSTORE) TRANSITION TIMELINE

Nov 2015

- Presentation of outsourcing idea to Chancellor's cabinet

Nov/Dec 2015	<ul style="list-style-type: none"> • Visits/Tours of bookstores at Harvard, UPenn, Georgetown and Notre Dame
Jan 2016	<ul style="list-style-type: none"> • Decision made to issue RFP (request for proposal) • Announcement made to staff, unions and ASUCI
Feb 2016	<ul style="list-style-type: none"> • RFP issued
Mar 2016	<ul style="list-style-type: none"> • Proposals received
April 2016	<ul style="list-style-type: none"> • Proposals evaluated and recommendations made by selection committee • Bid awarded to Barnes & Noble College
June 25, 2016	<ul style="list-style-type: none"> • Last day of university operation
Jun 26-July 4	<ul style="list-style-type: none"> • BNC renovation of space
July 5, 2016	<ul style="list-style-type: none"> • Opening of the Hill under BNC
July-Aug 2017	<ul style="list-style-type: none"> • BNC undergoes renovation

The process of closing out university bookstore accounts was moved up to the Office of the Vice Chancellor, Student Affairs.

XII. 2017-18 ACCOMPLISHMENTS

- Two awards (see Awards section)
- Successfully managed the challenging fall 2017 housing guarantee program for both undergraduate and graduate students by developing a communication plan and increasing design capacity
- Bookstore
 - Renovated the store during the 2017 summer
 - Saved students \$957K in textbooks through the rental program

XIII. 2018-19 GOALS

- Recognition for auxiliary units by getting awards in our industry
- Collaboration within and outside of auxiliary unit
- Innovation or process improvement of auxiliary units
 - Extensive review of our dining services
 - Improve the ID card program

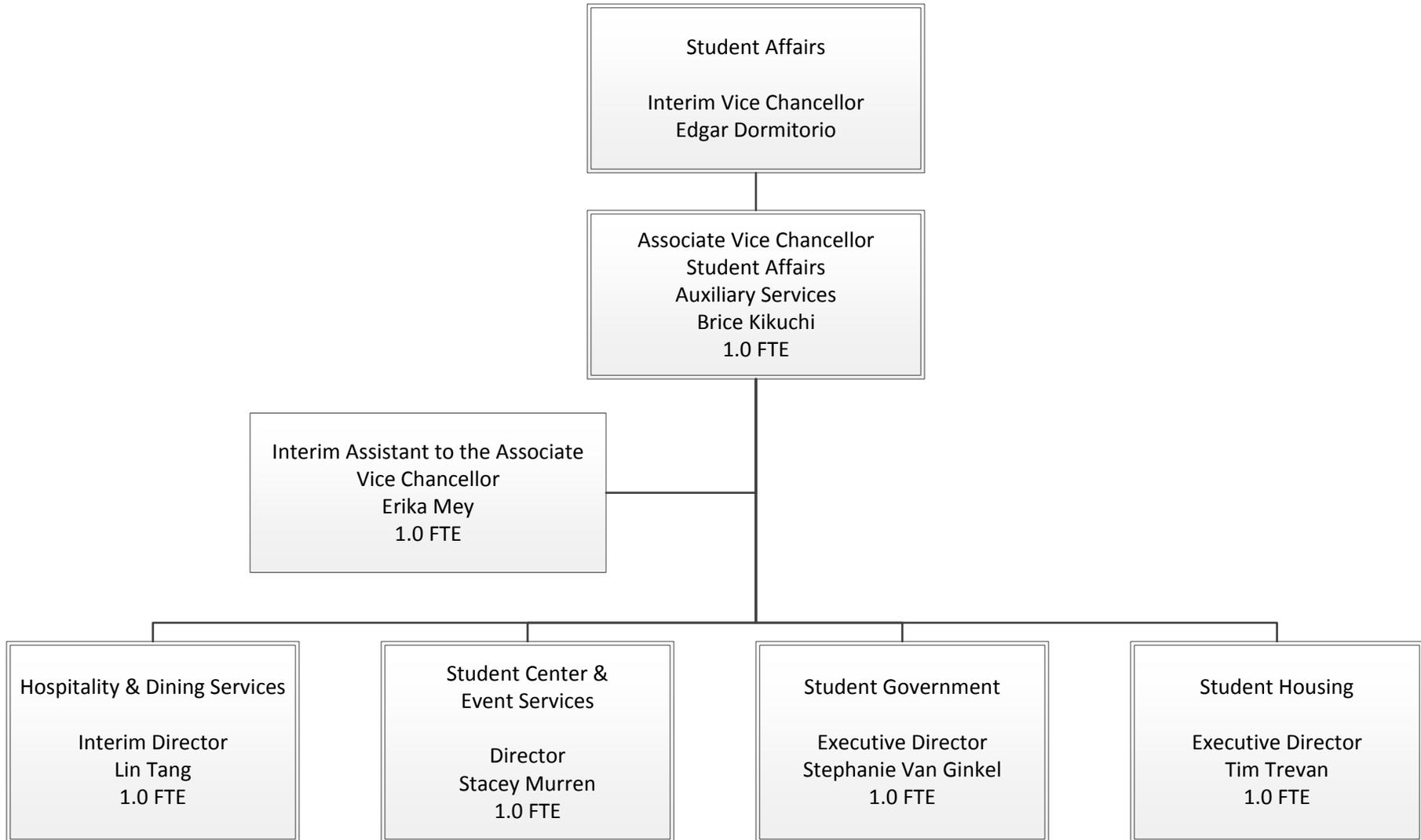
XIV. AWARDS

- 2017 Project of the Year by the nation's leading design-build association (Student Housing's Mesa Court Towers).
- 2018 International Association of Conference Centers Innovation Award (Student Center's Event Ops application)
- Please see individual Auxiliary Services department for more award information.

XV. LEARNING OUTCOMES

Student learning outcomes are listed under the individual units.

Organizational Chart 2018-2019



I. VISION & MISSION

VISION

We strive to THRIVE in Hospitality & Dining Services

Thoughtful: We truly care

Heartfelt: We are zealously committed

Results Driven: We drive for solutions

Innovative: We distinguish ourselves from the norm

Valued and Trusted: We operate with integrity and deliver on our promises

Engaged: We embrace a spirit of partnership and teamwork

MISSION

To provide the highest quality services and programs that ease a student’s transition through the university and in the community and to provide all our customers with a quality customer experience.

CORE COMPETENCIES

SHAPING The Business	INSPIRING Others	DELIGHTING Customers	DRIVING For Results
Business Acumen	Visionary Leadership	Customer Insight	Disciplined Execution
Strategic Agility	Leveraging Differences	Building Performance- Based Relations	Accountability for Excellence
Courage & Conviction	Building People Capability	Organizational Collaboration	Impact and Influence

II. WORKFORCE

MANAGEMENT TEAM

UCI Management Team

<i>vacant</i>	Director
Lin Tang	Associate Director
Long Bui	Assistant Director
Karen Douglas	Assistant Director
Christine Genuino	Human Resources Manager
Diana Flores	Human Resources Manager
Regina Alejo	Administrative Assistant
Jorge Reyes Garcia	Maintenance Mechanic
Orlando Dalusong	Maintenance Mechanic

Aramark Management Team

Sean Tedder	Resident District Manager
Kelly Kuehnert	General Manager
Anna Lomibao	Controller
<i>vacant</i>	Food Service Director
Johnny Parratto	Catering Director
Joe Poonpipat	Food Service Director – The Anteatory
Johnie Raveza	Food Service Director – Pippin Commons

STAFF

Career (FTE)	
Filled:	141.50 FTE
Provision:	0.00 FTE
Career FTE Total:	141.50 FTE
Career Headcount	147
Student Staff	779 employees
Other	152 Contracted Management Supervisors

For Organization Chart, see end of H&DS section.

III. SERVICES PROVIDED

- All You Care to Eat dining at The Anteater and Pippin
- Fast-casual food dining options
- Fast food dining options
- Cook to order dining options
- Catering
- Convenience stores
- Concessions
- Vending
- Special events
- Program support

IV. THOSE SERVED

Serving the UCI community from School of Medicine to Housing to Child Care/Infant Toddler Center.

V. HISTORY

MAJOR MILESTONES

2004	Residential, retail and catering services were placed under Food Services/Hospitality & Dining under one Director, Jack McManus
2006	UCI insourced over 150 full time employees from Aramark and are under the union AFSCME
2008	Hospitality & Dining and Aramark combined offices and moved into G318 Student Center
	Combined Bren Events Center and Anteater Ballpark Concessions into Hospitality & Dining
	Residential Dining went trayless to help save over a million tons of waste
2009	Opened 5 additional food operations throughout the campus
	Jamba Juice, Panda Express, Wahoo's Fish Tacos, Espresso Yourself Coffee Cart and Java City

Began following the newly adapted UCOP's UC Sustainable Practices Policy and working with other UCs on a monthly and quarterly basis

- 2010 Opened Med Ed Café and Pippin POD
- Sponsored Arroyo Vista's Culinary House
- Mesa Commons became the first zero-waste dining facility in the UC System
- Implemented new reusable to-go containers at Brandywine Commons as pilot location
- 2011 Opened Subway and replaced Bene's Pizza with Topio's Pizza
- Supported the Meatless Monday campaign at Residential Dining by providing more vegetarian and vegan-friendly dishes while educating about sustainability
- Implemented reusable to-go containers in all Residential Dining locations
- 2012 Replaced Quiznos with Subway in Student Center
- Opened Gottschalk POD
- 2013 Opened Alumni Café
- Opened 20/20 Café @ Gavin Herbert Eye Institute
- Renovated empty space between Starbucks and Bookstore into study/lounge space
- 2014 October 2014 – Opened Starbucks and Au Bon Pain at Paul Merage
- 2016 September 2016 – Opened The Anteatory at Mesa Court
- September 2016 – Opened a Proudly Service Starbucks at the new University Extension Building
- October 2016 – Opened Starbucks in the Biological Sciences area
- Converted BC's Food Court into the Rams' eating facility during summer training
- 2017 Beverage Rights Agreement – completed the RFP process and awarded a 10-year agreement to PepsiCo for exclusive beverage rights for the campus and medical center
- Anthill Pub & Grille – completed the RFP process and awarded a 7-year agreement to Aramark to provide food and beverage services

VI. LOCATION

Main Office:
G318 Student Center
ZOT: 3700
949-824-1492
URL: food.uci.edu
Email: food@uci.edu

VII. ASSETS

FACILITIES

- Café Espresso (@ Physical Sciences Plaza): 290 SF
- Med Ed Café: 558 SF
- East Food Court (Jamba Juice, Bene's Pasta, Organic Greens to Go): 7,199 SF
- West Food Court (Subway, Panda Express, Wahoo's, Wendy's): 14,031 SF
- Student Center Starbucks: 2,680 SF
- Zot-n-Go Market: 2,530 SF
- Anthill Pub & Grille: 3,365 SF
- Phoenix Food Court: 4,663 SF
- BC's Cavern Food Court: 6,575 SF
- Café Med: 3,289 SF
- Cyber A Café: 1,296 SF
- Catering: 5,536 SF
- Bren Events Center Concessions: 750 SF
- Anteater Ballpark Concessions
- C3 Convenience Store: 400 SF
- Java City: 300 SF
- Espress Yourself Coffee Cart
- Pippin Commons: 8,419 SF
- Administrative Office: 2,085 SF
- 20/20 Café @ Gavin Eye Institute: 300 SF
- Paul Merage Starbucks: 879 SF
- Au Bon Pain: 1,390 SF
- The Anteater: 28,581 SF
- University Extension Café: 346 SF
- Biological Sciences Starbucks: 680 SF

TECHNOLOGY

Computers for administrative staff

EQUIPMENT

Two golf carts

VIII. REGULATORY REQUIREMENTS

- Food Service Sustainable Practices and Guidelines (adopted by The UC Regents in 2008)
- To provide patrons sustainable food options on campus. The campus has set a goal of procuring 20% sustainable food products by 2020. Currently, Hospitality & Dining is at 26%.

IX. ADVISORY COMMITTEE

Hospitality & Dining participates in

- Pub Advisory Board (PAB).
- Student Center Advisory Board.

X. MAJOR ISSUES

- Funding for future dining facilities.
- Structural maintenance of current dining facilities.
- Managing in an ever-changing environment and following within the guidelines of the union.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

RESIDENTIAL

Anteatery

- Anteatery served over 1.3 million meals this year.
- We continued a positive relationship with Housing staff and the resident community.
- Theme nights: successfully hosted theme nights such as Harry Potter and Game of Thrones.
- We develop our student workers to become coaches, supervisors and managers.
- We have some of the highest counts and scores on campus for the dining styles survey and secret shopper reports.
- Installed additional kitchen equipment at Anteatery: ovens, smoke ovens and steamer.

Pippin

- Vegan and Dietary Restrictions: Improved menu variety and food quality in vegan items; introduced vegan and gluten free desserts and introduced Special Meal request form to accommodate students with strict dietary restrictions and allergies.
- Pippin: Improved POD sales by expanding the variety of selections and adding the boba station and increased sales by 20%.
- Expanded food variety throughout the different stations: fresh and healthy, vegan, desserts, coffee and breakfast, sauté, destination, deli, salad bar and late night.
- Hosted our 2nd annual Staff Appreciation Breakfast at the Anteatery for 1100 Faculty and Staff.

RETAIL AND CATERING

Retail

- Anthill Pub & Grille: successfully moved out previous contractor and moved in new contractor to operate the Pub. Turned the location around in 6 weeks installing new flooring, kitchen equipment, painting, deep cleaning, installed new TVs and lighting, and held 4 tap takeover events along with hosting the 50th SPOP anniversary.
- Piloted the ICS/Engineering Cart from April-June.

- Partnered with Human Resources to provide a farmer’s market and lunch to attendees at the annual Staff Safety Wellness Fair.
- Successfully executed the Rams services for the 2nd year in a row.
- Partnered with School the Arts to rename Cyber A Café to Green Room and also replaced existing patio furniture, added planters, a shade structure and repainted the building green.
- Coordinated with Student Center to replace sewer/grease pipes at Starbucks, Jamba Juice, Anthill Pub, Subway and Panda Express.
- Replace LED light bulbs for all retail locations to save energy and labor.

Catering

- Took over School of Medicine Commencement event series: \$50k in new annual business.
- Executed 2nd Season of Rams Training Camp.
- New annual LEAD gala was highly successful. Will likely be an annual Gala (March 2018).
- Achieved 84% Overall satisfaction and 88% in Service Satisfaction with 242 survey responses (Hit previous goal of 200+ responses).
- Executed 5674 orders July 1, 2017 – Jun 30, 2018 (Hit previous Goal of 5500).

ADMINISTRATIVE AND MARKETING

Administrative

- Learning Outcome - Collected and organized data from Wiping out Waste to submit this year’s Student Learning Outcome.
- Participated at several conferences this year: WACUBO, NACAS, NACAS West, NACUFS
- Submitted a proposal and presented at an educational session at the NACAS West 2018 Conference.
- Updated the Hospitality & Dining website and launched in January 2018. Migrated the web content and media from Cascade CMS to Wordpress. Reviewed and assisted in updating the content and look/feel of the Hospitality & Dining website.
- As part of a collective dining team effort, was able to adjust and be flexible given a limited timeframe and transfer all the payroll and cleanup of both Housing and Dining accounts for FY 17-18 Fiscal Close.
- Partnered with Worker’s Compensation and Disability consultants to help strengthen partnership between department, employees and manager’s needs.
- Transitioned to the new I-9, Tracker website with the iPad.

Marketing

- Grew Anteater Meal Plan sales by 36% # of plans sold and 42% revenue.
- Increased meal plan holder retention from 12.92% to 17.98% (overall).
 - Retention of PY Housing MP Holders: 14.66% (up from 9.58% PY).
 - Retention of PY Anteater MP Holders: 29.61% (up from 21.89% PY).
- Achieved 100%+ VOC Response Counts at 24 locations (up from 5 PY), dramatically increasing our feedback received from students, staff and faculty.
 - 2,460 completed VOC surveys Fall 2017-Spring 2018 (up from 1,299 PY)
- Achieved 75.18% 1st-Year/SPOP Attendee E-mail Capture.
 - E-mails raised awareness of dining events, meal plan sales and sustainability initiatives.

- Achieved 28% increase in followers on Instagram (28.31%). Achieved 10% increase in followers on Twitter (9.97%) and 10% on Facebook (10.34%).

SUSTAINABILITY

- Reduced post-consumer food waste 0.45 oz/person from 1.62 oz/person (2016-2017) to 1.17 oz/person (2017-2018). This is equivalent to 28,600 meals/year. We also started weighing liquid waste this year, with an average of 0.77 oz/person.
- Launched a Free Coffee Grounds Program in October for guests at Zot N Go to pick up packaged coffee grounds with DIY instructions. Over 1,150 packages (216.2 pounds) were given out in 2017-2018.
- Increased reusable cup use from 2.80% to 3.09% (10.36% increase, +0.29 percentage points) and introduced Cupanion with Middle Earth Housing as a new component of the Reusable To-Go Program.
- Reduced water consumption by 26,000 gallons annually and saved 700 labor-hours annually by switching to stainless steel bread forms from silicone bread forms at our Subway locations. In addition to handing out bags upon request this year, we also transitioned our Subway bags from plastic to paper.
- Achieved Fair Trade University status in May 2018. This designation reflects the availability of 2+ fair trade products in each of 13 dining locations, as well as collaboration with The Hill to include Fair Trade products in the bookstore, hosting 7 Fair Trade education events and transitioning UCI Catering's default coffee to Fair Trade and USDA Organic Café del Corazon (previously used multiple different ecoGrounds coffees, some of which were Organic and/or Rainforest Alliance Certified but not necessarily Fair Trade).

XIII. 2018-19 GOALS

RESIDENTIAL

Anteatery

- Contribute to more student organizations and community service events.
- Continue to improve on employee morale with positive encouragement and open communication.
- Continue to foster a positive relationship with the community and Housing.
- Partner with Housing to have the very first aeroponics garden on campus in the Anteatery Patio.

Pippin

- Meals for Child Care Services: continue to work with the Director of Child Care Services to ensure meals are compliant with the Child and Adult Care Food Program (CACFP) and Federal regulations. Revise existing menus to offer more whole grain, dairy and fresh fruit.
- Continue existing partnership with Middle Earth professional and student staff. Continue to communicate regularly with Middle Earth by attending their staff and RA meetings to receive feedback on the dining program.
- Expand Food Variety @ Pippin Commons: will expand other food items such as add iced coffee and other boba flavors and toppings at POD; add other dessert options; vegan and vegetarian options.

RETAIL AND CATERING

Retail

- Continue to drive awareness of our vegetarian and vegan options across campus.
- Restart the student managers Management Development Program this year.
- Work with OIT to roll out mobile kiosk ordering.
- Refresh the front of house look at Bene/Topio's and roll out Restaurant Rotation.
- Complete Jamba refresh.
- Assist in the installation of the Humanities POD.
- Change out existing menu boards and install digital menu boards at Jamba Juice, Au Bon Pain, Panda Express.
- Replace Phoenix flooring and dining furniture.
- Replace Java City Kiosk shade structure fabrics and cables.

Catering

- Continue to enhance dietary specials and custom menus.
- Get to 85% Overall satisfaction and 90% Service Satisfaction and shoot to gain 300 responses.
- Break 6000 order mark.

ADMINISTRATIVE AND MARKETING

Administrative

- Recognition: Research potential awards and recognition that Dining can apply for to recognize best practices.
- Healthy Vending Policy implementation: partner with Student Wellness & Health Promotion and Human Resources Wellness Program Administrator to begin converting existing vending machines to meet the standards in the policy.
- Have a better understanding of Gallup Strengths DNA information to develop skills and contributions at work.
- Online Student Employment Application: Coordinate with Student Affairs IT to create an online student employment application to reduce the use of paper products and ink.
- Review the UCI Dining policies and make a plan and list of recommendations to revise and update the policy (what to add/remove, etc.).
- Continue to network and build a relationship with counterparts from the other UC's and familiarize themselves with their different models of operations.
- Continue to review the current alcohol request form and the online dev version of the request form in preparation of the online request form going live, and make a plan for beta testing and education.
- Try to encourage and increase direct deposit enrollment for current and future Dining employees.
- Transfer annual evaluations to fillable PDF version for managers for ease of completing the form.

Marketing

- Increase recognition for UCI within the college and university field. Apply for awards through NACUFS, CHESC, AASHE (2019) and others and submit for presentations to regional and national conferences, including non-sustainability presentations as well.
- Grow Anteater Meal Plan sales by 15%+ compared to PY after adjusting for rate increase, achieving at least +10% # of plans sold.
- Increase SPOP attendee e-mail collection to 95%+ (vs. 75% PY).
- Increase Instagram following by 20% vs. PY.

- Execute successful Restaurant Rotation marketing promotion to raise awareness of the new location concepts, with +75% sales growth over PY comparing RR with Topio's.

SUSTAINABILITY

- In support of AASHE STARS' latest preview draft (received from AASHE on 8/09/18), increase percentage of plant-based foods and foods meeting the new STARS restrictions for 3rd party verified products.
 - In support of this, launch and promote the Lettuce Grow "One-Mile Meals" program. Educational events and strategies for the program will include
 - Launch party collaboration with Student Housing.
 - Theme meal(s) using produce from the tower gardens.
 - Decals for plexiglass fencing.
- Create a year-long, for-credit internship focused on sustainability within dining. Exploring options through University Studies. Program would consist of 3+ interns working 4-8 hours/week each. Interns would focus on three key areas: tower gardens, sustainable sourcing and zero waste.
- Promote awareness of vegan offerings.
 - Increase vegan options at locations, specifically desserts and breakfast items.
 - Create a vegan hacks cooking training event in addition to the normal vegan hacks events.
 - Partner with the Humane Society of the United States to host another cooking training and invite students.
- Increase recycling diversion rate in the Student Center food courts. Work with Greek Life to create a campus-wide "Trash Talking Day" and host more frequent Trash Talking conducted by Green Captains along with introducing activities and games accompanying Trash Talking. Additionally, introduce new Liquid and Ice bins to reduce recycling contamination.
- Increase reusable discount usage from 3.09% to 3.5% (13% increase, +0.41 percentage points) and decrease the amount of disposable water cups used in food courts by 10%.

XIV. AWARDS

2011

- **Recyclemania:** Benchmark year; no competition division results
- **Sierra Cool Schools:** #6
- **Peta2 Most Vegan-Friendly Colleges:** #3

2012

- **Recyclemania:** #6 Grand Champion, #3 Gorilla
- **Sierra Cool Schools:** #9

2013

- **Recyclemania:** #10 Grand Champion, #3 Gorilla
- **Sierra Cool Schools:** #3
- **Food Recovery Challenge:** Recognized by EPA during Deputy Administrator Bob Perciasepe's visit to UCI
- **Student Affairs TAPPED Award**

2014

- **Recyclemania:** #5 Grand Champion, #5 Gorilla
- **Sierra Cool Schools:** #1

2015

- **Recyclemania:** #7 Grand Champion, #6 Gorilla
- **Sierra Cool Schools:** #1

- **EPA Food Recovery Challenge Narrative Award** for Source Reduction
- **Certification:** East Food Court achieved a 2-Star Green Restaurant Association Certification

2016

- **Recyclemania:** #6 Grand Champion, #7 Gorilla
- **EPA Food Recovery Challenge:** Regional Award Winner
- **Certification:** East Food Court achieved a 3-Star Green Restaurant Association Certification
- **KCET** highlighted UCI's Zero Waste Program on SoCal Connected, website and YouTube

2017

- **Peta2 Vegan Report Card:** A+
- **Sierra Cool Schools:** #8
- **Recyclemania:** Race to Zero Waste #1 Diversion Rate – The Anteatory
 - Grand Champion: #7
 - Total Diversion: #10
 - **CHESC Best Practice Award:** Sustainable Design (Mesa Towers and The Anteatory)

2018

- **Fair Trade University designation** - May 2018
- **A+ Peta 2 Vegan Report Card**
- **AASHE STARS** platinum ranking
- **Recyclemania** – ranked in the top 10 for 7 years (top 5% in the nation); 9th in Diversion category and 6th in Total Recycling category
 - Only school to rank top 10 for 7 consecutive years

XV. LEARNING OUTCOMES

2017-18 Updates

Wiping Out Waste

CIVIC & COMMUNITY ENGAGEMENT

Through Sustainability Events offered throughout the quarter (Wipe out Waste, Say “Boo” to Trash and Food Drives), students are educated about recyclable materials, sustainable purchasing options and proper methods of hazardous waste disposal to reduce the amount of food wasted. The amount of waste will be weighed in at the beginning and end of each quarter at Anteatory and Pippin, and a decrease will be evidence that students have learned our sustainability message.

Measured By: Pre and Post surveys of student opinions, beliefs

Results:

The Anteatory

- 51.9% Decrease in total waste from the beginning of Fall Quarter to the end of Spring Quarter.
- 46.8% Decrease of waste per person from the beginning of Fall Quarter to the end of Spring Quarter Pippin Commons.
- 14.7% Decrease in total waste from the beginning of Fall Quarter to the end of Spring Quarter.
- Although there was a decrease of food waste per person during Winter Quarter and an overall decrease in the total amount of food wasted, the amount of food waste per person remained the same at 0.89 ounce per person from the beginning of Fall Quarter to the end of Spring Quarter.

Anteatory and Pippin

- 44.3% Decrease in total cumulative food waste from the beginning of Fall Quarter to the end of Spring Quarter.

- 31.6% Decrease in total cumulative food waste per person from the beginning of Fall Quarter to the end of Spring Quarter.
- Through Wiping out Waste, we discovered that the amount of food being thrown out decreased about 44% by the end of Spring Quarter. With Green Captains educating students at the dining halls at each weigh in and through other promotional sustainable events during the year, students became more conscientious of how much waste they're producing, how to reduce it, or properly dispose of it (recycle, compost, landfill.)

Use: Reporting results

2018-19

Wiping Out Waste

CIVIC & COMMUNITY ENGAGEMENT

Through Sustainability Education Events/Promotions offered throughout the quarter (Wipe out Waste, Say "Boo" to Trash and Food Drives), students are educated about recyclable materials, sustainable purchasing options and proper methods of hazardous waste disposal to reduce the amount of food disposal. To measure whether students are learning the importance of this, the amount of waste at the residential dining commons – Anteater and Pippin – will be weighed at the beginning and end of each quarter during Wiping Out Waste. Feedback from our Sustainability Coordinator and Green Captain interns regarding this event will be included in our results.

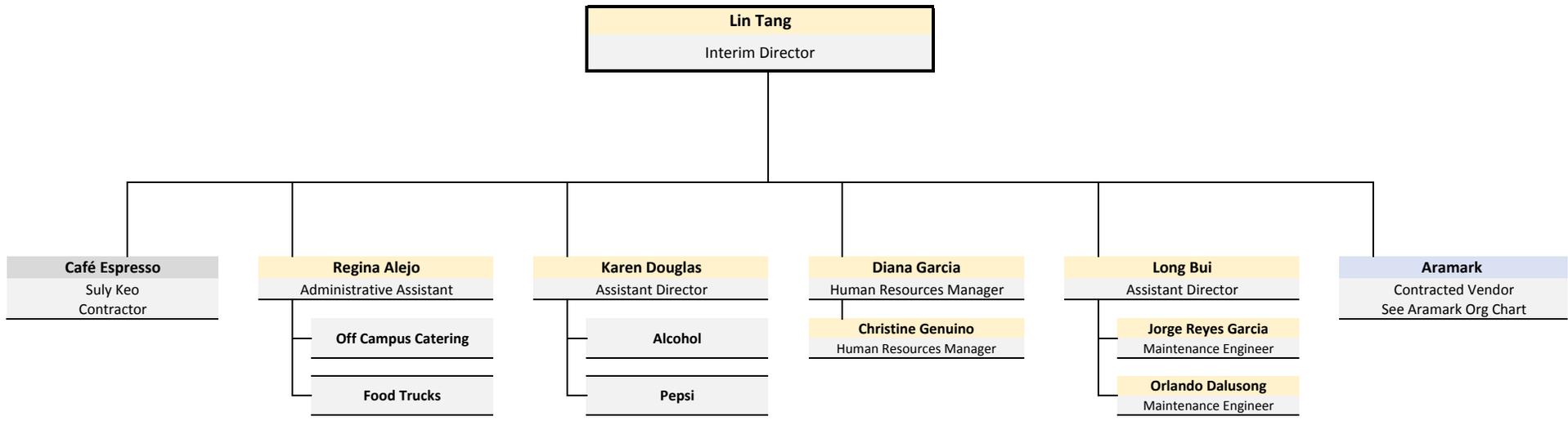
Through Sustainability Promotional Events and Green Captains, students are educated about recyclable materials, sustainable purchasing options and proper methods of hazardous waste disposal to reduce the amount of food wasted. To measure whether students are learning the importance of this, the amount of waste will be weighed in at the beginning and end of each quarter at the Anteater and Pippin Commons. The results will show a breakdown of the food waste and see whether there's been an increase/decrease in waste. This year, we will also convert the weight of the waste into meals so that UCI community has a better image of how much is actually being thrown out. Discussions with our Sustainability Coordinator and the Green Captain interns will center around on what they feel impacts the results.

Measured By: Other

Results: To be reported summer 2018

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

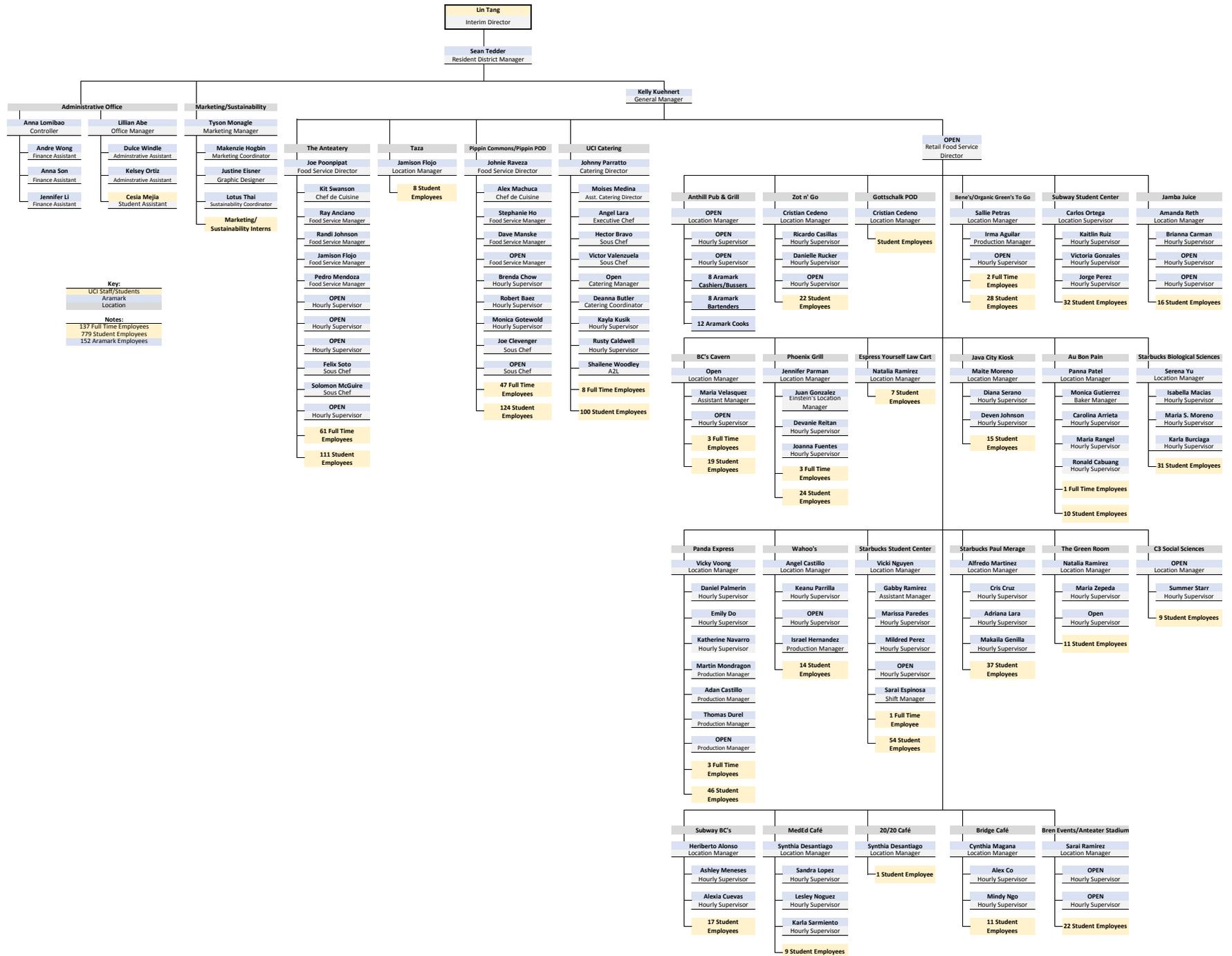
UCI Hospitality & Dining Services



Key:
UCI Staff/Students
Aramark
Location

Notes:
137 Full Time Employees
779 Student Employees

Hospitality & Dining Services & Aramark



AUXILIARY SERVICES

STUDENT AFFAIRS

INFORMATION TECHNOLOGY

I. VISION & MISSION

VISION

The vision of Student Affairs Information Technology (SAIT), a sub-division of Student and Academic Services (SAS) within the Office of Information Technology (OIT) is to be an innovative, collaborative and nimble partner with the Division of Student Affairs in providing technology support to our customers.

MISSION

To provide the highest quality technical support in the areas of desktop, help desk, server administration and software development.

CORE COMPETENCIES

Website and Application Development, Project Management, Technology Research and Review and Solution Architect.

II. WORKFORCE

MANAGEMENT TEAM

Wayne Fields	Assistant Director, Student Affairs Information Technology
Angela Han	Manager, Student Affairs Information Technology
Markus Quon	Manager, Student Housing Information Technology

Wayne J. Fields is the Assistant Director of Student Affairs Information Technology (SAIT). He acts as the liaison between Student Affairs and the Office of Information Technology (OIT). Each support team that reports to Wayne has a manager or lead.

STAFF

Career (FTE)	
Filled:	16.00 FTE
Provision:	0.00 FTE
Career FTE Total:	16.00 FTE
Career Headcount*	16
Contract	0
Student Staff	
IT Support and Programming Staff:	7 Employees

* All FTE employees are part of the Office of Information Technology.

III. SERVICES PROVIDED

Content management system support, web and application development, digital signage support, hardware and software purchases, loaner equipment management, business analysis and third-party platform support.

IV. THOSE SERVED

Student Affairs Information Technology supports the Office of the Vice Chancellor, Student Affairs; Esports; and the following clusters: Auxiliary Services (Student Housing, Hospitality & Dining Services, Student Center & Event Services, The Hill Bookstore); Student Life & Leadership (Office of the Dean of Students, Academic Integrity and Student Conduct, Campus Organizations and Volunteer Programs, Veterans Services, Greek Life, Cross-Cultural Center, LGBT Resource Center, Dreamers, Black Cultures, Resources and Research, International Center, New Student and Leadership Programs, Student Outreach and Retention Center and FRESH Food Pantry); and Wellness, Health & Counseling Services (Office of the Associate Vice Chancellor, Wellness, Health & Counseling Services, Campus Social Workers, Respondent Services, Faculty & Staff Mental Health Care, Campus Assault Resources and Education, Center for Student Wellness and Health Promotion, Counseling Center, Student Health Center, Disability Services Center and the Child Care Center.

Student Government & Student Media and Campus Recreation are currently affiliates to Student Affairs Information Technology. Collaboration occurs with these departments as may be needed to enhance the overall student experience. Direct support is performed when requested.

V. HISTORY

Student Affairs Information Technology has been through several changes over the years. In April 2009 the campus embarked upon a technology consolidation. Technology support teams from Student Affairs, Housing, Student Life & Leadership, Hospitality & Dining Services and Wellness, Health & Counseling Services were merged into the newly created Office of Information Technology (OIT). Student Center & Event Services, The Hill Bookstore, Student Government & Student Media and Campus Recreation became affiliates. The Hill Bookstore and Student Center & Event Services consolidated with OIT in the summer of 2014. Beginning in the fall of 2016, SAIT welcomed the addition of Esports to its support portfolio. SAIT liaises with all of the commodity support teams within OIT in order to expand the services provided to its clients. SAIT participates and collaborates in many Student Affairs stakeholder meetings and groups.

VI. LOCATION

115 Aldrich Hall
 ZOT: 5180

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Space includes

- OIT walk-in help desk location
- Conference/Presentation Room
- Seven enclosed offices and one cubicle workstation

TECHNOLOGY

Servers, workstations, databases, data files, web sites, custom applications

EQUIPMENT

Golf cart, computer workstations and loaner equipment

VIII. REGULATORY REQUIREMENTS

Because of the Patriot Act of 2001 Student Affairs is required to track all international students attending UC Irvine. We do this through SEVIS, Student and Exchange Visitor Information System (SEVIS). This is run by the Department of Homeland Security. We use Ellucian’s International Student & Scholar Management

(ISSM) application to manage the program. Student Affairs Information Technology works closely with the International Center to help manage this process.

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

IX. ADVISORY COMMITTEE

- Vice Chancellor's Management Group (VCMG)
- Student Affairs IT Governance Committee
- Student Affairs Auxiliary Services Group (SAAS)
- Student Affairs Auxiliary Services Directors (ASD)
- Student Affairs Information Technology Group (SA Tech)
- Housing Management Team (HMT)
- Housing Change Control Board (CCB)
- Wellness, Health & Counseling Services Directors Group (Unit Directors)
- Commencement Advisory Committee
- OIT Campus IT Security Group
- OIT Phishing Advisory Committee
- OIT Student and Academic Service Leadership Group (SAS Leadership)
- OIT Student and Academic Service Managers Group (SAS Managers)
- OIT Leadership
- OIT Staff
- IT Accessibility Workgroup
- Computer Support Coordinators Group (UC-CSC)

X. MAJOR ISSUES

- Aging hardware in several supported Student Affairs departments
- Aging or outdated applications and websites
- Overburdened staff who have taken on extra job responsibilities
- Lack of centralized funding and resources to advance
- Keeping current with the daily barrage of security concerns
- Lack of staff resources
- Lack of a comprehensive technology strategy to advance the mission of Student Affairs

XI. MISCELLANEOUS

- The Student Affairs division has over 550 workstations and mobile devices with various operating systems.
- Student Affairs Information Technology supports the campus digital signage system which is used by Student Affairs Resource Centers, Esports, Student Center & Event Services, Engineering, the Libraries, Environmental, Health & Safety and Risk Services, Social Ecology, Medical Education building, Humanities, Student Outreach and Retention (SOAR), Financial Aid, Cross-Cultural Center, Division of Career Pathways, School of Biological Sciences and other locations as they are being added across the campus.

XII. 2017-18 ACCOMPLISHMENTS

- Digitized the physical files for the International Center and integrate them into the ISSM platform eliminating 14 lateral file cabinets of paperwork.
- Secured the International Center's ISSM application and data according to OIT Security protocols.
- Virtualized the Housing Stanley WiQ Door Access Control System and migrated it to the OIT datacenter.
- Completed the ResNet network infrastructure switch refresh project.
- Migrated Housing to the OIT commodity support tool, Bomgar.
- Completed the initial steps to move all of Housing behind the OIT datacenter firewall in order collapse Housing's private network thereby eliminating redundant costs.
- Updated the Center for Student Wellness website to make it more responsive and dynamic.
- Updated the technology and plugins for the Step Up Bystander website.
- Refreshed 25% of staff computers in Housing as part of the yearly replacement plan to maintain current technology.
- Implemented Lease Queue of GFH ARMS OneClick project – the graduate application used by staff.
- Implemented a restructured shared drive folder space on the Housing file server.
- Migrated the majority of Student Affairs websites and databases over to OIT commodity hosting.
- Successfully transitioned the support for the Campus Card platform from Student Government & Student Media to Student Affairs IT.
- Expanded the ability to issue Campus Cards to students enrolled with the Division of Continuing Education.
- Completed the necessary modifications for the Campus Card application to adapt to UC Path and SIS projects when they come online.
- Implemented a new Community Provider Database for student referrals.
- Developed an Emergency Parent Notification system for the Child Care Centers.
- Migrated the Student Center & Event Services over to the OIT datacenter on campus and commodity platforms.
- Updated the Student Center & Event Services workstations from MS Windows 7 to MS Windows 10 Enterprise.
- Implemented Handshake, a new Career Services platform for the Division of Career Pathways.
- Enhanced the existing functionality for the Disability Services Center admin portal.
- Transitioned SOAR, Dreamers and FRESH over to the Student Life & Leadership cluster.
- Updated the Gatekeeper card reader application so it can be used generically by any unit on campus.
- Facilitated the Housing / SIS / Student Account requirements for the Housing Management application (OSCAR) to integrate with SIS / Banner.
- Expanded and enhanced the Student Affairs IT office working environment.
- Implemented an Agile development methodology across the SAIT development teams.
- Enhanced the Student Parent Orientation Program (SPOP) application to book Parent overnight stays.
- Updated the Veteran Services website for the annual dinner.
- Refreshed the annual registration process for Campus Organizations.
- Assisted in the transition of the Career Center into the Division of Career Pathways.
- Implemented a mobile check-in process for the Counseling Center.

XIII. 2018-19 GOALS

- Refresh the Associate Vice Chancellor, Wellness, Health and Counseling Services website.
- Complete a holistic review on the current state of the UCI Campus Card platform.
- Migrate the Student Government & Student Media servers from on-premise to the OIT datacenter.
- Continue the migration of Housing behind the OIT datacenter firewall and finalize the collapse Housing's private network.
- Create an entirely new application for the Ring Road Rides.
- Refresh the Child Care website.
- Refresh the Disability Services Center website.
- Refresh the Student Affairs Tech website and wiki.
- Migrate Student Affairs' "SA" Active Directory OIT's AD Active Directory management for desktops and servers.
- Refresh the Student Affairs Broadcast Email Request (SABER) portal.
- Update the Student Affairs ticketing system for better tracking.
- Implement a workflow system for the Vice Chancellor Student Affairs office.
- Create an online employment application for Hospitality & Dining Services.
- Determine feasibility of offering an ACH payment option for Child Care payments.
- Overhaul the annual registration process for Campus Organizations.
- Migrate services offered by Campus Organizations to OIT commodity services.
- Update the functionality and toolset for the Student, Parent Orientation Program application.
- Revise the current Alcohol Request Form for Hospitality & Dining Services.
- Migrate the Tapingo servers for Hospitality & Dining Services over to OIT commodity platforms.
- Migrate the Student Life & Leadership mail server to the OIT campus mail server.
- Implement additional security protocols across the Student Affairs clusters for highly visible and trafficked web sites.
- Add triage functionality to the Counseling Center website.
- Consolidate the event registration and check-in process.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

Not applicable

XVI. BUDGET

Consolidated into the operating budget for Auxiliary Services-AVC and the Office of Information Technology

I. VISION & MISSION

VISION

Student Center & Event Services (SCES) is an invaluable resource that strives to provide an exceptional environment to support, enrich and enhance the life of the UC Irvine community.

MISSION

Student Center & Event Services enhances the university setting and its academic purposes by offering programs, services and activities that meet the dynamic needs of our students, faculty, staff, alumni and the general public. The department accomplishes this by providing:

- Student involvement and development opportunities through employment and mentoring that promote learning beyond the classroom.
- Year-round conference and special event production services.
- Facilities, programs and retail spaces that create an environment supportive of academic life

VALUES

- **Excellence** – To go beyond what is necessary and to excel in all of our services.
- **Fun** – To create an enjoyable environment through the balance of work and life.
- **Innovation** – To be a model for best practices through creative solutions.
- **Integrity** – A commitment to be honest and sincere from the relationships we form to the services we provide.
- **Respect** – We will be open and understanding of others in all our actions and deeds. Treat others as we expect to be treated.
- **Teamwork** – Coordinated effort to the group, acting in the best interest of the common cause, selflessly looking to the good of the whole instead of the individual.

COMMON PURPOSE

To inspire all of our campus guests through the promise that comes from serving others.

QUALITY SERVICE STANDARDS

1. **Safety** – Provide all campus guests a secure venue and genuine sense of well-being.
2. **Hospitality** – Serve every guest with a friendly and accommodating disposition.
3. **Education** – Facilitate social, cultural, professional and academic growth.
4. **Efficiency** – Ensure processes are effective in maximizing SCES resources and operations.

TAGLINE

Interact. Learn. Enjoy.

CORE COMPETENCIES

The Core Competencies of Student Center & Event Services have a direct relationship with the established mission. The facilities offered throughout the Conference Center provide clients with flexibility and customization options not available in other arenas. The year-round services, special events and programming options provide the students who work for Student Center & Events Services with mentoring and leadership opportunities as well as giving the campus community at-large and Orange County in general an environment supportive of learning and social interaction. The diverse expertise of the staff also supports the mission by providing the department with a variety of

perspectives and experiences to learn from and lead our organization in a positive, mission-driven direction.

- One of four institutions of higher education in California and one of only 54 in North America designated as One-Stop Certified by the Association of Collegiate Conference and Events Directors – International (ACCED-I).
- SCES conference and event building is distinguished with Leadership in Energy and Environmental Design as LEED Gold facility.
- 35% of the conference and event services specialists are Certified Meeting Professionals (CMP®).
- Certified Technology Specialists (CTS®) support different aspects of technical event services for enhanced lighting, sound, projection, videography and other event services.
- SCES employs approximately 200 UCI students working part-time during the academic calendar and full-time during the non-academic calendar. All students participate in *The Level Up* professional development, mentoring and training program levels 1 through 4.
- SCES relies on a diverse workforce to support its year-round operation from 7:00 a.m. until midnight, seven days a week in the areas of administration, event planning, operations, finance, housekeeping, maintenance, IT and marketing.

II. WORKFORCE

MANAGEMENT TEAM

Stacey L. Murren	Director
Amy D. Schulz	Associate Director
Joseph Ayoub	Assistant Director
Daryl Han	Manager, AV Technology Services
Erin Lane	Manager, Event Services
Brian Petyo	Manager, Marketing
Mehrnaz Ezzati	Manager, Business Administration/Finance
Tony Gonzalez	Manager, Building Services
Kyle Aldrich	Manager, AntMedia

STAFF

Career (FTE)	
Filled:	55.00 FTE
Provision:	2.00 FTE
<hr/>	
Career FTE Total:	57.00 FTE
Career Headcount	57
Student Staff	135 Employees
Other	3 BYA Student Center Board Positions

For Organization Chart, see end of SCES section.

KEY ELEMENTS OF ENGAGEMENT

- Staff retreats/meetings
- Opportunities for professional development
- Baldrige training

III. SERVICES PROVIDED

- Room scheduling (general assignment classrooms, lecture halls, conference rooms, residential rooms, Anteater Community Resource Center (ACRC) meeting rooms, NAC meeting rooms and special event spaces)
- Event planning (arrangement of all on and off-campus vendor services needed for events)
A comprehensive, one-stop events office is available for the campus community and off-campus clientele. Services include facility tours, booking space, planning, ordering services, writing contracts, managing events and billing.
- Conference Center
- Monitoring and scheduling study lounges and areas around the Student Center
- Financial institutions (both walk-in service centers and ATMs)
- Visitor/Business Center
- The UPS Store
- Esports Arena
- Global Viewpoint Lounge
- Hillside Lounge
- Blood Donor Center
- Center for Black Cultures, Resources & Research
- Office/retail space for a variety of campus services (Bookstore, Starbucks, Jamba Juice, Zot-N-Go Convenience Store, ASUCI, two food courts, the Pub, Housing Administrative Services, Health Education, CARE, Hospitality & Dining Services, Student Life and Leadership, LGBT Resource Center, Veteran Services, International Center, Graduate Resource Center, Counseling Center Annex and UCI Dining/Catering)
- Vending

IV. THOSE SERVED

The UCI Student Center is committed to providing its facilities to support a wide range of activities and events that bring students, faculty, staff and alumni together in an inviting setting.

Our client base consists of

- Students: 26%
- Faculty/Staff: 65%
- Alumni/Community: 9%

V. HISTORY

Student Center & Event Services is a result of the January 2009 merging of two departments: UCI Student Center and Scheduling & Conference Services. A history of each area follows.

STUDENT CENTER

Phase I of the UCI Student Center opened in January 1981 and contained approximately 31,000 assignable square feet (ASF). This initial phase provided space for the UCI Bookstore, lounges, games room, food service and offices.

In 1982, Phase II was completed and added 5,600 ASF for retail operations, as well as 4,000 ASF for multi-purpose meeting rooms.

Phase III expansion, completed in the Spring of 1990, added approximately 80,000 ASF to the original facility. Constructed at a cost of \$24.5 million, Phase III extensively renovated the existing space and increased the overall UCI Student Center to nearly six times its previous size. The UCI Student Center currently comprises 114,000 ASF or 171,000 gross square feet (GSF). The 1990 expansion provided space for a new UCI Bookstore, extensive food services, multiple meeting rooms, expanded offices, a variety of lounges, new retail space, a large auditorium and expanded space for the Cross-Cultural Center.

During the 2001 spring quarter, the UCI Student Center board and the Student Center staff, in conjunction with the ASUCI elections, held a fee referendum to determine if the Student Center fee should be increased in order to expand the facility. The fee initiative was passed and the original fee of \$47.50 a quarter was voted to increase by \$89.00 a quarter to be assessed when the addition was completed. This Phase IV expansion was completed in 2005.

SCHEDULING & CONFERENCE SERVICES – 1997

This department was comprised of three critical scheduling and event planning departments that operated separately prior to 1997. The Student Center Reservations Office was responsible for event coordination and scheduling of all Student Center conference center space and its adjacent Ring Mall areas. Campus Calendar scheduled general assignment classrooms and lecture hall spaces for non-academic events, as well as campus outdoor event space (Ring Mall, plazas, Mesa Field, Pelennor Field, Aldrich Park, etc.). Conference Services was responsible for scheduling and managing the summer residential conference business. These three departments merged in 1996.

With the three departments now combined into one, a comprehensive, one-stop events office was available for the campus community and off-campus clientele. Services include facility tours, booking space, planning, ordering services, writing contracts, managing events and billing.

STUDENT CENTER & EVENT SERVICES – 2009

In order to gain additional efficiencies, Scheduling & Conference Services, Student Center, and a portion of Hospitality & Dining Services merged and formed Student Center & Event Services. In addition to continuing to provide all the above, services have expanded to include better management of events in classroom and lecture hall locations by obtaining keys to most campus buildings and now managing the opening and securing of these offsite spaces booked by Student Center & Event Services. The staff created a vision statement and departmental values. A department logo and tagline were also created. A “level” employment system was implemented to ensure cross training and fluidity of knowledge among student staff. In addition, the operating hours of the Student Center were extended to 7am – 12 am, seven days a week, to offer more opportunities for our clientele to book events and use the Student Center’s facilities and services.

In 2013, the Newkirk Alumni Center opened and the responsibilities for booking for that facility and managing events were assumed by the team in Student Center & Event Services.

In 2016, the Student Center Board and SCES sponsored a successful referendum to continue student fees that were set to expire in 2017. In the Spring 2016 election, the students voted to continue paying the fees. There was a 25% return to aid added to this referendum.

The Student Center is now approximately 300,000 square feet. New services that have been brought to the Student Center since the opening of Phase IV include Housing Administrative Services, the Visitor Center, LGBT Resource Center, CARE, Veteran Services, the New U, Counseling Center Annex, the Center for Black Cultures, Resources & Research, and an expanded food service operation.

In Fall of 2017, SCES added booking study space and two meeting rooms in ACRC to the inventory of spaces it books and manages. As of 2018, SCES is no longer booking study spaces as those spaces were assigned to Student Affairs offices. SCES is still booking the meeting rooms.

VI. LOCATION

Administrative Offices
A311 Student Center
ZOT: 2050

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Space:

- Student Center building: 304,000 sq. ft.
- Conference Center: 49,675 sq. ft.
- Tenants: 54,200 sq. ft.
- Services: 5,540 sq. ft.
- Cross-Cultural Center: 7,694 sq. ft.
- SC&ES: 4,315 sq. ft. Anteater Community Resource Center: 15,853 sq. ft.
- Café Med: 3,866 sq. ft.

TECHNOLOGY

- 120-inch commercial LCD
- Cameras
- Digital Signage
- LEEDs Certified lighting
- LEEDs Certified HVAC
- House AV / Sound
 - Doheny Beach
 - Pacific Ballroom
 - Crystal Cove Auditorium
 - Emerald Bay
 - Moss Cove
 - Aliso Beach
- House Sound
 - Woods Cove
- Low water use bathroom fixtures, touch free and hydration station
- Building Wi-Fi
- Energy Management/Solar Panels
- Office Technologies
 - Mobile devices
 - Website
 - vEMS
- Enunciator/emergency communication
- 900 mHz Radio System tied into campus system
- Event Management System (EMS) – main scheduling software
- Conference Programmer (CP) – summer conference / housing scheduling software
- Meeting Matrix – room diagram software
- Room Viewer – room diagram software
- Help Desk

- Teamwork Project Management
- CenterPedia departmental Wiki
- Courtyard Study Lounge Online Room Reservation System

EQUIPMENT

Items valued at \$10,000 or higher

Event Related

- Ford Flex
- Pipe and drape
- Trade show booths

Building Related

- Box truck
- 120-inch commercial LCD
- Cameras
- Microphones
- Projectors
- Aliso Beach A and B LCDs
- Bell tower
- Web conferencing equipment
- Audio/Visual (A/V) upgrade
- Canopy installation
- Terrace Stage upgrade
- Student Affairs Donor Wall
- Lighting project
- Art Gallery Space
- Security Cameras

VIII. REGULATORY REQUIREMENTS

Program affected by mandate

Student Center & Event Services is not a grant or research fee funded department. SC&ES is funded by 1) University Registration Fee, 2) Student Center fees and 3) generating its own income.

Explanation of the mandate

The University Registration Fee, a fee charged to all registered students to support student services not a part of instruction, research and public service. These services include activities such as student health services, student mental health, social, cultural and recreational programs, and infrastructure improvements providing extracurricular benefits to students.

The UCI Student Center Fee is required of all students regardless of the number of courses taken. The fee is used to pay the debt service on revenue bonds sold to finance the construction costs of the UCI Student Center and a portion of its operating costs.

Type (i.e., Federal, state, municipal, or university codes/laws) / Agency:

University of California

Source (include the specific website that points directly to the mandated law/code OR provide the law/code/policy number)

<http://www.budgetoffice.uci.edu/feesBO.html>

IX. ADVISORY COMMITTEE

Student Center Board

Chair	Rutuja Sabnis
Vice-Chair	Mebin Kuriakose
Secretary	Leila Awad

X. MAJOR ISSUES

- UCI Transportation and Distribution Services has provided many challenges including not establishing new fiscal year rates in a timely manner, billing inaccuracies, poor services and slow response times. These issues have forced SCES to reconsider our partnership and subsequently our One-Stop Shop certification.
- Summer Conference Program faced several setbacks in housing availability, new construction and renovations, unexpected IT issues, parking and road closures, increased billing cycles, staff training and client agreements.
- Frequent large and last-minute change requests will require additional resources for managing this trend in customer expectations and demand.
- The number of requests for services at no charge or at a reduced rate and external departments' demands for space.
- Lacking versatility in catering options for clients.
- Unclear campus policies for important event issues (alcohol, casino events).
- Center reaching capacity for conference and office space.
- Summer conferences rates remaining competitive with multiple departments influences and area hotels.
- Risk Management policy/procedure changes.
- Policy regulation.
- Campus partners changing rates with our advance notification.
- Implementation of a new Major Events policy.

XI. MISCELLANEOUS

Not applicable.

XII. 2016-17 ACCOMPLISHMENTS

BUSINESS COLLABORATIONS

- **Los Angeles Rams Training Camp**
SCES teamed up with Facilities Management, Transportation and Distribution Services, Student Housing, Office of Information Technology, UCI Athletics, The Bren Events Center and H&DS to coordinate the Los Angeles Rams' pre-season training camp, their overnight accommodations and other plans.
- **Homecoming**
SCES, Alumni Association, University Advancement, H&DS and Student Life & Leadership came together in organizing a successful Homecoming celebration and festival for thousands of alumni, students, faculty, staff and guests at the Bren Events Center, Newkirk Alumni Center, Student Center and Aldrich Park.

- **Anteater Involvement Fair**
Worked closely with Student Life & Leadership to manage booth reservations and equipment requests for hundreds of registered campus organizations during the annual Anteater Involvement Fair where organizations share information and recruit new members during Welcome Week.
- **Anteater Leadership Summit**
SCES supported UCI's Greek Life and Office of Campus Organizations and Volunteer Programs by providing marketing, advertising and event services to help students learn organizational leadership and the best practices in marketing and funding strategies.
- **Online Approval Queue**
ASUCI and SCES joined forces to create an online event request system for improved event planning and billing services for student organizations.
- **Community Relations Collaborative**
SCES is an active member of this campus-wide committee for department representatives of external-facing programs and public services to improve communication strategies and to support one another. Departments share volunteer resources, enhance social media reach, discuss digital communication strategies, form strategic partnerships, cross-promote volunteer opportunities and coordinate news coverage.
- **Strategic Communications**
For cohesion in UCI's brand identity across multiple and disparate services from the larger UCI community, SCES marketing attends regular Strategic Communications Council meetings to discuss best practices and share ideas for graphic standards, media resources and other UCI marketing, philanthropic and public affairs initiatives.
- **UCI Events Council**
SCES attends UCI Special Events and Protocol meetings as attendees and as guest speakers when helpful. The council provides a professional setting for event planning staff to network, discuss industry trends, share best practices and budget-saving strategies. The primary topic of discussion presently is UC Irvine's Zero Waste Event Guidelines with generous support from Facilities Management Sustainability Team, UCI Dining & Hospitality and Fresh Basic Needs Hub.
- **Instructional Technology Admin Film and Media Studies**
AntMedia has partnered with Instructional Technology Admin of Film and Media Studies for the purpose of providing students business-ready, hands-on experience in the areas of professional-grade photography along with live event and high-concept, narrative video productions.

TEAM DEVELOPMENT

- **WACUBO**
The Western Association of College and University Business Officers is four days of professional development and networking for business officers in the western region. Topics focus on managing operating and fiscal pressures, workplace cultures, cybersecurity and business strategies in uncertain markets.
- **THE SPECIAL EVENT**
The Special Event is the event industry's largest trade show and conference for event professionals. There are over 100 education sessions and networking opportunities.
- **NFMT**
National Facilities Management and Technology's goal is to bring free education, networking and product discovery to facilities professionals nationwide.

- **NACAS**

The National Association of College Auxiliary Services advance campus environments to improve the quality of life for students. This professional association supports the non-academic segments of a university.

- **NACAS WEST**

SCES presented on *The Level Up Program*. The program is custom-designed to track all student training, professional development activities and learning outcomes in a web-based learning management system.

- **AVIXA**

AVIXA is the Audiovisual and Integrated Experience Association and primary organizing body in the audiovisual industry and producer of InfoComm trade shows around the world. InfoComm's Certified Technology Specialist (CTS®) program helps support our event technology services team.

- **BALDRIGE**

The SCES goal of continuous improvement is based in part on the The Malcolm Baldrige Framework for Performance Excellence. The framework provides an outline to assess organizations in the areas of leadership, strategic planning, customer service, knowledge management, workforce engagement and operations.

- **CASE DISTRICT VII**

Supports alumni relations, communications, development and marketing professionals at educational institutions worldwide. The association provides networking, recognition and continuing education for advancement professionals.

- **IACC**

The International Association of Conference Centres (IACC) is the sole global professional association that represents venues focused on meetings, training courses and conferences. IACC actively serves its members by being the global thought-leader in the meetings industry and currently has 385 members in 22 countries within the Americas, Europe and Australasia, each delivering the best possible IACC meeting experience.

- **ACCED-I**

Association of Collegiate Conference and Events Directors International is an important educational and networking experience for collegiate conference and events professionals.

- **NASPA**

Student Affairs Administrators in Higher Education centers on creating socially just and diverse communities amid a new presidential administration and congressional leadership. Other research focuses on ways administrators and staff support student success through scholarship and other programming.

- **NACUBO**

National Association of College and University Business Officers (NACUBO) is three days of professional networking and information gathering in general and specialized areas for seasoned and aspiring business officers.

- **EMS**

Event Management System (EMS) annual conference for workplace strategists, event managers, registrars and IT professionals converge on important industry trends for meeting and room scheduling optimization.

- **PCI Compliance**
PCI DSS Security Awareness Training is now required on a yearly basis for any team member conducting business transactions via credit card point of sale system used for event services fees.
- **Continued Education Credits**
Event planning team is required to participate in at least one professional development activity resulting in an array of classes on topics including stress management, conflict management, time management and effective communication skills.
- **Site Visits**
SCES teams are required to participate in site visit evaluations to identify process improvements and to share best practices suitable to our industry.

BUSINESS DEVELOPMENT

- **Winter Wonderland Event Package**
Student Center guests enjoy themed décor and seasonal menus with a complete, start-to-finish wonderland escape event package for year-end occasions. The package includes Certified Meeting Planner support throughout the planning process, integrated audiovisual package with Certified Technology Specialist support, choice of round banquet or cocktail reception setup and the promise of gathering in one the most unique venues in Orange County.
- **Blue & Gold Event Package**
UCI graduates, their families and friends gather to celebrate commencement with traditional UCI blue and gold décor in the Pacific Ballroom or Doheny Beach. The package includes support from a Certified Meeting Professional for planning assistance, integrated audiovisual package with Certified Technology Specialist support, choice of round banquet or cocktail reception setup and full-service catering options.
- **Summer Conferences**
On-campus accommodations walking distance to meeting facilities and parks are ideal for summer camps and youth groups. Package includes Certified Meeting Professional for event coordination, guest room accommodations with workspaces, kitchenette, laundry facility, towel and linen service and common areas with dedicated support staff.
- **RCO Performance Show Package**
To facilitate the cultural, professional or academic mission of UCI campus organizations, this package includes the 425-seat Crystal Cove Auditorium with stage, house and stage wash lighting, AV technician, P.A. system and time for rehearsals.
- **Site Visits**
Best-practice site visits allow the SCES team to evaluate high-performance peer organizations. These visits and consultations provide networking opportunities and often catalyze new strategic objectives and process improvements at SCES. In this case, write-ups are drafted and much of what was discovered provided useful insight into our competitors.
- **AntMedia Videography and Photography**
 - AntMedia keeps pace as revenues steadily climb.
 - AntMedia realized a better than expected 34% growth for number of billable jobs in fiscal year 2017-18.
 - AntMedia realized a better than expected 57% growth in revenue in fiscal year 2017-18 up from a 51% revenue growth the previous year.
 - The billable number of photography and videography jobs for fiscal year 2017-18 on record is 185 (rounding to \$74,000 in revenue).

- The billable number of photography and videography jobs for fiscal year 2017-2018 (July-August) was 21 (rounding to \$3,500 in revenue) compared to 28 this year (rounding to \$4,600 in revenue).

Result = 33% increase in number of billable jobs and 31% increase in revenue from same period

Sample from 2017 – 2018 = 4.7% of total revenue for entire year. Based on sample of 4.7%, projected revenue for 2018-2019 = \$98,000.

Projected for 2018 – 2019 = 35% (conservative)* and 45% (aggressive)* increase in number of billable jobs total.

- The total number of non-billable photos and videos for fiscal year 2016-17 was 32.
- The total number of non-billable photos and videos for fiscal year 2017-18 was 28.

Result = 12% decrease in number of non-billable jobs from 2016-2017 to 2017-18.

Projected for 2018-2019 = continued decrease in number of non-billable jobs.

**Conservative projection assumes no sudden increase in price points, minimal marketing and advertising efforts and little to no new product or service launches). Aggressive projection assumes possible price increases, moderate to high levels of marketing and advertising.*

- High double-digit increases in percentage of billable photography and videography jobs is projected in the year ahead. The increase is due in part to recent equipment purchases—already realizing a return on investment. We now contract simultaneous jobs where we were limited to one before. Additionally, we can now contract larger events requiring multiple camera angles. With the addition of 100% FTEs, contracts and other resources, high double-digit returns similar to previous year's growth are expected.
- AntMedia results based on information dated March 3, 2017.

FACILITY ENHANCEMENTS

- **Anteater Community Resource Center**

Completed Lot 5 (ACRC) construction, which included key lock installation, exterior lighting replacements, plumbing, key card reader programming, doors and fobs for tenants in addition to maintenance and housekeeping operational support.

- **Student Center**

Installed cameras covering 70 locations throughout the venue for real-time crowd management and customer care purposes and provide video footage for reducing liability claims.

- **Crystal Cove Auditorium Lobby**

A large 120-inch commercial display screen was installed to entertain and inform guests passing by the Crystal Cove Auditorium and Viewpoint Art Gallery. The display allows us to create and display event information, messages from trade show sponsors, UCI news and announcements.

- **Ma Family Study Atrium**

In support of the academic mission of UCI, fresh paint, custom-designed planters, a dedication placard and brilliant globe string lights illuminate the outdoor study space. The atrium is situated between the Courtyard Study Lounge and Computer Lab located on the first floor of the Student Center.

TECHNOLOGY

- **UCI Now App**

This free app is available on The Google Play Store for Android and the App Store for iOS devices. It is intended as a free service to the UCI Community and campus guests and features a helpful way-finding option with on-screen visuals, maps and directions for navigating activities and points of

interest in and around the Student Center Buildings, the Terrace Patio, Ring Mall and the Cross-Cultural Center.

- **Real-Time Ops App**

This award-winning app makes it easy for operations personnel to send out accurate and timely shift reports detailing the day's activities, guest requests and action items for follow up. The app was originally created to capture the voice of our customers, it quickly became useful as a cost recovery device and first-rate communication tool.

- **The Level Up Program**

This is a custom-designed, web based and password-protected program for recording all student training and professional development activities, archiving personnel records and assessing learning outcomes. The program provides students with real-time information on their current progress and it provides supervisors and administrators a convenient dashboard of the entire workforce.

- **Application Development**

Encouraged by a culture of continuous innovation, several apps were created to optimize organizational efficiency. A *Housekeeping* app conveniently tracks building rounds and routine tasks for reporting. A *Ring Mall Spaces* app allows SCES staff to search current booking reservations in real-time. A *Ring Mall Infractions* app provides a convenient way for managers, supervisors and other attendants to issue warnings regarding UCI event guidelines. Finally, there were three apps created for the purpose of logging information in the Student Center, at the ACRC and in the Visitor Center. The apps help capture, aggregate and analyze data useful in improving the overall experience for employees and guests at the Student Center.

- **Website Improvements**

SCES creates and manages two customer-facing websites for anyone interested in learning more about the Student Center or Conference Center services. The sites have been indexed and benchmarked for continuous process improvements in the areas of Quality Assurance, Accessibility and Search Engine Optimization with a goal of being best in class for similar websites.

- **Aliso Beach Conference Rooms**

The Aliso Beach conference rooms have been upgraded to become Interactive Smart Rooms. They each have a large, interactive touch screen and support all video conferencing standards (including H.263 compatible systems) including in-ceiling speakers for conference calls and Zoom web conferencing capacity (in full 1080p quality). The smart camera system will focus the viewing range based on attendees in the room and will follow the speaker when s/he moves around the room.

FINANCE

- **Billing Improvement**

New internal process for invoicing reduces turnover times and optimizes areas in the fiscal close process.

- **Monthly Report**

New template organizes account based on project code to ID negative balances on income and expense accounts, which will be tracked and addressed in preparation of fiscal close.

- **Process Evaluations**

Evaluated best practices in Responsibility Center Management and Zero-Based Budgeting for innovative budget modeling purposes. Considered news ways for effectively communicating financial and budget information and assessed the efficacy of creating transparent P&L's to expose program cracks.

- **MOU**
Drafted memorandum for the Anteater Community Resource Center.
- **Funds Carried Forward**
Reported on specific or restricted balances from donations, grants, special state appropriations and government contracts and unrestricted funds in a positive status.
- **Referendum Fee**
Collaborating with budget office and Student Affairs financial analyst regarding new account for the continuation of a campus-wide student fee and return-to-aid assessments.
- **Equipment Rental Invoice**
Intended primarily to clearly delineate rental expenses for departments participating in the annual staff picnic, the new invoice has proven helpful for other types of events with similar invoicing requirements and expectations.
- **Rams Billing**
Working and coordinating with multiple divisions to finalize billing.

ATTENTION-GRABBING EVENTS

2017

September

20th Annual International Mars Society Convention

October

DACA Solidarity Action Rally

December

Winter Wonderland

Dr. Joseph White Reception

UCI Writing Project Annual Conference

2018

January

“Because I Said I Would” with Alex Sheen

Anteater Leadership Summit

February

Islam Awareness Series

UCOP Campus Protest and Climate

Birthright: A War Story

The Great Debates: California Proposition 209-Dead End or Blueprint for the Future

March

22nd Annual Water Festival

Anteater Family Weekend

Election Hackling Conference

OC Human Relations Walk in My Shoes

April

Latino Excellence and Achievement Dinner (LEAD) Gala

Illuminations Featuring Colson Whitehead

UCI Diversity, Inclusion & Radical Healing Ambassador Program

May

Inven Global Esports Conference

ASUCI Reclaim Mental Health Conference

Zot Talk Presents: Terry Crews

ASUCI Womxn Empowerment Event

College Republicans and Progressive Student Alliance 2nd Amendment Debate
Ma Family Reception

June

Thomas A. Parham Farewell Celebration
2018 UCI League of Legends Championship Celebration
SPOP 50th Anniversary Reunion

SOCIETAL RESPONSIBILITY AND SUSTAINABILITY

- **Energy Efficient Air Handling**
Replaced air handler coils with more energy-efficient coil and rezoned all variable air volume boxes associated with AH1 and AH2.
- **High Efficiency Toilets and Faucets**
To manage frequency of toilet flushes and to increase water savings, automatic faucets and flushers were installed in all men's and women's restrooms that were still operating on outmoded fixtures.
- **Zero Waste Stations**
Triple-station receptacles with 10-inch wide openings for recycling, compost and landfill waste are planned for all conference rooms in the Student Center beginning Welcome Week 2018.
- **Smart Trash Receptacles**
Solar-powered outdoor trashcans with built-in compactor sensor holds eight times more waste compared to average trashcans. These "smart" cans can notify housekeeping staff when capacity levels are met.
- **Landscaping**
Low-pressure, low-volume and low-saturation drip-irrigation systems at the Cross-Cultural Center, Starbucks Patio and around The Center are low-cost and low-maintenance solutions to problems associated with over-watering. Less water at lower saturation levels translates to less wear and tear on surrounding buildings and structures.

VALUE ADD: TOTAL \$1.75 MILLION

SCES team adds immeasurable value to the campus by extending resources of time, labor and knowledge as unbillable or, at times, incalculable. Where possible, this intangible value is expressed in dollar amounts.

Total value added in the primary areas of event services, creative services, operations and maintenance account for \$1.75 million.

Some examples include, but are not limited to

- Auxiliary Services year-in-review production
- AntMedia videography and photography
- Event Services for Registered Campus Organizations
- Unbillable lease agreements
- Free utilities
- Enforcing EH&S food permit guidelines
- General Assignment Classrooms and lecture hall coordination
- Administering Ring Mall and plaza spaces for student organizations
- Insurance requirements compliance
- Waived late booking fees

- Parking order submissions
- Facilities Management orders for registered campus organizations and campus departments
- Engagement team onsite for strikes and protests on campus as well as other spontaneous demonstrations
- Process improvement in reports and communications for Operations
- Voluntary event coordination

XIII. 2018-19 GOALS

- **ONLINE INTAKE FORM (EVENTIVE): Reimagine Fully Automated Online Intake Form**
SCES is reimagining a fully automated online intake form that allows Conference Center guests to request proposals and reserve space online, anytime and anywhere they are connected to the Internet.
There is presently no out-of-the-box solution that fully services the unique demands of SCES.
- **CAPE AWARD – California Awards for Performance Excellence: Prepare for Quality Improvement Award**
SCES intends to apply no later than March 2020*
The California Council for Excellence awards California companies who have demonstrated a culture of continuous quality improvement.
Based on the *Baldrige Framework for Performance Excellence*, honorees are recognized for their outstanding commitment to sustainable excellence through innovation, continuous improvement and visionary leadership.
** Application submission contingent upon Online Intake Form and other process improvements.*
- **SUSTAINABILITY INITIATIVES: Reduce HVAC and Light Loads and Zero Waste**
SCES will upgrade lighting with smart controls, motion sensors and efficient fixtures. HVAC coils and motors will be upgraded and more zoning controls implemented. New trash cans with clearer signage will replace current ones and be maintained to guide guests to properly dispose of waste.
- **THOUGHT LEADERSHIP: Speaking Engagements**
SCES will lead industry conversations as thought leaders in our primary competency of learning outcomes and professional development but also in areas such as leadership mission, vision and values, intelligent risk-taking and innovation and customer service where possible.

XIV. AWARDS

- Recognition: Recertified as a one-stop shop by ACCED-I.
- 2015 Energy Efficiency and Sustainability Best Practice Award
- 2017 Honorable Mention Larry L. Sautter Award
- 2017 Recognized as International Conference Center of Excellence by IACC
- 2018 IACC Americas Innovation Award

XV. LEARNING OUTCOMES

2017-18 Updates

Student Leveling Program Levels 1 and 2 of 4

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students participating in the Professional Development Leveling Programs levels 1 and 2 will demonstrate Professional and Administrative skills needed to function effectively in their respective

department (media services, audiovisual department, operations, finance, HR, maintenance, or event planning) now and in future professional settings.

Measured By: Pre and Posttests of student knowledge; Checklist of what student(s) did; Student performance rated using rubric; Interviews: one-on-one; Student product (e.g., portfolio, journal), rated without rubric, Student performance rated without rubric.

Results: SCES fully deployed its all-new Level Up Program, a program designed to track all student training and development activities for direct evidence of learning. Whereas the program is quickly evolving into an entirely web-based training and learning management system due to deploy in 2018-19, some encouraging results are now available that show a 175% better-than-expected participation in our program from a target of 75 students to 206 students (131 student increase). This is evidence of a systematic program with little to no gaps in organization-wide deployment. This will translate into a goal of 100% participation for all 200-plus students in our workforce and all new hires in the year ahead. There were 206 students in our Leveling Up program with 67 students satisfying the requirements to move from L1 to L2. With each new level comes increased responsibility and autonomy. Each level consists of a checklist of all mandatory UCLC training, required reading, training, tutorials and quizzes. 100% of the 147 students onboarded on this year watched the SCES Approach to Quality Service training video and received the SCES Approach to Quality Service handbook with first-attempt quiz scores averaging approximately 9 out of 10 and second and third attempts a perfect 10 out of 10. The SCES Approach to Quality Service covers competencies in the areas of our customer touch points; our four keys to quality service; the SCES mission, vision and values; the Customer Compass; our main delivery channels; and our service recovery mentality.

39 of 67 new hires who participated in Operations' pre-training test demonstrated learning in key functions of L1 and L2 responsibilities with an average score of 57% increasing 24 points to 81% on their post-training test, which demonstrates learning in the areas of AV, customer service, radio communications and protocol, table skirting, venue locations and other key areas of Operations. The remaining 28 students who have not yet taken the posttest are scheduled to do so in the year ahead. Six students specializing in videography and photography services supported their film and media interests by identifying five portfolio pieces each for a total of 60 videos that directly evince business-ready competency in production and post production.

The entire student workforce is assigned the Personality Code Assessment with instructions on interpersonal skills and self-awareness. This assessment was formerly completed on paper but has now transitioned online. In the year ahead, digital records of the Personality Code self-awareness assessment will be managed in Phase II of the Level Up program to ensure a systematic and consistent 100% completion by the entire student workforce with no gaps in deployment.

Use: Providing feedback to student/participant; Refining program/program changes; Refining assessment tools/LOs; Unit planning and/or budgeting; Reporting results

Student Leveling Program Levels 3 and 4 of 4

LEADERSHIP DEVELOPMENT

Students participating in the Professional Development Leveling Programs levels 3 and 4 will demonstrate essential Leadership skills needed to function effectively in their respective department (media services, audiovisual department, operations, finance, HR, maintenance, or event planning) now and in future professional settings.

Measured By: Pre and Posttests of student knowledge; Checklist of what student(s) did, Student performance rated using rubric; Interviews: one-on-one, Student product (e.g., portfolio, journal) rated without rubric; Student performance rated without rubric.

Results: There were 206 students in our Leveling Up program with 32 students who promoted to L3 and eight students who promoted to L4, which is the highest level in the program. With each new level comes increased responsibility and autonomy. Each level consists of a checklist of all mandatory UCLC training, required reading, training, tutorials and quizzes.

Use: Providing feedback to student/participant; Refining program/program changes; Refining assessment tools/LOs; Unit planning and/or budgeting; Reporting results

2018-19

Student Leveling Program (Levels 1 and 2)

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students participating in the Professional Development Leveling Programs levels 1 and 2 will demonstrate Professional and Administrative skills needed to function effectively in their respective department (media services, audiovisual department, operations, finance, HR, maintenance, or event planning) now and in future professional settings.

Measured By: Student product (e.g., portfolio, journal) rated without rubric; Student performance rated using rubric; Student performance rated without rubric; Pre and Posttests of student knowledge; Interviews: one-on-one; Checklist of what student(s) did.

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; Refining program/program changes; Refining assessment tools/LOs; Unit planning and/or budgeting; Reporting Results

Student Leveling Program (Levels 3 and 4)

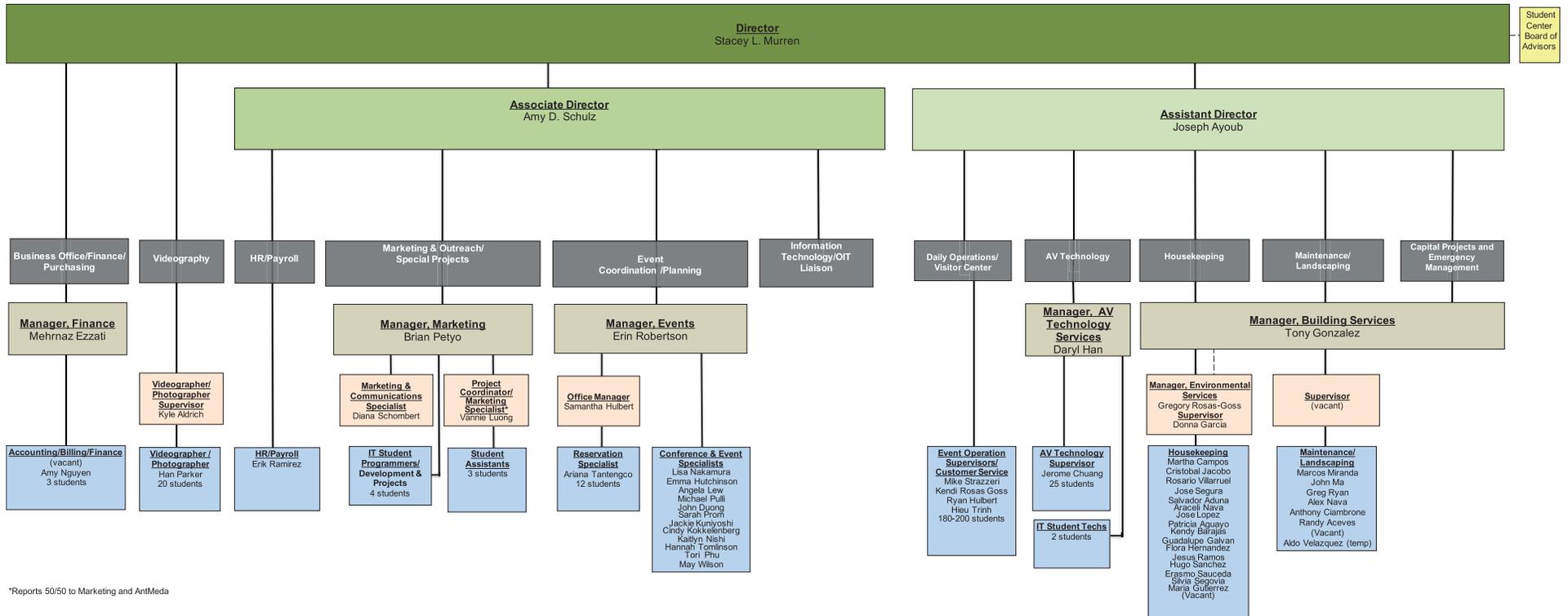
LEADERSHIP DEVELOPMENT

Students participating in The Level Up Program levels 3 and 4 will demonstrate Leadership skills needed to function effectively in their respective departments (media services, audiovisual services, operations, finance, HR, IT, maintenance, or event planning) now and in future professional settings.

Measured By: Student product (e.g., portfolio, journal) rated without rubric; Student performance rated using rubric; Student performance rated without rubric; Pre and Posttests of student knowledge; Interviews: one-on-one

Results: To be reported Summer 2019

Use: Providing feedback to student/participant; Refining program/program changes; Refining assessment tools/LOs; Unit planning and/or budgeting; Reporting Results



*Reports 50/50 to Marketing and AntMedia

I. VISION & MISSION

VISION

To be the Standard – to be the premier Student Government in the nation.

We strive to be

- Relevant – students value us because we identify and satisfy current student needs and wants.
- Influential – the university actively seeks our input regarding issues that matter to students.
- Innovative – we create new ideas that are fresh and forward-thinking.
- Independent – we will always be a government by and for the students.

Values

- Dedication
- Integrity
- Communication
- Cooperation
- Enthusiasm

MISSION

Student Government

To represent the interests of the student body through initiatives, programs and services that enrich students' lives.

Associated Students, UCI (ASUCI)

ASUCI is the undergraduate student representative body which acts as a liaison between the UC Irvine administration, faculty and staff. ASUCI is comprised of three branches of government: Executive (five elected at-large members and approximately 50 commissioners), Senate (approximately 28 elected members in the Senate), and the Judicial Board (seven appointed members). Guided by their Constitution and Bylaws, these student representatives manage a \$24.70 per student quarterly fee that supports student life activities, advocacy programs, publications/communication, professional support and essential campus services.

The ASUCI Office of the President is charged with ensuring the general well-being of the undergraduate student body, in addition to all communications and public relations for ASUCI. This Office is also responsible for the Student Programming Funding Board that allocates over \$100,000 in funding for campus organizations as well as voter registration initiatives.

The ASUCI Office of Academic Affairs is responsible for producing ASUCI's Speakers and Debate Program, which creates events such as Terry Crews, Worth It Trio and Bill Nye at the Student Center Pacific Ballroom, which attracted over 800 UC Irvine students. ASUCI promotes student retention through the Anteater Mentorship Program, which is a student-run and facilitated mentorship program with over 250 participating students. (Students receive academic credit for serving as a mentor.) This Office also encourages student-faculty interaction through monthly Professor Luncheons. This Office is also responsible for the Visions Leadership Class, a leadership training program that focuses on individual reflection, group and societal change.

The ASUCI Office of Internal Affairs is responsible for promoting and filling the variety of campus-wide committee seats available to students, including the Bus Love Board, Student Center Board, Bren Board

and ARC Board. Also produced by this Office are The Green Initiative Fund (T.G.I.F.), which administers over \$100,000 to “green” projects on campus; the Vendor Fair; the Garden Initiative; various task forces and a student advisory board charged with overseeing ASUCI businesses.

The ASUCI Office of the External Vice President is responsible for all external action education and outreach efforts for the campus. ASUCI participates in the University of California Student Association (UCSA), and this Office sends representatives to participate in the monthly meetings and participates in system-wide advocacy efforts.

The ASUCI Office of Student Services is responsible for all programs and activities for students, including film screenings, spirit events, concerts, festivals and student organization mixers, Welcome Week, Shocktoberfest, Soulstice and Summerlands.

Associated Graduate Students (AGS)

Associated Graduate Students (AGS) is run by the AGS Council, a group of elected volunteer representatives from each academic unit. The Council is supported by an appointed Executive Board and various staff and committee positions. The President, elected by the at large graduate student body, heads the Executive Board and serves as the central representation of AGS and its Council.

Association of Medical Students (AMS)

The Associated Medical Students (AMS) is the official Student Government of medical students at UC Irvine.

Merage Student Association (MSA)

Merage Student Association is the official Student Government of the Paul Merage School of Business.

Student Bar Association (SBA)

The Student Bar Association is the official Student Government of the UC Irvine Law School.

Student Media

Student Media includes the Columbia Press Association Award-winning UCI Yearbook, *Anthology*; Alternative Media; campus radio station, KUCI FM; campus digital television station, Anteater TV; and the *New University* campus newspaper.

CORE COMPETENCIES

Interpersonal Development

The ability to develop and sustain productive relationships through effectively communicating, manage conflicts respectfully and to work collaboratively with diverse populations.

Social Responsibility

To promote social justice and improve the lives of all communities both locally and globally through civic engagement, concern for the common good and knowledge of social issues.

Administrative Skills

To develop skills in professionalism, supervision and time management on top of basic skills to function efficiently and effectively in the work place.

Valuing Diversity

Develop an understanding of our differences as well as our similarities that enrich our core and provide us the foundation to build a more socially just world.

Ethical Decision-Making

To critically weigh all options in light of values such as respect, fairness, integrity, honesty, civility and accountability before taking action.

II. WORKFORCE

MANAGEMENT TEAM

Stephanie Van Ginkel	Executive Director
Robert Schumm Sr.	Assistant Director, Financial and Business Operations
Natasha Monnereau	Assistant Director, Events and Student Programming
Aaron Echols	Assistant Director, Information Systems

STAFF

Career (FTE)	
Filled:	14.00 FTE
Provision:	3.00 FTE
<hr/>	
Career FTE Total:	17.00 FTE
Career Headcount	21 (4 Contract, 3 Vacant FTE, 14 FTE)
Student Staff	215 (includes Anteater Express and all paid student leadership positions in ASUCI and AGS)
Other	Volunteers: Approximately 350

For Organization Chart, see end of Student Government & Student Media section.

III. SERVICES PROVIDED

CLUB AND ORGANIZATION ACCOUNTING

The ASUCI Business Office provides banking and accounting services to over 700 registered campus organizations.

ANTEATER EXPRESS

The Anteater Express transit program, run by ASUCI, provides campus transit to all students, staff and affiliated members of the UC Irvine community. The program is the first of its kind in the nation to run a full electric fleet of 20 beginning Fall 2017.

This program facilitates campus-wide efforts to reduce traffic and improve air quality with fixed routes to more than 50 designated stops on and near campus. Anteater Express carried 1042,103,386 passengers during FY 17-18 at a cost of \$2,708,098 which equates to \$55.51 per revenue hour and \$1.29 per passenger trip. Anteater Express also provides campus groups and departments with the ability to charter and advertise on Anteater Express buses at competitive rates.

Anteater Express operates ten routes which include: Camino del Sol, Arroyo Vista, Main Campus, Park West-Carlson, Vista del Campo, Vista del Campo Norte, Irvine Spectrum Saturday Service, District-Diamond Jamboree Friday Service, ACC Combined and ACC Summer Service. Anteater Express is currently pursuing additional routing options to destinations beyond the campus core.

Anteater Express provides a host of client-centric resources to enhance the passenger experience. This includes electronic resources like an interactive website with live maps, mobile phone applications, real-time GPS with SMS arrival predictions and passenger occupancy data. Additionally, Anteater Express offers time tables located at each stop, digital destination signs on buses to indicate route and bus shelters with integrated WiFi.

Anteater Express employs over 115 students, who in addition to driving buses, provide general support including, but not limited to, administrative functions, driver training and field operations. New hires undergo up to three weeks of intense training to ensure that they are prepared for the responsibility of transporting the campus community in a safe and professional manner. In addition, Anteater Express drivers are continually evaluated and required to participate in ongoing training to ensure that they remain safe and proficient behind the wheel. All of this provides Anteater Express student employees with a strong foundation for success in their future endeavors.

Operational Funding

Anteater Express is funded by these campus partners: The Bus Love Initiative Fund, Measure S, American Campus Communities, Transportation and Distribution Services, University Extension and Undergraduate Housing.

DISCOUNT TICKETS

ASUCI's Discount Ticket program offers discount tickets to Regal cinema, Universal Studios, Magic Mountain, Sea World, Knott's Berry Farm, Bear Mountain Resorts and more at prices that are below retail for all students, staff and faculty.

MARKETING, MARQUEE, LARGE-FORMAT PRINTING SERVICES

The ASML (Associated Students Media Lab) is the rebranding of the ASUCI marketing team comprised of a staff member and interns who oversee all ASUCI marketing efforts, including usage of ASUCI's large format printer and Student Center Marquee for use by campus departments and student organizations to advertise their events and services. The ASML includes custom print and design and other marketing services both on- and off-campus.

THE GREEN INITIATIVE FUND (T.G.I.F)

In Spring 2009, students voted to assess themselves \$3.50/quarter to fund various capital and educational projects at UC Irvine. Yearly, the Board allocates over \$120,000 in awards for various "green" projects on campus by students.

VENDOR FAIR

ASUCI hosts four Vendor Fairs each year, receiving over 30 applications for participation in each Fair. This program generates approximately \$25,000 of revenue to support the increased costs of Student Government programs.

WELCOME WEEK

With a different event each day and/or night of the week, ASUCI provides a variety of programs to entertain UC Irvine students and help get to know UC Irvine and create opportunities for interaction. Major events have included the annual World Record-Breaking event, Welcome Week Concert, Screen on the Green (movie), Open House and a dorm-ready shopping event.

FREE FILMS AND MUSIC

Ongoing events, such programs as "Noon Tunes" (noontime concerts) and Free Film screenings.

IV. THOSE SERVED

Student Government & Student Media serves the undergraduate and graduate student body, which is quite diverse. While the mission of Student Government & Student Media is to serve students, the organization welcomes involvement from faculty, staff and alumni, and makes great efforts to include them in its services and programs.

V. HISTORY

In 1965-1966, over 50 students served on three committees (Honor Code, Constitution and Activities), which was the genesis of ASUCI. After a failed attempt to ratify a constitution in Spring 1966, on November 18, 1966, the first ASUCI Constitution and fee (\$7 quarter) were approved with 74.6% affirmative vote of the 1,141 students who voted. Chancellor Daniel G. Aldrich recognized the election as valid and therefore authorized the establishment of both.

On May 19, 1972, The Regents reaffirmed that the Associated Students on the several campuses of the University are official units of the University “exercising authorities concerning student affairs by delegations from The Regents, the President, and the Chancellors, and that the President can continue to take all administrative action which is necessary or appropriate to treat the Associated Students and all of their activities as integral parts of the University, including, in particular, steps necessary to secure exemption from taxes on property administered by ASUC’s and from government permits and fees for their activities and actions to confirm that employees of the Associated Students are employees of the University.”

On October 8, 1972, The Regents authorized the ASUCI fee to increase to \$8 per quarter. On February 14, 1973, The Regents authorized the ASUCI fee to increase to \$9 per quarter. In 1981, The Regents authorized the fee to increase to \$13 per quarter. And on July 18, 1996, The Regents authorized the fee to increase to \$18 per quarter.

In Fall 1976, the graduate students separated from ASUCI forming their own organization, Associated Graduate Students. Their current fee is \$9 per student per quarter (excluding graduate business and medical students who pay \$14 per student per quarter.)

VI. LOCATION

G-244 Student Center
ZOT: 1375

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

The main office is on the second floor of the Student Center G-Building. Anteater Express vehicles are parked in Lot 36. There is a cargo trailer, which is used to support Anteater Express shuttle operations at the Lot as well as dual mobile lifts at Facilities Management to service the fleet. The *New University* operation is located on the first floor of the Student Center C-Building. The Anteater Express operations are located at the Bison Modular. KUCI operations are located in a modular near Bio Sciences just below Ring Mall near Mesa Road.

TECHNOLOGY

Own 50% and operate the Student Center Marquees in coordination with the Student Center.

EQUIPMENT

Have 21 (20 electric and one hydrogen fuel-cell) transit vehicles and three support vehicles.

VIII. REGULATORY REQUIREMENTS

There are several regulatory requirements for Anteater Express. We are responsible for maintaining paperwork pertaining to our annual CHP and DMV audits. We ensure that the Anteater Express shuttle program meets its obligations under federal and state law by maintaining records and implementing required safety programs that allow our department to issue commercial licenses to employees of UCI. Also, we follow all state and federal requirements for emissions standards.

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

IX. ADVISORY COMMITTEE

Anteater Express – Bus Love Advisory Board

TGIF – TGIF Board

X. MAJOR ISSUES

Student Government & Student Media realizes that in order to be the most effective at serving students during a tough budget time, we need to expand our full-time staff to ensure we have the time to devote to various student initiated projects and events. UC Campuses, such as UC Berkeley, UC Santa Barbara and UCLA, receive hundreds more dollars per student, allowing them to offer more University-sponsored programs and services. UC Santa Barbara’s Student Government (ASUCSB) has more than 23 full-time staff members, which oversee a variety of functions including media, publications, programming advisement, technology, administration, business office, community affairs and a bike shop. We operate many of the same programs with only 11 staff members that support ASUCI and AGS functions (not including Anteater Express and Student Media), with many of those working dual positions for support. We hope to expand our services offered by Student Government so that UC Irvine students receive comparable student life experiences as their peers at other UCs.

We have seen a dramatic drop in support for our programs due to the economy and state financial support, which means ASUCI has had to subsidize programs that have traditionally been supported by campus partners. For example, Shocktoberfest was designed as a partnership between Student Housing, Student Affairs and Student Government to offer students an alcohol-free way to celebrate Halloween; however, we currently underwrite all of the costs for the program.

The *New University* school newspaper has undergone a severe budget cut and now a loss of their referendum due to decreased revenue from on- and off-campus advertisers. Eight years ago, we laid off one position and eliminated three positions. Currently, we have one employee doing all of the advertising sales, invoicing, layout design and business office work, down from four employees seven years ago. The newspaper ran a referendum that did pass and this will assist in the printing operations of the newspaper. However, due to the sunseting of the referendum and decreased revenue that can no longer support operational costs, on June 30, 2018 the *New University* will cease all print operations during its 50th Anniversary year and transition to online. They will now run on a voluntary, digital platform with any revenue from online advertising.

The ASUCI Anteater Express program’s costs have increased each year, which have resulted in the need for increased subsidies from campus departments who sponsor various routes: Transportation and Distribution Services, Undergraduate Housing, American Campus Communities, University Extension and the Registration Fee. However, we have seen many of these subsidies decrease in recent years. The Anteater Express ran a referendum that was successfully passed, allowing for the purchase of a new fleet, which has been needed as well as assisting in additional costs.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

OVERALL DEPARTMENTAL ACCOMPLISHMENTS

- Completed all assessments for Student Learning Outcomes and will be compiling data for final review in the later part of 2018
- Met all budgetary obligations and goals for the year

STUDENT MEDIA

- KUCI successfully recruited and trained over 45 new student DJs, which allowed the station to replace community programs with student-facilitated programs.
- KUCI reached the \$10,000 goal during Fall and Spring on-air fund drive.
- *New University* published 32 successful editions by providing a completely new layout as well as moving toward a digital operation.

ASUCI

- Produced some of UC Irvine's most popular events – Welcome Week, Shocktoberfest, Homecoming, Soulstice and Summerlands with attendances at 5,000 students, staff and faculty per event and selling out the three major events
- Worked together with AGS on various lobbying projects for continued student support towards a more transparent university
- Held events every week of the academic quarter throughout all the Offices.

AGS

- Successfully hosted the AGS Symposium with graduate students from various disciplines who were able to present their research to faculty and fellow students. Awards were given in various areas of research to these students.
- Doubled the number of events for grad students to socialize, network and work together on to build their various communities.

ANTEATER EXPRESS

- Provided over two million passenger trips to the UC Irvine community
- Completed construction on the new home of Anteater Express in Lot 36
- Received a fleet of brand-new, all-electric buses, paid and supported by students

PARTNERSHIPS

- ASUCI currently administrates all Dean of Students funding boards, including the Multicultural Programs Funding Board, Dean's Fund and Community Service Funding Boards.
- ASUCI has partnered with Athletics and UCI Dining to host several major rallies through the year to support various men's and women's sports. Events have resulted in several record-high attendances (over 1,000) for Men's Basketball in the previous years.
- ASUCI partnered with the UCI Alumni Association to jointly plan Homecoming each year, and contributes toward its entertainment cost of the outdoor festival each year. This annual week-long award-winning program was created to energize the campus with spirit for UCI Athletics.
- Housing and ASUCI have merged Welcome Week plans to focus our students on campus involvement. Major events include the Welcome Week concert, Screen on the Green (movie), Open House, UCI Give Back and a shopping shuttle.
- Shocktoberfest is a Fall celebration for undergraduate UCI students. This event has gone through a number of iterations through the years, but the consistent intention has been the creation of a vanguard student life program to foster a sense of community. In its most recent format, Shocktoberfest partnered with Athletics' Midnight Magic program to kick off the UCI Basketball season and serve as a catalyst for campus spirit. This event is a true campus collaboration, planned by a campus-wide committee with over 20 representatives from various departments.

XIII. 2018-19 GOALS

RESOURCE BUILDING AND MANAGEMENT

- Increase financial and space resources to accommodate new projects, services and events
- Make internal Student Government processes clear, direct, user-friendly and well-communicated so that we can best support the work of our student leaders
- Continue to restructure Student Government & Student Media for better efficiency and effectiveness of the overall pro-team
- Continue toward the goal of a fully digital and paperless-based operation

CREATING A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

- Build accountability structures such that students are held accountable to the high standards they set for one another
- Create and implement user-friendly, regular and systematic mechanisms to garner student feedback on programs, services and advocacy efforts
- Bring Student Government & Student Media to the forefront of best practices in all areas

STRATEGIC COMMUNICATIONS AND PARTNERSHIPS

- Compile and communicate our expectations of campus administration and how they can best incorporate Student Government & Student Media feedback into their decision-making processes
- Improve communication – both internal and external – so that we have a strong, unified and well-coordinated statement of who we are and what we are doing
- Establish new and leverage existing campus and external relationships in order to continue to expand our reach
- Continue to work with other UCs' Student Government & Student Media units to see what their current state is, as well as what their future entails, to collaborate efficiencies throughout the UC

XIV. AWARDS

New University – various writing awards

XV. LEARNING OUTCOMES

2017-18 Updates

Anteater Express

DIVERSITY & GLOBAL CONCIUSNESS

As a result of participating in the Office of Equal Opportunity and Diversity (OEOD) workshop, Field Supervisors will be able to demonstrate the key skills necessary to provide a supportive and safe working environment by identifying how they have applied the key skills to the workplace and their lives outside of work through the completion of a reflection response.

Measured By: Post survey of student opinions, beliefs

Results: Field Supervisors (16) participated in the OEOD workshop and utilized the lessons they have learned throughout their employments with Anteater Express. They demonstrated and actively engaged in the safety and supportive-style working environment skills they learned throughout the year. In April of the Spring Quarter 2018, the Field Supervisors took a 2-question, write-in survey via EEE that was reviewed by the General Manager of Anteater Express to ensure a noticeable reflection process was made as well as a visual improvement of the skills learned.

All students completed the reflection and showed notable visual and written understanding of creating a safe, supportive environment not only for their fellow team, but for the students who use the service throughout the year.

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

Anthology Editorial Team and Student Team

LEADERSHIP DEVELOPMENT

As a result of participating on the Anthology editorial and student teams, the editors and teams will be able to articulate their personal development in leadership as demonstrated by writing a 1 to 2-page personal reflection essay in the Fall Quarter 2017, Winter Quarter 2018 and Spring Quarter 2018.

Measured By: Pre and Post surveys of student opinions, beliefs; Student products (e.g., portfolio, journal) rated without rubric; Reporting results

Results: At the beginning of the Fall Quarter 2017, the Anthology editorial and student teams were asked to write an initial essay describing their leadership skills in terms of how they feel they are as a leader, how they lead others and how they plan to deal with team conflict. All completed this task.

In the Winter Quarter 2018, the teams were asked to reflect on their fall quarter essay and note (1) if they have noticed a particular aspect of their leadership skills that they feel they need to improve or see as a challenge and (2) how they plan to improve that skill and turn the challenge into an opportunity. All students felt they had a challenge to their skills and gave a way they felt they could improve and/or tackle that challenge.

In the Spring Quarter 2018, the teams reflected on their essays from the two previous quarters, drawing specifically on (1) would they still assess themselves as the leader they felt they were in Fall Quarter 2017 and (2) were they able to improve on the skills they felt they needed to and if so, what were the results and if not, how do they plan to do so in the future. All students felt they had grown since the Fall Quarter and had made positive adjustments to their skills that helped them build a leadership style unique to them. Some still felt challenges that they would have to face, but confident with the practice of a plan to face the challenges.

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

ASUCI Media Lab Intern Program-ASML

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of training on the creation of the Shocktoberfest 2017 marketing campaign cooperatively, graphic design and marketing interns will be able to demonstrate their knowledge of developing an event marketing campaign by creating a Summerlands 2018 marketing campaign with minimal guidance.

Measured By: Student products (e.g., portfolio, journal) rated using rubric; Posttests of student knowledge.

Results: Marketing interns were expected to know the on-campus marketing avenues at any one time as well as how to effectively demonstrate client relation basics. They were given a quiz via handout at the end of Winter Quarter 2018, administered by the Marketing Manager, including questions on marketing avenues and client relations scenarios. Students were also graphic design tested in Spring Quarter 2018 by having them create a marketing campaign and execute all marketing collateral by working with the Vice President of Student Services team. In April of 2018, they created the theme, color scheme and template design for Summerlands. In May of 2018, they executed designs onto

different on-campus marketing media requested by the Vice President of Student Services. These designs and client relations were given final feedback by both the Vice President of Student Services and the Marketing Manager as to how the students performed in each area utilizing the standards they learned over the year.

All student Interns were administered quizzes and passed with scores above 70 percent. Quizzes consisted of graphic design and on-campus marketing questions. Overall, Summerlands 2018 was a great project for students to work on and learn how to successfully deal with clients. All three Interns worked together successfully and finished all projects on time. Given that their schedules changed frequently, they all handled their project management and time management very well. The Vice President of Student Services and team were extremely happy with all designs, printed pieces and digital ads. Even though interns work part-time, there were no instances when they were not available to complete designs as was a problem in years past. One intern took the lead on this project and proved to be a good leader with great management skills, which allowed for revision requests to be made in a timely manner. The Interns were excited to work hands-on with this large-scale project as their success will aid in building their professional portfolios via project management, marketing and digital arts.

Use: Reporting results

KUCI Radio Station

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participating in the KUCI Training Program, DJs and show hosts will be able to demonstrate their knowledge in the proficiency of FCC Regulations, station policies and use of the studio equipment by passing a written test for FCC Regulations, station policies knowledge and studio equipment knowledge, with a minimum of 80 percent correct.

Measured By: Posttests of student knowledge

Results: Student DJs and show hosts took the standard KUCI training test during Week 9 of each academic quarter (except Summer). The test consists of 50 multiple choice questions about KUCI's history, philosophy, policies and procedures, FCC regulations and studio equipment use. There is also a written test with a sample operating log. Tests were graded within 24-48 hours and results were provided to all who took the test.

93 percent of those who took the test passed with the 80 percent threshold. The two who did not pass were able to re-take and passed on the second time.

Use: Refining program/program changes; Providing feedback to student/participant; Reporting result results

SGSM Concierge

PROFESSIONAL & ADMINSTRATIVE SKILLS

As a result of completing the Student Government & Student Media Concierge Training Program at the beginning of the Winter Quarter 2018, Concierges will be able to demonstrate skills in time management, communication and professionalism in their performance through the remaining Winter Quarter 2018 by receiving a minimum of a B average grade in specified areas of observation.

Measured By: Student performance rated using rubric; Checklist of what student(s) did

Results: Concierge students were expected to pass with a B grade average, on an A-F scale, basic skill areas of time management, communication and professionalism. Their performance was observed by

the Concierge Manager after the Training Program had commenced through the remaining Winter Quarter 2018. The graded results were given to each student individually, privately, to encourage improvement opportunities.

All students passed with the B average. Notations were made where each student needed to improve in specific areas. No one student passed with 100 percent, all had areas for growth

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

2018-19

Anteater Express

DIVERSITY & GLOBAL CONSCIOUSNESS

As a result of participating in the Office of Equal Opportunity and Diversity (OEOD) workshop, Field Supervisors will be able to demonstrate the key skills necessary to provide a supportive and safe working environment by identifying how they have applied the key skills to the workplace and their lives outside of work through the completion of a reflection response.

Measured By: Post survey of student opinions, beliefs

Results: To be reported

Use: Refining program/program changes; reporting results

Anthology- Yearbook

LEADERSHIP DEVELOPMENT

As a result of participating on the Anthology Editorial Team, the Editors and teams will be able to articulate their personal development in leadership as demonstrated by writing a 1 to 2-page personal reflection essay in the Fall Quarter 2018, Winter Quarter 2019 and Spring Quarter 2019.

Measured By: Student product (e.g., portfolio, journal) rated without rubric; Pre and Post surveys of student opinions, beliefs; Other

Results: To be reported

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

ASUCI – Executive Leadership

LEADERSHIP DEVELOPMENT

As a result of participating in ASUCI, the 2018-2019 Executive Leadership will be able to articulate self-reported development in leadership as demonstrated by analyzing goals set throughout the year by completing a pre-, active- and post-goal report in the Fall Quarter 2018, Winter Quarter 2019 and Spring Quarter 2019.

Measured By: Pre and Post surveys of student opinions, beliefs;

Results: To be reported Summer 2018

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

ASUCI Media Lab- ASML

PROFESSIONAL & ADMINSTRATIVE SKILLS

As a result of training on the creation of the Shocktoberfest 2018 marketing campaign cooperatively, graphic design and marketing interns will be able to demonstrate their knowledge of developing an

event marketing campaign by creating a Summerlands 2019 marketing campaign with minimal guidance.

Measured By: Student product (e.g., portfolio, journal) rated without rubric; Posttests of student knowledge

Results: To be reported

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

SGSM Concierge

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of completing the Student Government & Student Media Concierge Training Program at the beginning of the Winter Quarter 2019, Concierges will be able to demonstrate skills in time management, communication and professionalism in their performance through the remaining Winter Quarter 2019 by receiving a minimum of a B average grade in specified areas of observation.

Measured By: Checklist of what student(s) did; Student performance rated using rubric

Results: To be reported

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

KUCI – Radio Station

DIVERSITY & GLOBAL CONSCIOUSNESS

As a result of participating in the KUCI Training Program, DJs and show hosts will be able to demonstrate their knowledge in the proficiency of FCC Regulations, station policies and use of the studio equipment by passing a written test for FCC Regulations and station policies knowledge as well as for studio equipment knowledge at minimum 80 percent.

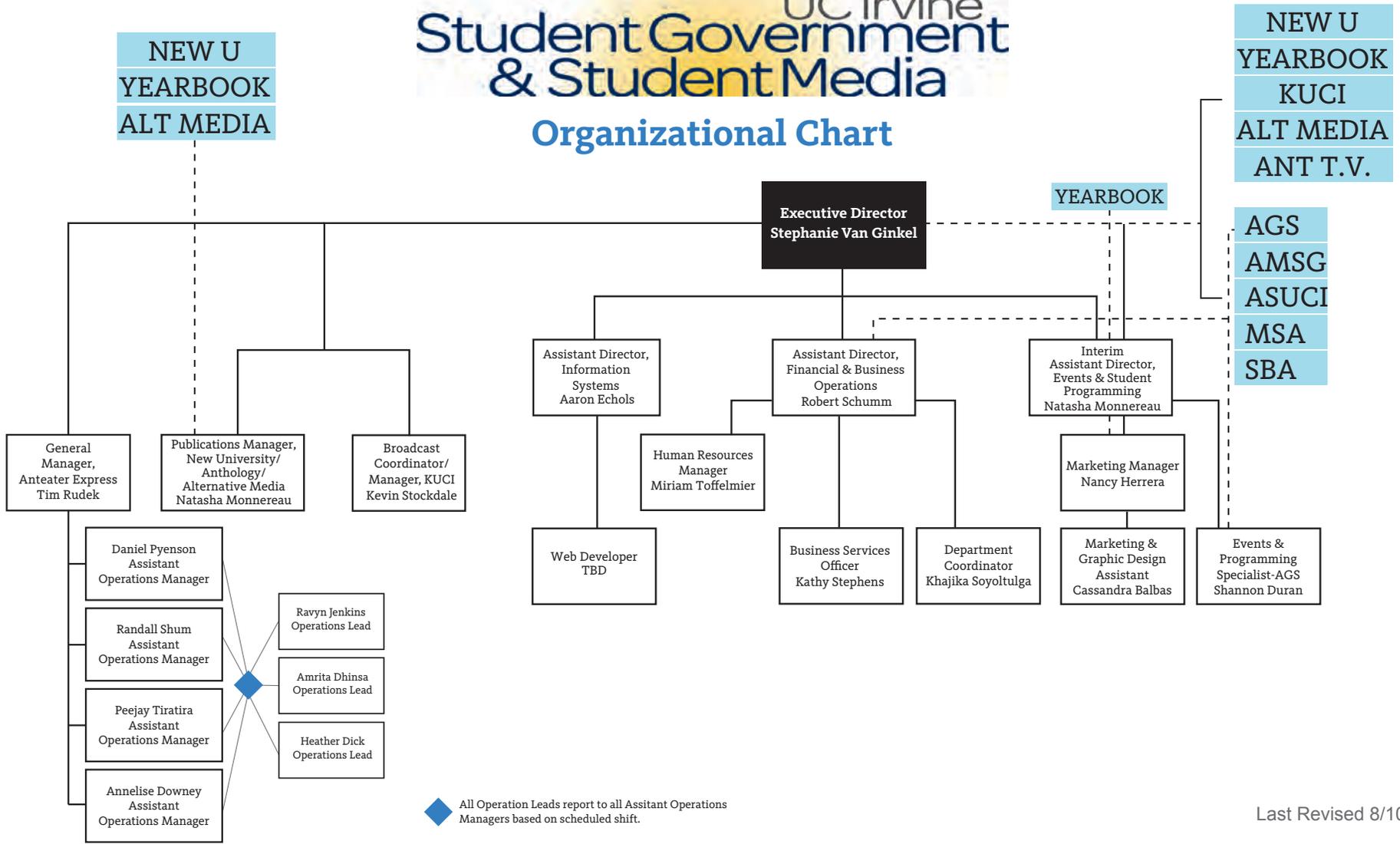
Measured By: Posttests

Results: To be reported Summer 2018

Use: Refining program; providing student feedback; reporting results

UC Irvine Student Government & Student Media

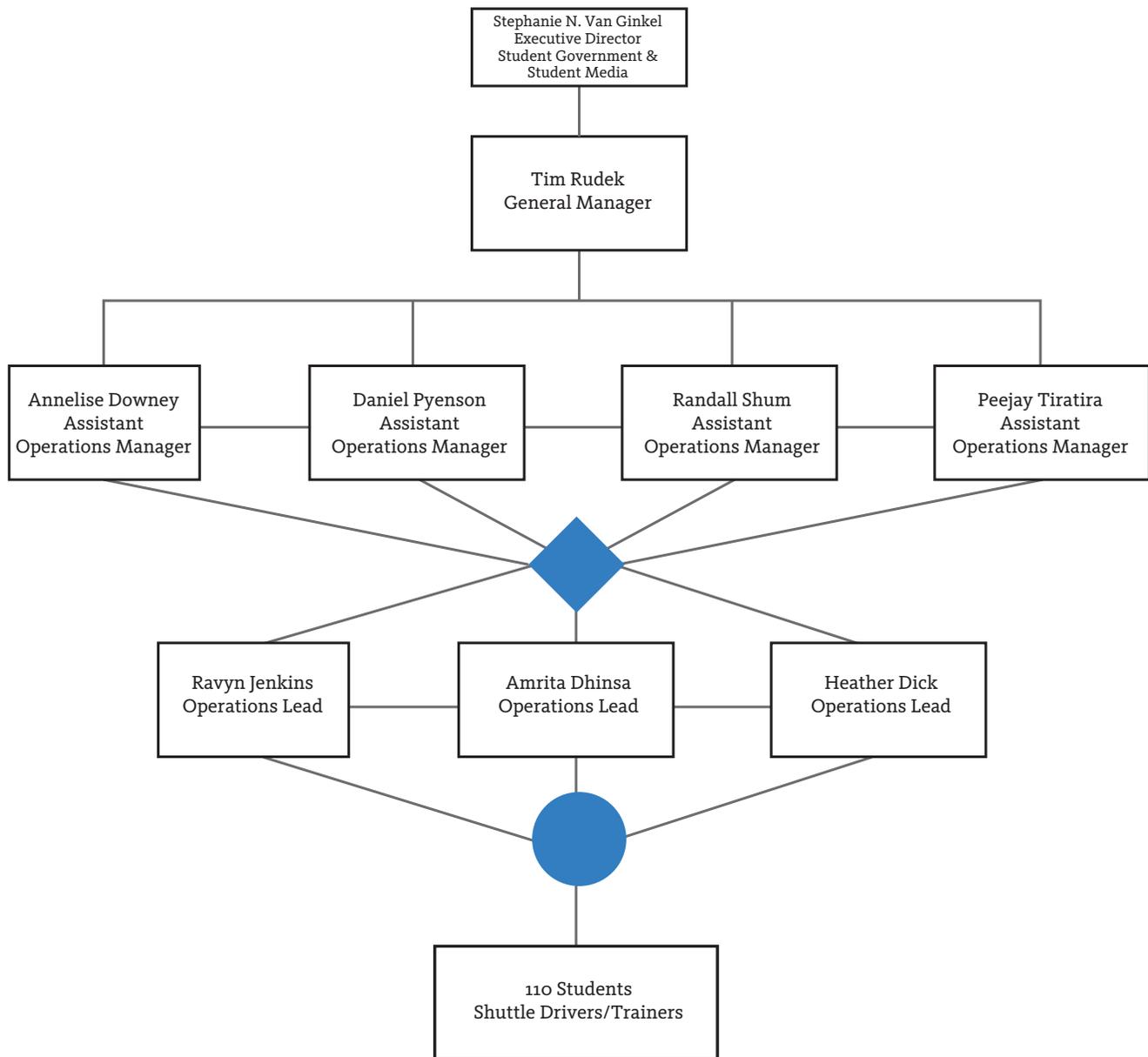
Organizational Chart





ANTEATER EXPRESS

Organizational Chart



◆ All Operation Leads report to all Assistant Operations Managers based on scheduled shift.

● All Student Drivers/Trainers report to all Operations Leads based on scheduled shift.

AUXILIARY SERVICES

STUDENT HOUSING

I. VISION & MISSION

VISION

Creating places to thrive and connect.

www.housing.uci.edu/about/Mission.html

MISSION

Student centered communities that promote academic success, safety and wellness, personal development and engagement.

www.housing.uci.edu/about/Mission.html

CORE COMPETENCIES

Core Competencies in Student Housing are based in our ability to create living-learning environments that support a successful transition to college and continued academic and personal development throughout a student's education at UC Irvine. The design of our communities, staff training, service offerings and residential life programming promote academic success, individual wellness, the development of support social networks, community engagement and a sense of belonging – both in a housing community and in the larger UCI community. Successful living-learning environments are supported by an array of competencies exhibited across functional areas within Student Housing.

Facilities Management

- Expertise to analyze routine and critical maintenance needs for a facility portfolio of 2.8 million square feet, based upon the principles of parity, consistency, reliability and efficiency.
- Financial decision-making based upon a balance of technical requirements and customer needs.
- Management of a large workforce of maintenance and custodial staff to meet client expectations.
- Collaboration with campus safety partners to mitigate risks and rapidly address maintenance issues.

Residential Education and Leadership Development

- Training of workforce around the Housing core mission and foundational values (Communication, Diversity, Integrity, Leadership, Learning, Services and Teamwork).
- Developing services and programs that reflect a commitment to customer service, our core values and student academic success.
- Expertise to design programs and involvement opportunities that promote defined learning outcomes for residential students, with particular emphasis on the transition to college, as well as later developmental milestones.
- Residence life paraprofessional and professional staff are trained, at varied levels, in emergency and crisis response, with an emphasis on partnering with the Counseling and Student Health Centers.

Business Operations

- Strong support for staff development, with every staff member offered funding to pursue training opportunities.
- Flexible work force in which staff from different housing units collaborate to create efficiencies and a better work product.
- Successful integration of technology with business processes that has reduced costs and increased efficiencies in areas like application and contract administration, accounts payable and communications with students.

Fiscal Management

- Student Housing exhibits strong core competencies in its comprehensive budget development process and superior strategic financial management. These core competencies have consistently led to the development of sound budgets that are able to meet annual debt targets, fund major capital projects and are flexible enough to adapt to rapidly changing external fiscal needs such as supporting major campus initiatives. As a complement to these successes, Student Housing is proud to have rental rates that are among the lowest in the entire UC system.

II. WORKFORCE

MANAGEMENT TEAM

www.Housing.uci.edu/docs/staff/hr/Housing_OrgCharts.pdf

Housing Management Team (HMT)

Housing Administrative Services

Tim Trevan	Executive Director
Lisa Anderson	Director, Finance & Business Operations
Melissa Falkenstien	Director, Capital Projects & Asset Management
Connie Malone	Director, Housing Administrative Services
Stephen Brothwell	Executive Analyst

Housing Communities

Jennifer Martinez	Interim Director, Palo Verde
Jose Sanchez	Acting Director, Arroyo Vista
Kim Burdett	Director, Verano Place
Lou Gill	Director, Mesa Court
Joe Harvey	Director, Campus Village
Sharon Stead	Director, Middle Earth

STAFF

Career (FTE)	
Filled:	230.56 FTE
Vacant:	23.00 FTE
Career FTE Total:	253.56 FTE
Career Headcount	254
Student Staff	300 Employees (varies throughout year)

Other

Contract/Limited: 2.0

Note: the total FTE count excludes the following Housing-funded positions:

11 OIT Career Staff

2 EH&S Title 19 Staff

For Organization Chart, see end of Student Housing section.

KEY ELEMENTS THAT ENGAGE STAFF IN ACCOMPLISHING YOUR MISSION AND VISION

Housing Values

- Inclusion
- Learning
- Integrity
- Respect

III. SERVICES PROVIDED

CORE FUNCTIONS WITHIN STUDENT HOUSING

Student Housing serves both undergraduate and graduate students (some with families). In summer months we also provide guest housing for conference groups and “summer start” programs. As a department, we strive to provide safe and desirable housing that ultimately helps foster student success while being financially self-supporting. Student Housing is comprised of the following functional areas:

Residential Facilities and Operations

Housing maintains facilities in six residential communities (Mesa Court, Middle Earth, Verano Place, Palo Verde, Campus Village and Arroyo Vista). The two residence hall communities (Mesa Court and Middle Earth) also support three dining halls (Pippin, Brandywine Commons and Mesa Commons). All of our facilities are maintained at optimum levels of cleanliness, repair and decor to support a safe, secure and learning-centered environment for students. Housing provides adequate areas for dining, study, offices, lounges, meeting rooms and recreation. Facility maintenance also includes grounds-keeping and overall management of utilities.

Residential Education

Residential Life programs and policies are designed to support the academic success and personal development of students. Student Housing provides a wide range of programs to support specific learning outcomes. First Year Initiative (FYI) programs for freshmen and first year graduate students support a smooth transition to the University.

Trained Resident Advisors (RAs) provide a live-in resource for information, support and guidance in all freshman residence halls and theme houses. RAs also organize a wide range of fun activities for freshman residents. Community Programmers (CPs) organize community-wide social events such as sports or game tournaments, dances and barbeques.

First year communities provide a number of academic support services for residents including Peer Writing & Research Tutors, Peer Academic Advisors, First Year Seminars held in the community. All undergraduate communities provide group study space and computer labs.

RHA – The Resident Housing Association is made up members from the four undergraduate community councils. It provides a governmental structure as well as an informal forum for open communication between students and the university. RHA provides student housing with the student’s viewpoint on important issues pertaining to life living on campus.

Disciplinary and judicial standards followed in Housing are designed to educate rather than punish. Our aim is to assist residents in managing challenges that arise in their living-learning environment. Assistance is provided in the form of information, referral, counseling and encouragement to residents.

Housing Administrative Services

Located on the 4th floor of the Student Center (G-458), Housing Administrative Services is where you can find the Senior Leadership Team (SLT) members, including the Executive Director of Housing, Director of Housing Administrative Services, Director of Capital Projects and Asset Management, Director of Finance and Business Operations, and the Executive Analyst. HAS oversees many business functions for the department, including occupancy planning, processing of online housing applications and contracts, assignments, budget planning, accounts counseling, accounts receivable, payroll/personnel, marketing and assessment, information systems and client relations. HAS also oversees housing tours and partners with Student Life and Leadership for the student orientation program, Celebrate and other outreach events. Annual community assessments conducted by HAS collect student feedback on services, facilities, programs and the overall residential experience. Results are made available to Housing staff, residents, and to our campus partners as needed. The results are used for program planning and also to strengthen the effectiveness of staff and services. Student Housing adheres to the standards and procedures established by the Regents of the University of California in the administration of business services.

Information Technology (IT)

Also located in the Student Center, Housing IT performs three critical functions for the department including Programming and Web Development and Desktop and Server support. The Programming and Web Development group designs and implements program solutions for a wide range of departmental needs and support the residential management systems. This group oversees the technical development and maintenance of the Housing Web Site and online processes like undergraduate housing applications.

Conference Services

Student Housing manages summer housing for conferences and camps, primarily in the two residence hall communities. This program provides a valued service to the university and to visiting groups. Conference Services also helps to promote UCI to outside groups and supports positive community relations.

IV. THOSE SERVED

UNDERGRADUATE HOUSING – OCTOBER 2016

Resident Population Information					
Classification	AV	MC	ME	CV	Total
Freshman	117	3051	1795	181	5144
Transfer	171	2	2	43	218
Continuing	765	51	27	374	1217
Gender					
Male	374	1475	810	257	2916
Female	679	1629	1014	341	3663
Age					
<17 years	19	452	290	19	780
18 - 20	800	2626	1519	499	5444
21 - 25	234	26	15	80	355
26>	0	0	0	0	0

Privately owned apartment communities located on the UCI Campus served an additional 4,966 undergraduates.

**Note: Age distributions reflect a small number records where age information is missing.*

GRADUATE & FAMILY HOUSING (GFH) – December 2017

Student Housing served approximately 2,400 clients in 1,500 apartments in 2017-18. The eligible clients included graduate students, medical residents, spouses or partners, children and undergraduates over the age of 25.

GFH Resident Population Information				
Degree	CV	PV	VP	Total
M.D.	0	15	22	37
Ph.D.	70	771	923	1764
M.F.A.	2	43	47	92
Masters	10	86	66	162
J.D.	2	88	95	185
UG/postdocs/others	6	65	48	119
Totals	90	1068	1201	2359
Domestic Status	CV	PV	VP	Total
SINGLE	90	806	738	1634
MARRIED	0	27	70	97
FAMILY W/ CHILDREN	0	60	117	177
DP	0	175	276	451

**There were a total of 186 children living in Graduate and Family Housing when the snapshot was taken.*

Privately owned apartment communities located on the UCI Campus served an additional 142 graduate students in 2017-18.

**Note: Domestic status distributions reflect a small number of records where this information is missing.*

TOTAL ON-CAMPUS HOUSING POPULATION 2016-17

Campus Housing Population Totals								
Population	AV	MC	ME	CV	PV	VP	ACC	Total
Undergraduate	1,055	3,104	1,825	598	65	48	4,966	11,529
Graduate	0	0	0	90	1003	1,153	142	2,542
Total	1,055	3,104	1,824	688	1,068	1,201	5,108	14,072

V. HISTORY

MESA COURT

Mesa Court is a Residence Hall that housed roughly 2,900 freshman students in 2017-18. Mesa Court Unit I was the first residential community to be built on the UCI campus. It opened in the fall of 1965 with 8 residence halls that housed 400 undergraduate students, plus eight Resident Advisors (one in each hall). In the fall of 1966, Mesa Court Unit 1A opened with 2 residential hall buildings adding 100 additional bed spaces at 50 beds per building. With 500 students residing in Mesa Court, the Dining Commons was opened for business in 1966. As the enrollment continued to increase on the campus Mesa Court also continued to expand. In 1967 Mesa Court opened Unit 2 providing 5 residence halls with 60 beds and one Resident Assistant suite per building.

Three years later in the Fall of 1970, Mesa Court Unit 3 opened with 8 residence halls, 4 with 41 beds per building and 4 with 59 beds per building for a total of 400 beds and 8 RA suites. With the rapid expansion from its opening in 1965 up to 1970, Mesa Court increased its capacity to 1,200 beds and had 23 Resident Assistants. The community remained at this capacity for the next 32 years until 2002 when Mesa Court completed Unit IV. This project provided 10 residence halls for a total of 610 bed spaces on lower Mesa replacing 4 of the Unit 3 buildings and adding a net increase of 524 bed spaces to the community. There was also a major remodeling of the Mesa Commons Dining facility and the addition of a Community Center in 2002. Although Mesa Court's design capacity was to house 1,728 students, growing enrollment has led to increased tripling of rooms and conversion of some study rooms, so that Mesa Court classic halls now house 1,947 students (plus 29 RAs). During 2016-17, the Mesa Court Towers Expansion opened, adding 932 bed spaces to the community; it was awarded LEED Platinum for sustainable practices in design and construction.

MIDDLE EARTH

The Middle Earth residence hall community houses first year students in 24 halls all named for places and characters from J.R.R. Tolkien's Lord of the Rings. The first phase of Middle Earth opened in Fall, 1974 and included 7 residential buildings, Brandywine Dining Commons, recreational/study/

meeting spaces and administrative space. Each building houses 49 students and one Resident Assistant. In 1989, Middle Earth II opened an additional 13 halls providing 935 additional bed spaces, Pippin Dining Commons and new administrative and community space. The third phase of Middle Earth was completed in Fall, 2000 and provided four additional halls adding 280 additional beds. This brought the predominantly freshman complex to a capacity total of 1,565. After closing in the summer of 1989 when the new Pippin Dining Commons opened, Brandywine Dining Commons re-opened in Fall 2001 as a second dining venue in Middle Earth. Like Mesa Court, Middle Earth has increased its bed spaces in recent years to accommodate larger freshman classes, and in recent years has housed 1,769 first year students (plus 24 RAs). During 2016-17, UC Regents approved plans for a Middle Earth Expansion project that will add 474 bed spaces to that community. The project broke ground in June 2017 and is scheduled to open in Fall 2019.

CAMPUS VILLAGE

Opening in 1980, Campus Village consists of 200 apartments housing 788 students. Each apartment houses four students sharing two bedrooms, a kitchen, a living/dining area and either a balcony or a patio. The community houses sophomore, juniors, seniors and transfer students and has also served as 'overflow' housing for freshmen. No freshmen were housed in Campus Village in 2012-13, but there were 300 freshmen assigned to the community for 2013-14. In 2011-12 a decision was taken to convert Campus Village to graduate housing over a four-year period, beginning in summer 2012. Ninety-six graduate spaces were created in 2012-13; however, the next phase of the conversion has been put on hold since that time in order to manage undergraduate enrollment increases.

ARROYO VISTA

Opening in 1993, Arroyo Vista started with 35 residential houses (and has since grown to 42 houses) that accommodate 16, 24 or 32 students. Houses are clustered into groupings of two or four houses. The community houses 1,034 students, predominantly sophomores, juniors and seniors, though it also serves as 'overflow' housing for freshmen when needed. In 2002, an \$11M litigation settlement was received for construction defects in the complex. The community offers both academic theme sponsored houses (28) and Greek chapter sponsored houses (14). In 2012-13, AV implemented a new staffing model, placing live-in Resident Advisors in half of its houses (as opposed to every house as it previously did). Over the years, some of the theme sponsors change, based on demand and the availability of faculty and staff to participate in theme programs. Some theme houses added in recent years include Academic Excellence – Black Scholars House, La Casa Nuestra (Spanish immersion house), Religious Studies, Lambda Sigma Gamma (multi-cultural sorority), and the Dreamers House (supporting undocumented students).

VERANO PLACE

Verano Place was constructed in five phases, the first phase opened in 1966 and the other phases in 1967, 1976, 1984 and 2012. There are 852 one, two and three bedroom apartments (two house maintenance staff) that house up to 1,221 students (some with families). The community houses graduate students, married undergraduates, single undergraduates with children and single undergraduates who are 25 years or older. In 2012, Verano completed construction of its latest phase of apartments, replacing those added in 1976. This construction project also included a new Infant Toddler Center that will serve the UCI community. Preschool and afterschool programs are also located in the community. Verano Place also has two community centers, children's playgrounds, a Cyber Cafe and a community garden.

PALO VERDE

Palo Verde was constructed in two phases, opening in 1989 with 204 apartments (320 bed spaces) and adding an additional 448 apartments in 2005 for a current total of 652 apartments and 1,071 spaces. The community offers studios, one, two and three bedroom apartments for graduate students and older (or married/with families) undergraduates. The community offers meeting space for group events, children’s playgrounds and an organic garden.

LAS LOMAS FACULTY & STAFF APARTMENTS

Opening in fall 1982, Las Lomas provides 100 two and three bedroom apartments for faculty, staff and guests of the campus. While part of the UCHS system, the apartments are managed by the Irvine Community Housing Authority (ICHA).

AMERICAN CAMPUS COMMUNITIES (ACC)

ACC is a third-party development located on the UCI campus. It currently has 4 properties including Vista Del Campo, Vista del Campo Norte, Camino del Sol and Puerta del Sol. Vista del Campo Phase I opened in 2004 with 488 (1, 2, 3 and 4 BR) furnished apartments housing 1,488 students. Vista del Campo was nationally recognized in 2005 by the NAHB Pillars of the Industry as the *Best Student Housing Community*. Vista del Campo Norte was completed in 2006 and has a design capacity of 1,564 bed spaces. Camino del Sol and Puerta del Sol opened in fall 2010, serving 1,198 and 880 students respectively. In recent years, a portion of the ACC apartments originally targeted to serve graduate students have converted to undergraduate spaces, responding to the corresponding demand among students. In total, ACC provides the campus with 5,142 student beds, many of which are used to support housing guarantees to targeted student populations.

VI. LOCATION

Housing Administrative Services
G458 Student Center, 4th Floor
ZOT: 3250

UNIT	Office Address/Location
HAS	G458 Student Center, 4 th Fl. Irvine, CA 92697-3250 (949) 824-6811
Mesa Court	4053 Mesa Road Irvine, CA 92697-3925 (949) 824-6177
Middle Earth	529 East Peltason Drive Irvine, CA 92617-5521 (949) 824-5976

Campus Village	1063 West Peltason Drive Irvine, CA 92617 (949) 824-7491
Arroyo Vista	1000 Arroyo Drive Irvine, CA 92697-3935 (949) 824-3900
Verano Place	6529 Adobe Circle Rd, South Irvine, CA 92697-6375 (949) 824-5964
Palo Verde	7000 Palo Verde Road Irvine, CA 92697-3930 (949) 824-8918
Vista del Campo	62600 Arroyo Drive Irvine, CA 92617 Apartment addresses: 40111-64234 Arroyo Drive
Vista del Campo Norte	28700 Arroyo Drive Irvine, CA 92617 Apartment addresses: 28501-29838 Arroyo Drive
Camino del Sol	33000-33446 Arroyo Drive Irvine, CA 92617 Apartment addresses: 30001-33446 Arroyo Drive
Puerta del Sol	10000 Adobe Circle North Irvine, CA 92617 Apartment addresses: 10101-11429 Adobe Circle North

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

- Central Office Space
 - Student Center = approximately 12,500 assignable square feet (ASF)
- Dining Commons
 - Pippin Commons = 8,420 ASF
 - The Anteatory (Mesa Court Dining Commons) = 33,954 ASF
- Residential Buildings

Community	Year of Construction	Quantity of Buildings ¹	Quantity of Beds ²	Square Feet Area	Acreage of Grounds
Mesa Court ³		38	2,879	466,048	16
Unit 1	1965	11	580	85,608	
Unit 2	1968	6	330	50,107	
Unit 3	1971	4	280	37,613	
Unit 4 – Hillside	2002	7	244	52,148	
Unit 4 – Village	2002	7	378	73,813	
Mesa Towers - Residential	2016	3	932	111,515	
Mesa Towers – Community and Operations	2016			21,290	
Mesa Towers - Dining	2016			33,954	
Middle Earth		22	1,769	236,551	12
Phase 1	1974	7	339	53,130	
Phase 2	1989	11	935	132,240	
Phase 3	2000	4	295	51,181	
Arroyo Vista ⁴		42	992	212,174	10
Original	1994	37	199	169,283	
Infill	2004	8	848	42,891	
Campus Village	1980	33	776	153,173	5
Palo Verde		33	1,071	520,913	13
Lower	1990	19	374	164,744	
Expansion	2005	14	882	356,169	
Verano Place		81	1,221	586,177	36
Unit 1	1965	8	152	62,508	
Unit 2	1968	10	200	58,034	
Unit 3	1969	14	304	95,272	
Unit 6	1984	36		240,581	
Unit 7	2012	4		129,782	
DEPARTMENT TOTALS		240	7,776	2,008,277	92

1 Includes staff housing (except as indicated below)

2 Design capacity

3 Mesa Court also has 1 Community Center, 1 Recreation Center, 1 Academic Center and the MC Administrative Office building. Mesa Court Dining Commons is maintained by Housing and operated by Aramark.

4 AV also has 4 Live-On staff houses, 1 Community Center and 1 mailbox building

Note: 2012-13 revised spaces, AV 1,034 due to change in student staffing model; CV= 684 due to CV Grad Conversion

TECHNOLOGY

Hardware

- Three electric carts – for travel around campus to respond to IT trouble calls. Two (2) are dedicated to OIT Network Operations (ResNet) and one (1) is dedicated for HSG help desk support.
- Cisco 6807 Routers – two routers for connection between the campus and ResNet.
- Cisco Switches – approximately 527 network switches within the residential network.
- Cisco Wireless Access Points (WAP) – approximately 1,428 wireless access points to provide the undergraduate communities with Wi-Fi service.
- Cisco Wireless Controller – two appliances that manage the Cisco WAPs and wireless infrastructure.
- Cisco Prime Infrastructure/Mobility Services Engine – two appliances that monitor Cisco wireless equipment and help with client troubleshooting.
- ForeScout CounterACT – Three appliances that serve as device registration enforcement for residents on the wired residential network.
- Dell Servers – for domain, printing, data backup, virtual machine hosting, web-based applications, maintenance building control systems and other services.
- Dell Desktops and Notebooks – 220 devices in standardized and specialized configurations deployed department-wide.
- Webcams – 35 high definition camera/microphone devices have been deployed increasing with each PC refresh cycle to support virtual meetings.
- Peripheral hardware – Approximately 60 printer and copier devices department-wide.
- Visix Players – 20 devices that provide display messaging at various locations within the housing communities.

Software

- OSCAR – Online Student Communities Assignments and Receivables System: Enterprise system that tracks resident occupancy and account information, processes housing applications, contracts, charges and payments, collections activity and general ledger. Linked Interfaces to the campus Student Billing System (SBS), campus Quali Financial System (KFS), admissions offices, Registrar, Dean of Students, ASUCI and ZotAlert.
- GFHARMS – An interim Microsoft Access forms solution that provides application/waitlist tracking and offer management for the Graduate and Family Housing units. The system interfaces with OSCAR.
- Rent Manager – Vendor software that provides rental management for the non-student housing population.
- SAP Business Objects Crystal Reports 2008 – Provides on-demand online report/data from OSCAR system.
- IBM BigFix – A robust vendor software solution that provides operating system and peripheral application patch management. The software ensures enforcement of patches and timely application to mitigate security vulnerabilities on end-user workstations. The server console is hosted and managed through OIT as a commodity service.

- The Maintenance Authority (TMA) – A web-based vendor software solution for tracking facility work orders, inventory and trends.
- McAfee Anti-virus and ePolicy Orchestrator (ePO) – A vendor software solution that provides anti-virus and malware prevention on desktops and servers. The ePO management platform provides product updates and reporting.
- Microsoft SQL Server 2012 and Oracle MySQL 5 database software.
- RedGate SQL Prompt and SQL Toolbelt
- BitVise SFTP Server – File transport server software specifically used for the web hosts that receive publications from the campus Cascade content management server.
- Microsoft Visual Studio 2010/2013/2015 and .NET Framework 4.5/4.5.2/4.6
- Hyland OnBase (Document Management, Workflow and Archive)
- Symantec Backup Exec 2012 –file and database backup software management solution.
- Microsoft Windows Server 2008/2008R2/2012/2012R2 (Servers)
- Microsoft Hyper-V 2008/2012 (Server Virtualization)
- Microsoft Windows 7/8.1/10 (Desktops/Notebooks)
- Apple MacOS 10.10 (Yosemite)/ 10.11 (El Capitan)
- Microsoft Office 2013 (department-wide desktop deployed); Microsoft Office 2016 and/or Project/Visio 2013/2016 (selected deployments)
- Adobe Software – Creative Cloud (full suite), Acrobat, Photoshop and some other peripheral products.
- IdentityFinder – An OIT licensed vendor solution for scanning files and databases for potential Personal Identity Information (PII)/confidential information as part of risk mitigation.
- VMWare (Server Virtualization) – An OIT licensed solution used for OIT storage server resource supporting the Housing file shares.
- Notifii – A vendor cloud-based solution providing robust parcel tracking and management.
- Stanley WiQ – A vendor access control solution that is used to manage the RFID door locks within the Mesa Court Towers community
- Lenel On-Guard and Assa Abloy Door Service Router (DSR) – A vendor access control solution that is used to manage the RFID entry door locks within Arroyo Vista community
- Onity – A vendor access control solution that is used to manage the magnetic-card-swipe door locks within the Middle Earth community
- Encellum Polaris – A vendor lighting control solution that is used to manage common area lighting within the Mesa Court Towers community.
- Rainbird Maxicom – A vendor multi-site irrigation control system used within the housing community

EQUIPMENT

Community	TAG Number	Asset Description	In-Service Date	Total Cost
Arroyo Vista	009004359	PIANO UPRIGHT	12/1/00	\$4,169.00
Arroyo Vista	009001474	ELECTRIC FLATBED VEHICLE	5/1/00	\$8,903.00
Arroyo Vista	059001208	ELECTRIC VEHICLE CARRYALL VI CLUB CAR	3/1/06	\$13,115.00
Arroyo Vista	079000124	2007 CLUB CAR CARRYALL VI	6/1/07	\$10,998.00
Arroyo Vista	079000792	TRAILER-CUSTOM TRACKING 4FTX98IN NO E-PLATE	6/1/07	\$6,518.00
Arroyo Vista	069000286	HOT WATER GAS ENG. PRESSURE WASHER	4/1/06	\$6,998.00
Arroyo Vista	069000287	2006 FORD F150 PICK UP 1243902	6/1/06	\$19,341.00
Arroyo Vista	049001102	UTILITY VEHICLE W/BATTERY CHARGER	8/1/04	\$9,230.00
Arroyo Vista	039001585	ELECTRIC VEHICLE	6/1/03	\$10,787.00
Arroyo Vista	039001586	ELECTRIC VEHICLE 4 PASSENGER	8/1/03	\$5,891.00
Arroyo Vista	119000451	ELECTRIC CART	6/1/11	\$8,368.00
Arroyo Vista	119000219	AERIAL WORK PLATFORM	5/1/11	\$8,504.00
Arroyo Vista	929092771	TAYLOR-DUNN TRUCKSTER, ELECTRIC, FOUR-WHEEL	12/1/92	\$7,500.00
Arroyo Vista	999001442	ELECTRIC FLATBED VEHICLE	6/1/99	\$9,649.00
Arroyo Vista	939094480	PERSONNEL/BURDEN CARRIER, 4-WHEEL, ELECTRIC, 10.5	12/1/93	\$8,885.00
Arroyo Vista	909000773	ELECTRIC CART, 4-WHEEL	4/1/90	\$6,505.00
Arroyo Vista	179000269	Cushman Shuttle 2 - 13' shuttle 2	5/15/17	\$5,359.61
Campus Village	029001700	PRECOR TREADMILL W/TOUCH H.R. SYS	6/1/02	\$5,506.00
Campus Village	009002813	UTILITY VEHICLE, ELECTRIC	10/1/00	\$9,240.00
Campus Village	009002814	UTILITY VEHICLE, ELECTRIC	10/1/00	\$9,240.00
Campus Village	029001409	PIANO	6/1/02	\$4,083.00
Campus Village	059001192	HP DESIGNJET PRINTER 4000	3/1/06	\$9,895.00
Campus Village	059001193	ROLL LAMINATOR	12/1/05	\$6,980.00
Campus Village	069000453	2006 CLUB CAR- TRANS. 6IQ EV	6/1/06	\$10,680.00
Campus Village	049000749	TREADMILL W/TOUCH DISPLAY	4/1/04	\$6,285.00
Campus Village	059000603	TREADMILL W/CONTRACT H.R	6/1/05	\$5,601.00
Campus Village	039001503	VACUUM	6/1/03	\$19,402.00
Campus Village	039001821	TRUCK E-428533	6/1/03	\$15,089.00
Campus Village	119000441	PRESSURE WASHER-STEAMWAY SW 4035	12/1/11	\$9,898.00
Campus Village	119000449	ELECTRIC CART	6/1/11	\$8,368.00
Campus Village	109000354	COLOR COPIER, PRINTER	6/1/10	\$6,663.00
Campus Village	979091878	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$6,808.00
Campus Village	989001995	ELECTRIC CART	6/1/98	\$5,404.00
Campus Village	149000333	TREADMILL - PRECOR P30	6/1/14	\$6,140.00
Campus Village	179000372	CARPET CLEANER	5/31/17	\$24,030.12
Campus Village	179000412	ELECTRIC CART	6/30/17	\$9,303.93
Campus Village	179000494	ELECTRIC CART	6/30/17	\$9,303.93

**AUXILIARY SERVICES
STUDENT HOUSING**

Campus Village	179000393	COPIER	6/30/17	\$5,983.07
HAS - Admin	039001710	ELECTRIC CART - UCI4700	9/1/03	\$10,006.00
HAS - Admin	109000597	CATALYST 6500/CISCO 7600 ROUTER; ALT DESCRIPTION: CISCO SUPR ENGINE 7203B	8/1/10	\$7,893.00
HAS - Admin	109000601	CATALYST 6500/CISCO 7600 ROUTER; ALT DESCRIPTION: CISCO SUPR ENGINE 7203B	8/1/10	\$7,893.00
HAS - Admin	129000215	PIPE INSPECTION CAMERA-PEARPOINT P341	3/1/12	\$6,365.00
HAS - Admin	099001003	SERVER- POWEREDGE 2970	10/1/09	\$6,501.00
HAS - Admin	109000310	COPIER	6/1/10	\$13,126.00
HAS - Admin	089000482	POWEREDGE PROCESSING SYSTEM	6/1/08	\$6,748.00
HAS - Admin	159000819	SERVER	1/22/16	\$12,522.90
HAS - Admin	159000820	SERVER	1/22/16	\$12,522.89
HAS-Admin	79001027	COLOR LASER JET PRINTER/COPIER; ALT DESCRIPTION: HP COLOR COPIER	11/1/07	\$5,190.00
HAS - Grounds	079000790	CLUB CAR CARRYALL 6 DUMP BED	6/1/07	\$12,349.00
HAS - Grounds	079000791	CLUB CAR CARRYALL 6 STAKE SIDE	6/1/07	\$11,982.00
HAS - Grounds	079000808	2007 FORD F150 SUPER CAB PICKUP 1254368 FLEET 6052	6/1/07	\$21,818.00
HAS - Grounds	079000821	MOWER 21 GROSS ENG HP	6/1/07	\$12,396.00
HAS - Grounds	079000963	RIDING MOWER	10/1/07	\$16,806.00
HAS - Grounds	079000964	RIDING MOWER	10/1/07	\$16,806.00
HAS - Grounds	119000405	TRACTOR	6/1/11	\$15,778.00
HAS - Grounds	089000504	2008 CLUB CAR CARRYALL VI W/VAN BOX	6/1/08	\$13,962.00
HAS - Grounds	089000505	2008 CLUB CAR CARRYALL VI W/ROOF	6/1/08	\$12,621.00
HAS - Grounds	139000732	MOWER - WRIGHT STANDER	1/1/14	\$6,822.00
HAS - Grounds	139000733	MOWER - WRIGHT SPORT X	1/1/14	\$10,199.00
HAS - Grounds	169000344	LAWN MOWER	6/30/16	\$7,764.12
HAS - Outreach	019003182	2002 CARRYALL VI ELECTRIC UTILITY VEHICLE	4/1/02	\$9,663.00
MC - Commons	069000106	DOUBLE CONVECTION OVEN	4/1/06	\$10,148.00
MC - Commons	069000107	DOUBLE CONVECTION OVEN	4/1/06	\$10,148.00
MC - Commons	069000108	DOUBLE CONVECTION OVEN	4/1/06	\$10,148.00
MC - Commons	059000303	FOOD CHOPPER, STANDARD UNIT	6/1/05	\$7,676.00
MC - Commons	109000438	MEAT SLICER	6/1/10	\$5,635.00
MC - Commons	109000439	MEAT SLICER	6/1/10	\$5,635.00
MC - Commons	109000147	FROZEN YOGURT MACHINE	6/1/10	\$15,006.00
MC - Commons	969001688	PROOFING/HOLDING CABINET, NON-INSULATED	6/1/96	\$1,592.00
MC - Commons	889002427	PIZZA OVEN 2 STACKS	8/1/88	\$5,578.00
ME - Brandywine	009002123	FRYER/FILTER PITCO	10/1/00	\$8,618.00
ME - Brandywine	059001087	FREEZER, COMMERCIAL WALK-IN	1/1/05	\$24,912.00
ME - Brandywine	059001088	COOLER	1/1/05	\$24,242.00
ME - Brandywine	049001776	DISHWASHER	9/1/04	\$17,438.00
ME - Pippin	069000493	MONTAGUE DOUBLE CONVECTION OVEN	6/1/06	\$9,397.00
ME - Pippin	069000494	MONTAGUE DOUBLE CONVECTION OVEN	6/1/06	\$9,397.00

**AUXILIARY SERVICES
STUDENT HOUSING**

ME - Pippin	069000495	MONTAGUE DOUBLE CONVECTION OVEN	6/1/06	\$9,397.00
ME - Pippin	049000936	DISHWASHER MACHINE	5/1/04	\$70,402.89
ME - Pippin	129000346	CONVECTION STEAMER OVEN-CLEVELAND RANGE 24CGA10.2	6/1/12	\$14,668.00
ME - Pippin	109000932	STEAMER	1/1/11	\$8,024.00
ME - Pippin	109000486	HOT FOOD HOLDING CABINET	8/1/10	\$5,956.00
ME - Pippin	109000487	HOT FOOD HOLDING CABINET	8/1/10	\$5,956.00
ME - Pippin	989000638	COOKING AND HOLDING OVENS; ALT DESCRIPTION: MODEL #1000TH/I/STD	4/1/98	\$5,312.00
ME - Pippin	899001315	TRASH/REFUSE COMPACTOR	6/1/89	\$18,015.00
Mesa Court	009001963	KEYTRAK CABINETS (2) AND 6 DRAWERS	9/1/00	\$25,644.00
Mesa Court	029002121	VACUUM CLEANER, TRUCK MOUNTED 100 GALLON	9/1/02	\$16,480.00
Mesa Court	029002227	UTILITY VEHICLE WITH CARGO BED	2/1/03	\$9,465.00
Mesa Court	029002228	UTILITY VEHICLE WITH CARGO BED	2/1/03	\$9,465.00
Mesa Court	029002229	UTILITY VEHICLE	12/1/02	\$9,200.00
Mesa Court	029002230	UTILITY VEHICLE	12/1/02	\$9,200.00
Mesa Court	029002231	UTILITY VEHICLE	12/1/02	\$9,200.00
Mesa Court	029002302	40' ALUMINUM CONTAINER WITH DOUBLE DOORS	10/1/02	\$4,417.00
Mesa Court	019003854	COMBI-OVEN	6/1/02	\$19,265.00
Mesa Court	019000714	SPECIAL AUTOMATED KEY DRAWER # 7	4/1/01	\$5,062.00
Mesa Court	029001517	ELECTRIC UTILITY VEHICLE	6/1/02	\$9,735.00
Mesa Court	029001518	ELECTRIC UTILITY VEHICLE	6/1/02	\$9,735.00
Mesa Court	029001519	ELECTRIC UTILITY VEHICLE	6/1/02	\$9,735.00
Mesa Court	079001176	2008 CLUB CAR CARRYALL 6 ELECT. VEH	1/1/08	\$15,574.00
Mesa Court	069000654	COPIER	6/1/06	\$19,000.00
Mesa Court	069000072	AMPLIFIER, CABINET and BUILT IN SPEAKERS	5/1/06	\$10,623.00
Mesa Court	069000436	2006CLUB CAR CARRYALL 21Q PLUS EV	6/1/06	\$10,222.00
Mesa Court	069000470	2006 CLUB CAR CARRYALL 21Q PLUS EV	6/1/06	\$10,311.00
Mesa Court	069000471	2006 CLUB CAR CARRYALL 21Q PLUS EV	6/1/06	\$10,311.00
Mesa Court	049001577	PIANO	7/1/04	\$5,376.00
Mesa Court	039001258	ELECTRIC VEHICLE TRANSPORTER	6/1/03	\$9,743.00
Mesa Court	059000311	ELECTRIC VEHICLE	6/1/05	\$8,248.00
Mesa Court	049002106	20 CUBIC YARD SELF-CONTAINED COMPACTOR	3/1/05	\$22,937.00
Mesa Court	049000164	ELECTRIC VEHICLE, CLUB CAR	5/1/04	\$9,205.00
Mesa Court	049000434	TRUCK 2004, E425073	4/1/04	\$18,801.00
Mesa Court	119000418	KEYTRAK SERVER SYSTEM	6/1/11	\$7,367.00
Mesa Court	119000448	ELECTRIC CART	6/1/11	\$8,368.00
Mesa Court	099000675	IRRIGATION CONTROL UNIT 2	6/1/09	\$21,324.00
Mesa Court	979091879	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$8,967.00
Mesa Court	979091884	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$8,471.00
Mesa Court	979091885	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$8,471.00

**AUXILIARY SERVICES
STUDENT HOUSING**

Mesa Court	989001152	HIGH PRESSURE WASHER	6/1/98	\$7,165.00
Mesa Court	959002634	STORAGE UNIT	9/1/95	\$6,512.00
Mesa Court	989001991	ELECTRIC CART	8/1/98	\$7,778.00
Mesa Court	989001992	ELECTRIC CART	8/1/98	\$7,778.00
Mesa Court	969001408	CARPET CLEANER	5/1/96	\$7,248.00
Mesa Court	969091722	ELECTRIC UTILITY VEHICLE, 2 PASSENGER, TILT BED	5/1/96	\$8,792.00
Mesa Court	999002706	PIANO, GRAND	10/1/99	\$6,319.00
Mesa Court	149000176	STORAGE CONTAINER - MOBILE 8X40	5/1/14	\$8,046.00
Mesa Court	149000177	STORAGE CONTAINER - MOBILE 8X40	5/1/14	\$8,046.00
Mesa Court	169000292	KEY CABINET	5/25/16	\$5,349.24
Mesa Court	169000293	KEY CABINET	5/25/16	\$5,349.24
Mesa Court	169000249	Club Car Carryall 500 Electric Utility Cart	6/28/16	\$13,825.22
Mesa Court	169000250	Club Car Carryall 500 Electric Utility Cart	6/28/16	\$13,825.20
Mesa Court	169000251	Club Car Carryall 700 Electric Utility Carts	6/28/16	\$15,579.14
Mesa Court	169000252	Club Car Carryall 700 Electric Utility Carts	6/28/16	\$15,579.12
Mesa Court	169000268	FLOOR/CARPET SCRUBBER	6/30/16	\$12,896.14
Mesa Court	169000459	POOL TABLE	9/30/16	\$7,452.00
Mesa Court	179000305	CARPET CLEANER	5/31/17	\$19,820.61
Mesa Court	179000314	SCISSOR LIFT	5/31/17	\$14,643.24
Mesa Court	179000307	TRASH COMPACTOR	6/21/17	\$23,630.58
Mesa Court	179000462	Upright Piano 48" for Brisa Hall in Mesa Court	6/30/17	\$5,382.00
Mesa Court	179000335	ELECTRIC CART	6/30/17	\$8,001.08
Middle Earth	009004019	LOCKER COMPARTMENTS, COIN OPERATED	2/1/01	\$4,299.00
Middle Earth	029000416	CARPET MACHINE	4/1/02	\$15,110.00
Middle Earth	009000791	UTILITY VEHICLE, CARRY-ALL	5/1/00	\$9,138.00
Middle Earth	009000792	UTILITY VEHICLE	5/1/00	\$9,138.00
Middle Earth	019000734	STORAGE CONTAINERS	7/1/01	\$4,976.00
Middle Earth	019001023	ELECTRIC UTILITY VEHICLE	5/1/01	\$6,375.00
Middle Earth	079000077	2007 FORD CREW CAB F150 1244340	1/1/07	\$22,539.00
Middle Earth	079000718	ELECTRIC UTILITY VEHICLE RES. LIFE	6/1/07	\$10,764.00
Middle Earth	069000302	AUDIOVISUAL FOR GANDALPH LECTURE	6/1/06	\$24,993.00
Middle Earth	049000847	ELECTRIC VEHICLE, 2002 USED CLUB CAR	5/1/04	\$7,020.00
Middle Earth	059000678	ELECTRIC CAR	6/1/05	\$11,550.00
Middle Earth	059000589	4-WHEEL ELECTRIC BURNDEN CARRIER; ALT DESCRIPTION: MIDDLE EARTH	6/1/05	\$13,925.00
Middle Earth	039003959	SELF-CONTAINED COMPACTOR	3/1/04	\$19,649.00
Middle Earth	039001589	CLUB CAR "CARRY ALL"	6/1/03	\$5,928.00
Middle Earth	039001590	CLUB CAR "CARRY ALL"	6/1/03	\$5,928.00
Middle Earth	119000450	ELECTRIC CART	6/1/11	\$8,368.00
Middle Earth	109000928	PRESSURE WASHER	2/1/11	\$8,347.00

**AUXILIARY SERVICES
STUDENT HOUSING**

Middle Earth	089001262	COPIER, PRINTER, SCANNER	2/1/09	\$17,999.00
Middle Earth	959090018	ELECTRIC VEHICLE, CARRY-ALL, FLAT-BEA, 48-VOLT	1/1/95	\$5,834.00
Middle Earth	959090019	ELECTRIC VEHICLE, CARRY-ALL, STAKE BED, 48-VOLT	1/1/95	\$5,528.00
Middle Earth	969095688	ELECTRIC UTILITY VEHICLE, W/STANDARD EQUIPMENT	12/1/96	\$7,485.00
Middle Earth	969095689	ELECTRIC UTILITY VEHICLE, W/STANDARD EQUIPMENT	12/1/96	\$7,485.00
Middle Earth	949000222	CONTAINER-STORAGE, 8X40 FT, DOUBLE DOORS	3/1/94	\$6,378.00
Middle Earth	139000003	KEY CONTROL SYSTEM - KEYTRAK 480	5/1/13	\$19,878.00
Middle Earth	149000502	EMERGENCY LIGHTING SYSTEM	12/16/14	\$6,823.87
Middle Earth	149000623	MYERS POWER INVERTER	12/16/14	\$9,338.87
Middle Earth	149000683	POWER INVERTER	2/27/15	\$8,610.62
Middle Earth	159000116	LIGHTING SYSTEM	6/25/15	\$8,365.28
Middle Earth	159000117	LIGHTING SYSTEM	6/25/15	\$8,365.28
Middle Earth	159000118	LIGHTING SYSTEM	6/25/15	\$8,365.28
Middle Earth	159000119	LIGHTING SYSTEM	6/25/15	\$8,365.28
Middle Earth	159000120	LIGHTING SYSTEM	6/25/15	\$8,365.27
Middle Earth	159000121	LIGHTING SYSTEM	6/25/15	\$8,365.27
Middle Earth	159000122	LIGHTING SYSTEM	6/25/15	\$8,365.27
Middle Earth	169000620	ELECTRIC CART	5/31/17	\$11,632.28
Middle Earth	179000264	ELECTRIC CART SHUTTLE 2 + 2	5/31/17	\$11,551.84
Middle Earth	179000265	ELECTRIC CART SHUTTLE 2 + 2	5/31/17	\$11,551.83
Middle Earth	179000266	ELECTRIC CART shuttle 2	5/31/17	\$10,739.00
Middle Earth	179000267	ELECTRIC CART SHUTTLE 2	5/31/17	\$8,068.96
Palo Verde	029001768	ELECTRIC UTILITY VEHICLE	8/1/02	\$10,432.00
Palo Verde	009001462	PLAYGROUND EQUIPMENT	5/1/00	\$33,961.00
Palo Verde	009001473	ELECTRIC FLATBED VEHICLE	5/1/00	\$9,607.00
Palo Verde	079000781	2007 CLUB CAR CARRYALL II	6/1/07	\$9,263.00
Palo Verde	079000782	2007 CLUB CAR CARRYALL II	6/1/07	\$9,263.00
Palo Verde	059000880	CLUB CAR CARRYALL II ELECTRIC VEHICLE	3/1/06	\$7,565.00
Palo Verde	059000881	CLUB CAR CARRYALL II ELECTRIC VEHICLE	3/1/06	\$7,565.00
Palo Verde	059000882	CLUB CAR CARRYALL II ELECTRIC VEHICLE	3/1/06	\$7,565.00
Palo Verde	059000883	CLUB CAR CARRYALL VI ELECTRIC VEHICLE	3/1/06	\$8,440.00
Palo Verde	059000884	CLUB CAR CARRYALL VI ELECTRIC VEHICLE	3/1/06	\$8,440.00
Palo Verde	069000508	DIGITAL VIDEO RECORDER (SEC. SYS.)	6/1/06	\$5,092.00
Palo Verde	049001283	TRUCK 2004 E-1185549	6/1/04	\$20,931.00
Palo Verde	049001489	KEY SYS	6/1/04	\$44,502.00
Palo Verde	119000453	ELECTRIC CART	6/1/11	\$8,368.00
Palo Verde	949091282	PERSONNEL/BURDEN CARRIER, 4-WHEEL,ELECTRIC, 10.5MPH	7/1/94	\$9,291.00
Palo Verde	989001994	ELECTRIC CART	6/1/98	\$9,078.00
Palo Verde	969004471	COMMUNICATION EQUIPMENT, RADIO, DESK TOP,800MHZ	12/1/96	\$5,500.00

**AUXILIARY SERVICES
STUDENT HOUSING**

Palo Verde	969095690	ELECTRIC UTILITY VEHICLE, W/STANDARD EQUIPMENT	12/1/96	\$7,485.00
Palo Verde	139000137	TOWABLE BOOMLIFT	4/1/13	\$21,060.00
Palo Verde	139000782	COPIER - RICOH AFICIO MPC5503	3/1/14	\$10,183.00
Palo Verde	179000413	ELECTRIC CART Precedent I2	6/30/17	\$6,637.62
Palo Verde	179000414	ELECTRIC CART Carryall 500	6/30/17	\$9,789.36
Palo Verde	179000415	ELECTRIC CART Carryall 500	6/30/17	\$9,303.94
Verano Place	019002131	ELECTRIC VEHICLE CART TRUCKSTER	11/1/01	\$9,923.00
Verano Place	079000807	2007 FORD F150 1254367	6/1/07	\$15,474.00
Verano Place	059000693	2005 CLUB CAR CARRYALL 2	9/1/05	\$8,659.87
Verano Place	059000694	2005 CLUB CAR CARRYALL 2	9/1/05	\$8,659.00
Verano Place	059000695	2005 CLUB CAR CARRYALL 1	9/1/05	\$9,110.45
Verano Place	059000696	2005 CLUB CAR CARRYALL 1	9/1/05	\$9,110.00
Verano Place	109000529	COPIER	8/1/10	\$8,952.00
Verano Place	119000452	ELECTRIC CART	6/1/11	\$8,368.00
Verano Place	089000490	CLUB CAR CARRYALL VI	6/1/08	\$16,111.00
Verano Place	979091880	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$7,972.00
Verano Place	979091881	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$7,972.00
Verano Place	979091882	UTILITY VEHICLE, ELECTRIC, FLATBED	6/1/97	\$7,972.00
Verano Place	979095155	ELECTRIC CART, UTILITY	11/1/97	\$7,430.00
Verano Place	979095156	ELECTRIC CART, UTILITY	11/1/97	\$7,430.00
Verano Place	979095157	ELECTRIC CART, UTILITY	11/1/97	\$7,430.00
Verano Place	979095158	ELECTRIC CART, UTILITY	11/1/97	\$7,430.00
Verano Place	979095159	ELECTRIC CART, UTILITY	11/1/97	\$7,430.00
Verano Place	979095160	ELECTRIC CART, UTILITY	11/1/97	\$7,430.00
Verano Place	969002198	STORAGE CONTAINER, 40' X 8 X 8 1/2'	6/1/96	\$7,494.00
Verano Place	969004473	COMMUNICATION EQUIPMENT, RADIO, DESK TOP, 800MHZ	12/1/96	\$5,500.00
Verano Place	999002911	ELECTRIC UTILITY VEHICLE	12/1/99	\$8,775.00
Verano Place	139000194	PLAYGROUND EQUIPMENT	6/1/13	\$25,408.00
Verano Place	139000195	PLAYGROUND EQUIPMENT	6/1/13	\$13,892.00
Verano Place	139000196	PLAYGROUND EQUIPMENT	6/1/13	\$6,489.00
Verano Place	139000197	PLAYGROUND EQUIPMENT	6/1/13	\$6,650.00
Verano Place	139000198	PLAYGROUND EQUIPMENT	6/1/13	\$28,541.00
Verano Place	139000202	BIKE RACK - SARIS STACK RACK	6/1/13	\$5,768.00
Verano Place	139000203	BIKE RACK - SARIS STACK RACK	6/1/13	\$5,768.00
Verano Place	139000204	BIKE RACK - SARIS STACK RACK	6/1/13	\$5,768.00
Verano Place	139000205	BIKE RACK - SARIS STACK RACK	6/1/13	\$5,768.00
Verano Place	139000206	BIKE RACK - SARIS STACK RACK	6/1/13	\$5,768.00
Verano Place	139000207	BIKE RACK - SARIS STACK RACK	6/1/13	\$5,768.00
Verano Place	159000386	KEY TRAK SYSTEM	9/22/15	\$15,874.88

Verano Place	169000363	COPIER	6/30/16	\$6,154.87
Verano Place	179000195	ELECTRIC CART	3/31/17	\$9,985.10
Verano Place	179000245	ELECTRIC CART	5/15/17	\$9,559.88
Verano Place	179000246	ELECTRIC CART	5/15/17	\$9,559.88
Verano Place	179000247	ELECTRIC CART	5/15/17	\$9,559.87
Verano Place	179000248	ELECTRIC CART	5/15/17	\$9,559.87
Verano Place	179000319	Cushman Hauler Pro, 2 passenger, 72 volt AC-powered utility cart configured completely per attached	6/30/17	\$8,830.36

VIII. REGULATORY REQUIREMENTS

- Clery Act – Requires that the university maintain a “statement of current campus policies regarding the immediate emergency response and evacuation procedures, including the use of electronic and cellular communication.” The campus Emergency Services Manager has identified a need for each department on campus to maintain and emergency action plan to meet this requirement.
- Higher Education Opportunity Act – Campus Fire Safety Right-to-Know Act (2008): Campuses must publicly provide for each on-campus student housing facility
 - Quantity of fires and causes; number of injuries and deaths related to fires; and the value of property damage caused by fires
 - Descriptions of each facility’s fire safety systems
 - Quantity of mandatory, supervised fire drills
 - Policies on portable electronic appliances; smoking and open flames; evacuation procedures; fire safety education and training programs provided to students, faculty and staff
 - Plans for future fire safety improvements, if needed
 - Annual report to the campus community
- California Code of Regulations: Title 19 establishes minimum standards for the prevention of fire and protection of life and property against fire, explosion and panic. It governs use and maintenance of any state-owned building. This is accomplished through a crew of 4 Fire Prevention Officers administered by the Campus Fire Marshal and assigned exclusively to Student Housing. This team operates under a Memorandum of Understanding, which was amended in September 2015 to add specific reference to Title 8 – General Safety Provisions and Title 24 – Construction (maintenance to comply with original construction requirements).
- California Health and Safety Code Section 13108 allows the State Fire Marshall and their authorized representatives to make fire prevention inspections in state-owned buildings for the purpose of enforcing regulations related to fire and panic safety.
- GFH Housing leases and month to month rental agreements governed by landlord/tenant law (CA Civil Code and Code of Civil Procedure)
- Undergraduate Housing contracts don’t necessarily fall under landlord/tenant law per se but certain practices (e.g., 3 Day Notices to Pay or Quit) are carried out in accordance with it.
- Applicable UC Regents policy (in accordance with California law) regarding electronic contracting
- FERPA

- Laws pertaining to Public Information requests
- Laws applicable to the campus’ centralized billing system (ZOTAccount Online) as they pertain to housing charges that are posted and payment processing (e.g., credit card payments, electronic checks, financial aid payments, etc.
- UCOP Financial Reporting Requirements
- Accounting and Internal Audit Policies/Procedures
- External Audit Requirements
- Budget Office Policies/Procedures
- Human Resources Policies/Procedures
- BUS Requirements

IX. ADVISORY COMMITTEE

Arroyo Vista	Student Council (AVSC)
Campus Village	Residential Association
Mesa Court	Mesa Court Council (Student Board)
Middle Earth	Middle Earth Community Council
Palo Verde	Palo Verde Resident’s Council
Verano Place	Verano Resident’s Council
RHA (Resident Housing Association)	ADRL Student Conduct
CUG (Coordinated Undergraduate Governance Group)	<ul style="list-style-type: none"> • Tim Trevan –Executive Director, Student Housing • Dennis McCauliff – ACC • Directors of Undergraduate Student Housing • RHA President • ASUCI President • ASUCI Executive Vice President • ASUCI VP Administrative Affairs
The Graduate CGG has the following membership:	<ul style="list-style-type: none"> • Tim Trevan –Executive Director, Student Housing • Dennis McCauliff – ACC • Directors of Campus Village, Palo Verde and Verano Place • A Council Representative from Palo Verde and Verano Place • AGS President • AGS VP Internal Affairs

X. MAJOR ISSUES

CAPITAL PLANNING

Redevelopment of Existing Graduate Apartments

The oldest remaining buildings in Verano Place were constructed 50-years ago (Units 1, 2 and 3). Renovations have been accomplished through routine and major maintenance renovations. These efforts focus on addressing deferred maintenance but can only provide limited modernization. The scale and volume of these renovations are approaching the financial threshold whereby a longer-term investment in new construction may be advisable. Units 1, 2 and 3 are also the remaining facilities with configurations that best serve needs of families with children, which must be considered in redevelopment planning.

Freshmen Residence Hall Capacity

Increasing capacity to house first-year residents is critical to meeting the current housing guarantee. This has partially been addressed with the Mesa Court Expansion, however the projected demand will not be fully met. Additionally, approximately 490 current freshmen are not in a residence hall environment that is best to support student success. A comprehensive housing plan is required to address this gap in freshmen residence hall demand.

Facility Modernization and Upgrades

Major Maintenance efforts have focused on critical repairs and establishing a consistent level of maintenance throughout the portfolio of Housing facilities. Vital initiatives have been completed, as generalized in the following categories:

- Fire Safety – Significant investments have been made to complete upgrades in fire alarm systems in existing buildings, even if not required by Code. In September 2014, the Campus Ethics and Compliance Committee reviewed the status of work completed thus far. Certain areas of Student Housing had been previously deemed as High Risk, but this exposure was reduced based upon review.
- Wireless – Client expectations for wireless access increases each year, as evidenced by annual surveys where wireless in the dorms is the most requested service. Installation in undergraduate housing was completed for the 2015-16 academic year.
- Roof Replacements – Approximately 250 buildings within the Student Housing portfolio have roof systems within the life cycle of industry standards. Ongoing maintenance will be within predictable and acceptable levels.

Redevelopment of Existing Residential Dining Facilities

Existing facilities do not support modern food service and dining models, are inefficient to maintain and are not adequately sized to accommodate the growth in campus-wide enrollment. This condition has been addressed in Mesa Court with development of the Mesa Court Expansion, but not in Middle Earth with Pippin / Brandywine Commons resulting in a dissimilar experience between residents of the two freshmen housing communities.

SUSTAINABILITY

In November 2013, [President Janet Napolitano announced the Carbon Neutrality Initiative](#), which commits UC to emitting net zero greenhouse gases. Student Housing has completed significant improvements to increase water and energy efficiency of facilities and is now embracing its unique

access to the campus community. The broad goal is increasing environmental sustainability through education and agency of residents and employees throughout the department, collectively serving as change agents that foster healthy environments, social justice and economic viability.

- Based upon the American College Personnel Association monograph "[Towards A Sustainable Future](#)," Housing leadership created a Vision for Sustainable Living in Student Housing.
- A Sustainability Program Manager has been recruited with responsibility for development of programs and a department wide sustainability agenda; research and benchmarking; and marketing, training and communications.
- The department has made efforts to expand its impact by focusing on education and behavior change, specifically by engaging its diverse professional staff, a workforce of over 225 people. The department also expanded its sustainability co-curricular programming and internship opportunities for student residents. Additionally, key campus partnerships were strengthened, such as with Facilities Management to increase zero waste efforts, and the Global Sustainability Resource Center to further sustainability goals and planning.

MANAGING HOUSING GUARANTEES WITH GROWING ENROLLMENT

- Growth in both undergraduate and graduate enrollment has exerted increased demands on Student Housing, challenging our ability to meet obligations associated with the freshman housing guarantee. Residence halls that were formerly able to accommodate the freshman have in recent years been outpaced by growing freshman class sizes. Repurposing spaces in other on-campus communities has protected the first-year guarantee but reduced the housing stock available to continuing students. In 2016-17, in addition to the 932 beds that were added in Mesa Towers, roughly 503 freshmen were housed in two alternate undergraduate housing communities (Arroyo Vista and Campus Village). In fall 2017, an additional 152 beds will be added to the residence halls and roughly 340 beds in Arroyo Vista and Campus Village will be used to accommodate growing freshmen enrollment.

Growth in international student enrollment has increased demands for year-round housing, a special orientation program (ISO) the week before move-in, early fall move-in and winter break housing. In fall 2016 995 international students attended ISO and moved into their fall assignments two days early. An additional 67 Edge students (who did not attend ISO) moved into their fall spaces early as well.

- Graduate enrollment has grown more gradually, and demand for available on-campus housing continues to be concentrated in UCI-owned communities due to their relatively low rental rates. Pressure to contain housing costs remains an active issue among graduate students and led to the decision to convert Campus Village Apartments from undergraduate to graduate housing over a four year period beginning in 2012-13. Ninety-six graduate students currently live in Campus Village; however, continuation of the conversion remains on pause due to a greater need for beds on the undergraduate side (particularly with first year students).

XI. MISCELLANEOUS

Not applicable

XII. 2017-18 ACCOMPLISHMENTS

FACILITIES

Streamlined the process and reduced costs of tree maintenance services with a single, strategically-sourced vendor, which was awarded to West Coast Arborist. Utilized technology to support tree risk assessment, scheduling and communication.

PROFESSIONAL DEVELOPMENT & STAFF TRAINING

The Residential Community Wellness Strategic Plan Initiative Committee provided a 5-session staff training program focused on personal well-being and how to respond in emergencies.

RESIDENT RELATIONS & CUSTOMER SERVICE

- Summer 2017 Management of Freshman Enrollment Surge: Worked with Admissions, Student Affairs, the team led by the Chancellor's Office and Housing Communities to meet housing guarantees, communicate effectively with students and parents, manage the Anteater Leadership Academy (ALA) launch, and provide a welcoming experience to all. This involved virtually daily collaboration with campus partners to keep people updated, track logistical steps being taken to add beds, maintain consistent messaging and ensure public relations in a time of high stress and exposure. We participated in planning to add beds, modify room configurations in OSCAR and get all spaces assigned to meet guarantees. A sub-project within this achievement was managing ALA students—assisting that program in developing off-campus housing options and overseeing a process for providing them with a second year of guaranteed housing (like other FR). Despite huge challenges, we met our guaranteed housing obligation!
- Successful implementation of the expanded Transfer guarantee to include all domestic status and age groups. Developed new process, coordinated space planning with GFH and ACC and met the guarantee for 150+ non-traditional applicants (including 20+ students with children).
- Developed improved tools for students to offer and find on-campus sublets, in response to a request from student groups (ASUCI, AGS). Developed specs for website enhancements and worked with Off Campus Partners to update screen options and filters on the Anteater Housing Network (AHN). We also developed a new webpage on the Housing Website to explain how to use the AHN to list and find on campus sublets. Enhancements have been released and the site is already showing activity.
- Enhancements to the Housing Tours webpage. Due to ME Towers construction, we lost our tour room this year. In response, we significantly enhanced online resources for viewing residence hall rooms and community facilities, adding many high quality photos and a video for each RH community. The video was produced with direct student involvement and the page analytics since launch have been impressive. This was a real team effort that drew upon Corey and Callie's technical abilities.
- Developed new Spanish-language resources for parents of incoming students, in line with UCI becoming a Hispanic-Serving Institution. Expanding upon the Spanish-language housing presentation and tours at yield and orientation events, we created Spanish versions of selected web pages most relevant to parents of incoming students, including pages listed under the "Apply" tab, along with the "Payment Info" page. We also created a Spanish language version of two Housing videos for incoming students — the "Apply for Housing" and "Paying for Housing" videos on the UCI Housing YouTube channel.

FINANCIAL

Strategic Financial Planning & Budgeting

- Developed proficient, flexible strategic plan that has adapted to changing requirements and constraints while keeping rate increases at a minimum and achieving benchmarks and targets.
- Successfully led budget development process to address fiscal/operational needs across Student Housing and incorporated a solicitation of unit challenges from Housing Management Teams in order to increase BAC's awareness and involvement in unit's fiscal and staffing challenges.

Partnerships

- Sustained positive partnerships with key campus partners via the Student Housing Budget Advisory Committee, including stakeholders such as Fiscal & Accounting Services, Planning & Budget Office, and Capital Planning.
- Developed partnerships with the SIS/Banner Project Team to facilitate data collection and business process mapping.

Staff Development & Training

- Conducted several equity comp studies throughout the year to identify staff in comparable positions/classifications that may require equity increase.
- Created training opportunities through working with the Interim Campus Controller to facilitate Housing-specific Fiscal Close Workshop for our financial and business managers.
- Conducted budget process training for AGS and ASUCI student leadership teams to build understanding and foster advocacy in support of Student Housing's proactive fiduciary achievements in maintaining minimal rate increases.
- Participated in training and provided detailed information to the Whitebirch financial consultants in support of developing Student Affairs financial modeling system.

PARTNERSHIPS

Housing Information Technology

- Completed the implementation of DUO two-factor authentication on the virtualized servers.
- Completed the installation of the ResNet network infrastructure switch refresh project.
- Shifted to the OIT standardized remote support tool, Bomgar and eliminated the need for Dameware.
- Completed the establishment of a Housing Utility Network and completed the move of the MC EAC solution to this network.
- HAS - Housing SIS/Banner Team partnered successfully with OIT/SIS/Banner Team to navigate challenges with the integration of the OSCAR system with SIS/Banner. Signed off on seven requirements documents.

SUSTAINABILITY

Green cleaning

- Add spend data as of March 2018, with year-end spend to be compiled.
- Adopted a policy document in collaboration with internal stakeholders

- Conducted two product demonstrations for restorative cleaning (insert pictures)
- Collaborations with key suppliers about department goals and to develop training opportunities

Contribution to the campus AASHE STAARS Platinum rating

- Adopted Green Cleaning program
- Utility consumption for Student Affairs buildings entered into the EPA Portfolio Manager
- Sierra Cool Schools, AASHE STARS and the Princeton Review base 10-13% of their ratings/rankings on campus performance in the areas of co-curricular sustainability education and campus engagement. At UCI, GSRC plays a central role in our campus' ability to capture all available points in these categories, enabling UCI to compensate for other areas in which we have low scores.

SAFETY & DISASTER PREPAREDNESS

- Disaster response preparation for active assailant threats
 - Exercise for URL staff written focused on after-hours duty response; submitted to UCI PD to affirm exercise was an accurate representation of response tactics.
 - Participated in campus UCI PD functional exercise at the Barclay Theater in November 2017.
- Block safety training for staff – Completed 5 EH&S trainings specific for Housing staff.
 - Safety Fundamentals (in Spanish)
 - Back-Injury Prevention
 - Motorized Carts
 - Fall Protection
 - Blood Borne Pathogens (6 offerings – 1 per community)

HOUSING UNITS

Residence Hall Association

- RHA incorporated a philanthropic component to 2 of their 3 signature (larger scale) programs this year. At the Fall quarter Casino Night program RHA collected toys from attendees that were later donated to the Irvine Marine's 2/11 Adoption Committee for the holidays. At the winter quarter Drive Out Hunger program RHA collected over 203 new hygiene products and raised \$645.00 dollars to donate to Mary's Kitchen they collected at the program from residents in all 4 undergraduate communities and the ACC properties.
- RHA revised the Of The Month (OTM) nomination process for recognition to reflect the national process and format. By doing this, RHA is using a national recognition model and has increased their nominations of professional staff and residents from the previous years.
- An additional Student Development Coordinator was proposed and approved this year to work with RHA. The RHA program has grown the past few years and the need for additional focus on their growth and development was imperative. The new position/additional staff member was presented and proposed to the undergraduate Associate Directors of Residence Life team, Director team, Senior Leadership Team, Executive Director and then the Budget Advisory Committee.

Arroyo Vista

- Successfully completed kitchen renovations of 10 houses to improve student housing experience through upgraded appliances and more functional facilities and equipment to service the small community style living arrangements of Arroyo Vista.
- Incorporated LARC Classes for our residents to enhance our positive educational impact on our living learning communities and grew our partnership with ASUCI to further improve the ASUCI Garden at Arroyo Vista.
- Increased our number of academic/themed partnerships by adding Physics, Outdoor Adventure and Second Marco Antonio Firebaugh House, providing students with new living learning spaces to enhance their academic experience at UCI.

Campus Village

- In order to improve the service provided to our residents, this past year Campus Village made a number of much needed improvements to our Convenience Store operations. These improvements included providing sales receipts to our customers when they purchase items in our C-Store, as well as the reorganize our C-Store's store room. Instead of leaving everything on the floor or stacking them, we installed four (4) large adjustable shelf units which allows us to fit all of our sales items on the shelves. This has given us a great way to keep in track our inventory, along with maintaining better control of the C-store front desk while getting items from the store room.
- Our biggest accomplishment this past year has been building strong collaborations across the University for the betterment of our students. From the summary below, we have worked with all types of offices to make excellent programs happen for our students. We have collaborated weekly with Student Wellness and Health promotion to do a weekly cooking class. We have collaborated with the CCC to put the Black Panther program on. We have collaborated with other units to bring SWANK on to campus at affordable rates. We have collaborated with the Career Center to do a career week. We have collaborated with off campus folks to provide various experiences for our students including Geek Day and the Life Sciences tour. We continue to collaborate with Rachel and with the Transfer Resource Center to strengthen our learning communities. We even were able to collaborate with the GSRC and RHA to put on large scale events in CV that would normally not be held here. All these collaborations have helped our students have quality experiences and have resulted in a tight knit community who is excited to attend programs and even go on to work for us.

Mesa Court

- To assist the university in meeting the first-year student housing demands, Mesa Court added 150 new beds by converting all tower rooms to quads and converting some existing double rooms to triple rooms. This was a coordinated effort by our residence life, operations and administrative teams.
- Mesa Court added 3 new theme halls to its portfolio. The Guild is connected to the Esports Club and focuses on the interpersonal aspects of video gaming. The Globe is sponsored by the International Center and focuses on the integration of international students and the interest of students who wish to study abroad. The Sustainability Hall is connected to the Housing Sustainability program and focuses on behavior changes that support more ecologically sensitive lifestyles.

- Mesa Court replaced an existing deteriorating fire road during the academic year. This road is a vital thoroughfare for the community. Mesa Court wanted to test the ability to do major maintenance projects while students were in residence to expand the timeframe in which projects could be completed. The project was successfully completed with minimal impact on the community and provided Mesa Court with valuable best practices for communication to residents and dissemination of information to the community.

Middle Earth

- Middle Earth Residential Life staff planned ahead to lessen the impact of the construction of the Middle Earth Expansion on the seven halls directly adjacent to construction by purchasing fans for each room and creating mitigation packets for each resident consisting of ear plugs, earbuds (several different kinds), sleep masks and dust cloths. Additionally, dust cloths and ear plugs were available to the entire community through the front desk in the main office and the Tolkien recreation room. Pathways where foot traffic were congested were extended by creating DG walkways. Additional programs were planned for the seven halls directly affected by the construction to help mitigate the impact as well as several all community programs.
- Middle Earth Operations staff continued their bi-weekly safety tailgates where a different aspect of creating a safe work place was emphasized such as Ladder Safety and Heat Illness Prevention. Guest presenters helped the team focus on ways to work safely and efficiently while making the sessions interactive and fun! These safety sessions have earned Middle Earth recognition as a model department for safety planning and training from EH&S.
- In collaboration with Aramark, Middle Earth created a To-Go Cup to go with the To-Go Box. This increased the sustainability of the program by eliminating single-use cups and gave residents a way to easily transport hot or cold beverages out of the dining hall when they're eating on the run.
- Middle Earth also purchased recycling bins with small attached trash cans for each resident room to encourage recycling and to create the visual impact that we should be recycling more than we are sending to landfills. With promotion, education, programs and effort, Middle Earth worked with their first-year residents and increased their landfill diversion rate by 33% from the previous academic year!

Palo Verde

- Palo Verde Housing enhanced the condition of the property through performing maintenance to address trip and fall hazards on walkways, planting 50 new trees, adding a second community garden, replacing flooring in laundry rooms and updating the kitchen, flooring and fixtures in the community clubhouse.
- Student Housing worked with AGS and the Graduate and Family Residents Councils to expand the Anteater Housing Network, a website designed to provide easy access to off-campus housing and roommate listings, to also be accessible as a platform for on-campus residents to use when they need to advertise and recruit for summer sub-tenants.
- Graduate and Family Housing demonstrated teamwork and service orientation in responding to the growing size of the incoming graduate student class. The communities met all Guarantee commitments during Summer 2017. During Fall 2017 and Winter 2018, the communities worked to strengthen resident knowledge and understanding of the renewal process to improve transparency and reduce surprises.

- Graduate and Family Housing hired and on-boarded a Case Worker. The Case Worker worked directly with students facing financial struggles and housing insecurity to identify resources and develop an action plan.

Verano Place

- Verano Place completed six major maintenance projects which resulted in significant structure improvements of four different sections of the community, as well as other community improvements.

XIII. 2018-19 GOALS

STUDENT HOUSING STRATEGIC PLAN

- A Staff Engagement initiative team will lead department staff through a series of activities designed to strengthen engagement. These activities will be part of the departmental goal of Building Community.
- In order to assess the current departmental climate and identify opportunities for enhancement of the program, Student Housing will complete a Program Review through the 2018-2019 academic year. An external review team will be assembled to assist in the process of prioritizing enhancements and opportunities for improvement with the goal of providing a first in class experience to our residents.
- The addition of 480 Residence Hall beds and 1,400 ACC beds in Fall 2019 coupled with very modest enrollment growth calls for a new approach to occupancy planning. The Campus Village conversion of spaces from undergrad to grad is scheduled to resume for fall 2019 as well. Responses to these changes will include shifts in how we promote housing to Freshmen, Transfers and Continuing Students. Most notably we will likely be offering students the opportunity to remain in the residence halls for a second year. Planning will begin in early fall 2018 in order to include a Residence Hall option in the Continuing Student Process (2-yr Guarantee application in November).

FACILITIES

- Advance campus aspirations for growth through completion of construction of the Middle Earth Housing Expansion, with anticipated opening in fall 2019.
- Build resilient communities with landscape environments that can thrive in the natural climate of the Irvine area. Create pleasant surroundings that are resistant to disease and pests without reliance on artificial water, fertilizer and herbicide treatments. Use plant material that are appealing in their natural state, requiring little labor or fuel to maintain.
- Build resilient communities that are able to efficiently assign keys and nimbly manage access to sustain security. Deploy department-wide retrofit of standard card key access systems in existing buildings.

PARTNERSHIPS

- In collaboration with colleagues, develop requirements that support the integration of the Housing OSCAR system with the campus' transition to Banner.

RESIDENT RELATIONS & CUSTOMER SERVICE

- Enhance online resources to replace in-person tours during non-peak months (to make up for the loss of our housing tour room)

- Incorporate case management position into graduate and family housing to address increases in resident relations activity

FINANCIAL

- Develop flexible long-range financial models that reinforce housing's stewardship of resources initiative, addressing operational needs, capital project plans and external obligations.
- Create annual budget guidelines and lead the departmental annual budget development process, including establishing long-range and short-term rate caps as well as net revenue targets for each housing unit to assist directors and managers in developing their unit's annual budgets.

XIV. AWARDS

None

XV. LEARNING OUTCOMES

2017-18 Updates

ARROYO VISTA

Resident Academic Success

PERSONAL RESPONSIBILITY

In an effort to help Arroyo Vista residents increase their personal responsibility (as it pertains to their academic success), the Arroyo Vista Residence Life team will work collaboratively with UCI's Learning and Academic Resource Center on increasing AV Residents' use of LARC's tutorial sessions. Through e-mailed quarterly updates on tutoring courses offered, hosting a minimum of two LARC tutorial courses in the Arroyo Vista Community Center, and through the utilization of designated programmatic funds (to assist in covering the minimal cost associated with signing up for tutoring help), AV Residents will increase their awareness of LARC resources and thus increase residents' utilization of tutorial courses by a minimum of 5% by the end of the 2017-2018 academic year.

Measured By: Other

Results: Arroyo Vista Residence Life team worked collaboratively with UCI's Learning and Academic Resource Center on increasing AV Resident use of LARC's tutorial sessions. Through e-mail quarterly updates on tutoring courses offered, AV hosted Math 2Af LARC tutorial courses in the Arroyo Vista Community Center, and through the utilization of designated programmatic funds (to assist in covering the minimal cost associated with signing up for tutoring help), AV Residents increased their awareness of LARC resources and thus increased residents' utilization of tutorial courses by at least 5% at the end 2017-2018 academic year.

Use: Reporting results

MESA COURT

Costa Rica Program

DIVERSITY & GLOBAL CONCIIOUSNESS

After participating in the Costa Rica Program students will be able to define sustainability and identify how sustainability is interrelated to social justice, the environment and the economy.

Measured By: Post surveys of student opinions, beliefs

Results: 15 out of 15 students agreed they could define sustainability after participating in the Costa Rica Program. 14 out of 15 students agreed they could identify how sustainability is interrelated to social justice, the environment and the economy.

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

Costa Rica Program

DIVERSITY & GLOBAL CONCIIOUSNESS

Increase awareness and understanding of global sustainability issues:

- a) Know the definition of sustainability
- b) Understand how concepts of sustainability are interrelated issues of social justice, the environment and the economy.
- c) Evaluate and modify personal choice and habits that affect sustainability.

Measured By: Post survey of student opinions, beliefs

Results: Question:

- a) 15 out of 15 agreed
- b) 14 out of 15 agreed
- c) 15 out of 15 agreed

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

Costa Rica Program

DIVERSITY & GLOBAL CONCIIOUSNESS

Increase knowledge of Costa Rica and Costa Rican culture:

- a) Develop a global perspective through learning about the host country's specific culture and sustainability challenges.
- b) Describe, discuss, analyze and evaluate topics including Costa Rican history, culture, environment, contemporary issues, language, tourism and economic systems.
- c) Apply knowledge and engage in practical and inquiry-based work on fundamental issues that affect Costa Rican communities in an immersive experience to create meaningful class assignments.

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

Results: Answers:

- a) 15 out of 15 agree
- b) 15 out of 15 agree
- c) 14 out of 15 agree

Use: Unit planning and/or budgeting; Refining program/program changes; providing feedback to student/participant; reporting results

Costa Rica Program

LEADERSHIP DEVELOPMENT

Increase intercultural knowledge and competence as well as global leadership skills.

- a) Develop awareness of cultural differences and an understanding of culture's role in shaping belief, practices and perceptions.
- b) Distinguish and appraise one's own cultural values and biases and how these impact one's ability to work with others.
- c) Demonstrate an increased capacity to analyze issues with appreciate for diverse viewpoints.
- d) Develop and apply a set of skills (adaptability, patience, problem-solving, tolerance for ambiguity, resilience) to manage the new challenges of daily life in a different culture.

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

Results: Answers:

- a) 15 out of 15 agreed
- b) 15 out of 15 agreed
- c) 15 out of 15 agreed
- d) 15 out of 15 agreed

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

MIDDLE EARTH

Winter Academic Outreach

PERSONAL RESPONSIBILITY

Students earning below a 2.0 for fall quarter will be invited to come into the Middle Earth Housing Office to meet with professional staff to review campus resources, communications with academic departments and develop action plans to have a different (improved) academic outcome for winter quarter than they did for fall.

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

Results: The initiative is measured by continued student enrollment. Of the 59 participants, 3.3% (n=2) were not enrolled (or withdrew) during spring quarter. Of the 114 nonparticipants, 7.3% (n=9) were not enrolled (or withdrew) during spring quarter.

The participants who chose to come in and meet with professional staff are continuing their enrollment at a higher rate than those who did not opt to meet. However, there is differentiation between major, high school API, test scores, socioeconomic status, internal motivation and other factors that will also influence these results.

Use: Refining program/program changes; unit planning and/or budgeting; reporting results

CAMPUS VILLAGE

Coping Strategies

PERSONAL RESPONSIBILITY

Develop attitudes and behaviors that will promote positive coping strategies.

Measured By: Checklist of what student(s) did; Student performance (e.g., student oral presentation) rated without rubric; Student product (e.g., portfolio, journal) without rubric

Results: Students participated in a quarter-long class about wellness in conjunction with Natalie from the Student Wellness and Health Promotion office. Students turned in journals weekly and also presented to the entire class about the coping strategies they were learning and how they would apply these to their day to day.

Use: Reporting results

Vegan Cooking

CIVIC & COMMUNITY ENGAGEMENT

Develop personal resiliency skills through cooking, cleaning and time management classes.

Measured By: Checklist of what student(s) did

Results: Throughout the quarter, residents took weekly vegan cooking classes. As a result, students began learning about different cooking techniques and alternatives, such as a vegan diet.

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

Social Wellness

DIVERSITY & GLOBAL CONCIIOUSNESS

Develop social wellness through community building and support networking.

Measured By: Checklist of what student(s) did

Results: Students participated in a series of community-building programs designed and given by the RAs. The programs included arts and crafts and emphasized developing relationships with peers and learning about others and their stories about decorating arts and crafts in the ways they did.

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

Health Knowledge

LEADERSHIP DEVELOPMENT

Increase their knowledge of sexual, nutritional and physical health

Measured By: Checklist of what student(s) did

Results: A speaker from Student Wellness and Health Promotion did a workshop on body image and positive body image. Residents learned steps to be more positive about their body images and appreciate their bodies.

Use: Reporting results

Stress Management

PERSONAL RESPONSIBILITY

Learn how to manage personal stress through reflection, breathing techniques and the importance of exercise and sleep

Measured By: Checklist of what student(s) did

Results: Students participated in a biweekly one-quarter yoga class facilitated by the ARC in Campus Village. Students participated in the contemplative practice of yoga while also learning about breathing techniques and how to use them for stress management.

Use: Reporting Results

Academic and Personal Success

PROFESSIONAL & ADMINISTRATIVE SKILLS

Learn about and increase their use of support resources to better promote academic and personal success. 60% of students will be able to identify at least one new resource on campus.

Measured By: Pre and Post surveys of student opinions, beliefs

Results: Before residents arrived, we surveyed them to get an idea of how many campus offices and resources they were aware of. We used those results to guide the information being sent to them via email and what campus partners we chose to bring to Campus Village. Campus Village also transitioned to sending a weekly newsletter via a website called MailChimp. The website allows CV to create appealing graphics rather than text-heavy emails. The administrative interface for the website gives us the ability to see how many people are opening the emails and what trends capture the attention of our students. We have been intentional in creating content on a weekly basis that is informative about events happening in the community and resources and programs on campus and gives weekly academic and personal success tips. During week six of the Spring quarter, the residents were again surveyed about what resources they now knew about and how they found out about those resources. 65% of students who responded to the survey stated learning about at least one new resource while living in Campus Village.

Use: Reporting results

2018-19

ARROYO VISTA

Resident Advisor Programming Model

CIVIC & COMMUNITY ENGAGEMENT

By participating in the Mesa Court interactions program model, residents will increase their network of support and social involvement within the first six weeks of the fall quarter and be able to identify at least one peer relationship with another Mesa Court resident, participate in at least one community activity and identify at least one campus resource.

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

Results: To be reported Summer 2019

Use: Reporting results

Sustainability Theme Hall

DIVERSITY & GLOBAL CONCIUSNESS

Residents participate in the sustainability theme hall will increase their knowledge of sustainability and will be able to define sustainability, identify one interrelated issues within sustainability and implement one sustainable action into their habits.

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

Results: To be reported Summer 2019

Use: Reporting results

MESA COURT

Casa César Chávez Residents – Interaction with faculty

CIVIC & COMMUNITY ENGAGEMENT

Residents will be able to meet, engage and connect with a minimum of one faculty member (within UCI's Department of Chicano/Latino studies) outside of the classroom through the attendance at a minimum of two faculty-student socials, lectures and/or programs offered within the themed house.

Measured By: Pre and Post surveys of student opinions, beliefs; Other

Results: To be reported Summer 2019

Use: Providing feedback to student/participant

Academic Excellence Black Scholars House Residents- Thrive course

CIVIC & COMMUNITY ENGAGEMENT

By attending the Thrive@UCI course, AEBS residents will increase their awareness of available academic resources on campus as well as be able to articulate how these resources can contribute to their overall success here at UCI. Students will be able to identify a minimum of three UCI campus resources outside of Housing that will assist in their successful transition to a University setting as well as support their academic achievement.

Measured By: Pre and Post surveys of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes

Campuswide Honors House Residents – Work/Life Balance

CIVIC & COMMUNITY ENGAGEMENT

By attending the Thrive@UCI course, AEBS residents will increase their awareness of available academic resources on campus as well as be able to articulate how these resources can contribute to their overall success here at UCI. Students will be able to identify a minimum of three UCI campus resources outside of Housing that will assist in their successful transition to a University setting as well as support their academic achievement.

Measured By: Pre and Post surveys of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes

CAMPUS VILLAGE

Sustainability

CIVIC & COMMUNITY ENGAGEMENT

Expand on Campus Village's efforts to educate about and foster sustainability practices by creating a poster campaign during fall quarter focused on zero waste practices. Students will learn about the 5 Rs of sustainability: Refuse, Reduce, Reuse, Rot and Recycle. After the poster campaign, during Winter quarter,

Campus Village will host a program that teaches students how to implement the 5Rs in their residence hall. At the start of the workshop, students will take a pretest to determine how much information they know and their results will be compared with a posttest at the end of the workshop to determine how much they learned. Our goal is for 95% students to score above 80% on the posttest.

Measured By: Pre and posttests of student knowledge

Results: To be determined Summer 2019

Use: Reporting Results

Partnerships with Academic Units

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students will learn the importance of making meaningful connections with faculty and staff. 70% of students who evaluate Campus Village housing will report having made a meaningful connection with a faculty or staff member while living in Campus Village. This will be assessed via the Spring survey that is sent to students living in Campus Village.

Measured By: Post survey of student opinions, beliefs

Results: To be determined Summer 2019

Use: Reporting program/program changes; reporting results

ARROYO VISTA

Winter Academic Outreach

PERSONAL RESPONSIBILITY

Students earning less than a 2.0 grade point average for fall quarter 2018 will be invited into the office to meet with Middle Earth professional staff. Students scheduling and attending these meetings will be able to:

- identify academic and possibly other support resources on campus
- develop at least one strategy to improve their academic performance for winter quarter
- identify at least one issue that negatively impacted their grades fall quarter

The follow up metric is the percentage of students who did attend the meetings versus the students who did not attend the meetings and whether or not they remain enrolled at UCI for the fall of 2018.

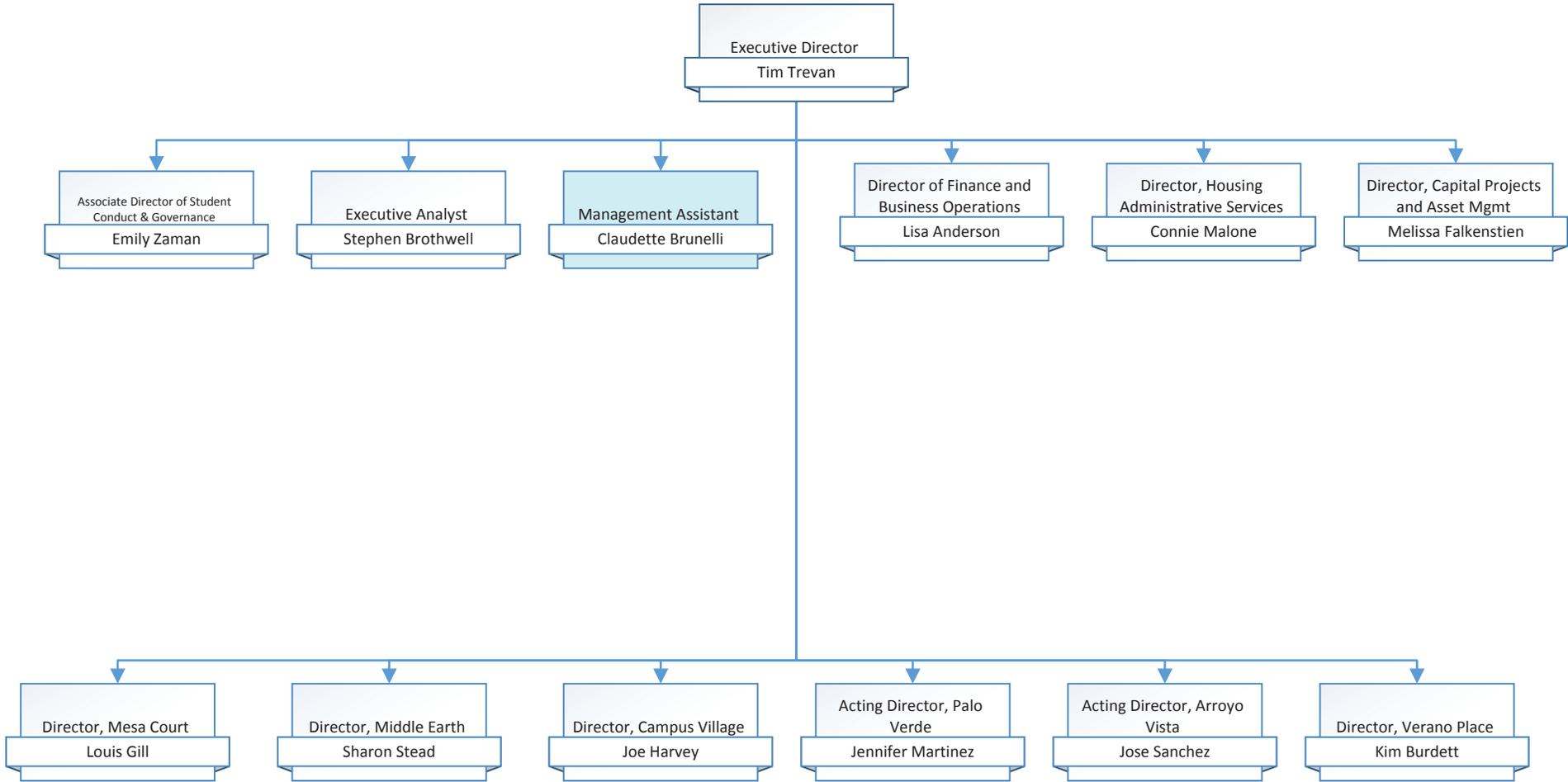
Measured By: Other

Results: To be reported Summer 2019.

Use: Reporting results

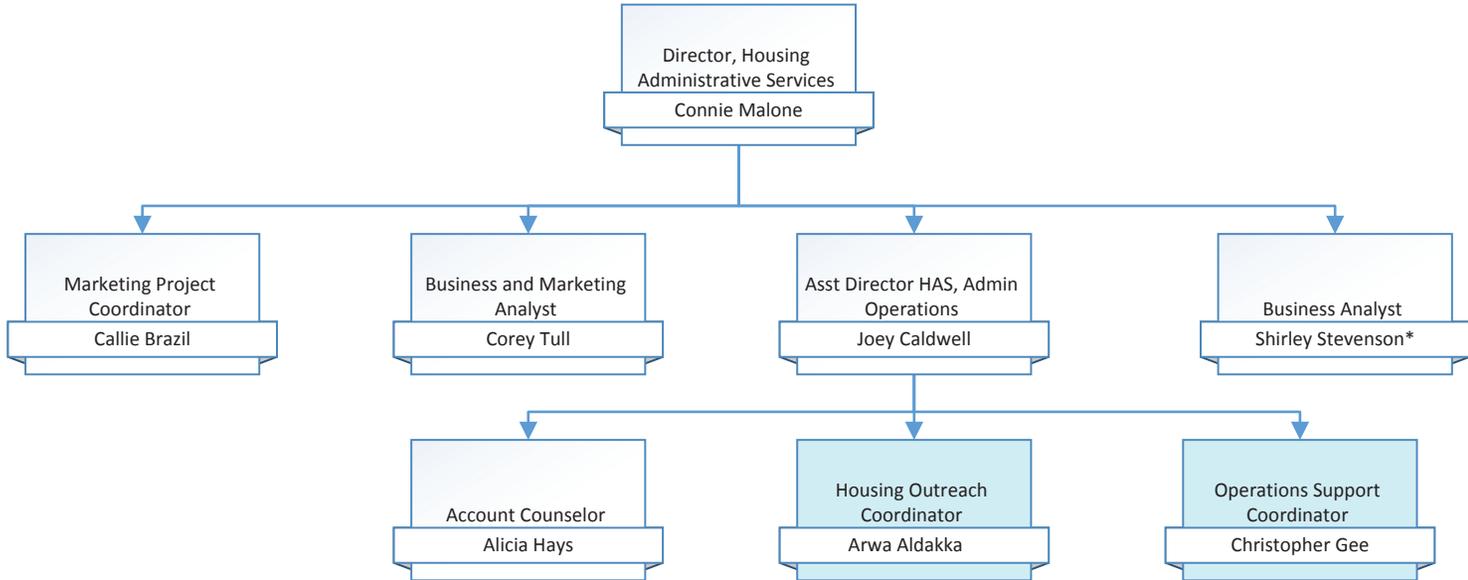


Housing Management Team
Aug 2018





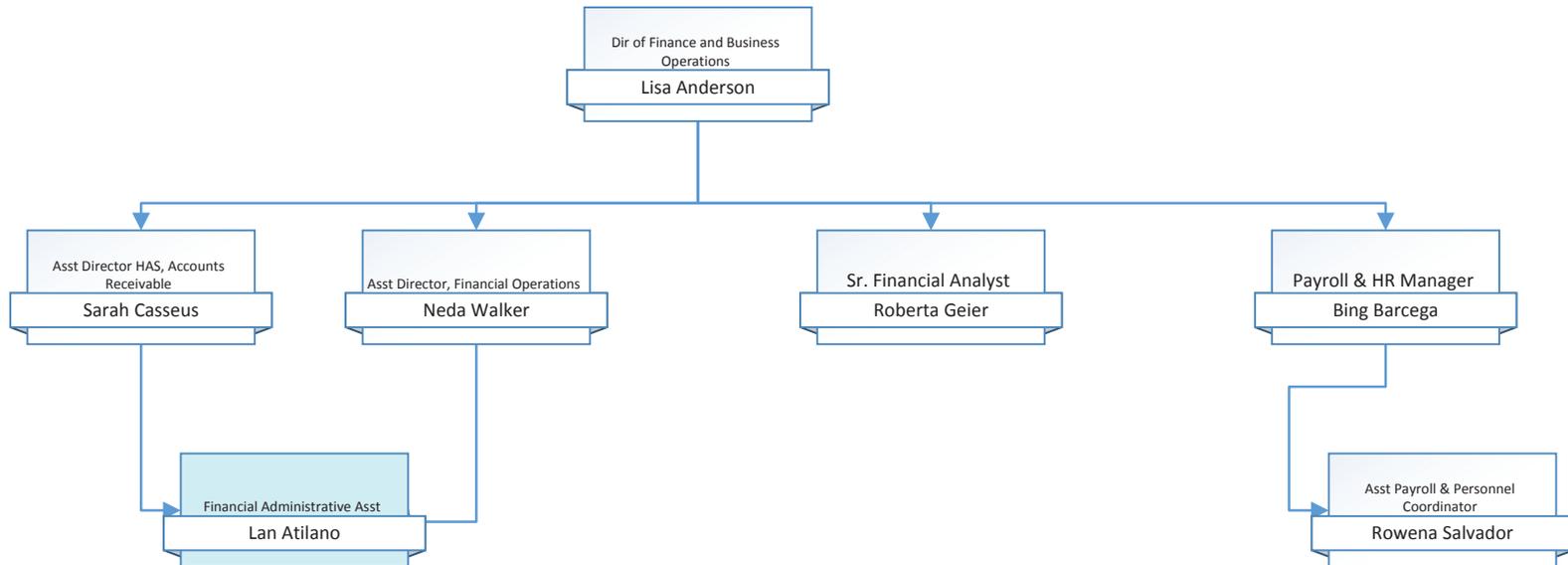
Housing Administrative Services
Administrative Unit
Aug 2018



* contract

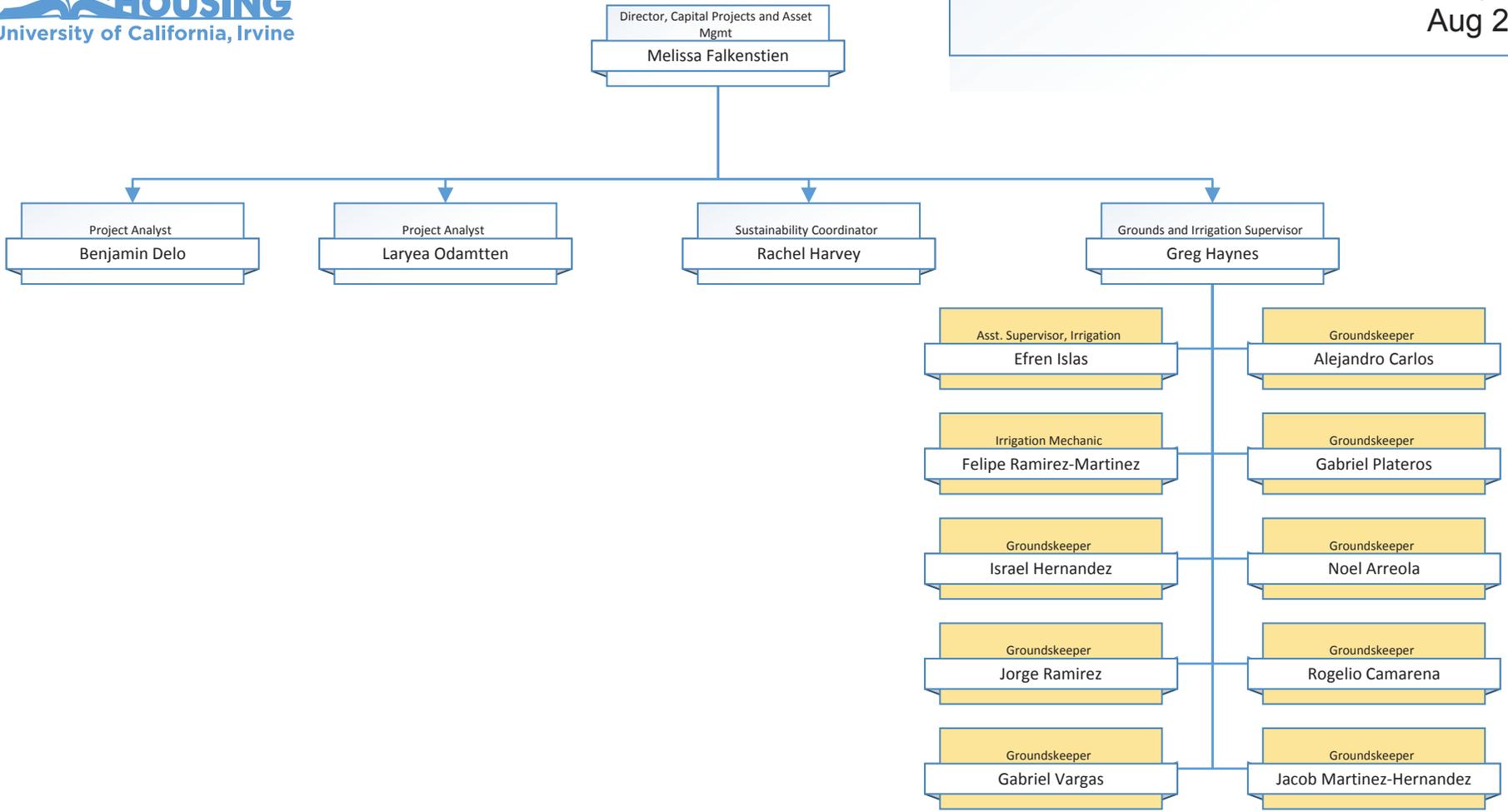


Housing Administrative Services Finance & Business Operations Aug 2018



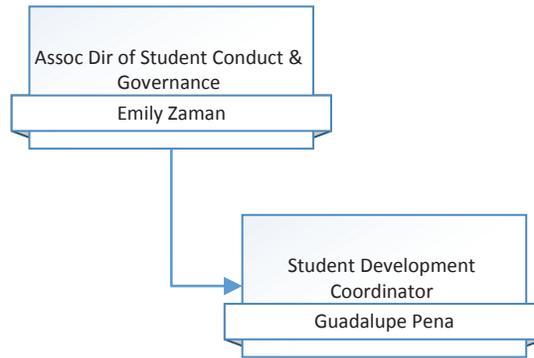


Housing Administrative Services Strategic
Facilities & Environmental Programs
Aug 2018



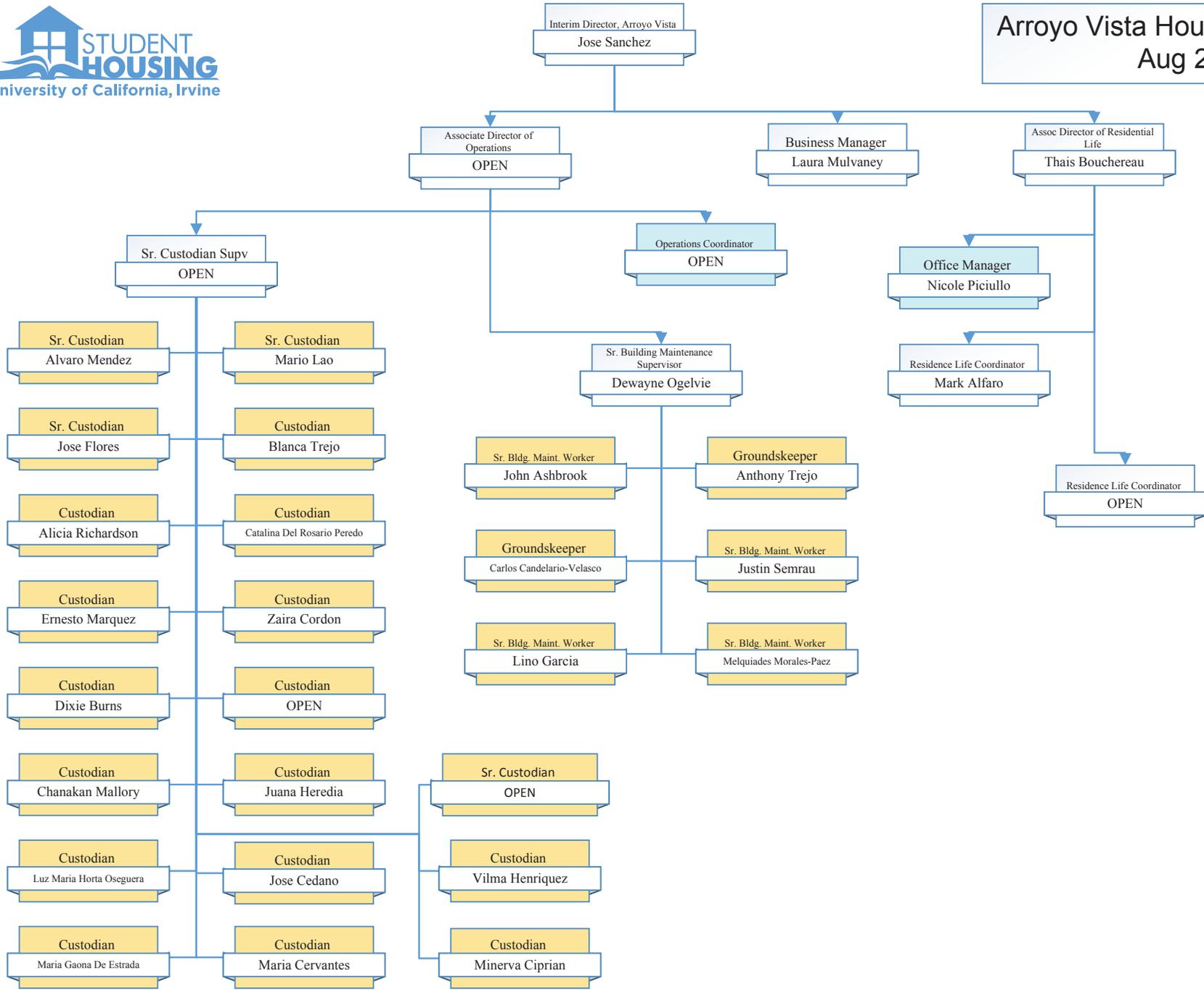


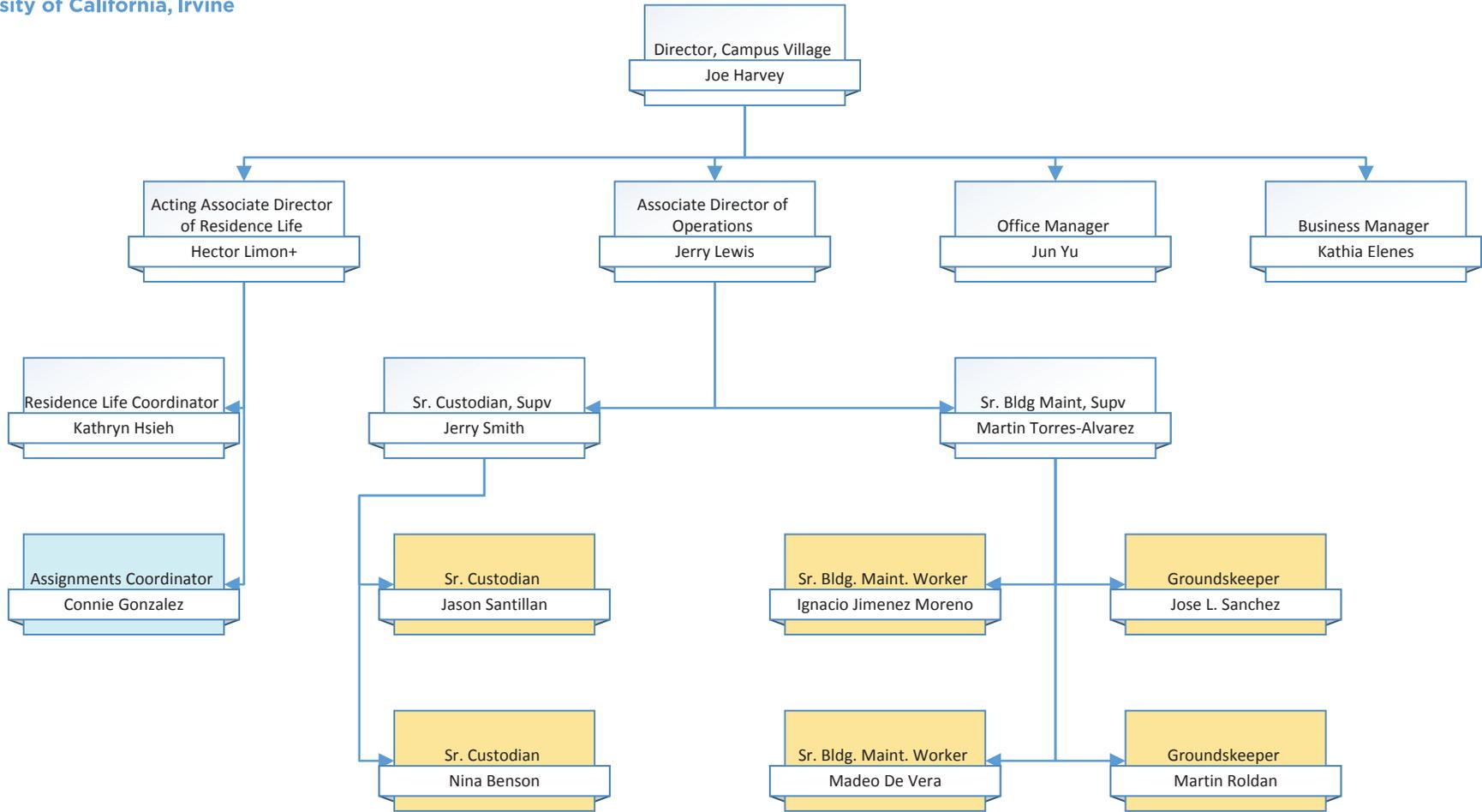
RHA
Aug 2018





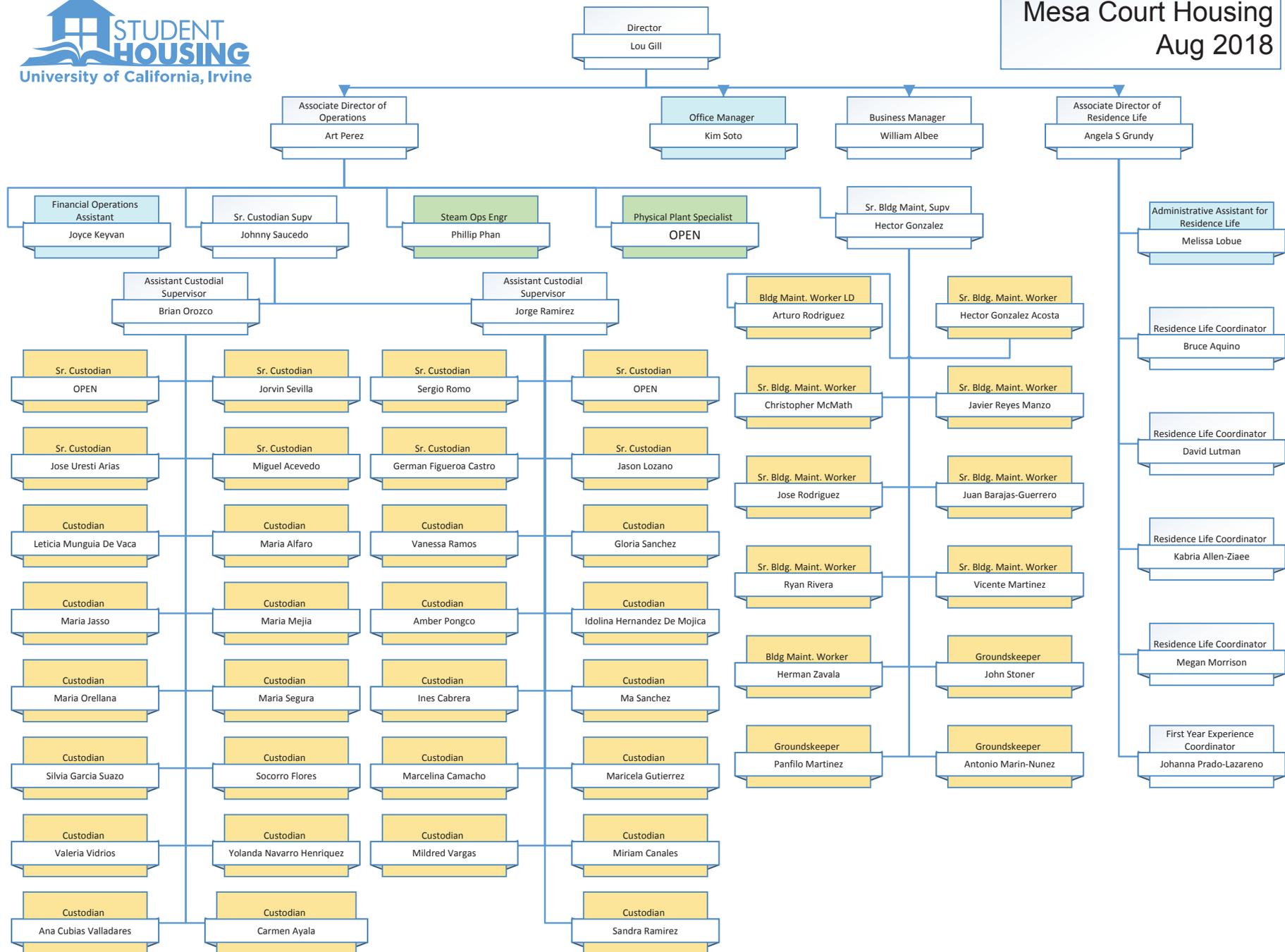
Arroyo Vista Housing
Aug 2018





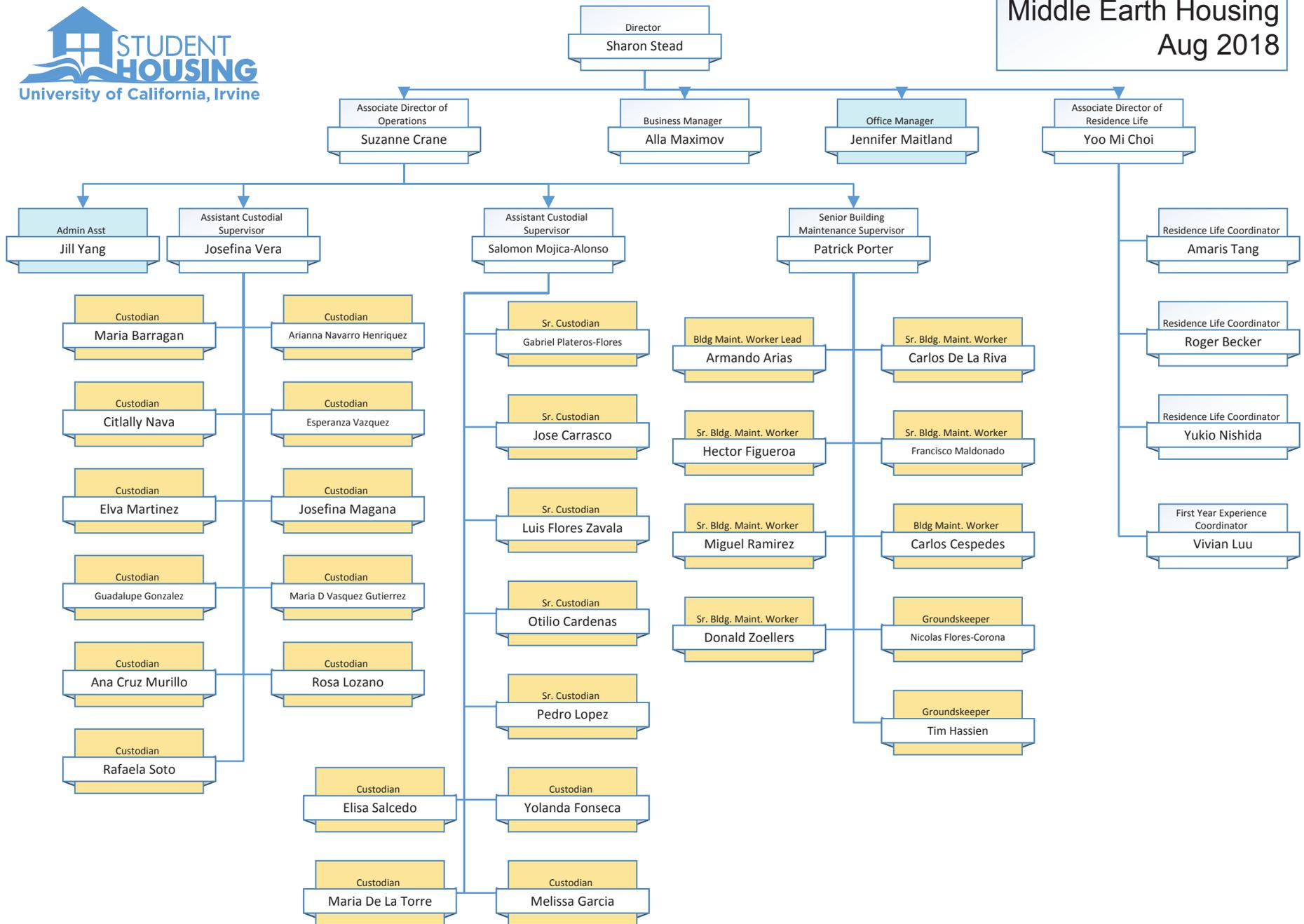


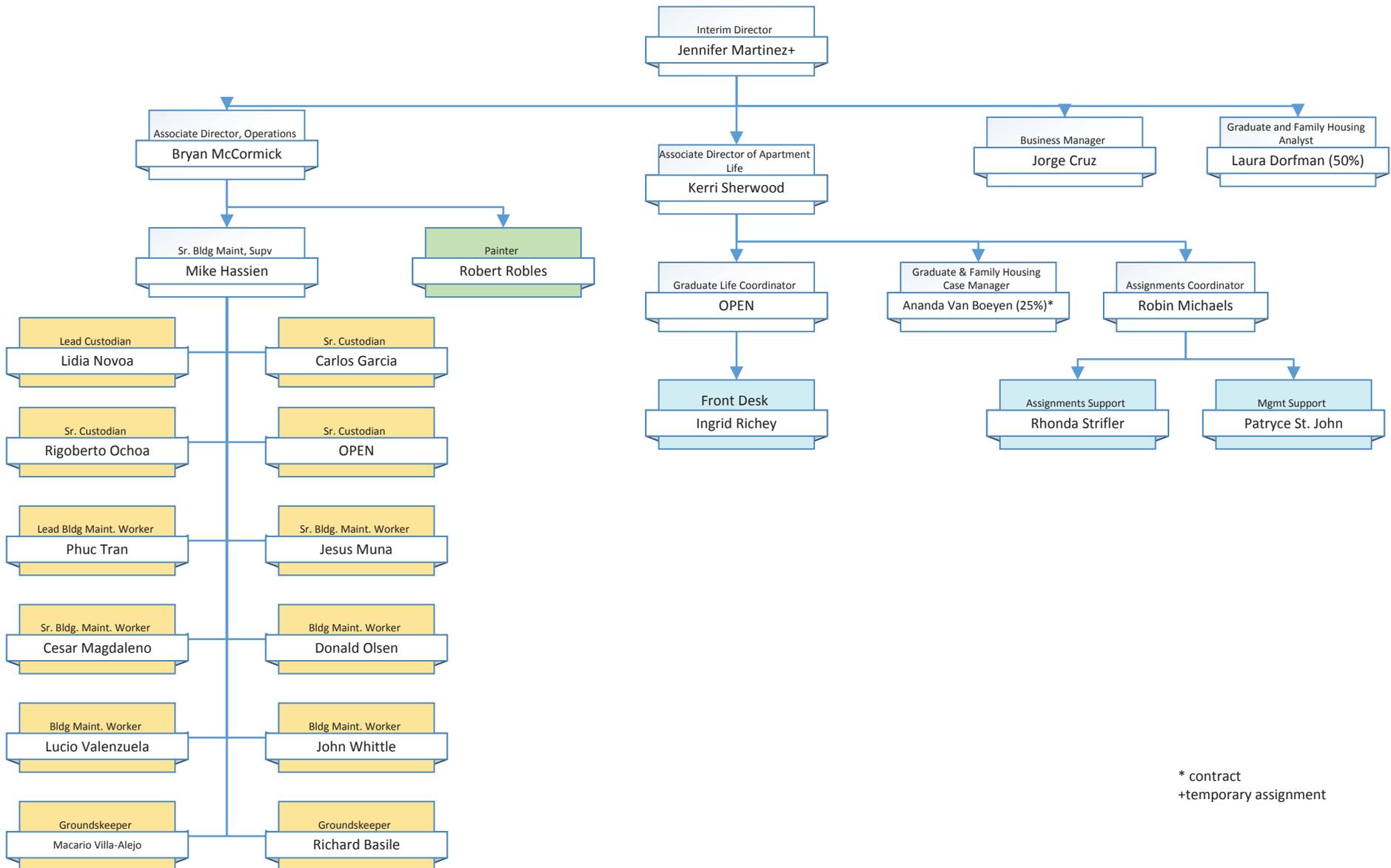
Mesa Court Housing
Aug 2018





Middle Earth Housing
Aug 2018

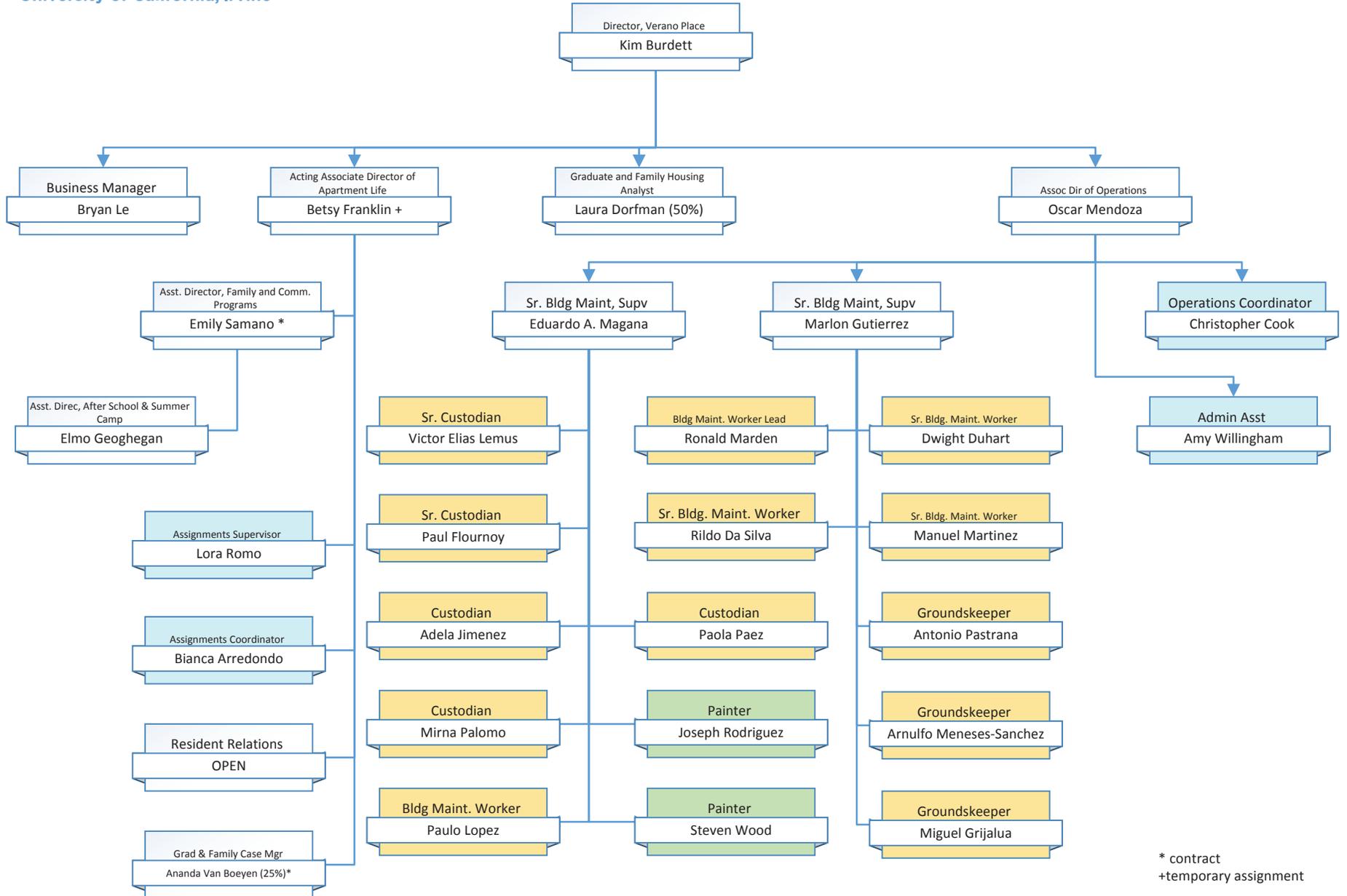




* contract
+temporary assignment



Verano Place Housing
Aug 2018



* contract
+temporary assignment

 Student Affairs

STUDENT LIFE & LEADERSHIP



STUDENT LIFE & LEADERSHIP

ASSISTANT VICE CHANCELLOR/ DEAN OF STUDENTS

I. VISION & MISSION

VISION

The area of Student Life & Leadership fosters student leadership, promotes student engagement and enhances co-curricular student life from matriculation through graduation.

MISSION

Student Life & Leadership supports the intellectual, personal, social and professional development of all students. Student Life & Leadership offers education and skill development opportunities that enhance academic success and prepare students for their leadership roles in a diverse, dynamic and global society.

CORE COMPETENCIES

We believe all students who volunteer, work, intern or become engaged in co-curricular opportunities through our office increase Core Leadership Competencies involving: Administrative Skills, Interpersonal Skills, Social Responsibility, Engaging Diversity and Ethical Decision-Making.

II. WORKFORCE

MANAGEMENT TEAM

Rameen Talesh, Ed.D.	Assistant Vice Chancellor Student Life & Leadership/Dean of Students
Sherwynn Umali	Associate Dean of Students

STUDENT LIFE & LEADERSHIP STAFF

Career (FTE)	
Filled:	42.00 FTE
Provision:	8.00 FTE
Career FTE Total:	54.00 FTE*
Career Headcount	59
Contract positions (soft-funds)	5
Student Staff	52 employees**
Other	none

*Includes FTE numbers from Business Services; Campus Organizations & Volunteer Programs; Center for Black Cultures, Resources & Research; Cross-Cultural Center; Greek Life; International Center; LGBT Resource Center; Center for Student Leadership; Office of Academic Integrity & Student Conduct; Veteran Services Center; Womxn's Hub; FRESH Basic Needs Hub; DREAM Center; Student Outreach & Retention (SOAR) Center

** Includes student workers from Assistant Vice Chancellor/Dean of Students Office; Campus Organizations & Volunteer Programs; Center for Black Cultures, Resources & Research; Cross-Cultural Center; Greek Life; International Center; LGBT Resource Center; Center for Student Leadership; Office of Academic Integrity & Student Conduct; Veteran Services Center; Womxn's Hub; FRESH Basic Needs Hub; DREAM Center; Student Outreach & Retention (SOAR) Center

ASSISTANT VICE CHANCELLOR/DEAN OF STUDENTS STAFF

Career (FTE)	
Filled:	5 FTE***

Provision:	0.0
	FTE
<hr/>	
Career FTE	5 FTE
Total:	
Career	5
Headcount	
Contract Staff	1
Student Staff	2 employees
Other	None

***FTEs include: Assistant Vice Chancellor/Dean of Students, Associate Dean of Students, Project & Policy Analyst and staff from Business Services. Special Assistant to the Assistant Vice Chancellor / Dean of Students position is a contract position.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

In addition to the services provided by several units that make up Student Life & Leadership, programs specifically overseen and coordinated by the Dean of Students and Associate Dean of Students include: Administrative Internship Program; All-University Leadership Conference; Parent & Family Programs; and the implementation of the Constructive Engagement Model.

IV. THOSE SERVED

Students, Staff, Faculty, Parents and the greater UCI Community.

All students on our campus are served by the programming and engagements coordinated and initiated by the various Student Life & Leadership units. We work to ensure that students feel a sense of connection and mattering on our campus, that they know they belong. We provide multiple ways for students to engage their learning outside the classroom by becoming involved in co-curricular opportunities. We mentor students directly and set up environments where students mentor one another in a productive way. We create educational environments to supplement the in-class learning providing the resources for our students to grow as engaged leaders. We facilitate opportunities for parents and families to be connected throughout the academic year and work with community organizations to create opportunities for our students to be involved in civic and community engagement.

V. HISTORY

Student Life & Leadership has a long history of student development on our campus. We have countless alumni that support and have strong positive feelings for the office’s services. We also have an amazing record of promoting students into the field of higher education administration. UCI alumni of the office continue to shape the profession in institutions all across the United States.

VI. LOCATION

G308 Student Center
 ZOT: 5125

The 3rd floor of the Student Center and the stand-alone facility in the Cross-Cultural Center

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Not available

TECHNOLOGY

Not available

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

See regulatory requirements from other Student Life & Leadership profiles

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

- Sustaining and building a positive campus climate
- Potential impact of ongoing free speech and protest response regarding the political climate/issues
- Space considerations
- Increase in student enrollment and its impact on services being offered by our departments
- Supporting students in navigating resources and support structure that contribute and enhance their student experience.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- Offered multiple free speech workshops.
- Presented at Regional and National Conference on Free Speech and Constructive Engagement.
- Worked closely with UCI Advancement to create more robust parent programs.
- Continued to serve on campus committees working on constructive engagement, event management, educational policy, etc.
- Secured potential funding for the future of the Annual Randy Lewis Anniversary All-University Leadership Conference.
- Successful 34th Annual Anniversary All-University Leadership Conference.
- Moved annual All-University Leadership Conference to off-campus venue, going back to its original format.
- Executed SPOP 50 Staff Reunion with over 600 Alumni from the 1960s – present day. Raised over \$20K in fundraising for SPOP scholarships.
- Integrated three new departments into the management and cluster of Student Life & Leadership. These included the DREAM Center, SOAR, & FRESH Basic Needs Hub.
- Established a full year of programming for the Center for Black Cultures, Resources and Research (CBCRR).
- Continued to forge new relationships with faculty as part of the Council on Teaching, Learning and Student Experience
- Actively participated in meeting mandates related to sexual violence education, policy and prevention

XIII. 2018-19 GOALS

- Increase faculty and staff participation at the 35th Annual All-University Leadership Conference
- Continue to develop a stronger relationship with UCI Advancement's Office of Parent Programs in order to provide more services and opportunities for parent involvement
- Re-establishing the Womxn's Center in the Cross-Cultural Center space and increase additional programming funs and programs.
- Work Closely with all campus stakeholders regarding free speech protest management.
- Successfully integrate off-campus legal support into SVSA appeals process.
- Transition the Office of Academic Integrity & Student Conduct to a new stand-alone facility.
- Establish a new LatinX Center on campus.
- Work with Academic Senate to establish more UCI-101 like classes to assist student transition to UCI.
- Support students in establishing relationships to increase Interfaith communication and possible partnerships.
- Increase Space for Veteran Services Center.
- Successfully integrate off-campus legal support into SVSA appeals process.

XIV. AWARDS

- 2013-14 NASPA Excellence Award Recipient – Bronze Certificate
 - International Students Transitions Workgroup
- ASUCI Recognition Awards
 - Student Life & Leadership for Outstanding Campus Partner
 - 2 individual staff recognition awards for their contributions to ASUCI success

XV. LEARNING OUTCOMES

2017-18 Updates

Randy Lewis All-University Leadership Conference

LEADERSHIP DEVELOPMENT

After attending the Randy Lewis All-University Leadership Conference, student participants will begin to build stronger relationships with their peers, staff and administrators through intentional events and activities throughout the weekend. This will be measured by post-event surveys, quantitative and qualitative data.

Measured By: Post surveys of student opinions, beliefs

Results: Of the 192 student participants, only 47 responded to the online survey so we are reluctant to generalize from the results.

However, 41% of the respondents reported that they had connected with between one and five peer student leaders at the conference, 38% reported that they had connected with between six and ten peer student leaders and 22% reported having connected with 11 or more. 81% reported that they would remain in contact with between one and five of these new peer leader connections.

88% of student attendees reported that they had connected with between one and five UCI faculty/staff members and 81% reported that they planned to remain in contact with between one and five of the faculty/staff they had met.

We believe that we met our learning outcome for the conference and we are using the results to improve the 2018 program.

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

2018-19

Randy Lewis All-University Leadership Conference

LEADERSHIP DEVELOPMENT

After attending the Randy Lewis All-University Leadership Conference, student participants will begin to build stronger relationships with their peers, staff and administrators through intentional events and activities throughout the weekend. This will be measured by post-event surveys, quantitative and qualitative data. (We collect qualitative data during the conference to enhance understanding of student learning throughout the weekend of the conference.)

Measured By: Post surveys of student opinions, beliefs; other

Results: To be reported Summer 2019

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

Assistant Vice Chancellor
Student Life & Leadership and Dean of Students
 Rameen Talesh, Ed.D.

Special Assistant to the Dean of Students
 Kenneth Oden **

Project and Policy Analyst
 Julie Song

Associate Dean of Students
 Sherwynn Umali

Academic Integrity & Student Conduct
 Kim Burdett, Director, Academic Integrity & Student Conduct *
 Brittany Kim, Associate Director for Academic Integrity
 Christopher Cornel, Associate Director for Student Conduct
 Cassie Beaucherie, Academic Integrity & Student Conduct Officer
 (Vacant), Academic Integrity & Student Conduct Officer +
 Iris Yoo, Policy Analyst
 Natascha Bolden, Administrative Specialist **

Center for Black Cultures, Resources & Research
 Adísà Àjàmú, Director
 Niobe Duke, Program Coordinator

Veteran Services
 Adelí Durón, Director
 Jane Killer, Assistant Director

DREAM Center
 Oscar Teran, Director
 (Vacant), Assistant Director +
 Jacqueline Dan, Attorney
 Marbell Gomez-Davidson, Administrative Assistant

Center for Student Leadership
 mike knox, Director
 Joshua Cimenski, Assistant Director
 Tony Tizcareño Ortiz, New Student Program Coordinator
 Andrea Reyes, Leadership Program Coordinator **
 Chelsea Faustino, Programs Assistant

International Center
 Anna Wimberly, Director
 Zara Syed, Assistant Director
 Simon Jarusauskas, International Scholar Specialist
 Ashley Browne, International Scholar Advisor
 Megan Petersen, International Student & Scholar Advisor
 (Vacant), International Student Advisor +
 Archana Sheth, International Student Advisor
 Ruth Ortega, Student Advising Assistant
 (Vacant), Assistant Director, International Programs
 Sandy Wang, Student Development Coordinator
 (Vacant), Data Analyst +
 Amira Amaar, Advising Assistant
 Youyu (Crystal) Shaikh, Front Desk Assistant
 Adriana Gomez, International Center Assistant

Business Services
 Doug Christie, Resource Manager
 Yara Lewin, Business Manager

Cross-Cultural Center
 Marcela Ramirez-Stapleton, Interim Director *
 Marcela Ramirez-Stapleton, Associate Director
 Daniel Park, Assistant Director
 Kathy Dong, Student Development Coordinator
 (Vacant) Administrative Specialist **

Student Outreach & Retention Center
 (Vacant), Director
 Hannah Jones, Program Coordinator
 (Vacant), Program Coordinator
 sara sheikh-arvizu, Special Assistant **

FRESH Basic Needs Hub
 Andrea Gutierrez, Coordinator

Womxn's Hub (W-Hub)
 Tamara Austin, Director **
 (Vacant), Program Coordinator

Campus Organizations & Volunteer Programs
 Darlene Esparza, Director
 Angelica Keam, Assistant Director
 Selina Bustillos, Program Coordinator
 Nicole Inouye, Administrative Resource Coordinator

Lesbian Gay Bisexual Transgender Resource Center
 Davidian Bishop, Director
 DeeJay Brown, Assistant Director
 Ash Preston, Program Coordinator

Greek Life
 Brian Clarke, Director
 Marina Mantos, Assistant Director

Technology Support
 Steve Tajiri, Computer and IT Officer

* Interim
 ** Contract Position
 + In Motion

CAMPUS ORGANIZATIONS & VOLUNTEER PROGRAMS

I. VISION & MISSION

VISION

COVP’s vision is to cultivate a culture of engagement, leadership and transformative learning experiences that serve the individual and community.

MISSION

The **Office of Campus Organizations** provides opportunities for students to pursue personal and professional goals through involvement with Registered Campus Organizations (RCO). We promote **leadership development** by providing **resources, innovative programming and advising** for Campus Organizations and the campus community. We aspire to provide **transformative leadership experiences** that foster a community of engagement and campus spirit.

Volunteer Programs provides opportunities for community engagement and leadership development. Through mutually beneficial campus and community partnerships, students explore social issues by engaging in direct service, reflection and critical dialogue.

CORE COMPETENCIES

Not available

II. WORKFORCE

MANAGEMENT TEAM

Darlene Esparza Director, Campus Organizations & Volunteer Programs

STAFF

Career (FTE)	
Filled:	4.00 FTE* **
Career FTE Total:	4.00 FTE*
Career Headcount	4
Student Staff	6-10 Campus Organizations Peer Advisors (7-10 hrs/wk. during the academic year) 4 Alternative Break Service Site Leaders
Student Volunteers	4-6 COVP Volunteers
Other	None

*FTE included in the Student Life & Leadership staffing summary

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

- Programs and Services
 - Anteater Involvement Fair
 - Anteater Awards

- Anteater Leadership Summit
- I Love My Org: Collaboration Luncheon
- Winter Leadership Conference
- Winter Involvement Fair
- Campus Organization Workshops
- Org of the Month
- Campus Organizations Funding Board
- Celebrate UCI- Campus Org Fair
- UCI Alternative Break (Winter & Spring)
- Leadership & Community Service Fair
- MLK Jr. Day of Service
- Engage UCI: A Celebration of Community Service
- Interfaith Council/Speed Faithing
- Special Events
- Advising
 - Advise RCOs on program planning, event planning, campus policy, risk management, leadership development, organizational development, publicity & marketing, etc.
 - Campus Organization Peer Advising
 - Community service project planning
 - Provide counseling and consultation to student officers and members
- Workshops, Training & Retreats (examples)
 - Goal setting
 - Time management
 - Fundraising and applying for funding
 - Marketing and publicity
 - Event planning and management
 - Organizational development
 - Risk management and liability
 - Working with minors
 - Food safety
 - Constitution review
 - UCI and community resources
 - Recruitment and retention
 - Executive leadership training
 - Successful organizational transition
 - Leadership within and beyond your organization
- New Organization Orientation
- Re-Registration Organization Orientation
- Campus Organization On-Line (COOL) Learning Orientation
- Campus Organization On-Line (COOL) Food Orientation
- Web and email services

- Campus Organizations Peer Advisors (six to eight student interns)

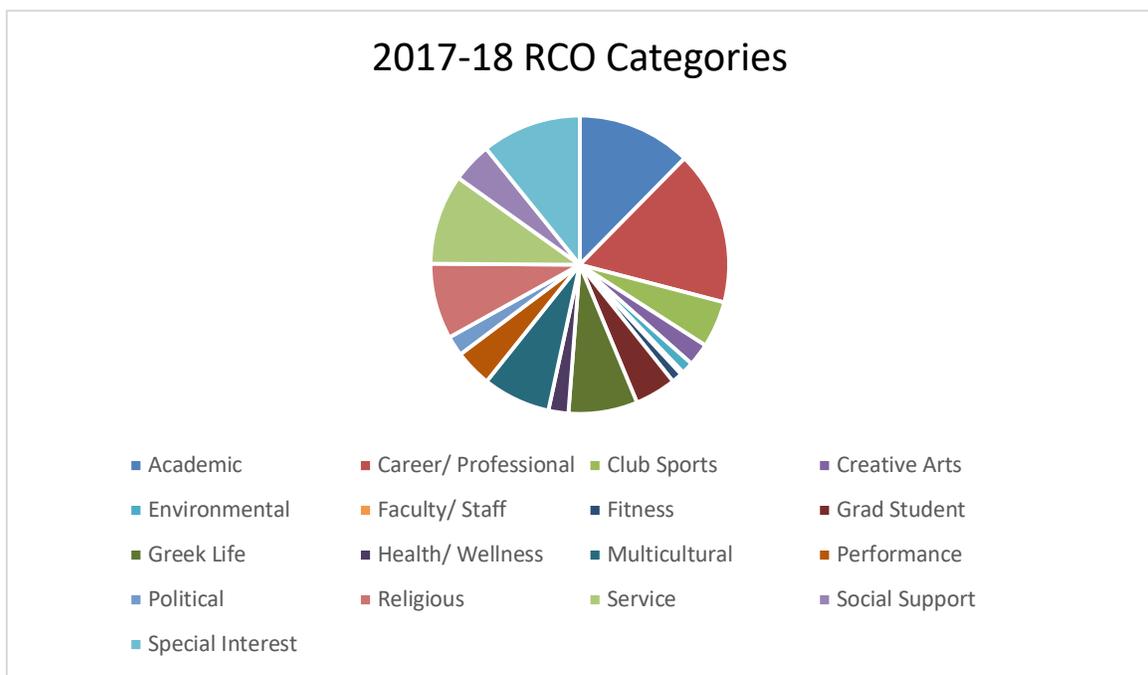
IV. THOSE SERVED

The Office of Campus Organizations & Volunteer Programs serves the campus community – students, staff, faculty and community members.

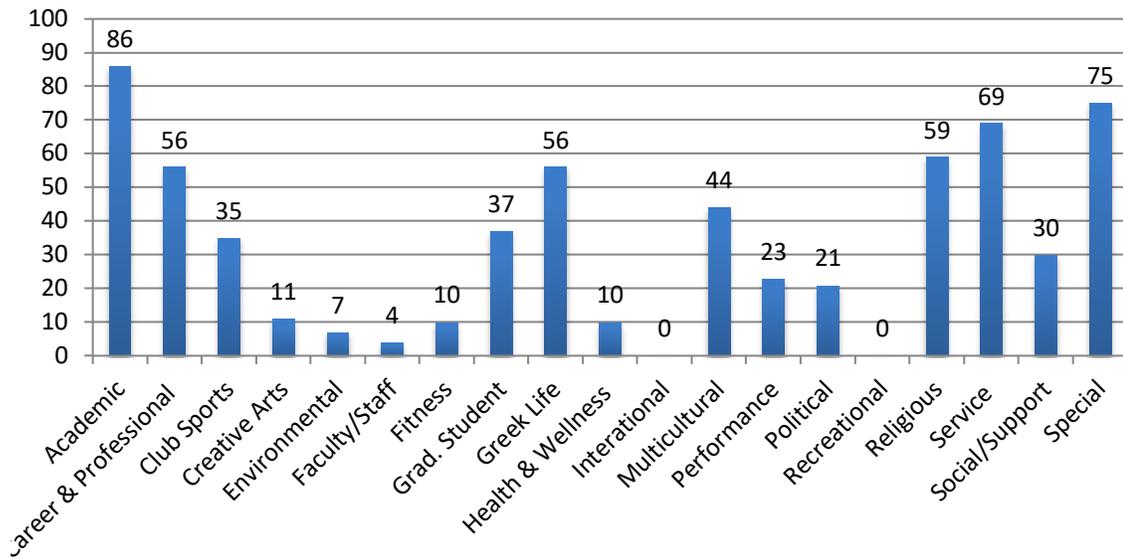
Membership for RCOs can range from three members to as many as 600+ members per organization.

Categories for the 660 RCOs in the 2017-18 academic school year:

- Academic
- Club Sports
- Creative Arts
- Environmental
- Faculty/Staff
- Fitness
- Grad Student
- Greek Life
- International
- Multicultural
- Performance
- Political
- Recreation
- Religious
- Service
- Social/Support
- Special



2016-17 Registered Campus Organizations Categories

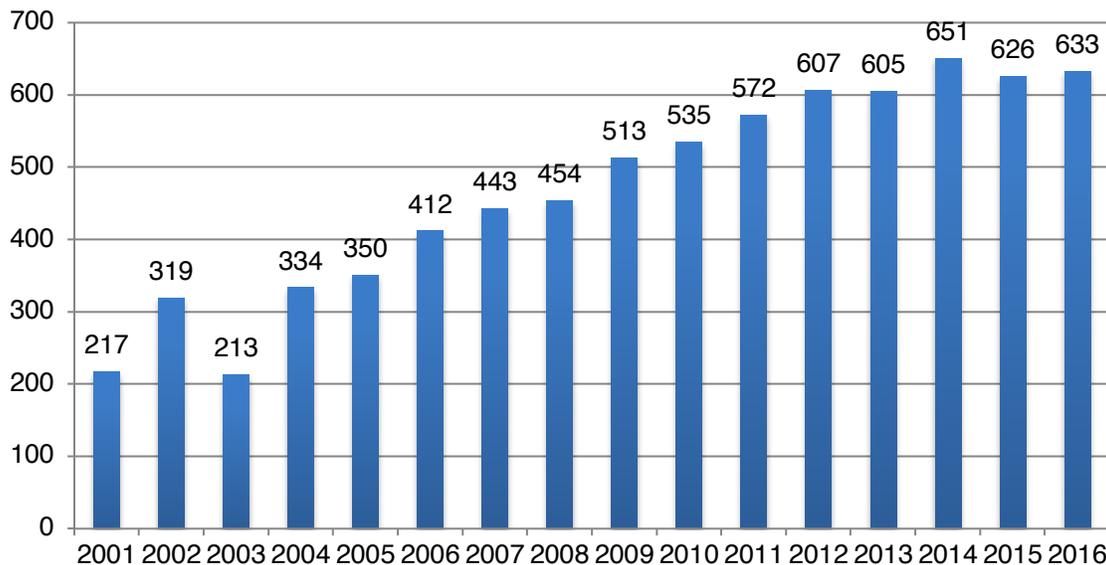


V. HISTORY

Numbers of Registered Campus Organizations per academic year beginning with 2000-2001:

- 2000 – 2001: 217
- 2001 – 2002: 319
- 2002 – 2003: 213
- 2003 – 2004: 334
- 2005 – 2006: 350
- 2006 – 2007: 412
- 2007 – 2008: 454
- 2008 – 2009: 513
- 2009 – 2010: 535
- 2010 – 2011: 572
- 2011 – 2012: 607
- 2012 – 2013: 605
- 2013 – 2014: 651
- 2014 – 2015: 626
- 2015 – 2016: 619
- 2016 – 2017: 633
- 2017 – 2018: 660

Registered Campus Organizations



- Campus organization files date back to the 1960s; paper files have been scanned into digital files.
- Registration files are now completely digital and web-based. Upon completion of scanning documents, all campus organization files will be accessible through web-based administrative tools.
- Website has been updated with more comprehensive resources and search functions in 2009. The Campus Organizations website has been converted into the content management system and into a more streamlined design.

VI. LOCATION

G308 Student Center

ZOT: 5125

- Director’s Office: 3rd floor of the UCI Student Center in the Student Life & Leadership office suite

G306 Student Center

- Campus Organizations & Volunteer Programs Office 3rd floor of the UCI Student Center beside Student Life & Leadership

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

- Computers, meeting/lounge space, desk space, meeting tables and chairs
- Poster room and mailboxes (open counter space and mailboxes for RCOs)

TECHNOLOGY

- Campus Organization server for RCOs in need of email and web accounts
- Apple computers in the Campus Organizations & Volunteer Programs Office
- Projector in the Campus Organizations & Volunteer Programs Office for meetings, workshops and special presentations

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

Not applicable

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

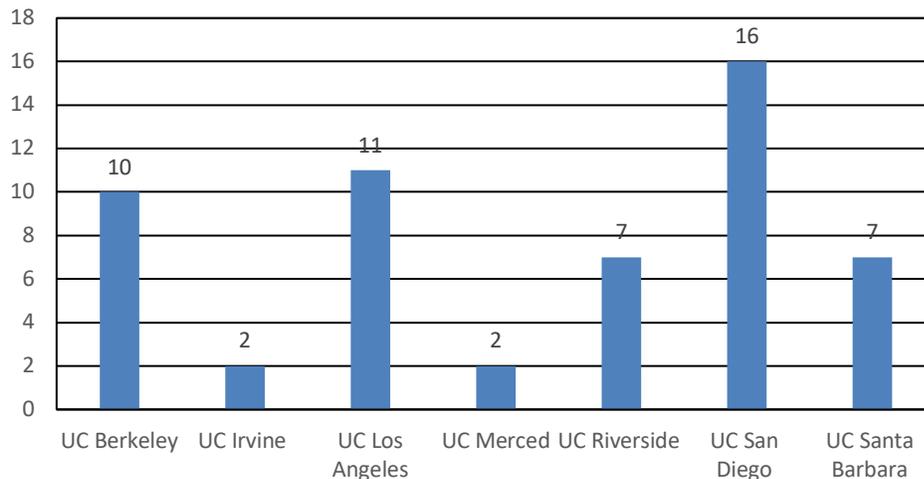
IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

- Staffing: 1 director (FTE), 1 assistant director, 1 program coordinator and a 100% Administrative Resource Coordinator who also serves as the front desk manager for the Student Life & Leadership suite for approximately 650 RCOs. We were able to secure SFAC funding for 1 FTE that would focus on Volunteer Programs and support RCOs; however, a significant need still exists. Additional staff support is needed to guarantee the following emerging issues are addressed fully and appropriately.
 - Growing number of RCOs every year. Number of FTEs has only increased by 2.
 - Increasing demand to provide guidance to RCOs engaging in high-risk events, which requires additional education and one-on-one advisement. A few examples include RCOs working with minors, RCOs taking off campus trips, RCOs working in partnership with off campus entities for events and a continual education about liability insurance.
 - Increasing demand to monitor RCOs campus demonstrations, which requires staff support to create a safe space for RCO members and make certain they understand policy.
 - Signers for RCOs do not recall imperative information from their online orientation to become an authorized signer such as trademark restrictions, venue reservation protocols, financial obligations and liability insurance. As a result, additional education is needed to over 600 leaders.
 - Increasing demand for RCOs to abide by the temporary food permit program and Student Center and Event Services venue protocols, which require additional guidance and attention.
 - Emerging situations regarding student advocacy. Recently, students raised issues around how the campus educates student leaders about cultural competency. In addition, an issue of risk management and liability involves dance crews practicing in parking structures. Additional advocacy and education work need to be developed to educate student leaders.
 - Effectively incorporating Volunteer Program, including programs, services, staff and students.

RCO FTE for Peer Universities



- Space: RCOs require storage space for their organization items like tables, chairs, banner, canopies, etc.
- Limited funding resources: A majority (about 95%) of Campus Organizations' operating budget is collected from campus organization registration fees (\$50/club/year), which includes budgets for major events (Anteater Involvement Fair, Fall Leadership Conference, Winter Leadership Conference, Anteater Awards), supplies and expenses, workshops/presentations, technology needs, etc. Income from the registration fee will also be reduced this year due to ASUCI's new charge for club accounts. COVP will cover the charge this year for campus organizations (\$5/active ASUCI account).
- With the increasing number of graduate and professional schools' campus organizations (UCI School of Law, Paul Merage School of Business and UCI Medical School) organizations, the amount of time to advise organizations and accommodate their specific needs has increased significantly.
- Limited space for Dance/ Performance Groups rehearsal/ practice

XI. MISCELLANEOUS

XII. 2017-18 ACCOMPLISHMENTS

- Increased participation and retention at the Anteater Leadership Summit
- Initiated Interfaith conversations and programs that support the establishment of an Interfaith council
- Increased RCO participation at the Anteater Involvement Fair
- Developed a successful event for RCOs to learn about resources and network – "I Love My Org: Leadership Luncheon"
- Increased participation for the MLK Jr. Day of Service
- Successful collaborative programming (UCI Engage event) with academic units
- Celebrated 15 years of the UCI Alternative Break program

XIII. 2018-19 GOALS

- Collaborate with campus partners to identify space and enhance resources for registered performance/dance groups.
- Develop additional training modules for RCOs, including risk management and funding/fundraising
- Develop comprehensive trainings and tools for RCO advisors
- Reimagine the Alternative Break structure to enhance the goals of direct service, education and reflection.
- Increase advising resources for RCOs
- Enhance marketing/branding for COVP
- Incorporate technology to identify more efficient methods of reaching students
- Host a successful Student Organizations Summit (regional consortium of student activities professionals from CSU, CC, UCs and private institutions)

XIV. AWARDS

Not available

XV. STUDENT LEARNING OUTCOMES

2017-18 Updates

Volunteer Programs: Alternative Break

CIVIC & COMMUNITY ENGAGEMENT

By participating in the Alternative Break program, students will be able to identify at least four community issues related to the direct service conducted during their week of service.

Measured By: Post surveys of student opinions and beliefs

Results: Post surveys for Alternative Break participants indicated an increase in knowledge of specific social issues based on service site, however they did not record the number of community issues students could recall. Instead, students expressed a deeper understanding of community needs and social responsibility through oral presentation/reflection of their experience (reorientation).

Although feedback was positive, the turnout for reorientation was low. Based on this result, Alternative Break will increase service opportunities to include weekend service projects and incorporate reflection/post service feedback at the end of each program.

Use: Reporting results

Campus Organizations: AntLeadership Summit

CIVIC & COMMUNITY ENGAGEMENT

By participating in the AntLeadership Summit (leadership conference), campus organization leaders will be able to identify and utilize campus resources to support them in their leadership roles.

Measured By: Post surveys of student opinions and beliefs

Results: Workshops provided new skills to understand how to grow my personal leadership:

87% agreed

12% neutral

1% disagreed

Use: Reporting results

2018-19

Volunteer Programs: Alternative Break

CIVIC & COMMUNITY ENGAGEMENT

By participating in Alternative Break, students will be able to gain or enhance a sense of social responsibility, social justice and community engagement.

Measured By: Student performance rated without rubric

Results: To be reported Summer 2019

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

Campus Organizations Advising

LEADERSHIP DEVELOPMENT

By attending new organization advising, student signers will be able to identify at least three COVP resources.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/ program changes; reporting results

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership.

I. VISION & MISSION

VISION

Guiding Vision and Ethos

The vision of the Center for Black Cultures, Resources & Research (CBCRR) is anchored in the notion of perpetually working towards the greatest good for the greatest number of students, faculty and staff of African ancestry, advanced in the interest of building a just, safe, vibrant, inclusive and socio-ecologically sustainable campus experience. It is a vision that draws its guiding inspirations from the very best African deep thinking and doing that Black peopled have engaged in across the millennia, on both sides of Atlantic and throughout the African diaspora in contact and conversation with their realities. It is informed by the varied and complex constellations of African/Black cultures that have provided and continue to provide African/Black peoples with general designs for living and patterns for interpreting their reality.

Our guiding ethos is *Ubuntu* (“human-ness”). Ubuntu is a Nguni Bantu term that speaks to the notion that there is a universal bond of that connects all African (Black) humanity and that there is a common humanity that unites all peoples everywhere. Understood in this way, Ubuntu suggests that a plurality of perspectives, united in common purpose can develop a forceful and productive synergy that elevates the greater collective good. Our belief is that unity does not require uniformity but it does require principled collaboration, and that the combined impact of principled collaboration is greater than the sum of individual disparate efforts, however well intended, and that this purposeful synergy has the ability to have a positive impact upon UCI campus community at large. Our vision of collective work and responsibility twinned with collaborative problem solving is captured best by in our motto: Unity without Uniformity.

MISSION

The mission and work of the Center for Black Cultures, Resources & Research (CBCRR) is to create a home away from home for Black students, faculty and staff at UC Irvine; to bolster and when necessary restore and rebuild a vibrant Black community on campus; to provide Black students from various walks of Black life and cultural experiences a place to center themselves within their cultural realities.

We recognize that communities of all kinds, whether workplace, educational, military installations, neighborhoods or families have a vitality that is predicated on a constellation of relationships that are, in part, resource dependent. We understand that the buoyancy and vibrancy of any community rests on a delicate balance between the identification and development of resources and effective management and efficacious allocation and uses of those resources.

Communities are, in a certain regard, organisms with often complex and intricate social ecologies made up of various peoples with shared and differing (and at times divergent) interests and multiple nodes of interconnections and interactions as do the institutions (formal and informal) that they inhabit and whom serve them. And those peoples and the various institutions they interact with most immediately and directly impact their development at every level. Universities are no different in this regard.

University communities are, most importantly, about the people that inhabit them – their identity, heritage and values, their hopes, aspirations and desires, their loves, their sense of connectedness and their sense of belonging, and as such they are also about culture and context. They are buoyed by a sense of growth and dynamism and informed by environmental events as well as socio-historical circumstances shape community cultures in ways that increase life opportunities or delimit them.

Our goal as a center is to work collaboratively with various university-community stakeholders to reimagine and rebuild Black communal spaces that are vibrant, safe and socio-ecologically sustainable by identifying underutilized community resources, developing resources or repurposing extant resources, while placing the development and growth of the most salient resource in our community – the people – at the forefront of our work.

The Pillars of Service

- **Ankh (Vitality):** to work individually and collectively to improve the overall quality of Black student life on campus.
- **Uja (Prosperity):** to help to enrich the quality of Black community life and the overall campus life experience.
- **Seneb (Health):** to work towards the overall health and vitality of Black students, faculty and staff, to extend those benefits to the health and vitality of the communities they inhabit and the overall health and vitality of the campus ecology.
- **Maat (Balance):** to work as center towards what is just and good, to instill harmony and reciprocity, to seek balance.

CORE COMPETENCIES

TBD

II. WORKFORCE

MANAGEMENT TEAM

Adisa Ajamu

Director, Center for Black Cultures, Resources & Research

STAFF

Career (FTE)

Filled: 1.00 FTE

Provision: 1.00 FTE

Career FTE Total: 2.00 FTE

III. SERVICES PROVIDED

- Academic Advising
- Tutorial Assistance
- Community Outreach
- Health, Wellness & Vitality
- Psychological Support Services
- Interpersonal Development
- Professional Development
- Career Development
- Talent Development
- Research Development
- Community Support and Safety
- Financial Literacy & Entrepreneurship

IV. THOSE SERVED

African/Black UCI students, faculty, staff and UCI Community

V. HISTORY

2016 represents the inaugural year for the Center for Black Cultures, Resources & Research (CBCRR); the founding director was hired on August 29, 2016.

VI. LOCATION

We are located in the Student Center, downstairs in the Courtyard Study Lounge adjacent to the Thomas and Lillian Ma Garden Study Atrium.

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

TBD

TECHNOLOGY

3 Mac Desktop Computers
3 Printers (2 HP printers, one Xerox Printer)
10 Macbook Air Laptop Computers
2 Bluetooth speakers

EQUIPMENT

TBD

VIII. REGULATORY REQUIREMENTS

TBD

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

IX. ADVISORY COMMITTEE

TBD

X. MAJOR ISSUES

The center needs more space.

XI. MISCELLANEOUS

TBD

XII. 2017-18 ACCOMPLISHMENTS

- Opened the center on schedule, fully staffed and implemented all elements of phase one of the center's three-year plan
- Partnership with Fresh Hub to decrease food insecurity and promote health and wellness
- Partnership with the School of Humanities to create an Artist in Residence Program w/ Ngugi wa Thiongo
- Partnership with the School of Public Health
- Partnership with the School of Education to create an inaugural Scholar in Residence Program w/ Dr. Constance Iloh
- Partnership with Global Sustainability to create a Community Resilience Fellowship
- Partnership with the BLSA to create the CBCRR Law and Social Justice Academy
- Became the official sponsor of the Black Scholars House for Academic Excellence

- Partnership with the anthropology to department for the Afrofuturism Conference
- Partnership with UCI Black Faculty and Staff on the Harambee Community Gathering
- Creation of website and social media presence for the center
- Alcohol and Drug Awareness Program, as a part of our Health, Wellness and Vitality programming
- FYRE Unity Dinner in support of foster students
- Alafia – mediation space for students of African descent
- UndocuBlack Dinner for Black undocumented students in collaboration with the Dream Center
- Sista Circle – Student support group for women of the Black diaspora
- SPACE - support group for Queer and questioning Black folks
- Back to Basics – a quarterly professional developmental gathering for Black men
- Harambee Community Gathering for Students faculty and staff
- Black is the Future AfroFuturism Series: 220 students were taken to see the film, Black Panther
- SPACE Movie event: Moonlight
- Black Genius/ Black Joy-a Day celebration of Black Excellence at Magic Mountain
- Black Crypto Scholarz Financial Literacy series
- Creation of the CBCRR Resource Library
- Served 35 students per day/175 students per week/700 students per month
- Work to Increase student health and wellness (psychological, physical and emotional)
- Work to Increase psychological and emotional safety (specifically around issues of anti-blackness)
- Work to enhance Community development (improving the overall campus experience for Black students)
- Provided Career Development support
- Provided Resource development support (increased knowledge and awareness of scholarships and other funding opportunities)
- Work to Increase financial support
- Work to Increase financial literacy
- Instituted a mentorship program with the Black Professionals of Orange County
- Work to Increase interpersonal growth and development
- Provided support for Black faculty and staff who wish to support student success efforts
- Work to improve interlocking systems of student support, care and development

XIII. 2018-19 GOALS

- Increased academic support
- Increased student health and wellness (psychological, physical and emotional)
- Increased psychological and emotional safety (specifically around issues of anti-blackness)
- Community Development (improving the overall campus experience for Black students)
- Career Development
- Resource development (increased knowledge and awareness of scholarships and other funding opportunities)
- Work to Increase financial support
- Financial literacy
- Increased Mentorship Opportunities
- Increased opportunities for Interpersonal growth and development
- Work to increase support for Black faculty and staff who wish to support student success efforts
- Work to increase interlocking systems of student support, care and development for graduate and undergraduate students

XIV. AWARDS

None to report

XV. LEARNING OUTCOMES

2018-19

Sixth Sense: Black Men's Collective

DIVERSITY & GLOBAL CONSCIOUSNES

Black Men's Collective participants will build upon and increase each man's knowledge of self, through an understanding their history, their cultures as well as to aid in the emotional, psychological and spiritual development. This will bring increased emotional, physical and psychological health, wellness and vitality.

Measured By: Post surveys

Results: To be reported Summer 2019

Use: Refining program, providing student feedback, reporting results

Sista Circle: Womxn's Space

DIVERSITY & GLOBAL CONSCIOUSNESS

Sista Circle serves as an open space for womxn-identified folks to create community, take agency over their healing and hold space for one another. Participants in Sista Circle will show increased emotional, physical and psychological health, wellness and vitality.

Measured By: Post surveys

Results: To be reported Summer 2019

Use: Refining program, providing student feedback, reporting results

SPACE: For Queer and Questioning Black Folks

DIVERSITY & GLOBAL CONSCIOUSNESS

"SPACE" helps Queer folks who strive to live authentically and dismantle performance politics in our communities.

Measured By: To be reported Summer 2019

Results: Pending

Use: Refining program, providing student feedback, reporting results

XVI. BUDGET

Follows on next page

I. VISION & MISSION

VISION

Not available

MISSION

The mission of the Center for Student Leadership (CSL) is to provide all UCI students with the necessary skills and opportunities to engage the campus and the broader world as authentic and transformational leaders. The CSL serves as a hub for student leadership by connecting students with opportunities to develop as leaders and practically apply their leadership skills throughout the university. The CSL is firmly rooted in the value of social justice and trains students not to simply manage the world as it is, but to envision what it might be and boldly pursue positive social and institutional change both on campus and beyond. This deep engagement with the transformative power of leadership begins with orientation and continues through graduation.

Values

- **Social Justice**

At the CSL, we believe leadership is not simply about managing the world as it is, but envisioning what it might be. We recognize that we inhabit a deeply imperfect world in which many people are oppressed and we work to support our students in becoming agents of positive social change.

- **Authenticity**

The CSL is committed to the idea that truly transformational leadership is possible when it is aligned with students' core values and when it comes from the strength to be honest about who we are, what we believe and what we want the world to be.

- **Vulnerability**

At the CSL we believe that when we face our pain we begin to heal, when we are open about our faults, we begin to grow, when we name our fears, we begin to overcome them. And in having the courage to be vulnerable, we give others space to do the same.

- **Mentorship**

The CSL values mentorship, particularly peer mentorship, as a powerful tool for personal and interpersonal support and development and for cultural and social change.

- **Innovation**

Leadership calls for innovative problem solving, so the CSL is dedicated to helping students find new ways to approach their work as leaders on this campus and beyond.

- **Empowerment**

We at the CSL have the utmost faith in the brilliance of students and center the empowerment of students and student voices at the core of everything we do.

- **Connection**

At the CSL we believe that when we face our pain we begin to heal, when we are open about our faults, we begin to grow, when we name our fears, we begin to overcome them. And in having the courage to be vulnerable, we give others space to do the same.

- **Social Responsibility**

As leaders, we are called to be stewards of our world and to lead in ways that respect and preserve our planet and enhance our social communities. The CSL is dedicated to socially responsible leadership.

CORE COMPETENCIES

- Large scale event planning and implementation
- New student transition
- Student leadership development
- Student staff training
- Web development and use of web technology to supplement programming
- Building UCI spirit and developing positive campus community
- Student mentoring
- Diversity and social justice education
- Use of web technology to complement and enhance programming

II. WORKFORCE

MANAGEMENT TEAM

Mike Knox	Director, Center for Student Leadership
Josh Cimenski	Assistant Director, Center for Student Leadership

STAFF

Career (FTE)	
Filled:	4.00 FTE
Provision:	0.00 FTE
Career FTE Total:	4.00 FTE* **
Career Headcount	4

Student Staff	5 Student coordinators
	3 Administrative Interns (Leadership Programs)
	1 Leadership Programs Marketing Intern
	2 First Year Programs Intern
	4 Leadership Programs Volunteers
	Approximately 160 Orientation Volunteers

*FTE included in the Student Life & Leadership staffing summary.

** Includes 1.0 FTE position that is funded under International Center, but reports to New Student & Leadership Programs.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

- New Student Programs
 - Transfer Student Parent Orientation Program (TSPOP)
 - Mini-TSPOP
 - Student Parent Orientation Program
 - Spanish SPOP
 - Mandarin SPOP
 - New First Gen Student and Family Receptions
 - International Student Parent Orientation Program (ISPOP)

- Celebrate UCI: Student Life Pavilion
- Celebrate UCI: Celebrate Ambassador Program
- Thrive @ UCI
- SPOP Mentorship Program
- SPOP 50th Anniversary
- Leadership Programs
 - Online student leadership profiles
 - AntLeader Search Engine
 - AntLeader Certificate Program
 - AntLeader Spotlight
 - AntLeader Portfolios
 - Zot Badges
 - Leadership and Community Service Fair (in partnership with Campus Organizations and Volunteer Programs)
 - Lead @ UCI
 - Racial Justice Ally seminar
 - Student Life & Leadership House (Arroyo Vista) and Emerging Leaders Hall (Mesa Court) Sponsorship

IV. THOSE SERVED

Students, staff, parents/guardians and alumni

V. HISTORY

New Student Programs began in 1980 with the creation of two jobs (staffing the Aldrich Hall Information Booth). New Student Programs was a part of Student Support Services under the direction of Bob Gentry. As change occurred on the campus, New Student Programs moved (along with the Dean of Students) into the old Student Activities Office and the name was changed to the Office of the Dean of Students to cover New Student Programs, Student Activities and the location of the Dean. In the winter of 2012 the Office of the Dean of Students officially became Student Life & Leadership. In 2014 New Student Programs and Leadership Programs merged to become New Student and Leadership Programs. In 2018, New Student & Leadership Programs re-branded to become the Center for Student Leadership and moved to the Anteater Community Resource Center.

VI. LOCATION

Center for Student Leadership is located in the Anteater Community Resource Center (ACRC).

Student coordinators and the Administrative Intern work out of shared student space also in the Student Center G308.

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Not available

TECHNOLOGY

Over the years, Center for Student Leadership has built and refined its own online registration system for Summer Orientation.

EQUIPMENT

Set of 10 two-way radios and chargers

VIII. REGULATORY REQUIREMENTS

Assembly Bill 1088 requires that the campus provide information to all new students on Sexual Assault and Intimate Violence. This information is included in the Student Parent Orientation Program for new freshmen in a session led by Wellness, Health and Counseling Services, through peer led activities led by the peer education groups in CARE (CHAMPS, Right to kNOw and Violence Intervention Program), through a resource fair for incoming students and families that features CARE and through an optional workshop on bystander intervention to prevent sexual violence based on the Green Dot violence prevention model. In addition, 100% of our student and professional staff have been trained through the violence prevention program, Green Dot.

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

IX. ADVISORY COMMITTEE

Orientation relies on good collaboration with many areas on campus. Currently the Academic Counseling Directors and the Director of New Student Programs meet quarterly to discuss the academic sections of orientation. In addition, there is a yearly committee of representatives from the Office of Admissions & Relations with Schools (OARS), Office of the Registrar, Financial Aid, Athletics, Campuswide Honors Program (CHP), Academic Schools and Academic Testing Center that advise New Student Programs on issues and ideas for Orientation.

X. MAJOR ISSUES

1. Keeping orientation financially accessible for students and parents is growing increasingly difficult as the costs of running the program continue to increase and the needs of our students grow as well.
2. We would like to do more to engage alumni, especially after the wildly successful SPOP 50th Anniversary Reunion, but we do not have the staff resources to pull off our ambitious plans at this time.
3. We are already outgrowing our new space in the ACRC. Depending on future plans for the building and priorities of the division, CSL expansion to a third ACRC pod could help to alleviate the constraints and position us to achieve our goals.
4. As our team grows, the demands upon us and scope of programming has also continued to grow, so we never seem to catch up to a reasonable workload.
5. The schedule for CSL is grueling. Summers, which for most areas of the campus are a downtime, are our busiest time and we never have a downtime any other time of year either. Major programming begins for the academic year the day after our last orientation program ends and doesn't slow down until we get right back to orientation again the following summer. This will be mediated in part by the temporary contract position we have been granted, though the timing of the approval means we will not be able to start training the new person until just before the academic year starts anyway. We need a more permanent solution to the problem as it is impacting the mental and physical health of the staff and limiting our ability to achieve the potential of the Center.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

- Added a second Lead@UCI class and more than doubled enrollment to 50 students

- Increased enrollment in Thrive@UCI by 20%
- Successfully managed the Student Regent visit and recruitment process, resulting in eight applications from UCI
- Launched the new SPOP Mentorship Program, which served more than 120 students
- Partnered with COVP to host the Leadership and Community Service Fair and increased attendance to 450
- Created a brand-new identity as the Center for Student Leadership (CSL), centralizing student leadership development in all we do
- Launched the CSL in our new location at the Anteater Community Resource Center with roughly 200 attendees at our grand opening
- Created and implemented the first ever Mandarin Language SPOP for parents and guardians
- Planned and hosted the SPOP 50th Anniversary Reunion, consisting of a family friendly picnic in the park and evening events which included dinner, a talent show with remarks from all former program directors, and a reception on the Student Center Terrace. The event brought back more than 600 alumni and was one of the most successful alumni events in UCI's history
- Raised more than \$20,000 for the Bob Gentry Scholarship Fund to help support low incomes students at SPOP
- Secured temporary funding for a new Leadership Programs Coordinator for the CSL
- Reconfigured ACRC pods to create the new CSL and accommodate a professional staff of 5 and more than 17 annual student staff

XIII. 2018-19 GOALS

- Secure funding for CHANGE@UCI, a spring quarter University Affairs course to follow THRIVE@UCI and LEAD@UCI, which will focus on creating social change and position students to implement social change projects
- Secure permanent funding for the Leadership Programs Coordinator position
- Become a hub and support center for student leadership efforts campus-wide with the leadership of our new Leadership Programs Coordinator
- Implement plan to host overnight SPOP experiences for parents/guardians
- Continue to build and refine the SPOP Mentorship Program
- Develop and implement Leadership Summit for campus colleagues
- Complete marketing and brand update for CSL
- Develop long-term plan for the future of the CSL, including staffing model, special engagement and leadership programs and new alumni engagement efforts
- Raise funds for SPOP scholarships to better support low income students in orientation
- Develop a strong SPOP alumni network
- Develop plans for future SPOP alumni engagement programs to demonstrate value and need for a staff member who can lead alumni programs
- Redesign SPOP Parent overnight plan to target parents of first-generation students and low-income students. Secure funding to offer low cost or no cost overnight option for these parents
- Develop partnership with UCI Esports to fundraise and provide engagement opportunities for video game and other related vendors at SPOP (e.g. game themed dance on the Student Center Terrace)

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18 Updates**Student Parent Orientation Program (SPOP)**

PERSONAL RESPONSIBILITY

As a result of participating in SPOP, students will learn to:

1. Be more comfortable asking for help when they need it.
2. Be more committed to making responsible choices regarding alcohol use.
3. Be more respectful of other people's choices not to drink alcohol.
4. Be able to identify at least one healthy coping mechanism they can use when feeling stressed.
5. Be more confident in their ability to handle the independence of college responsibility.
6. Be able to identify relevant campus resources for a variety of needs including, but not limited to, mental and physical health and wellness, academic support, student leadership and sexual violence response and prevention.
7. Take greater responsibilities to improve campus climates that end sexual assaults by improving their abilities to correctly define the terms associated with consent for sexual activity between partners.
8. Correctly identify examples of academic dishonesty.

Measured By: interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

Results: (1) Prior to SPOP, 13% of students felt they would not ask for help when they needed it. After SPOP that was reduced to 1%.

(2) After attending SPOP, 98% of the students at UCI believe they can make responsible choices about alcohol use and contribute to a safe social environment as a result of attending SPOP.

(3) After attending SPOP, 98% of the incoming students believe they would respect the reasons people may use to support their choice not to drink alcohol.

(4) 99% of respondents were able to identify at least one healthy coping method after SPOP. 98% indicated they were likely to use a healthy coping mechanism when they feel stressed.

(5) Before SPOP, 87% of students were confident they would be able to handle the independence of college responsibly. After SPOP 85% said the same.

(6) Most students felt they would manage their time well both before and after SPOP (approximately 77% for both). Before and after SPOP, 94% percent of students felt they could make healthy decisions even when pressured.

"If, during my time at UCI, I am ever in need of a campus resource for this reason, I know where to go."

- Academic Support: Pre-SPOP: 71% | Post-SPOP: 93%
- Accommodations for Disabilities: Pre-SPOP: 37% | Post-SPOP: 72%
- Campus Safety: Pre-SPOP: 61% | Post-SPOP: 93%
- Community Service: Pre-SPOP: 46% | Post-SPOP: 81%
- Cultural Programs: Pre-SPOP: 53% | Post-SPOP: 86%
- Financial Education/Management: Pre-SPOP: 60% | Post-SPOP: 86%
- Getting Involved with Campus Life: Pre-SPOP: 62% | Post-SPOP: 91%
- Leadership skill development: Pre-SPOP: 49% | Post-SPOP: 85%
- Physical health & wellness: Pre-SPOP: 54% | Post-SPOP: 88%
- Mental Health & Wellness: Pre-SPOP: 52% | Post-SPOP: 93%
- Sexual Assault response & support: Pre-SPOP: 49% | Post-SPOP: 94%

- Sexual assault prevention: Pre-SPOP: 47% | Post-SPOP 93%
- Social Support: Pre-SPOP: 53% | Post-SPOP 85%

7. Students were asked to identify essential components of consent for sexual activity between partners:
- a. Requires conscious affirmation: Pre-SPOP: 95% | Post-SPOP: 97%
 - b. Voluntary and cannot be coerced: Pre-SPOP: 91% | Post-SPOP: 92%
 - c. Is revocable and may be withdrawn: Pre-SPOP: 87% | Post-SPOP: 94%
 - d. Cannot be given when a person is incapacitated: Pre-SPOP: 92% | Post-SPOP: 96%
 - e. Students were asked to identify potential incidents of academic dishonesty: Pre-SPOP: 70% correctly identified 4 examples of dishonesty; Post-SPOP: 98% correctly identified 4 examples of dishonesty

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

CIVIC & COMMUNITY ENGAGEMENT

As a result of participating in SPOP, students will:

1. Learn how to intervene as active bystanders in a range of potentially harmful situations.
2. Develop meaningful friendships and connections.
3. Learn to discern specific behaviors related to alcohol use they would consider cause for concern.
4. Increase their sense of excitement and pride that they will be going to UCI.

Measured By: interviews: focus group or informal group discussion; pre and post surveys of student opinions, beliefs

Results: Prior to SPOP, 63% of students indicated they were nervous about making friends at UCI. This was also the most listed concern about coming to college. After SPOP, 80% of students indicated they had made meaningful friendships during the program.

After attending SPOP, 93% of the incoming students believed they are able to discern behaviors that would be considered reason for concern in regard to alcohol use.

Prior to attending SPOP, 49% of students indicated UCI as their 1st choice. After SPOP that number increased to 83%.

Students were asked if they knew how to effectively intervene in various scenarios:

- a. Excessive Drinking or Substance Abuse: pre: 66% | post: 87%
- b. Harmful language (e.g. racist, homophobic, or sexist comments, etc.): pre: 80% | post: 90%
- c. Bullying: pre: 86% | post: 93%
- d. Abusive Relationships: pre: 57% | post: 83%
- e. Depression, excessive stress, or other mental health issues: pre: 67% | post: 88%
- f. Hazing or peer pressure to engage in harmful activities: pre: 67% | post: 85%
- g. Incidents of discrimination: pre: 78% | post: 90%
- h. Sex offenses (sexual assault, dating/domestic violence and/or stalking): pre: 69% | post: 90%

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

DIVERSITY & GLOBAL CONSCIOUSNESS

As a result of participating in SPOP, students will have a greater commitment to fostering a positive campus community for all students.

Measured By: Interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

Results: Before SPOP, 87% of incoming students felt they had a responsibility and 92% felt they had the ability to foster a positive campus climate. After SPOP those numbers were 93% and 95% respectively.

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

LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will:

1. Become more confident in interacting with faculty during the academic year.
2. Develop their thoughts about personal and academic goals for their time at UCI.
3. Get more involved in co-curricular opportunities at UCI.

Measured By: Interviews: focus group or informal group discussion; pre and post surveys of student opinions, beliefs

Results: Prior to SPOP, 72% of students indicated they were confident in their ability to interact with faculty. After SPOP that number increased to 83%.

79% of SPOP attendees indicated the program helped them to clarify their academic goals. 79% indicated the program helped them clarify their personal goals. 77% felt the program helped them to better understand the link between their college experience and their future careers.

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

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participating in SPOP, students will:

1. Sign up for a full load (12 units or more) of fall quarter classes.
2. Be more confident in their ability to manage their time.

Measured By: Interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

Results: 89% of students reported that during SPOP they had received the academic advising information they needed to sign up for classes. 88% of students self-reported getting the classes they needed. In the future, we will request this data from the Registrar's office to confirm

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

2018-19:

Student Parent Orientation Program (SPOP)

PERSONAL RESPONSIBILITY

As a result of participating in SPOP, students will:

1. Learn how to intervene as active bystanders in a range of potentially harmful situations.
2. Develop meaningful friendships and connections.
3. Learn to discern specific behaviors related to alcohol use they would consider cause for concern.
4. Increase their sense of excitement and pride that they will be going to UCI.

Measured By: Interviews: focus group or informal group discussion; pre and post surveys of student opinions, beliefs

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; other

CIVIC & COMMUNITY ENGAGEMENT

By participating in Alternative Break, students will be able to gain or enhance a sense of social responsibility, social justice and community engagement.

Measured By: Student performance rated without rubric

Results: To be reported Summer 2019

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

DIVERSITY & GLOBAL CONSCIOUSNESS

As a result of participating in SPOP, students will have a greater commitment to fostering a positive campus community for all students.

Measured By: Interviews: focus group or informal group discussion; Pre and Post surveys of student opinions, beliefs

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; other

LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will:

1. Become confident in interacting with faculty during the academic year.
2. Develop their idea of their thoughts about personal and academic goals for their time at UCI.
3. Get more involved in co-curricular opportunities at UCI.

Measured By: Pre and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

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; other

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participating in SPOP, students will:

1. Sign up for a full load (12 units or more) of fall quarter classes.
2. Be more confident in their ability to manage their time.

Measured By: Pre and post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

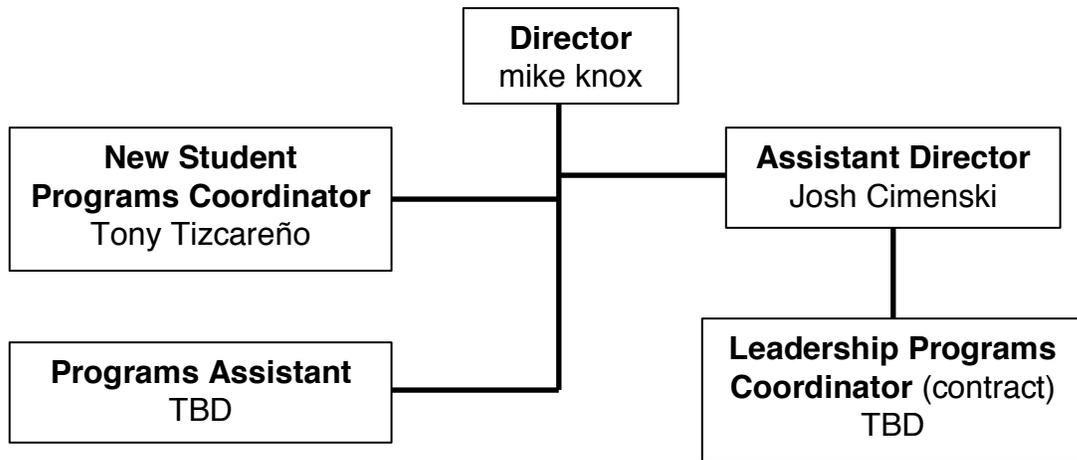
Results: To be reported Summer 2019

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

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership

**Center for Student Leadership
Organizational Chart**



STUDENT LIFE & LEADERSHIP CROSS-CULTURAL CENTER

I. VISION & MISSION

VISION

Building inclusive communities through values-inspired programming and collaborative partnerships

MISSION

To be a space for students to imagine and inspire an equitable, more socially just campus, to affirm and develop intersectional, cultural identities and to build a more inclusive community.

CORE COMPETENCIES

Valuing Diversity – Gain knowledge and appreciate the complexities of diversity.

Leadership - Understand and execute various styles of leadership and leadership skills.

Community Building - Develop skills in building community with others

Community Engagement – Provide service and learn about its impact on the community.

Identity Development – Develop an understanding of self, promoting one’s cultural identity and becoming aware of how one’s culture impacts their relationship with others.

Understanding of Social Issues – Learn about, explore and potentially work to change various social issues and injustices.

II. WORKFORCE

MANAGEMENT TEAM

Marcela Ramirez-Stapleton	Interim Director
Daniel K. Park	Assistant Director

STAFF

Career (FTE)

Filled: 3.00 FTE

Provision: 1.00 FTE

Career FTE Total: 4.00 FTE

Career Headcount 3

Contract Positions 1
(soft-funds)

Student Staff

Interns 16 @ 10 hrs/week

Assistants: 4 @ 8-10 hrs/week

Volunteers: 10 @ 4-6 hrs/week

Student Staff Total: 30 Students

Contracted: 1 employee @ 40 hrs/week

III. SERVICES PROVIDED

The Cross-Cultural Center (CCC) provides the following programs for its constituents.

ACTIVISM & SOCIAL JUSTICE

- Cultural Wellness Series for Advocates and Allies
- Summer Multicultural Leadership Institute (SMLI)

- Multicultural Leadership Retreat (MLR)
- Critical Consciousness Speaker Series
- Umbrella Coalition

EDUCATION & EMPOWERMENT

- Martin Luther King Jr. Symposium
- REAL Talk Program
- IDX: Identity Exploration Series
- ACTIVE: Activating Community Through Initiative, Vision, & Empowerment Peer Facilitator Program
- Deconstruction Zone
- De-Stress During Finals

COMMUNITY & DIVERSITY

- Community Roots Festival
- Culture Nights
- End of the Year Celebration
- Cultural Graduation Celebrations
- Open House

PARTNER PROGRAMS

- Queer & Race Series (with LGBTRC)
- De-Stress During Finals (with Center for Student Wellness & Health Promotion)
- Counselor-in-Residence Program (with Counseling Center)
- Faculty-in-Residence Program (in collaboration with academic units)
- Across the Bridge: Diversity Dialogue Series (with International Center and Study Abroad Center)
- Dr. Joseph White Lecture (with Counseling Center)
- Dynamic Womxn Awards (with W-Hub)

FACILITY

The Cross-Cultural Center provides space for meetings, programs, activities and forums to take place. All campus constituents and partners can reserve space in the Cross-Cultural Center through the Office Manager.

The Cross-Cultural Center houses five organizational offices: Black Student Union (BSU), Alyansa ng mga Kababayan, American Indian Student Association (AISA), Asian Pacific Student Association (APSA) and MEChA (Movimiento Estudiantil Chicano/a de Atzlan).

Seminars are held in the Cross-Cultural Center in the winter and spring quarters.

IV. THOSE SERVED

- The Cross-Cultural Center serves the entire campus community through several campus wide programs, including Community Roots Festival, Deconstruction Week and the Martin Luther King, Jr. Symposium.
- The Cross-Cultural Center also serves the following:
 - 16 students participated in the Intern Program (2 as a part of the Administrative Intern Program).
 - 12 students participated in the Volunteer Program.
 - On average, 25 students participate in the ACTIVE Program each year.

- Over 50 campus/community groups participate in ACTIVE workshops during the year.
- Approximately 50 students participate in the Summer Multicultural Leadership Institute each year.
- Over 60 students participate in the Empower Leadership Summit each fall.
- Over 70 student organizations affiliated with the Cross-Cultural Center this past year.
- On average, 50 students participated in a campus climate workshop the Cross-Cultural Center staff facilitated at each SPOP session.
- 3 students served on the Multicultural Programs Funding Committee this past year.

V. HISTORY

The Cross-Cultural Center (CCC) was founded on October 16, 1974, by a group of concerned UCI faculty, staff and students who recognized the need for creating a social-cultural support system for ethnic minority students. The CCC was the first multicultural center at a University of California campus. The stated purpose of the center was "to create Third World interaction, student outreach and provide necessary information to the minority community on campus." The first director was Dr. Larry Onoda, a psychologist from the Counseling Center. The CCC was housed in an 1,800 square foot temporary building located across Ring Mall from the School of Humanities. The original facility consisted of a reception area, a director's office, several student offices and a conference room separated from the reception area by an accordion-style partition.

Under the direction of one full time staff, and in partnership with students, faculty and staff, the 'Cross' as it affectionately came to be known, embarked upon a series of programs, activities and services to support the emerging needs of UCI's growing underrepresented student population.

In 1976, the Cross-Cultural Center dedicated the first of several murals that would become synonymous with the facility. The first mural, designed and painted by UCI students, was developed under the direction of Manuel Hernandez, a visiting lecturer in Studio Art. It depicts prominent historical figures who were voices for equality and justice. It also portrays significant events in the annals of California's minority communities.

Changing demographics and campus growth necessitated the expansion and relocation of the Cross-Cultural Center. After considerable campus debate about the siting of the new center, it was determined that the new Cross-Cultural Center would be located on Ring Mall across from the Administration Building. On April 18, 1989, the new Cross-Cultural Center opened its doors to the UCI community. The present facility is 3,400 square feet and consists of a lounge, administrative offices, student offices, small library, student workroom and two conference rooms divided by a moveable partition. The original mural, dedicated in 1976, was moved to the new facility and is prominently displayed in the lounge. In 1993, a mural conceived by the well-known muralist, Judy Baca, was installed in the 'Cross' conference room. Commissioned by the National Institute of Mental Health for the National Conference on Refugee Services and undertaken as a mural class project by UCI students, this mural depicts the silent suffering of Asian/Vietnamese and Latino/Central American refugee communities.

In the spring of 1991, concerned student organizations within the Cross-Cultural Center established the Ethnic Students Coalition Against Prejudicial Education (E.S.C.A.P.E.). The goal of E.S.C.A.P.E. was to push for the implementation of ethnic studies programs at UCI. All of the student umbrella organizations unified in this effort and they sponsored several major rallies to generate campus support. In 1993, Asian American students held a 35-day rotational hunger strike in an effort to secure more faculty for the Asian American studies program as well as an additional staff member for the Cross-Cultural Center. This extended and peaceful protest received considerable media attention and galvanized the Asian American community.

In July 1999, Corina Espinoza departed UCI for a position at California State University, Bakersfield. Corina

had served fifteen years in various staff positions in the CCC, nine as Director. After serving as acting director, Anna K. Gonzalez became director of the Cross-Cultural Center in 2000. In 2008, Anna departed UCI for a position as Associate Vice Chancellor of Student Affairs and Director of the Office for Inclusion and Intercultural Relations at the University of Illinois at Urbana-Champaign. Kevin Huie served as the director of the Cross-Cultural Center until the summer of 2015. In December 2015, Jade K. Agua, assumed the role of Director until May 2018 and left for an opportunity to join the USC Race & Equity Center. In May 2018, Marcela Ramirez-Stapleton joined the Cross-Cultural Center as Interim Director.

There are now five student umbrella organizations recognized by the Cross-Cultural Center; Black Student Union (BSU), Alyansa ng mga Kababayan, American Indian Student Association (AISA), Asian Pacific Student Association (APSA) and Movimiento Estudiantil Chicano de Aztlan (MEChA). The number of individual organizations under these five umbrellas is in excess of 50. As it has since its establishment in 1974, the CCC continues to provide many students a home away from home. And, for many, it remains a “safe and brave space” from which students may launch their involvement in myriad campus programs and leadership opportunities.

In response to the growth of underrepresented populations and the overall diversity of the campus, the Cross has evolved and expanded its programming to address the issues and perspectives relative to these changes. At its core, the CCC endeavors to promote the education and celebration of a multicultural sensibility as we continue through the millennium.

VI. LOCATION

The Cross-Cultural Center is located at 103 Gateway Center on Ring Mall, directly across from Aldrich Hall.
ZOT: 5075

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Reservable Spaces:

- Ring Room (seats approximately 75 people lecture-style; max capacity is 85 people)
- Joseph L. White Conference Room (seats approx. 120ppl. lecture-style; max capacity is 150ppl)
- Board Room (seats 10ppl. around a large conference table and has an additional 9 seats on the perimeter of the room)
- Wellness Room (seats 10ppl; lounge style)

TECHNOLOGY & EQUIPMENT

- Extron Screen in main lobby for affiliated organizations and department use
- Audio/Visual equipment in Dr. White Room upon reservation and request

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

FACILITY MAINTENANCE AND UPGRADES

Even though the referendum was passed to support the Student Center and the Cross-Cultural Center, basic facilities maintenance and once-anticipated upgrades (i.e., upgraded A/V and technology, replacement of damaged furniture) continue to be a challenge to implement. Not having an explicit yearly budget for facility upgrades and maintenance of the Cross-Cultural Center makes it difficult to keep the building optimally functional.

LACK OF A STRATEGIC DIVERSITY PLAN

With the Center for Black Cultures, Resources & Research, Womxn's Hub, DREAM Center and other identity-based centers on the horizon (i.e., Latinx Resource Center), the Cross-Cultural Center could be better poised and positioned to develop at least a Student Affairs-wide strategic diversity plan. Efforts could be strategically aligned and amplified rather than duplicated.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

- Additional facilities upgrades include new flooring in the Dr. White Room. We also had 2,709 total room reservations made by Registered Campus Organizations, community partners and campus departments.
- Supported a record number of affiliated Registered Campus Organizations (72) and continued to make changes to how the Cross-Cultural Center engages with and supports affiliates through the implementation of the Quarterly Affiliates Challenge, which provided \$500 in funding to student organizations.
- The popular REAL Talk program, which offers a weekly meeting space for the campus community to engage in critical conversations, had 404 participants. A total of 29 sessions occurred and yielded 14 participants on average in attendance.
- Our Faculty-in-Residence program featured two faculty members from the School of Law during fall and winter quarters: Jennifer Chacon and Annie Lai.
- Hosted three Field Study Interns across winter and spring quarters which resulted the following: an analysis of facilities usage and recommendations from students, research on affiliation requirements to support student organizations at other colleges and universities and developing an infrastructure to support requests from K-16 institutions for tours of the Cross-Cultural Center.
- Revamped procedures and guidelines for the Multicultural Programs Funding Committee to ensure that the information was transparent, consistent and accessible to student organizations. Nearly \$5,000 in funding was awarded.
- Organized 25+ tours of the Cross-Cultural Center to K-16 institutions due to high demand.
- Continued to use social media to engage the broader campus community and especially students, which resulted in getting over 900 followers on Instagram and over 2,800 followers on Facebook.

XIII. 2018-19 GOALS

- Strengthen programming in the areas of academic excellence and career development to support student success and facilitate holistic student development.
- Develop more robust Faculty-in-Residence Program and create intentional partnerships with faculty of color across campus.
- Enhance Counselor-in-Residence Program through additional wellness and mental health programming.
- Make structural changes to Volunteer Program that results in increased student engagement with the Cross-Cultural Center's program areas and interactions with interns.

- Continue to provide facilities enhancements and upgrades through installation of security cameras for the building, A/V equipment for the Ring Room and improved A/V equipment for the Dr. White Room.
- With the Womxn's Hub back in the Cross-Cultural Center during the 2018-2019 academic year, we will look to identify opportunities to create strategic partnerships and collaborative programming to support our students.
- Bring speakers of national influence and high visibility for the Cross-Cultural Center's signature programs (i.e., Martin Luther King Jr. Symposium, Deconstruction Zone).

XIV. AWARDS

None applicable

XV. LEARNING OUTCOMES

2017-18 Updates

Yoga Series

PERSONAL RESPONSIBILITY

Through various yoga programs (Yoga as Resistance, Weekly Yoga Series), participants will develop a positive, healthy sense of self.

Measured By: Post survey of student opinions, beliefs

Results: Last year, Yoga as Resistance yielded the following results at the end of each quarter on a scale of 1 - 5, 5 being "Strongly Agree" and 1 being "Strongly Disagree." Winter Series: 24 participants with an average pre to post increase of 0.08 point to the statement, "I have a positive, healthy sense of self." Spring Quarter: 20 participants with an average 0.51 point pre to post increase to the statement, "I have a positive, healthy sense of self."

Use: Refining program/program changes, providing feedback to student/participant

REAL Talk

CIVIC & COMMUNITY ENGAGEMENT

REAL Talk is a weekly discussion space that utilizes transformative storytelling to address current events that may be affecting the national and campus climate. REAL Talk participants will: (1) Practice critical thinking and engage in open-dialogue around current events (2) Practice engaging in critical conversations related to various social issues.

Measured By: Post survey of student opinions, beliefs

Results: Last year there were 158 participants in REAL Talk as it was becoming established as a weekly program. Surveys yielded the following results on a scale of 1-5, with 5 being "Strongly Agree" and 1 being "Strongly Disagree": Winter Quarter - On average, participants gave a 4.41 for the statement, "This program allowed me to think critically and engage in open-dialogue around current events." -On average, participants gave a 4.43 for the statement, "This program enabled me to engage in critical conversations related to various social issues with diverse groups of people."

Use: Refining program/program changes

Community & Diversity Programs

DIVERSITY & GLOBAL CONSCIOUSNESS

Through various affiliate and campus-wide programs, participants will: (1) Understand how power, privilege and oppression operate on individual, institutional and systemic levels (Deconstruction Zone); (2) Understand and utilize social justice language and vocabulary (Multicultural Leadership Retreat); (3)

Explore various identities, communities, cultures and histories (Community Roots Festival); and (4) Understand intersectionality (MLK, Jr. Symposium).

Measured By: Post only survey of student opinions, beliefs; Interviews: focus group or informal group discussion; Other

Results: Students who were involved and engaged in these programs benefited greatly from topics on diversity, community building and global consciousness. Specifically, first year students who attend the Multicultural Leadership Retreat often stay involved throughout the year, volunteer on campus, engage in service opportunities and assume major leadership roles on campus. Finally, the MLK, Jr. Symposium and Community Roots Festival engage a campuswide audience in global consciousness and cultural diversity celebrations.

Use: Providing feedback to student/participant; Refining program/program changes; other

ACTIVE (formerly REACH)

LEADERSHIP DEVELOPMENT

ACTIVE stands for "Activating Community Through Initiative, Vision and Empowerment." ACTIVE is a peer-facilitator program offered as a 2-part 4-unit course during Winter and Spring quarters. ACTIVE participants will (1) Develop public speaking skills and (2) Understand how to maneuver through the various privileges and oppressions related to their identity.

Measured By: Post survey of student opinions, beliefs; Interviews: focus group or informal group discussion

Results: This program provides two quarters of instructional design in facilitating dialogues, diversity workshops and peer education programs. The students enrolled in this course conducted diversity workshops for their peers throughout campus. In the class they practiced public speaking, dialogue facilitation and workshop design. During spring quarter, they conducted the workshops on campus and took their conceptual ideas into real time practice in the community. They also provided suggestions and updated the workshop content. All students passed the course, showing that they had developed public speaking skills and learned how to maneuver through issues related to their identities.

Use: Providing feedback to student/participant, Refining program/program change

2018-19:

Community & Diversity Programs

DIVERSITY & GLOBAL CONSCIOUSNESS

Through various affiliate and campus-wide programs, participants will learn how power, privilege and oppression operate on individual, institutional and systemic levels [Deconstruction Zone]. Learn and utilize social justice language and vocabulary [Multicultural Leadership Retreat]. Learn about various identities, communities, cultures and histories [Community Roots Festival]. Learn about and understand intersectionality [MLK, Jr. Symposium]

Measured By: Pre and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

Results: To be reported Summer 2019

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

REAL Talk

CIVIC & COMMUNITY ENGAGEMENT

REAL Talk is a weekly discussion space that utilizes transformative storytelling to address current events that may be affecting the national and campus climate. REAL Talk participants will: (1) Improve their critical thinking skills by engaging in open-dialogue with respect to current events and (2) Learn to engage in critical conversations related to various social issues in our communities.

Measured By: Post survey of student opinions, beliefs; Interviews: focus group or informal group discussion

Results: To be reported Summer 2019

Use: Refining program/program changes; Reporting results

ACTIVE (formerly REACH)

LEADERSHIP DEVELOPMENT

ACTIVE stands for "Activating Community Through Initiative, Vision and Empowerment." ACTIVE is a peer-facilitator program offered as a 2-part 4-unit course during Winter and Spring quarters. ACTIVE participants will (1) Develop public speaking skills and (2) Understand how to maneuver through the various privileges and oppressions related to their identity.

Measured By: Post survey of student opinions, beliefs; Interviews: focus group or informal group discussion

Results: To be reported Summer 2019

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

Cultural Wellness Programs

PERSONAL RESPONSIBILITY

Through a series of cultural wellness programs (workshops, events, courses) we provide tools for self-management of emotional, physical and psychological and share campus resources with students. Students will gain personal knowledge of social identity development with respect to cultural wellness.

Measured By: and Post surveys of student opinions, beliefs; Interviews: focus group or informal group discussion

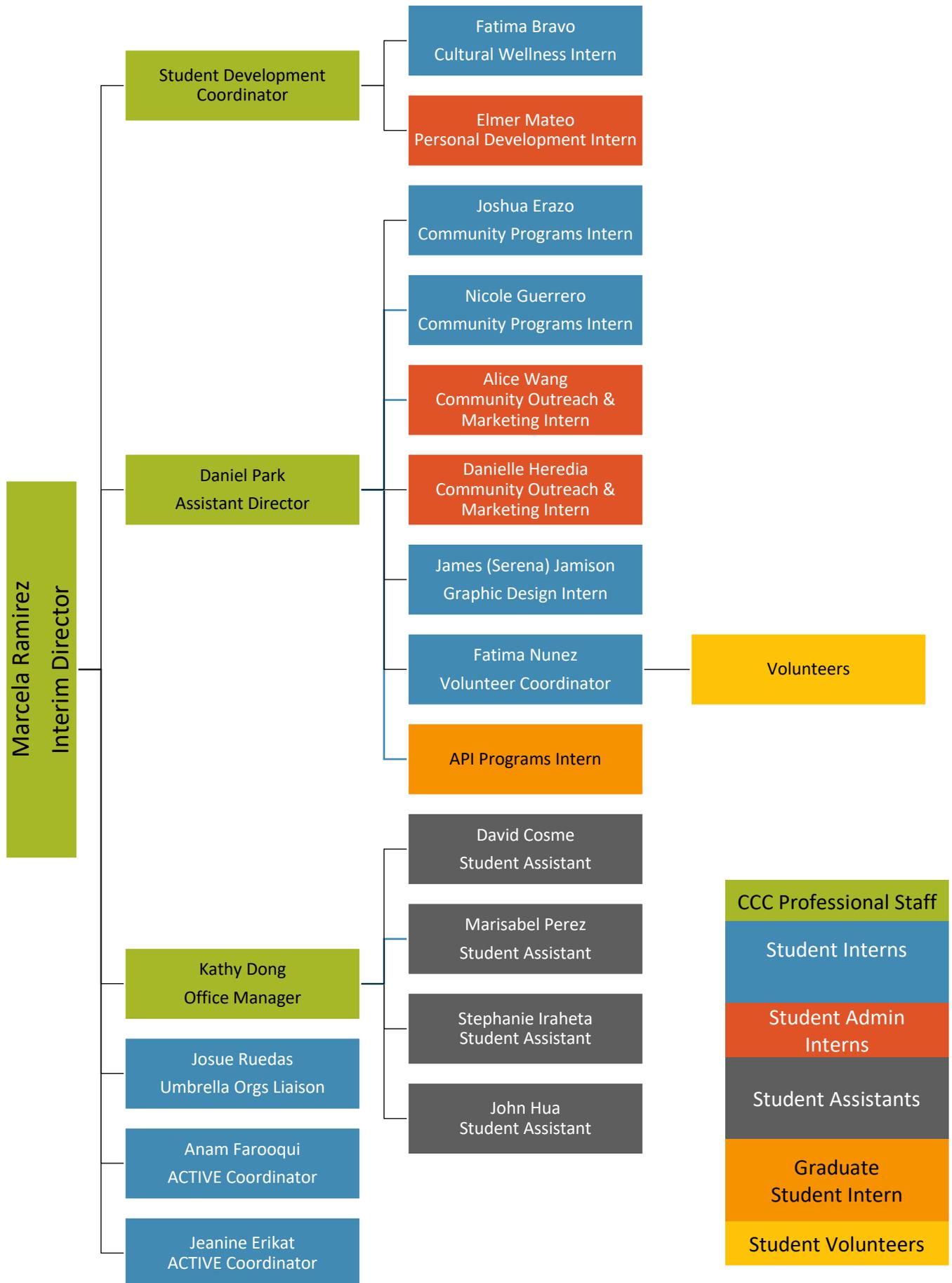
Results: To be reported Summer 2019

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

XVI. BUDGET

Follows on next page.

Cross-Cultural Center Organizational Chart 2018-2019



STUDENT LIFE & LEADERSHIP DREAM CENTER

I. VISION & MISSION

VISION

The UCI DREAM Center is an innovative leader in supporting the unique needs of undocumented students. We empower students to graduate and successfully pursue their dreams.

MISSION

The DREAM Center is dedicated to serving the AB540 and undocumented student population through advocacy, guidance and support. The programs and services are designed for students to achieve academic, personal and professional excellence.

CORE COMPETENCIES

The DREAM Center utilizes expertise in the areas of student development; student counseling and advising; and immigration law and policy in order to advance our mission of student success. Specifically, these areas of expertise allow us to holistically serve students through the formulation of programs and services that meet the needs of undocumented students at each step of their university experience. We also utilize our expertise in the current state of immigration law and policy to act as an in-house resource to other departments of the University as they encounter issues connected to undocumented students.

II. WORKFORCE

MANAGEMENT TEAM

Oscar Teran	Director
(Vacant)	Assistant Director

DREAM CENTER STAFF

Career (FTE)	
Filled:	3.00 FTE
Provision:	1.00 FTE
Career FTE Total:	4.00 FTE *

Career Headcount 4

Contract positions 0
(soft-funds)

Student Staff 8

Other none

*FTEs include:

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

Legal Support and Referrals

In partnership with the UC Immigrant Legal Services Center, we provide legal representation to students and their immediate family members in any immigration related issue.

Student Consultations

Students can make a one-on-one appointment to discuss any issue that may be impacting their lives. We often advise and counsel students on issues connected to financial aid, academic success and

professional development. Often, undocumented students can feel isolated on campus and can be reluctant to reveal their status. For these students, the ability to discuss personal or academic issues in a safe environment and with professionals that understand the nuances of their situation is priceless.

Housing Assistance

We co-sponsor two dreamer themed houses, specifically for undocumented students seeking a supportive living environment. We also facilitate the relocation of students struggling to afford their assigned housing plan to more affordable options on campus.

Dream Scholars

This retention program is designed for first-year undocumented students to thrive and excel in a safe and receptive environment. The main goals are for students to develop personal responsibility, build a social network, participate in professional development and receive academic support. The program consists of attending a weekly seminar and receiving a peer mentor.

Dream Scholars Plus

Similar to Dream Scholars, this retention program is designed for undocumented students to thrive beyond their first year. Through the program, student participants receive personalized attention and additional academic resources such as GRE scholarships, books and free printing.

Community Alliance Internship

This internship allows participants to increase their knowledge of immigrant rights and issues, actively advocate for the advancement of undocumented immigrants and participate in professional development seminars. The student participants also learn about research and graduate school preparation.

DREAM Incubator

This program provides the necessary leadership skills, administrative skills and professional development to allow participants to successfully and responsibly engage in entrepreneurship. The course provides undocumented anteaters with an opportunity to utilize their unique skills and talents in the realm of business. Participants learn through workshops, visits to community businesses, mentorship and utilization of campus resources to support student entrepreneurship.

Scholars in Residence

This program, in collaboration with Undergraduate Research Opportunity Program (UROP) and Academic Affairs, is intended to provide mentorship to undergraduate students who would like to learn about graduate school. The program pairs undocumented graduate students with undocumented undergrad students to develop pathways to professional or graduate school

Support Group

The UndocuEaters Support Group was established in partnership with the UCI Counseling Center to provide support for undocumented students and other individuals directly impacted by immigration policies, including students who have family, friends, or partners who are undocumented. The support group provides a space for students to build a support system, discuss current issues and receive support from professional counselors.

UndocuArt Collective

Undocumented Students have the opportunity to come in and work on art as a form of self-expression and de-stressing. The program provides students with a chance to be creative and use their artistic skills to express themselves. Students have been able to bond and form friendships that extend outside the

DREAM Center. With a strong membership and commitment, participants have found healing and community through art.

IV. THOSE SERVED

- Undocumented UCI Students
- Immediate family members of undocumented UCI students (legal services)
- UCI students impacted by changes in immigration law and policy
- Campus partners facing issues that implicate immigration law or policy

V. HISTORY

The UCI DREAM Center was created in August of 2017. The Center was an expansion of the previously existing Dreamers Resource Program of the Student Outreach and Retention Center. The expansion of this program into a full-fledged, stand-alone Center was thanks to the dedication and leadership of undocumented student advocates, committed staff and faculty members and funding for University of California Office of the President (UCOP). The creation of the DREAM Center was also a result of the continuing, multi-year growth of UCI's undocumented student population, which is currently the largest within the UC system.

VI. LOCATION

151 Anteater Community Resource Center (ACRC)
ZOT: 2545

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Our space is assigned as follows:

- 151 Anteater Community Resource Center (ACRC)
- 2 offices and 1 consultation room: ASF?

TECHNOLOGY

Not Applicable

EQUIPMENT

Not Applicable

VIII. REGULATORY REQUIREMENTS

The legal services provided to students are subject to the legal and regulatory requirements that govern the provision of legal services and attorney-client relationships.

IX. ADVISORY COMMITTEE

The UCI DREAM Center receives guidance and support from a variety of committed partners and advisors. Principal among these are:

- Dr. Anita Cassavantes-Bradford, Faculty Member in Residence
- Dr. Laura Enriquez, Faculty Member in Residence
- C.E.I.U.S., Campus Standing Committee on the Equity and Inclusion of Undocumented Students

X. MAJOR ISSUES

There are three primary challenges looming for our program in 2018-2019. First, uncertainty regarding the future of DACA and the increasing number of non-DACA students means that we must develop more programs and resources to meet the unique needs of this particularly vulnerable group. Given the sometimes myopic focus on DACA and DACA recipients, a shift in the discussion regarding non-DACA students must occur.

Second, sustaining our services and financial aid resources as our UCOP grant comes to an end in 2019 presents a significant challenge. We are confident that the campus will find a way to continue the crucial work of the DREAM Center, but we recognize that developing a plan for funding will require internal conversations amongst stakeholders and continued advocacy.

Finally, many of the students we serve have lived in a state of near constant fear and anxiety since the presidential campaign of 2016. This stress and fear have taken its toll on the mental, emotional and physical health of many of our students. We must meet their needs and provide practical services that support health and healing. The UCI DREAM Center will continue to focus on health and wellbeing in our programming in the coming year.

XI. MISCELLANEOUS

Not Applicable

XII. 2017-18 ACCOMPLISHMENTS**Financial Aid Resources**

This year saw important expansions of financial aid resources available to undocumented students. First, in partnership with the Division of Undergraduate Education, the UCI DREAM Center was able to offer LARC scholarships of \$110 a piece to the 89 students that participated in our DREAM Scholars and DREAM Scholars Plus retention/academic success programs.

This year was also the first year of our Scholars-in-Residence Program. This program recruited four undocumented graduate students to act as mentors for undocumented undergrad students interested in grad school. Each graduate Scholar-in-Residence received a \$4,000 scholarship in recognition of their work and the funding for these scholarships came from contributions from various schools throughout campus.

Another noteworthy expansion of financial aid resources came in the form of a scholarship fund created by our UCI Police Department. This year the DREAM Center provided free DACA renewal services to a record number of students. Fortunately, the vast majority of these students had their renewal fees covered through outside funding sources. However, 16 of these students needed to complete Live Scan fingerprinting as part of their renewal process and this fee was not covered by outside grants. Each Live Scan costs \$45 so our campus Police Department raised over \$400 through officer donations, in order to offer scholarships to those students unable to pay the fingerprinting fee.

In addition to these new financial resources there was also innovation in existing resources. In prior years, our Office of Financial Aid and Scholarships offered a scholarship for non-DACAmented students. However, the message we have received from our non-DACAmented students is that professional development opportunities are a critical unmet need on par with financial support. In response to this feedback, the UCI DREAM Center, in partnership with the Office of Financial Aid and Scholarships, created a professional development internship program and redirected the funds used for the previous non-DACA scholarship to a stipend awarded to participants in the internship program. Thus, student participants received both financial assistance as well as crucial professional development opportunities. This new program saw \$89,000 distributed to 23 students.

Legal Assistance

Legal assistance is one of the most impactful services that we are able to offer our students and their families and there is always tremendous demand. In fact, demand for legal services this past year was so significant that the campus staff attorney had to stop new intakes for a period of several months during the academic year.

In order to meet this increasing demand, the UCI DREAM Center met with Song Richardson, Dean of UCI Law School, in February to discuss our serious need for additional legal capacity. Dean Richardson was very receptive to our request and committed to providing us with a paid law fellow starting in Fall 2018. This law fellow will be a recent graduate of UCI law, will double our capacity to serve students and will continue to strengthen our relationship with UCI law. We are thrilled about this partnership and the tremendous benefit it offers to our students and their families.

Programming

Innovations in DREAM Center programming this year have been driven by student needs and input. As noted above, one of the most urgent requests we have heard from students is a need for professional development opportunities that do not require a social security number. We met this need through the creation of three unique programs to address professional development.

First, we created our Community Alliance Internship, which provided substantive professional development support along with a \$4,000 stipend for each of the 23 participants.

For entrepreneurial students, we launched the DREAM Incubator, a credited course that was co-developed with UCI Law and which taught students the fundamentals of how to work as independent contractor or business owners, regardless of immigration status.

Finally, we created Scholars-in-Residence, a program designed to help undocumented undergrads become competitive applicants for grad school through mentoring, application guidance and exposure to research opportunities.

In addition to these exciting new programs, we also redesigned our first-year retention program, DREAM Scholars. This year we partnered with an academic unit, Student Success Initiatives (SSI), to co-facilitate DREAM Scholars. SSI brought their expertise in academic counseling and support and we focused on identity formation and community development. This revised course was a tremendous success and has shown promising impacts on the retention and academic success of participants.

New DREAM Center

2017-2018 was our first year in our new physical home. Previously, the DREAM program was limited to one small office in our Cross-Cultural Center. We are now in our own, dedicated space which is comprised of six staff offices, two consultation rooms, student coordinator workspace, a student lounge, kitchenette facilities and multi-purpose space with AV capabilities. This space has been a great success for us as it has allowed us to serve far more students and it has created a sense of community and safety for undocumented students. The lounge area of the space is open for students until 10:00 p.m. and we love seeing that it is almost always filled with students late into the evening.

XIII. 2018-19 GOALS

- Reformatting Community Alliance Internship to allow for experiential learning placements outside of the DREAM Center
- Increased programming related to health and wellbeing
- Creation and funding of a scholarship for undocumented students attending UCDC program

- Increased fundraising efforts and cultivating relationships with private and institutional donors

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18 Updates

DREAM Scholars

PERSONAL RESPONSIBILITY

Program participants in the Dream Scholars Program offered by the DREAM Center will engage in identity exploration by participating in all required workshops and producing weekly self-reflection journals.

Measured By: Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

Results: 32 students successfully completed the DREAM Scholars program, which ran from Fall 2017 to Spring 2018. Participants attended a weekly seminar and each participant completed one self-reflection journal each week. Journals were reviewed by class instructors and student participants were provided feedback.

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

DREAM Advocate Internship Program

LEADERSHIP DEVELOPMENT

Program participants in the Dream Advocate Internship Program offered by the DREAM Center will develop problem solving skills, team building skills and collaborative decision-making skills through the successful design and implementation of team-based advocacy projects, which will be completed as part of the program.

Measured By: Student performance (e.g., student oral presentation) without rubric; Checklist of what student(s) did

Results: 22 students successfully completed the Dream Advocate Internship Program, which ran from Fall 2017 to Spring 2018. Participants had to plan and execute a social program within the DREAM Center, which was offered for other students. Internship participants successfully planned a program as a team.

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

2018-19:

Community Alliance Internship

PROFESSIONAL & ADMINISTRATIVE SKILLS

Participants in the Community Alliance Internship, offered by the DREAM Center, will increase their knowledge of career ready competencies and professional writing by producing a reviewed and edited resume and cover letter by the end of the program.

Measured By: Pre and posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated using rubric

Results: To be reported Summer 2019

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

DREAM Scholars

CIVIC & COMMUNITY ENGAGEMENT

Participants in the DREAM Scholars class, offered by the DREAM Center, will increase their knowledge of social issues impacting the undocumented immigrant community by attending seminars on immigration related topics and completing weekly self-reflective journals, in which seminar topics are discussed.

Measured By: Pre and Posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

Results: To be reported Summer 2019

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

DREAM Incubator

PROFESSIONAL & ADMINISTRATIVE SKILLS

Participants in the DREAM Incubator class, offered by the DREAM Center, will increase their knowledge of post-graduate entrepreneurial opportunities and the various professional skills needed to successfully build a business and will deliver a presentation on a business development topic to their peers before the end of the course.

Measured By: Pre and posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

Results: To be reported Summer 2019

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

Scholars-in-Residence

PERSONAL RESPONSIBILITY

Participants in the Scholars-in-Residence program, offered by the DREAM Center, will learn how to plan and set goals that increase graduate school competitiveness and will complete a competitive internship application or a SURP research application by the end of the program.

Measured By: Pre and posttests of student knowledge; Pre and Post surveys of student opinions, beliefs; Student product (e.g., portfolio, journal) rated without rubric; Checklist of what student(s) did

Results: To be reported Summer 2019

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

I. VISION & MISSION

VISION- The University of California, Irvine FRESH Basic Needs Hub is a student-initiated effort that promotes equitable access to basic needs through student empowerment, community collaboration and institutional integration. Our aim is to shift cultural consciousness towards understanding the fulfillment of basic needs, which include food security and housing and security – a guaranteed right for every person. We are committed to making UCI a basic needs secure campus.

MISSION: We understand that meeting the basic needs of our students greatly impacts their mental and physical health, academic performance, work productivity and holistic success.

FRESH offers emergency food and toiletries, connects students to critical on- and off-campus resources and provides educational opportunities for students to take personal responsibility for their wellness and the well-being of their communities. We are a home for all students, a collaborative space for innovative solutions and an advocate for social justice and equity

II. WORKFORCE

Career (FTE)

Filled: 1.00 FTE

Career FTE Total: 1.00 FTE *

Career Headcount: 1

Student Staff: 3 Student Managers (Pantry, Marketing, Programming) @ 15-17 hrs/week
9 Pantry Coordinators (10-15 hrs/week)
1 CalFresh Coordinator (15-17 hrs/week)
7 CalFresh Advocates (10-15 hrs/week)
2 Marketing Coordinators (10-12 hrs/week)
3 Global Food Initiative Fellows (10 hrs/week)
2 Marketing Coordinators (10-12 hrs/week)
3 Global Food Initiative Fellows (10 hrs/week)

Other none

III. SERVICES PROVIDED

Programs and Services

- Pantry
- Emergency Meal Swipe Program
- CalFresh Application Assistance
- Economic Crisis Response Team Grants
- Smart 'Eaters Life Skills Series
- FRESH Volunteer Program
- Zot Out Hunger
- CalFresh Enrollment Parties

- Snack Rack program
- Hunger & Homelessness Awareness Week
- Food Drives
- Basic Needs in Higher Ed Leadership Seminar
- Tours and Visits for campus groups, local organizations and Middle Schools and High Schools

Advising

The Basic Needs coordinator provides advice and support to the following Student Government stakeholders:

- ASUCI Food Security Commission
- ASUCI Housing Security Commission
- ASUCI Basic Needs Officer

Counseling and Consultation

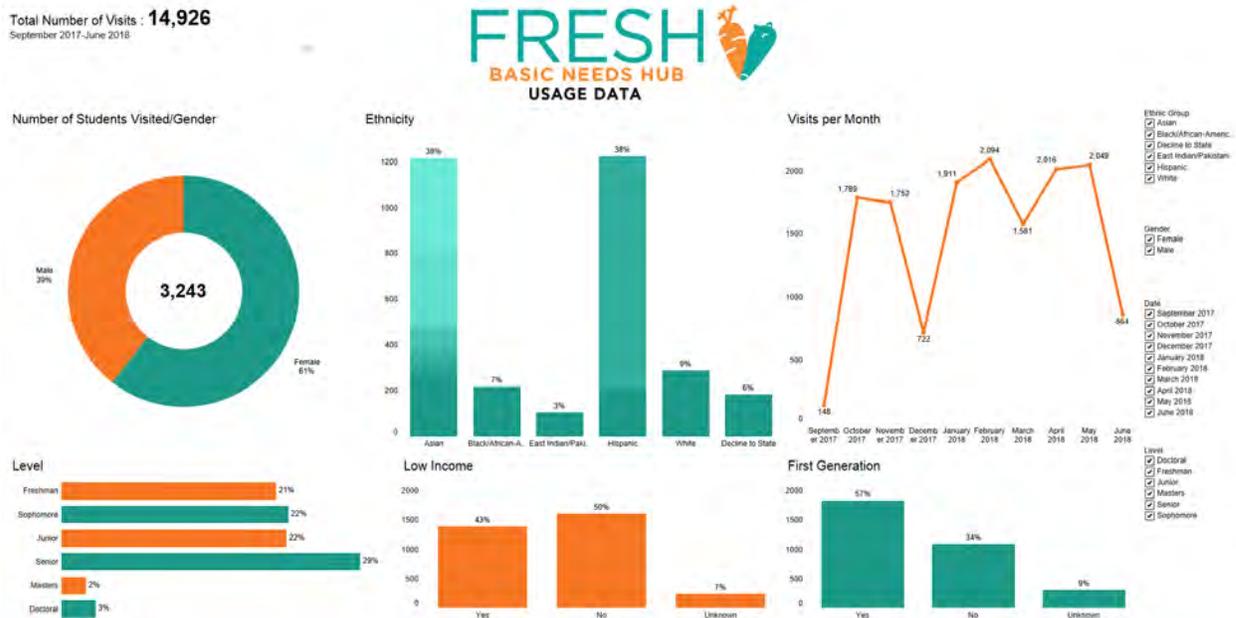
- 1-1 Consultations: confidential appointments for students with higher needs and privacy concerns. Students may be directed to additional services such as CalFresh, the Campus Social Worker and additional community resources.
- Consultations for pro-staff at colleges and universities looking to start a basic needs program.
 - Examples: Chapman University, Biola University, Cal Poly Pomona, CSU Channel Islands, Fullerton College, Cypress College, Orange Coast College, Santiago Canyon College, Bunker Hill Community College, Ramapo College, etc.

Workshops and Training

- Basic Needs 101 for Pre-UC programs and prospective students
 - Ex: EAOP, Upward Bound, The Residential Transfer Enrichment Academy (RTEA 2018)
- Basic Needs 101 for incoming students
 - SPOP: Basic Needs 101; Fueling Your Mind and Body for Success
 - Summer Bridge
 - Freshman Edge
 - CAMP
- Basic Needs 101 for current students
 - FYRE Scholars
 - Veterans
 - SAGE Scholars
 - All-U Conference
 - Other groups per request
- Academic Peer Educators Basic Needs Training
- Peer Health Educators Basic Needs Training
- Basic Needs & FRESH Hub Resources for Staff
- Developing UCI'S FRESH Basic Needs Hub
- CalFresh Eligibility Workshop

IV. THOSE SERVED

The FRESH Basic Needs Hub serves undergraduate and graduate students facing basic needs insecurities. We serve students from a variety of backgrounds and grade levels.



V. HISTORY

Early Beginnings

Talks of a food pantry have been floating around campus since 2011, when a group of graduate students briefly opened a pantry at Verano Housing after feeling the effects of food insecurity, or the condition of having limited and inconsistent access to nutritious meals. However, because resources were limited, the pantry was unsustainable and had to be closed and the idea of a food pantry was tabled indefinitely. In Spring of 2014, however, conversations surrounding a food pantry began resurfacing when students were campaigning to fund the Student Outreach and Retention Center (SOAR) during the Spring Elections. One of the campaign’s promises was to open a food pantry at SOAR if the referendum passed. Coincidentally, during that same year, conversations about food insecurity were buzzing at the UC Office of the President. The student-regent at the time, Sadia Saifuddin, advocated for a food security subcommittee to be a part of the larger Global Food Initiative (GFI), a large project that utilizes research, outreach and policy to solve some of the world’s pressing hunger problems. For the 2014-2015 school year, GFI created a fellowship program to address hunger solutions and three students from UCI (Alexander Fung, Jennifer Lima and Jessica Figueroa) were awarded one of that year’s fellowships for the UCI campus.

To fulfill SOAR’s promise of opening a food pantry, the three fellows focused their fellowship project on the possibility of establishing a food pantry on campus. Through their research and their collaboration with the Muslim Student Union (who was able to secure a \$2500 grant to open a pantry on campus from a third-party organization), the fellows decided that the best course of action was to hold a food security awareness week to make the UCI community aware of the prevalence and effects of food insecurity on campus. During that week, the fellows created a petition asking for the establishment of a food pantry on campus and were able to collect 1000 signatures to deliver to UCI’s administration. At the same time, UC President Janet Napolitano approved a grant proposal that provided a one-time allocation of \$75,000 for each of the 9 UC campuses to address food insecurity. UCI leadership and the newly established Food Access & Security Workgroup, after these successive events, approved the establishment of a food pantry at SOAR at the end of the 2014-2015 academic school year. To promote the food pantry and continued

raising awareness about food insecurity, ASUCI (UCI's student government) established the Food Security Commission through the office of the student Vice President of Administrative Affairs.

Pantry Launch: 2015-2016 Academic Year

With the \$75,000 funding from GFI and the \$2500 grant-money that MSU acquired, SOAR was poised to begin tackling food insecurity at the beginning of the 15-16 academic year. As such, through the combined efforts of SOAR, the ASUCI Food Security Commission and dozens of student leaders and volunteers, three main achievements were accomplished during this academic year.

1. Food Pantry Establishment & Hiring of Full-Time Coordinator in Fall of 2015
 - a. On October 5th, 2015, the SOAR Food Pantry was officially established and opened with a grand-opening ceremony. The pantry served non-perishable food items that were purchased from the OC Food Bank, such as pasta, mashed potatoes, granola bars, cereals, etc.
 - b. A few days before the opening of the Pantry, SOAR hired Andrea Gutierrez, a UCI Alumna, to be the full-time Food Security & Access Coordinator to run the pantry, develop programming and come up with solutions to tackle food insecurity on the UCI campus.
 - c. The Food Pantry was visited often during the first year of its opening. It served 2,949 students total and had 655 unique student visits from both undergraduate and graduate students.
2. UCI hosted the 2nd annual California Higher Education Food Summit (CHEFS) in Winter of 2016. The annual conference, which brought in 230 attendees from the UC, Cal State and Community College systems, helped UCI further understand food insecurity issues (causal factors and solutions) and see what techniques other campuses were using to address this problem on their own campuses.
3. Passing of the Food Pantry Initiative in Spring of 2016
Students successfully campaigned for and passed the "Food Pantry initiative", a student fee referendum that allocates \$3 quarterly in student fees from every undergraduate student. This fee would provide an approximate of \$150,000, after return to financial aid, for the next ten years to expand food security efforts at UCI. The referendum passed with 85.80% approval from the student body.

Continued Expansion: 2016-2017 Academic Year

With the increased funding, some of the goals for the 16-17 school year included tackling the various challenges we faced last year, as well as increasing the amount of services and programming we offered. We were also able to hire 2 student staff with the increased funding. Our 3 main accomplishments for the year included:

- The Securement of a Bigger Space
 - Student Affairs allocated a portion of the Lot 5 trailers to serve as a new space for the pantry and other programming. Once the space was ready made available, the space was fully renovated and built out to serve the multiple functions of the Basic Needs Hub.
 - A student contest for the name and logo of the new space was held and the space was named the FRESH Basic Needs Hub based on the winning submission
- Free Monthly Farmers Markets
 - To truly tackle food insecurity and make sure that students had access to nutritiously-dense food, SOAR hosted a monthly free farmers market to distribute fresh food on campus in collaboration with Second Harvest Food Bank
 - 7 farmer's markets were held and 2,666 unique students received food, with 4,682 total attendees for the year
- Launching of the Smart Eaters Life Skills Series

- A collaboration between SOAR and the UCI's Center for Student Wellness & Health Promotion
- Workshops addressed several factors that lead to food insecurity and taught students basic life skills, such as nutrition, meal planning, grocery shopping, eating well on a budget, financial basics, cooking and kitchen safety
- The students received lots of giveaways and free lunch during the workshops and a total of 198 students participated in the series

This year, because of the increased funds and increased student familiarity with the Pantry, the food pantry was visited almost 3X as much as last year, with a total of 9,954 frequent visits and 2,898 of those being unique visits. We also had 3954 students on the Food Pantry list-serve and almost 600 Facebook page likes.

FRESH Basic Needs Hub Opening: 2017-2018 Academic Year

On September 27, 2017 the FRESH Basic Needs Hub hosted its grand opening with over 500 individuals in attendance. With this bigger space, we were able to offer a larger variety and larger quantity of food so that we could serve more students, distribute fresh fruits and vegetables through our refrigeration systems, have office space for the expanded professional and student staff team and have an area to increase the volume of programming offered. In its inaugural year, the pantry at the FRESH Basic Needs Hub was visited 14,926 times with 3,243 unique students. As we shifted from food security to basic needs security, our goals encompass total student well-being. To this end, the Emergency Meal Swipe Program was expanded to include graduate students, and an Emergency Grant was created to support students in higher need. Due to the increased visibility and campus awareness of this new resource, we were able to collaborate with multiple campus departments and community organizations to host tours and visits, create fundraising campaigns and coordinate food drives.

Establishing a basic needs center on campus, where existing staff and services are centrally coordinated has helped us achieve greater impact and efficiency. Student visiting the hub may pick up emergency food and toiletries; visit and talk with other students; prepare food in a kitchenette complete with blenders, a convection oven, a microwave and a coffee machine; participate in the Smart 'Eaters Life Skills Series which gives students the education and skills they need to eat healthy on a budget and to learn how to cook affordable, nutrient-dense foods for themselves; and get involved by volunteering in the Hub. In April 2018, the FRESH Basic Needs Hub became its own unit under Student Life and Leadership creating new and exciting opportunities to connect and participate in more aspects of student life.

VI. LOCATION - Office address/location

4079 Mesa Rd. Irvine CA 92617
 Anteater Community Resource Center (ACRC)
 ZOT Code: 2545

VII. ASSETS - What are your major facilities, technologies and equipment

- Facilities: The square footage your unit is responsible for, including office space & facilities (if applicable)
- 2,630 square foot facility
 - 2 staff offices
 - 2 restrooms
 - Storage spaces & emergency door
- Technology: Hardware & software that is specific to your unit (i.e. Bookstore's POS system, Housing's OSCAR, etc.)

- 5 Dell Desktops
- 3 Dell laptops
- DUE Card Swipe System

- Equipment: Large ticket items at a value of \$10,000 or higher, such as motorized vehicles.
 - 1 electrical golf cart
 - 1 TV display and audio equipment
 - 2 commercial size refrigerators and 1 freezer

VIII. REGULATORY REQUIREMENTS

Not Applicable

IX. ADVISORY COMMITTEE

Not Applicable

X. MAJOR ISSUES

- Only 1 FTE to oversee the entire facility, student team, programs and collaborations
- As increased awareness of the pantry at FRESH grows, food demand also has grown and our partners at Second Harvest Food Bank and OC Food Bank are not able to provide the quantity of food we need. This has resulted in an increase of spending in supplementary food purchased to keep the pantry stocked. Having access to pursue corporate partnerships or sponsorships will be needed to maintain the pantry in the coming years.
- Significant decrease of grant funding from Office of the President and the State's Hunger Free Act funding will potentially impact our ability to serve students beyond the 2018-2019 academic year.

XI. MISCELLANEOUS

XII. 2017-2018 ACCOMPLISHMENTS

- September 27th Grand Opening with over 500 individuals in attendance and news coverage in the LA Times, UCI News, OC Register, LAist and Food & Wine.
- Secured partnership with Second Harvest Food Bank and added its Grocery Rescue Program
- The Pantry at FRESH received 14,926 visits with 3,243 unique visitors
- Since Winter quarter, the FRESH Hub received 807 non-pantry visits with 677 unique visitors
- The Emergency Meal Swipes Program served 250 students and distributed 5720 meal swipes. Out of those meals, 1500 meals were donated from students with meal plans via the Zot Out Hunger Meal Donation Drive.
- 39 students received an Economic Crisis Response Grant and a total of \$34,000 was awarded in emergency money.
- Trained and prepared a student team to offer CalFresh Application Assistance four times a week at the hub and 3 times a week at a satellite site on campus. A total of 367 student applications were submitted to OC Social Services and we made 6000 student contacts via 37 Classroom CalFresh Pitches and 20 tabling events
- The Smart 'Eaters Life Skills Series found its permanent home at the Hub and reached 442 student attendees via its 27 workshops offered

- Major collaborations with the School of Social Sciences, School of Humanities and Department of Chemistry brought in over \$23,000 in funds raised for the pantry.
- Selected as recipient of the 2018 Class Gift to fund meal plan scholarships for student in need. Over \$20,000 was raised to support this effort.
- Featured in the New York Times in March 2018: [nytimes.com/2018/03/27/us/california-today-uc-irvine-food-pantry.html](https://www.nytimes.com/2018/03/27/us/california-today-uc-irvine-food-pantry.html)
- Completed the 2017-2018 FRESH Basic Needs Hub Pantry User Survey and evaluation which will serve as a baseline for measuring the hub's success.

XIII. 2018-2019 GOALS

- Pursue new partnerships to increase availability of food in the pantry
- Launch a multi-faceted food recovery program to connect students to food available on campus
- Hire an FTE to support the operations of the hub
- Present at the 2019 NASPA conference to share our basic needs model, journey and lessons learned
- Continue CalFresh Awareness campaign and increase number of student applications
- Focus on outreach and awareness, with emphasis to vulnerable student populations and graduate students
- Host a large staff Basic Needs training
- Expand Grocery Rescue Program to other available markets in the area

XIV. AWARDS

Basic Needs Coordinators received the following:

- 2017 TAPPED Award
- 2018 SPIRIT Award
- 2018 Distinguished Leadership Award at the Inaugural Latino Excellence and Achievement Dinner

XV. LEARNING OUTCOMES

2017-18 Updates

SOAR Food Pantry Volunteer Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

Pantry volunteers in the SOAR's Pantry Volunteer Program will increase their knowledge of food security challenges in higher education, as well as services and resources offered at the SOAR's FRESH Basic Needs Hub and will be able to give an oral presentation to introduce individuals to the campus services after completing a quarterly volunteer program.

Measured By: Pre and Posttests of student knowledge; Checklist of what student(s) did; Student performance (e.g., student oral presentation) rated using rubric; Interviews: one-on-one; Student product (e.g., portfolio, journal) without rubric; Student performance (e.g., student oral presentation) rated without rubric.

Results: Student participants in the volunteer program increased their knowledge of food insecurity in the college campus by 80% while participating as volunteers. Most student participants started with zero to little knowledge about college food insecurity and while participating they learned how to define food insecurity, as well as to name its factors and prevalence in the UC system. Most importantly, they were able to learn how to explain resources offered on campus by the FRESH Basic

Needs Hub to student clients of the hub and how to successfully help with day-to-day operations of the hub. To accomplish this learning, student volunteers spent their first shifts going through a volunteer manual while being paired one-on-one with an experienced staff member who guided them through it and answered questions. They then shadowed the staff member and later, they were shadowed by the staff member to ensure accuracy in helping students. After a month of volunteering, professional staff observed the volunteers' customer service skills and interactions with student clients, as well as their behavior in helping with operational tasks such as stocking the pantry. Overall, the focus on personalized training and learning by being paired with an experienced staff proved successful in the learning process because volunteers were able to learn gradually while having someone to guide them through the process.

Use: Refining program/program changes; Reporting results

SOAR FRESH Basic Needs Internship Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

Basic Needs Interns in the SOAR's FRESH Basic Needs Internship Program will gain knowledge of basic needs insecurity issues in Higher Ed, including Systemwide and UCI specific efforts to combat it and will produce a project proposal for a basic needs intervention or program after completing a year-long internship program.

Measured By: Pre and Posttests of student knowledge; Posttests of student knowledge; Checklist of what student(s) did; Student performance (e.g., student oral presentation) rated using rubric; Interviews: one-on-one; Student product (e.g., portfolio, journal) rated without rubric; Student performance (e.g., student oral presentation) rated without rubric.

Results: The internship program only lasted for one quarter (Fall 2017) rather than a year as originally planned because we received a State "Hunger Free Act" grant that allowed us to switch gears to hire more student staff for our CalFresh efforts and we no longer had capacity to continue running the internship.

In Fall 2017, the interns participated in weekly meetings where they learned from different speakers about aspects of basic needs insecurity in the college campus such as food security, housing security, homelessness, food justice and food sovereignty, food waste, nutrition and cultural wellness. In the weekly meetings, students participated in guided discussions and assigned readings and/or webinars. At the end of the quarter, students submitted a paper that asked them to select a particular aspect of the basic needs, discuss their interest in it, define how it might show up on college campuses and propose a solution and potential project(s) to address the issue. Student interns were evaluated with a rubric based on whether or not they addressed all portions of the paper prompt, as well as the quality of their research and feasibility of their proposed solution. Students participating in the internship program obtained grades of 83% and above and were successful at achieving the learning goals of the first quarter of the internship. Examples of their proposed projects include: creating a food recovery kitchen on campus to help redistribute unused food; revamp campus gardens as a way to increase food availability in the pantry; open a career clothing closet to help students who can't afford professional attire for job interview; and creating emergency beds for housing insecure students.

Use: Unit planning and/or budgeting; Reporting results

2018-19:

SOAR Pantry Volunteer Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

Pantry volunteers in the SOAR's Pantry Volunteer Program will increase their knowledge of food security challenges in higher ed, as well as services and resources offered at the SOAR's FRESH Basic

Needs Hub and will be able to give an oral presentation to introduce individuals to the campus services after completing a quarterly volunteer program.

Measured By: Student performance (e.g., student oral presentation) rated using rubric

Results: To be reported Summer 2019

Use: Student feedback; Reporting Results

SOAR FRESH Basic Needs Internship

PROFESSIONAL & ADMINISTRATIVE SKILLS

Basic Needs Interns in the SOAR's FRESH Basic Needs Internship Program will gain knowledge of basic needs insecurity issues in Higher Ed, including Systemwide and UCI specific efforts to combat it and will be producing a project proposal for a basic needs intervention or program after completing a yearlong internship program.

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

Results: To be reported Summer 2019

Use: Student feedback; Reporting Results

I. VISION & MISSION

VISION

Create a fraternity/sorority community that lives their fraternal values, embraces diversity, exhibits authentic leadership, engages in service and believes in bettering lives.

MISSION

Greek Life at UC Irvine works with students to create an inclusive environment that challenges members to develop into leaders who uphold the values, oaths and commitments of their collegiate fraternal organization at UC Irvine. Greek Life values ongoing relationships with alumni, volunteers, campus administrators and the surrounding community in order to create meaningful and purposeful undergraduate experiences that fosters a commitment to service and lifetime membership.

CORE COMPETENCIES

AFA Core Competencies for Excellence in the Profession

Foundational Knowledge

- Governance
- Student Learning
- Student Safety
- Program Administration
- Fraternity/Sorority Systems

Professional Skills

- Navigating Complexity
- Operating Strategically
- Collaborating with Stakeholders
- Driving Results
- Working across Differences
- Driving Vision & Purpose

Greek Life Contributes to the Student Experience by:

- Promoting the intellectual, physical, emotional, social, spiritual, ethical, civic and career development of members.
- Providing education and experience in interpersonal relationships, leadership, group dynamics and organization development.
- Promoting member involvement in co-curricular activities.
- Promoting sponsorship of and participation in community service, service-learning and philanthropic projects.
- Promoting an appreciation for differences and development of cross-cultural competencies.
- Encouraging learning experiences that occur as a result of a diverse fraternity and sorority community.
- Advocating academic success of all members and for opportunities through which students can integrate in-class and out-of-class learning.
- Supporting members' efforts to align actions with espoused organizational mission and values.
- Collaborating with stakeholders who support the mission, including undergraduate and graduate/alumni members, faculty and other advisors and organizational staff and/or volunteers.

II. WORKFORCE

MANAGEMENT TEAM

Brian Clarke	Director, Greek Life
Marina Mantos	Assistant Director, Greek Life

STAFF

Career (FTE)	
Filled:	2.00 FTE
Provision:	0.00 FTE
<hr/>	
Career FTE Total:	2.00 FTE*
Student Staff	1 Greek Life Intern (10 hours/week during the academic year)
Other	None

*FTE included in the Student Life & Leadership staffing summary

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

- Campus-wide programming support
 - Fraternity/Sorority Recruitment
 - Greek Awards
 - New Members Education
 - VIP Program (Violence Intervention Prevention) / Co-Sponsored with CARE Office
 - MGC Culture Night
 - Anteater Leadership Summit / Co-Planned with Campus Orgs
 - Welcome Week Kickoff
 - Meet the Greeks
 - Leadership Class
- Advising
 - Advise three fraternity/sorority governing councils (Panhellenic Association, Interfraternity Council, Multicultural Greek Council)
 - Advise one honor/leadership society (Order of Omega)
 - Chapter Presidents & Executive Board Officers
- Liaison with volunteer fraternity/sorority chapter advisors, national headquarters staff, regional officers, university faculty and staff and community members
- Provide quarterly academic chapter reports to fraternity and sorority chapters
- Produce a quarterly Greek community academic report
- Provide one-on-one counseling and consultation to chapter presidents, student officers and chapter members.
- Work with headquarters staff and national officers to oversee the expansion process of new fraternities and sororities.
- Policy interpretation for council leadership and chapters
- Mediation services
- Oversee year-round fraternity/sorority recruitment efforts

- Work with students, staff and volunteer chapter advisors to plan and execute Panhellenic sorority recruitment
- Workshops, training & retreats (examples)
 - Risk management and liability
 - Leadership
 - Organizational Development
 - Council Transition
- Marketing
 - Creating & implementing all Greek marketing
 - Campus-wide events
- Campus Committee Participation
 - CCR Team

IV. THOSE SERVED

There were 49 chapters in 2017-18

Chapters by Category

- IFC: 16
- NPC: 9 + 1 Associate
- NPHC: 3
- Latino Based: 3
- Latina Based: 4
- Asian Based: 6
- Multicultural-Based: 5
- Armenian-Based: 2

Governing Councils

- Interfraternity Council (IFC)
- Panhellenic Association (PHA)
- Multicultural Greek Council (MGC)

Honor/Leadership Societies

- Order of Omega
- Rho Lambda
- Gamma Sigma Alpha

Greek Programs

- Greek Songfest

V. HISTORY

- The Greek Life was founded in 1973 with three fraternities and three sororities.
 - Delta Gamma
 - Pi Beta Phi
 - Gamma Phi Beta
 - Sigma Chi
 - Phi Delta Theta
 - Beta Theta Pi

Source: <http://previous.lib.uci.edu/chronicles/index.php?page=students&function=fraternities>

- Greek Life has thrived at UCI for 44 years.
- One Latino Fraternity, Lambda Theta Phi, expanded in Fall 2017
- Zeta Beta Tau, founded as the world's first Jewish Fraternity, has been approved by the IFC to expand in Fall 2018

VI. LOCATION

G308 Student Center
ZOT: 5125

The professional staff offices are located on the 3rd floor of the UCI Student Center in the Student Life & Leadership office suite

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

- Greek Leadership Office (computers, desk space, meeting tables & chairs, whiteboard)

TECHNOLOGY

- Apple computers in the Greek Leadership Office (student owned +1 university funded)
- Network Printer in the Greek Leadership Office (student owned)
- Projector (student owned)
- Chromebook, HDMI cable, video connector
- Apple Macbook Air
- Portable Bluetooth speaker

EQUIPMENT

- 10' Canopy
- 6' Folding table
- 10' x 8' UCI Greek branded Step & Repeat w/ frame

VIII. REGULATORY REQUIREMENTS

Not applicable

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

IX. ADVISORY COMMITTEE (if applicable)

Not applicable

X. MAJOR ISSUES

- Continued growth issues with the NPHC fraternity and sorority community
- Maintaining the cost for fraternities and sororities to continue to have a safe and effective charter bus program.
- Having the appropriate resources (staff, budget, time, & facility) to implement the ongoing Level 2 core concepts from the SVSA Student Core Content Education Framework to over 2,400+ fraternity/sorority members will be very challenging. The UCOP education expectations and inconsistent communication might impact how staff resources are prioritized.
- Increasing volunteer alumni advisor support for cultural fraternities and sororities.

- **Potential Negative Trend:** As the academic environment has become more competitive, it has been observed that students are stretched very thin. Some have shown signs of poor time management and an inability to effectively prioritize their extracurricular commitments. This has affected organizational success and annual community growth.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

VIOLENCE INTERVENTION AND PREVENTION (VIP) PROGRAM

Leadership Program

Greek Life and the CARE office have partnered for seven years. The VIP program executed a successful kickoff retreat which helped increase retention and commitment to the program. The VIP program continues to be an annual accomplishment. The class was held weekly for the first time. Additionally, more cultural fraternities/sororities participated in the VIP program.

CHAPTER PRESIDENT MEETINGS

Leadership Development

This past year, the Greek Life staff made meeting with chapter presidents a big priority. Through strategic messaging, 84% of chapter presidents met with a Greek Life staff member at least one time during the spring quarter. During the year quarter chapter president meetings with Greek Life staff increased from 69% in the fall quarter to 78% in the winter quarter and finally to 84% in the spring quarter. Meetings were tracked to identify which chapters were not engaged.

COUNCIL EXECUTIVE OFFICERS JOINT RETREAT

Leadership Development

A joint council retreat with the newly elected council officers and Greek Life staff was held at the Team Up course at the ARC. The retreat focused on team building amongst the councils.

GREEK PRESIDENT COUNCIL MICRO-LEARNING

Leadership Development

At the weekly Greek President Council (GPC) meeting, a series of micro-learning topics was implemented during the winter and spring quarters. The winter quarter focused on personal leadership styles, leading complex organizations and organizational change. The spring quarter focused on personal and group identities and the impact on leading people.

AFLV WEST FRATERNAL LEADERSHIP CONFERENCE

Leadership

Sent 27 student leaders to the AFLV (Association of Fraternal Leadership and Values) West Fraternal Leadership Conference in San Diego.

The AFLV West Leadership Conference is a four-day student conference that offers five nationally recognized and highly sought after keynote speakers, six professional and very popular nationally known featured speakers, 60 educational sessions, an awards and assessment program, pre-conference workshops, targeted institutes and an unprecedented opportunity to network with fellow fraternity/sorority leaders.

GREEK-WIDE MARKETING NARRATIVE

Brand Messaging

Continued to engage in targeting messaging over the summer to incoming & 2nd-year students. Our brand messaging was increased using Instagram Stories and highlighting chapters and individual fraternity/sorority members.

(Context from previous year)

Contracted with Innova Greek to do market research and develop an All-Greek marketing narrative that resulted in a consistent story about the fraternity/sorority experience. CRM technology was implemented to track interested students and enroll them in a drip campaign to receive the new Greek Life story. This past year, we had a keynote and conducted student interviews. The result was an updated narrative report.

XIII. 2018-19 GOALS

- Execute UCI Strategic Plan
- Increase Leadership Development Opportunities
- Strong student engagement, coaching, advisement and mentorship

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18 Updates

Anteater Leadership Summit

LEADERSHIP DEVELOPMENT

Students at the Anteater Leadership Summit will attend a variety of workshops from on- and off-campus professionals to help them acquire knowledge around effective communication, public speaking and strengthen leadership skills. Our goal is that 90% of participants will walk away feeling the summit was better and/or what they expected prior to attending.

Measured By: Post only survey of student opinion

Results: 100% of students said the keynote speaker was engaging and informative.

99% of students said the workshops provided new skills to understand how to them grow their personal leadership.

95% of students said the Leadership Summit met or exceeded their expectations.

All students completed the reflection and showed notable visual and written understanding of creating a safe, supportive environment not only for their fellow team, but for the students who use the service throughout the year.

Use: Refining program/program changes, providing student feedback, refining assessemnt tools/SLOs, Reporting results.

2018-19

Leadership Class (Winter Quarter)

LEADERSHIP DEVELOPMENT

Class participants will learn leadership concepts and theories.

Measured By: student product (e.g., portfolio, journal) without rubric.

Results: To be reported Summer 2019.

Use: Refining program/program changes; Reporting results

Lunch & Learn Program

LEADERSHIP DEVELOPMENT

By attending the lunch & learn program attendees will acquire a deeper curiosity or knowledge of a campus resource or skill.

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

Results: To be reported Summer 2019

Use: Unit planning and/or budgeting; reporting results

Joint Council Retreat

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of attending a one-day retreat, council executive officers will learn how to work within a team, communicate and problem solve.

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

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership

STUDENT LIFE & LEADERSHIP INTERNATIONAL CENTER

I. VISION & MISSION

VISION

International Center contributes to the development of campus diversity and internationalization through its services and programs.

MISSION

The International Center facilitates international engagement at UCI to enhance the academic and personal experience of the international community. The International Center staff is committed to serving campus constituents through advising, immigration services, programming, advocacy and outreach.

CORE COMPETENCIES

Immigration Expertise: knowledge and skills to maintain institutional compliance with F, J, H and employment-based visas, including Student and Exchange Visitor Information System (SEVIS) reporting requirements; and provide advising, interpretation and immigration status processing to international population and departments

Advising: knowledge and skills to provide advising support, direction and referral to international population and departments. Utilize advising skills and facilitate individual decision making, maintain familiarity with and use of referral resource and maintain confidentiality when appropriate

Ethical Decision Making: knowledge and skills needed to understand and apply personal integrity and professional ethical practices in decision making and advising of international population and departments

Diversity and Cultural Understanding: includes knowledge, skills and attitudes needed to create learning environment and offer programs and opportunities that are enriched with cultural exchange and appreciation of diverse cultures on our campus

II. WORKFORCE

MANAGEMENT TEAM

Anna Wimberly	Director
Zara Syed	Assistant Director

STAFF

Career (FTE)	
Filled:	14.00 FTE
Provision:	0.00 FTE
Career FTE Total:	14.00 FTE*
Career Headcount	14
Student Staff	8 employees
Other	None

*Does not include a 1.0 FTE position funded under International Center as it reports fully to New Student & Leadership Programs.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

CORE FUNCTION

- Provide expert immigration services, including visa documentation, interpreting immigration regulations and related advising and SEVIS compliance
- Advising services to academic departments on issues related to the enrollment and visa selection for the employment of international students and scholars
- Serve as advocates for international students and scholars and their liaison with institutional, local, state and federal agencies
- Provide pre-arrival advising, orientation and adjustment assistance for international students and scholars and their families
- Initiate, develop and implement programs, workshops, events, activities and leadership opportunities for the purpose of enhancing the student and scholar experience at UCI and to help them achieve personal, academic and professional goals.

INTERNATIONAL CENTER PROGRAMS, WORKSHOPS AND EVENTS

- Across the Bridge: A Global Dialogue Between International and Domestic Students
- Bye-Bye Culture Shock (in collaboration with the Counseling Center)
- Career Development Workshop Series
- Employment and Immigration Options for Students After Graduation
- English Conversation Program (ECP)
- English Development Workshop Series (in collaboration with Academic English)
- Explore Southern California Trips
- F-1 Student Practical Training Information Session
- Department Training: J-1 Visa Process Workshop
- Department Training: H-1B Process Workshop
- Department Training: Visa Documents for Admitted Graduate International Students
- Department Training: F-1 and J-1 Student Processes
- International Center Helping Hands
- iNavigate UCI: International Center Visa Check-In and Online Orientation
- International Center Internships Information Session
- International Center Open House
- International Coffee Hour (in collaboration with UCI Counseling Center and Center for Excellence in Writing & Communication)
- International Student Colloquium
- International Center End-of-the-Year Celebration
- International Center Welcome Picnic
- International Dots
- I-STEPS: International Students Transitioning to Educational and Personal Success
- Life in the U.S. Workshop Series
- On-line Immigration Orientation Tutorial for International Scholars
- International Scholar Mixer
- Student Involvement Opportunities

- International Center Internships
- International Center Volunteer
- I-STEPS Leaders
- Across the Bridge Facilitators
- Tax Information Session Tax Filing Requirements for International Students and Scholars Information Session

IV. THOSE SERVED

- International students: 7,902
 - Undergraduates: 4,886
 - Graduates: 1,693
 - EAP: 113
 - OPT: 1,141
 - Other Visa Categories: 69
- International scholars –1,284
- International spouses and dependents – 500

V. HISTORY

- | | |
|---------|--|
| 1965-79 | The Office of Disabled and International Student Services provided services and visa documentation for international students. Services to international scholars were provided as a courtesy. |
| 1979-80 | Name changed to Office of International Student Services and continued to provide visa documentation. Implemented student orientation and programs for international students. |
| 1980-84 | Services to international scholars increased with the establishment of the Exchange Visitor (J-1) program to provide documentation and services to J-1 scholars and filing of Permanent Residency applications. The office began offering visa workshops for department staff. |
| 1984-85 | Centralization of all immigration and visa services for the entire campus, including the College of Medicine and UCIMC. Office started filing H-1B petitions. |
| 1986-89 | The U.S. Immigration Reform and Control Act (IRCA) was passed. As a result of IRCA, completion of employment paperwork for internationals was centralized in the office. Training to department staff increased. |
| 1990-95 | Major changes in regulations resulted in increased requirements in filing H-1B petitions and providing services to J-1 and F-1 populations. Completion of annual tax treaty documentation began. Extended Orientation class was established. Office was relocated from 201 Administration to the University Tower in 1990 and again in 1994 to Student Services I. Office was renamed International Center (IC). |
| 1996-97 | New regulations were introduced that had an impact on institutional compliance and services provided by the IC: The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRAIRA); Executive Order 12989 and USIA Exchange Visitor |

- Act. IC works to ensure compliance and education campus community of changes. IIRAIRA begins the discussion of electronic reporting to government.
- 1998 University Extension ESL and Certificate Program obtained own F-1 program and the IC ceased to provide immigration services to UNEX.
- 1999-2001 IC continued to provide services to the campus. Student involvement in programs was high between the American English in Action, American Friendship Partner Program and the International and American Club.
- 2001-02 9/11 had substantial impact on immigration and travel requiring additional staff time for consultation with departments and international students and scholars. Obtaining visas became difficult and the IC staff spent more time educating campus, responding to inquiries and advising student and scholars.
- 2003 The Student and Exchange Visitor Information System (SEVIS) was implemented by the Department of Homeland Security, along with restructuring of government agencies and government oversight on institutions. Business practices changed dramatically. The IC was now required to report the arrival, enrollment of each student and scholar, along with any other changes. The IC coordinated various work groups, training sessions and established new business processes to meet government regulations. IC moved to the 6th Floor of the Aldrich Hall.
- 2004-07 SEVIS regulations burdened staff with compliance issues, resources were shifted to government compliance. Training workshops, communication with campus personnel increases; workflow continued to be revamped to ensure institutional compliance. IC moved (again!) to Berkeley Place.
- 2007-09 IC moved to the former Housing Administrative Services building. This space allowed the IC to increase workshops and offer opportunities for international students and scholars to meet one another. English Corner (now known as English Conversation Program) was implemented.
- 2009 Recharge established for services to academic departments to offset budget cuts and continue to provide services for scholars.
- 2010 Recruitment of international students resulted in increased workload for issuance of visa documents. New handbook for international students published to provide pre-arrival information to new students. IC successfully provided orientation and other welcome week activities for students.
- 2011 Fall Welcome Program is modified to meet the specific needs of the incoming international Freshman students I-STEPS is introduced in Fall 2011
International Center is relocated to UCI Student Center to benefit from central campus location
- 2012 International Center increased the number of programs, activities and events to meet the needs of the growing international student population.

The first International Student Orientation (ISO) was offered to incoming international freshman students. Program was coordinated by Student Life and Leadership.

- 2013 International Center added 3 FTE to continue to increase the number of programs, activities and events to meet the needs of growing international population.
- 2014 iNavigate UCI is implemented in the Fall of 2014. iNavigate UCI is an online orientation and check-in system for new international students. This innovative approach allows students to complete the International Center orientation and immigration check-in process electronically
- I-STEPS: International Students Transitioning to Educational and Personal Success continues to grow in numbers of students participating. I-STEPS has been showcased at regional and national conferences and has been recognized as a best practice within the International Education field.
- 2016 International Center added 1 FTE to support visa documents processing and mandated compliance reporting
- The International Center began scanning and creating digital records for Fall 2016 admits.
- International Center hosted an open house for international parents during International Student Orientation. This event is an effort to provide outreach to international parents and have them become familiar with International Center services and programs.
- 2017 Increased outreach to academic departments to train on regulatory requirements of F-1 and J-1 students, workshops included: Employment Options for F-1 and J-1 Students and Common Forms Overview for F-1 and J-1 Students.
- International Center provided extensive outreach and education to the campus after the U.S. President signed Executive Order titled "Protecting the Nation from Foreign Terrorist Entry into the United States"; as well as continued the outreach during various court decisions and re-introduction of an updated Executive Order in March 2017.
- 2018 The International Center staff continues to manage changes in immigration regulatory changes; including outreach to campus, updating publications and education international students and scholars. These changes include, the final version of the President's travel ban, increase Requests for Evidence at immigration service centers; unlawful presence policy and notice to appear policy; as well as increased vetting during visa applications.
- The International Center increases use of technology for record keeping and processing; including the implementation of paperless file storage in which all student and scholar files are kept in an electronic format in current database.

VI. LOCATION

G302 Student Center
ZOT: 5255

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Not available

TECHNOLOGY

Not available

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

F-1 Visa Regulations

- 8 C.F.R 214, 1 through 5

J-1 Visa Regulations

- 22 C.F.R 62, 1 through 17, 62.20 through 62.32, 62.40 through 62.45, 62.50, 62.60 through 62.63

H-1B Visa Regulations:

- INA 101(a)(15)(H)(i)(b); INA 214(g) and (i); INA 212(n)
- 8 C.F.R 214.2(h)
- 20 C.F.R 655.700-800

TN Visa Regulations

- INA 214 (e) (2)
- 8 CFR 214.6

Student and Exchange Visitor Information System (SEVIS)

- 22 C.F.R. 62.70 through 62.79
- 8 C.F.R 214.13

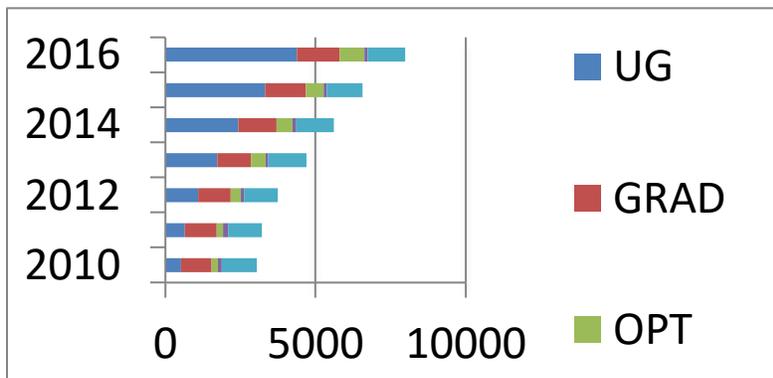
IX. ADVISORY COMMITTEE

X. MAJOR ISSUES

- Alignment of resources are need in order to accommodate international population growth and meet needs of international population and compliance requirements
- Improve use of technology to streamline production of visa documents and SEVIS compliance

XI. MISCELLANEOUS

UC IRVINE INTERNATIONAL POPULATION (2010-17)



SCHOLAR RANKINGS

- National rank by population – 31

STUDENT RANKING

- National rank by population – 33

Source: *2016 Open Doors Report on International Educational Exchange, Institute of International Education (2016)*

XII. 2017-18 ACCOMPLISHMENTS

- Increased outreach for international parents including:
 - Presented at 2017 International Student Orientation (ISO)
 - Published “Maintaining Your Visa Status” brochure to distribute to parents to educate them on student visa requirements.
 - Created parent section on International Center website
- Implemented a paperless file system and scanned all active student and scholar files.
- Implemented an electronic application process for Curricular Practical Training (CPT)

XIII. 2018-19 GOALS

- Review services offered to former students in their Optional Practical Training (OPT) period and find revenue to support these services, which may include an administrative fee.
- Assess international programs in order to focus on services and ensure that programs are meeting the needs of the international population.
- Increase immigration education to international students and scholar to ensure that awareness of changes in immigration regulations.

XIV. AWARDS

UC Irvine ranks 45 on Forbes “50 Best U.S. Colleges for International Students 2017”

XV. STUDENT LEARNING OUTCOMES

2017-18 Update

J-1 EAP Student Academic Training (work authorization)

PERSONAL RESPONSIBILITY

J-1 Education Abroad Program students will be able to apply what they learned in their academic program at UCI to their work experience (J-1 Academic training).

Measured By: Post only survey of student opinions, beliefs

Results: Results are inconclusive as only a small pool of students on Academic Training submitted the required evaluation at the end of their training. Students who did report were able to explain what they learned by connecting what they studied here at UCI to the job they were doing during academic training. In addition, the academic advisors who signed off on the students' evaluation were able to confirm that the goals and objectives of the training were met.

Use: Reporting results; refining program/program changes

2018-19:

On-line tool for F-1 international students who will seek off-campus internships related to their curriculum, major and/or course

PERSONAL RESPONSIBILITY

Our new online tutorial will teach students the process for meeting both academic and immigration requirements for off-campus internships. Our learning outcome is that students using our new process will learn the procedure and successfully submit the correct documents in the IC's CPT tool.

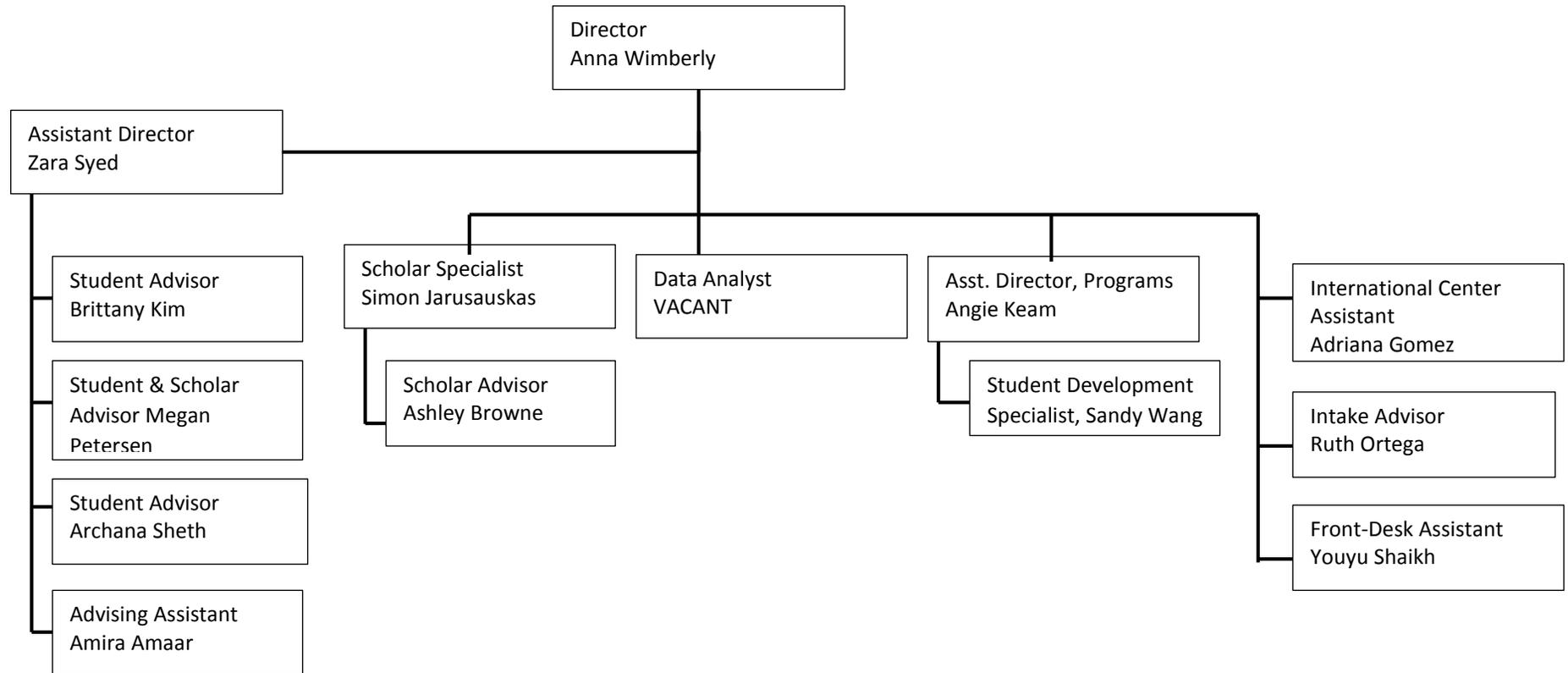
Assessment: As this is the first year of the online tool implementation, the IC advisers will keep track of the number of applications that are submitted online both correctly and in need of revisions. We will modify the tool according to the results of the data collected that show what documents are submitted incorrectly.

Measured By: Student product rated using rubric; Checklist of what student(s) did

Results: To be reported Summer 2019

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

University of California
International Center
Organizational Chart – August 2018



STUDENT LIFE & LEADERSHIP

LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER (LGBTRC)

I. VISION & MISSION

VISION

The LGBTRC provides support, education and advocacy from an intersectional perspective regarding sexual orientation/attraction and gender identity for the UC Irvine Campus Community.

MISSION

The UCI Lesbian Gay Bisexual Transgender Resource Center provides a wide range of education and advocacy services supporting intersectional identity development. We foster community, wellness, an open and inclusive environment for lesbian, gay, bisexual, intersex, transgender, queer, asexual, ally, aromantic and questioning students, faculty, staff and the larger campus community. We strive to develop an atmosphere of acceptance and wellbeing in which the campus community can support the academic mission of the university.

CORE COMPETENCIES

- Identity development for LGBTQIA+ and other intersections of identity (ex: POC, ability, cultural, spiritual, gender, veteran, undocumented and other marginalized identity statuses)
- Leadership development
- Support service
- Education
- Outreach
- Collaboration
- Policy change / address issues related to climate

CORE VALUES

- Diversity
- Social Justice
- Education
- Student Development
- Holistic Wellness
- Advocacy
- Visibility
- Leadership

II. WORKFORCE

MANAGEMENT TEAM

Davidian Bishop	Director
Darrell Brown	Assistant Director

STAFF

Career (FTE)	
Ash Preston	Program Coordinator
Kathryn Dorsheimer	0.20 FTE Counseling Psychologist (left 7/18. Replacement forthcoming)

STUDENT LIFE & LEADERSHIP

LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER
(LGBTRC)

Filled:	3.00 FTE
Provision:	0.00 FTE
<hr/>	
Career FTE Total:	3.20 FTE
Career Headcount	3.20
Other	
Interns:	7 Interns
Volunteers:	Field Study = 8-12/year Volunteers = 13/year

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

- Open Houses and Receptions that introduce the campus community to LGBT programs, services and opportunities for involvement, as well as build and strengthen connections with LGBTQIA students, faculty and staff.
- Celebrations, speakers and entertainment in recognition of National Coming Out Day and TransAction week in Fall, Bi visibility and Ace/Aro weeks in Winter, Queer and Trans People of Color Week (QTPOC) and Pride Week in Spring.
- One-on-one consultation for students around sexual orientation, gender identity, gender expression, intersectionality of multiple identities, coming out issues, relevant sexual health issues, leadership, mentorship, wellness and other topics relevant to student development.
- Training sessions, workshop presentations and film screenings that raise awareness on campus of LGBTQIA lives and issues.
- Website/phone information and referral services for queer and questioning students who need resources but prefer to remain anonymous.
- The annual End of Year Celebration and Lavender Graduation, a dinner and awards presentation that celebrates the accomplishments of the LGBTRC, its staff and volunteers and graduating students.
- Various collaborative events with different on-campus departments and organizations, such as the Cross-Cultural Center, CARE (Campus Assault Resources & Education), Center for Black Cultures, Resources & Research, Counseling Center, Center for Student Wellness & Health Promotion, Division of Career Pathways, Veteran Services Center, DREAM Center, Student Health Center, UCI Police Department, Student Housing, Gender Education Series, Gender and Sexuality Studies and others.
- Other programs and events based on response to national events, campus challenges, general demand and interest
- Dialogue groups and workshops to discuss queer community, politics and issues. Examples: Queer Talks, Stay Woke Series, Ace & Aro groups, Gyyyy Talks, Grrrl Talks, QTPOC Nights, Bi/Pan/Fluid talks, T-Time all occur on a weekly basis. There are other dialogues that are introduced and occur intermittently throughout the year: Wellness, mental health, disability, sexual health, relationships and to name a handful.
- Social programming for developing relationships, reducing stress, building community and having fun: Gaymes days, movie nights, Second Chance Prom, daily drop in hang out space and more.

List of Services

- Confidential consultation
- Leadership development
- Information and referral

- Presentations
- Workshops
- Speakers bureau
- Drop-in Community Center for LGBTQIA students to explore their sexual and affectional orientations, gender identity and gender expression and build community
- Programs and events
- Support and discussion groups
- Volunteer opportunities
- Resource library
- Cyber Center
- Provide visibility/be out

IV. THOSE SERVED

We are responsible to the entire campus, students, staff, faculty and to some extent community that are desperate for resources. Our focus is supporting LGBTQIA+ students, but to create a campus climate that is healthy, safer and just we must educate and work towards change across the entire campus. We offer direct support, education and services for everyone, this includes queer and transgender people as well as their allies who identify as straight and cis gender. The resource center also gets requests from the UCI Medical Center, UCI School of Medicine, the Law School and the larger Orange County community to provide training, referrals and resources.

We created and work to achieve a number of community learning outcome for those that participate in our space.

Community Members...

- Will define, describe and explore their own identities (Empowerment, Identity)
- Will develop and encourage healthy personal habits, self-care methods and community support that will help them find balance with the multiple identities they may hold (Wellness, Social Justice, Identity)
- Are able to explain how the intersections of their multiple identities connect them with other people and social issues (Community, Social Justice, Empowerment)
- Develop a greater understanding of their personal identities; as well as appreciate the similarities and differences of other community members (Social Justice, Community, Identity)
- Will have the opportunity to educate the larger campus community by visibly collaborating with and/or sharing personal narratives with outside departments, offices and centers
- Will gain a working knowledge of the diversity of the ways Queer people identify in regard to the intersections of their identities (i.e., race, class, ability, gender identity, sexual orientation, etc.) (Social Justice, Identity, Community)
- Will receive the support and resources they need in regard to their LGBTQ identity development and coming out process with the assistance of staff (Identity, Community, Advocacy, Wellness)
- Are able to navigate on and off campus resources with the assistance of center staff (Advocacy)
- Develop empathy and a concern for the social good of others, therefore, contributing to a community of care (Community, Empowerment)

- Will have an opportunity to build a community/queer family therefore, enhancing feelings of engagement and belonging (Community)
- Will be able to find their own unique voice in order to develop a sense of agency & self-efficacy skills (Empowerment, Leadership)
- Are able to develop tangible life and academic skills that will further future goals (Leadership)
- Will find development opportunities to serve as LGBTQ student leaders and ambassadors in and out of the LGBTRC, serving the campus community and beyond (leadership)
- Are able to explain and recognize important social and political issues in their own community as well as different cultural beliefs and behaviors in the larger world (Social Justice Education)
- Are able to receive the support that they need in order to prioritize and persist through their educational/career and personal life with staff that advocate on their behalf and truly care about their future (Wellness)

These learning outcomes are adapted from the work of the UCLA, UCR, UCSD campus LGBT resource centers.

V. HISTORY

The Lesbian Gay Bisexual Transgender Resource Center (LGBTRC) was the result of recommendations made over an eight-year period by the Chancellor's Advisory Committee on the Status of Lesbians and Gay Men and the Gay, Lesbian, Bisexual Student Union. On March 11, 1994 former Vice Chancellor for Student Affairs Horace Mitchell, met with the LGB community and announced that a Resource Center would be established at UCI. He also announced the funding for a full-time position to staff the Center. During Winter quarter of 1995, Pat Walsh was selected as the Director of the LGBT Resource Center and 106 Gateway Commons was designated as the Resource Center's home. The LGBT Resource Center officially opened Spring quarter of 1995.

In 2007 the Director Pat Walsh retired and the LGBT Resource Center moved into a brand new location in the new Student Center. The new location on the third floor of the Student Center in G301 provides more visibility on campus while continuing to be a safe space for UCI's LGBT community. In April, 2008 Davidian Bishop, a long-time collaborator, advisory board member and advocate became the second Director for the resource center. Davidian has been involved with the LGBTRC since the doors opened more than 23 years ago.

The Resource Center is housed under the Student Life & Leadership, along with the Cross-Cultural Center, International Center and other programs within Student Life & Leadership cluster.

VI. LOCATION

G301 Student Center
ZOT: 5125

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Two offices with a third scheduled to be built August 2018, 1 multipurpose room (trainings, programs, meetings, games and hang out space), 1 resource library and cyber center in the central open area and one small casual lounge that is also a storage room and kitchenette with a small sink, refrigerator and microwave, finally a small reception desk.

TECHNOLOGY

We have worked on a phone application that shows folx where they can find gender inclusive restrooms. It was a beta test a few years ago. We are looking to work on this and improve the new version.

EQUIPMENT

We are a recipient of the David Bohnett Foundation and have a cyber center in his name and through his generosity.

VIII. REGULATORY REQUIREMENTS

Not applicable

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

IX. ADVISORY COMMITTEE

Disbanded until we have steady resources that allow us to implement any salient recommendations

X. MAJOR ISSUES

GENERAL STRESS COMPOUNDED BY SEXUAL ORIENTATION, GENDER IDENTITY and MULTIPLE IDENTITY INTERSECTIONALITY

LGBTQIA students have all the stressors on any student at UC plus the added pressure of being queer, transgender or multiple intersectional identities. Being LGBTQIA in itself is not the problem, but hostile environment, anti-LGBTQIA+ language, fear of being outed and other issues, all contribute to added stress.

The recent climate survey shows 6% identify as LGB, 1% as Transgender, 6% as Asexual and 82% identified as Heterosexual. This means up to 18% may identify as not Heterosexual. Our students come from various religious and cultural backgrounds that may or may not be welcoming of their queer identities, pushing well beyond the typical stressors of college and exacerbated by competing identities and cultural pressures. Local community colleges that track non-binary identities (genderqueer, etc.) have shared data that as many as 27% of students in college now identify as non-binary. In the LGBT Resource Center our numbers are even higher.

DEPRESSION AND MALADAPTIVE COPING STRATEGIES

The UC mental health report places LGBT youth populations in two of four tiers and among some of the highest for being “at risk.” This reflects national data showing LGBT students at much higher levels than their peers for maladaptive coping strategies such as, alcohol, drugs, suicide, tobacco use; areas such as eating disorders and body image are on the rise, as well. The literature also shows increased depression for fluid identities (i.e.: bisexual, transgender, genderqueer, asexual).

SUICIDE AS A RESULT OF BULLYING

In recent years, suicide due to bullying of LGBTQ students and those perceived to be LGBTQ has become recognized nationally. Data from a variety of national reports show LGBTQ youth to be in the highest “at risk” categories. Many students have substantiated these reports with personal stories of thoughts of suicide, depression, or actual attempts at suicide when working through their queer identities when there is little support. The students who identify on the gender variant spectrum (transgender, genderqueer, non-binary etc.) are even at a greater risk due to additional life challenges and stigmatization according to National Transgender Discrimination Survey Report on Health and Health Care 2011. For students of color that are already minoritized, to also be LGBTQ+ absolutely increases the forms of violence experienced whether physical or emotional.

VIOLENCE AGAINST LGBTQ AND THOSE TO BE PERCEIVED AS LGBTQ

In recent years, multiple transgender women of color have been attacked and murdered across the country. Some of this violence occurred in our own back yard in Santa Ana. This is an intersection of identities that experiences systematic oppression on multiple levels. The murders have a ripple effect in our own trans communities, communities of color and queer folk at large. Students are concerned about their safety and visibility as targets. Many transgender issues are on the rise in media which generates much interest in the politics of “being transgender,” but that does not mean there are enough supports in place to help the students manage being so highly visible.

Need for more LGBT counselors: Over the last 6.5 years at the resource center, the one-on-one and responses to students in crisis and those requiring personal consults has increased. Currently, the director and Assistant Director provide counseling for roughly 6-8 hours per week. The programmer for the office also has felt the increase in individual consultations. More than a year ago, we were funded through SFAC allocations to hire a part-time Psychologist for our center. They are funded at .2 FTE. They spend 3-4 hours per week in our space attending relevant programs and holding office hours. They act as a conduit to get students into the counseling center. They may see students in the counseling center once proper intake has been established, but they do not do therapy in our resource center. Like the rest of our staff, they may however provide support and referral. This kind of intensive dialogue and much needed support as described above to support students in crisis makes it difficult to accomplish the other tasks and goals of the LGBTQ Resource Center.

LACK OF CONSISTENT FUNDING (ONGOING PROBLEM)

The lack of a permanent operating budget is insufficient to provide education to the larger campus, manage all the issues and challenges of the LGBTQIA community and simultaneously execute all LGBTQIA-related programming for the entirety of a 30,000 plus student campus.

Although we receive funding from Student Life and Leadership each year, that is money is based on many variables and is an allowance of sorts. Should SLL’s ability to generate revenue through summer orientation program dip, or if other departments require more funding, the LGBTRC will have nothing permanent to fall back on.

THE LGBTQIA COMMUNITY IS OFTEN RENDERED INVISIBLE

Campus clubs, groups, departments and organization do not always have the awareness to include the needs of the LGBT community in planning for larger campus events.

During my attempts to gather the queer staff and faculty I learned that many did not feel safe participating. Several were concerned about the climate at UCI, specifically that being visible could keep them from garnering promotions or make them vulnerable to harassment by colleagues. Some of these employees are fearful about taking this to OEOD, Ombudsman office, etc. because the process will out them and position them immediately in a place of conflict. There are staff and faculty at all levels who have shared confidentially that in their areas they stay closeted because to be “visible” would impede their potential for promotion or result in harassing or marginalizing behavior. As a note two years ago, the LGBTQ Staff and Faculty Network disbanded completely for lack of participation or anyone willing to step into leadership.

Also, it should be noted while this commentary represents some staff and faculty experiences, many LGBTQIA staff and faculty have no problem being “out” and visible and feel this is a place where their queer identity is supported. While most agree there is always room for improvement on this or any campus, many queer folk have expressed having had a good overall experience at UCI. (see next section for UC wide overview).

Students will always struggle to find mentors and role models that are so common to non-LGBTQIA students. Sheer lack of numbers, fear of being out on campus and routine omission by the larger non-queer campus has consistently threatened to render our community invisible.

OBSERVATIONS AND TRENDS

The UC LGBT Directors Council developed a working “lavender paper” to share their observations regarding LGBT student populations on UC campuses and the unique challenges in serving their needs. Below are major points, updated in 2010.

1. LGBT Resource Centers require a level of confidentiality unique to student services. Students do not want to sign into LGBT programs, often hide from family and friends that they visit the LGBT resource center and purposely avoid being seen with LGBT center staff. Request that letters of recommendation do not use LGBTRC letterhead or refer to “diversity programs” rather than explicitly LGBT involvement. Alumni request their names be removed from LGBT awards web pages and even Allies Safe Zone web pages.
2. LGBT Resource Centers function as Cross-cultural Centers, bringing together students of different ethnicity, race, religion, ability, etc. This creates great opportunities for dialogue and social justice work. Students claim a spectrum of sexual and gender identities and they often require greater understanding of different experiences within their own LGBT communities, too.
3. LGB (sexual orientation) students often require as much education as straight students regarding transgender (gender identity) issues. Within the LGBT community, although students are learning about gender identity and expression, it is often misunderstood.
4. While many policies and procedures are in place to support sexual minorities, transgender students struggle to navigate campuses that ignore their needs or deny their existence.
5. More students are identifying with non-monosexual identities, such as bisexual, pansexual, fluid, or “don’t label me.” Biphobia, however, continues to be a challenge within and without the LGBT community.
6. Asexuality is an emerging identity and according to surveys of our campus they represent 6% of our population. These individuals have very specific needs to be addressed. We are working to provide education to the larger campus on asexual/aromantic identities and how UCI can affirm these people and create a supportive environment. This is being done through education, trainings, creating support groups/networks and engaging departments that work closely with students to better understand this growing population and its needs.
7. Student athletes, fraternity/sorority members and students in other small social circles are less likely to access LGBT services out of a fear of being “outed.” Some will not even join anonymous online chats, stating they cannot give their student ID to professional staff in case they are accidentally “outed” to teammates or Greek letter brothers or sisters.
8. Many students of color feel they must choose between communities of color (where they may experience homophobia and transphobia) and the LGBT community (where they may experience racism). They may avoid either LGBT Resource Centers or ethnic-based program offices.
9. While students of color may report acts of racism or even micro aggressions, they may not report anti-LGBT bias. Students are believed when they report racism. They are questioned when they report homophobia, or have their experiences minimized. Many LGBT students are so desensitized to verbal abuse and harassment that it does not occur to them to report bias incidents that happen routinely.
10. LGBT Resource Center staff must also navigate hostile climates and situations. Members of the UC LGBT Directors Council have had vandalism of property in their personal lives. If even role models for LGBT students struggle with anti-LGBT environments, LGBT and questioning students face

extremely difficult challenges navigating social situations.

11. LGBT students are self-selecting out of majors and careers, because of internalized homophobia or because of overt homophobia in the career field. Students are less likely to major or be “out” in medicine, Engineering, business and K-12 education.
12. Some students are going back into the closet upon graduation or during the job search. They create resumes that remove mention of LGBT leadership involvement. Some choose to audit rather than register for LGBT studies courses that would show up on their transcript. Even straight allies are advised by some career counselors to remove mention of their involvement in Allies Safe Zone programs from their resumes.
13. Many LGBT student leaders are burned out from over-involvement in advocacy work in a challenging campus climate. Lacking the professional resources they need, students try to provide missing services and resources to each other.
14. LGBT students are often “out” in one part of their life and not “out” in other areas. They thus must remain vigilant regarding who in their lives know their “true selves.” This leads to stress and an increased need for emotional support since many friends and family do not know their “true selves.”
15. As LGBT resource center staff try to meet the needs of LGBT and questioning students, they are torn between competing needs to also do campus-wide education or policy work. A minimum staff of three people is the tipping point for meeting the priority of the campus.
16. Many students, staff and faculty at UCI are “out,” visible and feel strongly that UCI is a wonderful and supportive campus for them and their identity. There are many who have not experienced micro-aggressions, expressions of hate, or violence against them.

Most staff and faculty agree they can be authentic in their queer identity to no negative effect. However, the LGBTQ Staff and Faculty Network has agreed over many years, there is much room for improvement. There is a big difference between merely being accepted or tolerated as queer employees versus being embraced, supported, nurtured, or celebrated.

In recent years, the UCOP LGBTQ task force (with representation from all campuses) wrote a paper to make requests for changes. One of the imperatives of that was the recommendation that all campuses should have Gender Inclusive facilities. UCI was already well ahead of many of its peers when this mandate came down, because we began to research and make similar recommendations in 2009. By 2010 we already had more than 20 GIB across campus. By June 2016 we had more than 200 gender inclusive bathrooms across campus.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- We hired a permanent Program Coordinator in the Summer of 2017. This position has helped us provide more programming and more presentations to the campus so we did not have to decline offers to provide critical education. We were able to provide more one-on-one support to students who are in crisis and who desire leadership development. This person also provided more desperately needed queer/trans visibility. They have been able to sit on committees and represent the needs of queer and transgender students in public spaces.
- We held our first QTPOC weekend festival. Approximately 80 students of color attended presentations and workshops that focused on issues facing QTPOC students. This event was designed to help attendees develop skills around wellness and resilience.
- We went through an external review to help us improve our services and better understand how our constituency and campus partners see us. We are still awaiting information and final report.

- Creation of a new program for white folx to learn, share and grow in understanding their whiteness and how that impacts communities of color. The goal is to shift the burden of reducing and when possible fix challenges of racism from people of color in our space, to white people.
- Developed Student Affairs Learning Outcomes for the majority of our programs.
- We provided more programs and educational moments than ever before in our 22-year history. We had more than 400 events sponsored by the LGBTRC.

XIII. 2018-19 GOALS

- Continue to shift the way we approach our work to address those in our community most in the margins. We will be centering our work on Queer and Transgender Students of Color. We have always had programs for students of color, but across the nation, we are learning that institutional racism exists and limits students from reaching the goals we set for them. We are working with our leaders and listening to how we can better serve students of color that also identify as gender and sexual minorities.
- We maintain and continue to improve an ongoing space for white folx to learn about their whiteness and how to support communities of color and other marginalized groups and identities.
- Continue to meet the directives from UCOP for Gender Inclusive Facilities across UCI (including the Medical Center).
- SB179 was passed into law this year which allow for all California ID, drivers license, birth certificates to allow individuals to identify as Male, Female and Non-Binary. This means the campus needs to be prepared to change data systems, forms, websites, brochures, information to capture the new NB identity. Additionally, students, staff and faculty need training to learn, understand these identities so they can interact and communicate accurately when addressing folx with NB identities. The LGBTRC is working towards this goal. Other campuses that are in the lead on this have been able to get their chancellors to create a committee with this specific charge.
- We are working to bring a consultant to help us look at and review our center and our programs
 - Housing – we are the sponsor of 2 housing units.
 - Middle Earth – Open House (all gender inclusive housing)
 - Arroyo Vista – SPECTRUM LGBTQ theme house
 - Ongoing trainings with other housing units to ensure their staff and interns understand the complex needs of the queer and transgender, non-binary communities.
 - DREAM Center
 - We will be collaborating and cross training to understand undocuqueer students and create a safety net. This is a population that is at risk.
 - We are planning a variety of collaborative efforts.
 - Davidian Bishop has been invited to sit on the National Board for Step UP!, the leading national bystander intervention training. One of Davidian’s roles on this committee is to increase attention to communities that experience higher levels of marginalization.
- Deejay Brown, Assistant Director, is the Chair for the Queer and Transgender people of color committee for the National Consortium of Higher Education.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Queer & Ally Student Welcome

DIVERSITY & GLOBAL CONCIIOUSNESS

As a result of the Welcome event, (1) Students will be able to share two resources or programs they learned about the LGBT Resource Center and (2) Students will be able to share two ways that they can get involved at the LGBT Resource Center.

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

Results: During Fall 2017 the LGBTRC sampled a population of 39 students, staff and faculty at the Queer & Ally Welcome, out of over 80 students, staff and faculty that attended. Based on the data gathered from the survey, we determined that students learned about the resources and services that the Resource Center provides.

When asked what students learned, remarks included:

- The need to engage in social events and the desire to attend the physical space.
- LGBTQ organizations & support groups on campus
- Mentorship and Leadership opportunities
- Resources and services provided by the LGBTRC, "safe space for community, resource library, professional staff"
- Social and educational events.
- Safezone Program and LGBTQ 101

Based on the information gathered we decided to implement a number of changes for the 2017-2018 year:

- Refine assessment tools & learning outcomes for the LGBT Resource Center
- Increase marketing efforts of the event earlier in the year.
- Reach out to incoming students at SPOP.
- Expand programming to reach a wider range of students to make center more approachable for a larger number of students.
- Stress importance of community building of Queer students and allies at UCI.

All of the 39 respondents were able to name at least two resources/programs and two ways to get involved.

Use: Refining assessment tools/LOs; Unit planning and/or budgeting; Refining program/program changes; Reporting results

2018-19:

Queer & Ally Student Welcome

DIVERSITY & GLOBAL CONCIIOUSNESS

As a result of attending Queer & Ally Student Welcome, participants will be able to:

- Build community networks by listing two ways to connect to the queer community.
- List two resources or ways that they can engage with the LGBT Resource Center.

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

Results: To be reported Summer 2019

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

New LGBTQ Student Orientation (2018)

PERSONAL RESPONSIBILITY

As a result of attending the New LGBTQ Student Orientation, students will be able to:

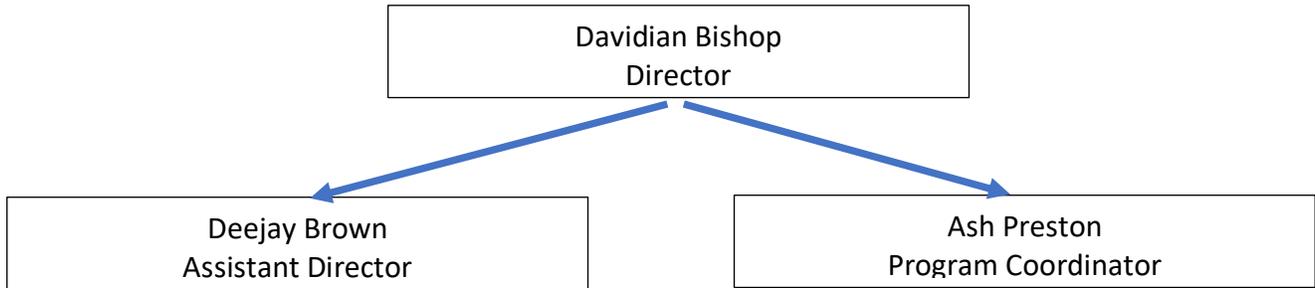
- Identify areas of the LGBTRC in which they would like to get involved
- Discuss and explain the reasons for which they have come to the New LGBT Student Orientation
- Develop support networks and community through the different community building exercises during New LGBT Student Orientation
- Articulate ways in which the LGBTRC supports student development

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

Results: To be reported Summer 2019

Use: Refining program/program changes; unit planning and/or budgeting

LGBT Resource Center Organizational Chart



OFFICE OF ACADEMIC INTEGRITY & STUDENT CONDUCT

I. VISION & MISSION

VISION

The Office of Academic Integrity & Student Conduct (OAISC) contributes to the ethical and civic development of UCI students by providing educational opportunities and accountability in the administration of the student conduct process.

MISSION

The Office of Academic Integrity & Student Conduct is responsible for ensuring that students comply with university policy related to academic integrity and student conduct by promoting student learning and development.

CORE COMPETENCIES

Expertise in managing complex disciplinary issues sometimes, involving students in crisis. These skills include effectively communicating with students, maintaining collaborative relationships with a variety of campus partners, knowledge of current trends in student affairs and experience in understanding relevant policies and laws.

II. WORKFORCE

MANAGEMENT TEAM

Kim Burdett Interim Director

The Office of Academic Integrity & Student Conduct is managed by the Director of Academic Integrity & Student Conduct (AISC) (1 FTE). There is one Associate Director of Academic Integrity (1 FTE) that presides over all academic misconduct cases and one Associate Director of Student Conduct (1 FTE) that presides over all student conduct cases. In addition, there are Academic Integrity & Student Conduct Officers (2.0 FTE) that are responsible for adjudicating academic integrity and conduct cases, consulting with other campus departments, providing trainings to students, student groups and campus departments and completing file reviews and dean certifications. The Policy Analyst (1.0 FTE) manages Jeanne Clery Act reporting, coordination of appeals for cases of sexual violence and sexual harassment and overall administrative management of the academic integrity program.

STAFF

Career (FTE)	
Filled:	5.00 FTE
Provisional:	1.00 FTE
Career FTE Total:	6.00 FTE*
Career Headcount	5
Student Staff	1 Intern
Other	8 Undergraduate Students on the Student Conduct Review Board 5 Peer Advisors

* FTE included in the Student Life & Leadership staffing summary.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

III. SERVICES PROVIDED

- Adjudication of all academic and non-academic conduct cases
- Consultation with campus departments on student academic misconduct, student conduct and students of concern matters
- Management of Advocate, the conduct database management system
- Education and marketing to the campus on university policies
- Maintaining campus policies
- Provide Dean's Certifications for students
- Provide background checks to employers, graduate schools, etc.
- Provide file reviews for students

IV. THOSE SERVED

- Students, Staff, Faculty, Alumni, Law Enforcement and Community

V. HISTORY

Not available

VI. LOCATION

G308 Student Center

ZOT: 5125

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

- Director – 1 office in the Student Life & Leadership Office
- Associate Director of Academic Integrity – 1 office in the Student Life & Leadership Office
- Student Conduct Officer – 1 office in the Student Life & Leadership Office
- Academic Integrity & Student Conduct Officer – 1 office in the Student Life & Leadership Office
- Academic Integrity & Student Conduct Officer – 1 office in the Student Life & Leadership Office
- Policy Analyst – 1 office in the Student Life & Leadership Office

TECHNOLOGY

Advocate database system by Symplicity

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

- Digital Millennium Copyright Act (DMCA)
- Higher Education Opportunity Act (HEOA)
- Family Educational Rights and Privacy Act (FERPA)
- Jeanne Cleary Act
- Title IX
- Violence Against Women Act (VAWA)
- Campus SAVE Act

IX. ADVISORY COMMITTEE

Consultation Team
Case Management Team (CMT)

X. MAJOR ISSUES

The Office of Academic Integrity & Student Conduct (OAISC) continues to see an increase in case load involving complex cases related to mental health, disruptive behavior and threats of violence (perceived and real). There has been an increase in graduate and international students involved in the student conduct and academic integrity case management process. Students now involve attorneys, which has led Student Conduct to develop transparent guidelines on how attorneys can be involved in the student conduct process.

There is a spotlight on colleges and universities across the nation on how they report, respond and work with the parties involved in sex offense cases. Student advocates have demanded a higher standard and were validated by legislators; for processes to be timely, support services provided and consistent and trauma informed training for those involved in the administrative process. The Office of Academic Integrity & Student Conduct continues to maintain a high degree of collaboration and partnership with the Office of Equal Opportunity and Diversity (OEOD), UCI Police Department (UCIPD), the Campus Assault Resources and Education (CARE) office and Campus Counsel to ensure OAISC are meeting those standards.

Since September 2017, the Office of Academic Integrity & Student Conduct has taken over adjudication of all cases of academic misconduct. Inconsistencies in reporting across the UCI Schools has revealed a need for increased education and outreach to both faculty and students in order to better support academic integrity on campus.

XI. MISCELLANEOUS

Grand total of students through the process: 961
Grand total of number of incidents: 852
Grand total of Suspensions: 50
Grand total of Dismissals: 2

The statistics above are for cases that have been closed (completed the conduct process and given a sanction). There are current cases pending meeting and/or sanction that are not included in the data set.

XII. 2017-18 ACCOMPLISHMENTS

The Office of Academic Integrity & Student Conduct addresses a wide range of student behaviors. This academic year, the office successfully hosted Integrity Week. A week-long program of events focused on annual training is essential in providing an educational, fair and informed student conduct process for UCI students.

- Hosted 30 Ethics Workshops over the academic year
- Revamped website for OAISC, centralizing student conduct information
- Create an assessment tool that will measure students experience with the student conduct process and adjudicators

XIII. 2018-19 GOALS

- Continue to collaborate with OEOD, CARE and UCIPD regarding Title IX compliance and adjudication

- Continue identifying learning outcomes and gathering data in order to improve the case management process for student conduct and academic integrity, training of volunteer members and the development of the OAISC team
- Continue to host the annual Integrity Week program
- Continue to regularly update the OAISC website
- Continue to work with the Senate Committee, the Council on Teaching, Learning and Student Experience
- Increase educational outreach efforts for Academic Integrity
- Successful integration of new Interim Director and Associate Director for Academic Integrity

XIV. AWARDS

Not Available

XV. LEARNING OUTCOMES

2017-18 Updates

Ethical Decision-Making Class

PERSONAL RESPONSIBILITY

Students who have participated in the Ethical Decision-Making Class will be able to define ethical decision-making, identify their own personal values and articulate steps for making an ethical decision.

Measured By: Post survey of student opinions, beliefs

Results: Throughout the 2017-2018 academic school year there were a total of 30 Ethical Decision-Making Workshops hosted for UCI students. Two workshops were offered over the summer, nine were held in the fall quarter, ten in the winter quarter and nine in the spring quarter. Overall, there were 241 students who completed the workshop during the 2017-18 academic year. The workshops were intentional and guided by learning outcomes.

To reach the learning outcomes articulated above, the workshop was designed to engage students in a series of modules. All modules included a discussion moderated by the workshop facilitator. The modules were as follows: Clarification of Personal Values, Role Model essay and Definition of Ethical Decision-Making.

Based on the workshop evaluations, the majority of students found the Personal Values activity to be most beneficial followed by the Role Model essay. These trends are consistent from the previous year. In addition, after completing the workshop, a handful of students felt compelled to seek additional guidance from the workshop facilitator about other academic and professional development.

Use: Refining program/program changes; unit planning and/or budgeting; reporting results

Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

During the Peer Advisor summer training, Peer Advisors will increase their knowledge of steps for effective program planning and be able to articulate three areas to prioritize for Integrity Week program planning.

Measured By: Checklist of what student(s) did; student product (e.g., portfolio, journal) rated without rubric

Results: Peer Advisors for 2017-2018 successfully planned and executed Integrity Week in Fall 2017 (October 16-20, 2017). They created new programming initiatives (workshops, games and giveaways) while also enhancing the existing tabling activities on Ring Road by making them both interactive and

educational. The overarching goal was for students to think about living their lives with integrity, both inside and outside of the classroom. The programming focused not only on academic integrity, but also real-life situations where students might be faced with compromising decisions (illegal downloading, etc.)

Use: Refining program/program changes; unit planning and/or budgeting; reporting results

2018-2019

Ethical-Decision-Making Workshop

PERSONAL RESPONSIBILITY

Students who have participated in the Ethical Decision-Making Class will be able to define ethical decision-making, identify their own personal values and articulate steps for making an ethical decision.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

During the Peer Advisor training, Peer Advisors will increase their knowledge of campus resources, counseling and advising skills and will also be able to articulate three resources to assist students in the academic integrity and student conduct process.

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

Results: To be reported Summer 2019

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

Academic Integrity & Student Conduct Process

CIVIC & COMMUNITY ENGAGEMENT

Students who have participated in the student conduct/academic integrity case management process will develop an improved understanding of the behavioral standards noted in the student code of conduct and the Academic Integrity Policy, as well as the consequences of not meeting those standards. Students participating in this process will demonstrate the importance of the code of conduct standards within the context of the campus and academic community.

Measured By: Interviews: focus group or informal group discussion

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting result

Ethical-Decision-Making Workshop

PERSONAL RESPONSIBILITY

Students who have participated in the Ethical Decision-Making Class will be able to define ethical decision-making, identify their own personal values and articulate steps for making an ethical decision.

Measured By: Post survey of student opinions, beliefs

Results: To be reported Summer 2019

Use: Refining program/program changes; reporting results

Student Conduct Review Board Training

CIVIC & COMMUNITY ENGAGEMENT

Students participating in the Student Conduct Review Board training will demonstrate an understanding of the code of student conduct and the application of policy within the context of the Student Conduct Review Board process and hearing.

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

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership

STUDENT OUTREACH AND RETENTION CENTER (SOAR)

I. VISION & MISSION

VISION

The Student Outreach and Retention Centers fosters social emotional learning and student retention through student-initiated work, advocacy, wellness, equity and access.

MISSION

The mission of the SOAR Center is to provide support and enrichment opportunities for students at the University of California, Irvine (UCI). We are committed to help students survive and thrive by increasing their engagement on and off campus, fostering their academic success, and creating a supportive social environment. We promote student leadership development through student-initiated outreach and retention projects, and serve as a bridge between the information, resources and services that contribute to their success.

CORE COMPETENCIES

We promote achievement through engagement focusing on Student Initiated Outreach and Retention Projects, Campus Change and Advocacy, Authentic Leadership and Student Empowerment, Developing Community, Undergraduate Pathways to Graduate School and Student Retention Services that contribute to student Success.

II. WORKFORCE

MANAGEMENT TEAM

- SOAR Director, unfilled
- SOAR Student Initiated Programs Advisor, Retention

STAFF

- 2 FTEs
- 23 Student Staff
- 25 Staff Headcount

III. SERVICES PROVIDED

- Programs and services
- Open House/Ice Cream Social
- SIMP Seminar
- SIAP Seminar
- Pathfinder seminar
- SOAR Scholars
- Student Success workshops
- Pathway Peer Educators
- Cup of SOAR

- Soaring Through Finals
- SOARing Through UCI
- Brave Spaces
- iRise
- SOAR Banquet
- Ring Road Marketing
- Generally advise RCOs on program planning, event planning, campus policy, risk management, leadership development, organizational development, publicity & marketing, etc. Generally advise students on retention resources and provide mentorship.

IV. **THOSE SERVED**

- Visitations: 3,427
- The Student Outreach and Retention Center serves the campus community: students, staff, faculty and community members with a unique emphasis of underserved underrepresented students.

V. **HISTORY**

Since 2014 two programs and services were initiated at SOAR by students, for students: Undocumented Students Programs and Food Access and Security services. Both of these initiatives gained support from the University of California Office of the President (UCOP) and received seed funds. These funds were used to hire the Dreamers Coordinator in fall 2014 and the Food Access and Security Coordinator in fall 2015.

In spring 2016, students ran and passed the SOAR Food Pantry campaign, securing funding for 10 years to address student food insecurity. In addition, UC President Napolitano approved a 2-year \$150,000 grant proposed by the Global Food Initiative (GFI) Food Access & Security subcommittee. Furthermore, in fall 2016 the Student Fee Advisory Committee (SFAC) approved the proposal to fund the Dreamers Coordinator position indefinitely and UCOP extended and expanded the temporary funds for Undocumented Student Programs for an additional 3 years. This funding has since been used to hire a Director and establish the DREAM Center. The success of both of these initiatives gained the support of the UCI Vice Chancellor of Student Affairs who allocated space for the creation of an independent DREAM Center and a new SOAR FRESH Basic Needs Hub. Both opened their doors on Sept. 27, 2017.

VI. **LOCATION**

106 Gateway Student Center, Irvine CA 92697

VII. **ASSETS**

FACILITIES

SOAR is a 600 square foot facility located on the first floor of Gateway Study Center. There are 2 office spaces and 1 multipurpose room. We own 2 televisions and 10 computers used for all staff work and student visitation. The center also has a Xerox 7855 printer. The space contains a refrigerator and microwave for student use. We also use the Card Reader Swipes for SOAR provided by Division of Undergraduate Education.

VIII. ADVISORY COMMITTEE

Not applicable

IX. MAJOR ISSUES

Severely understaffed with professional staffing; organization transitions created setbacks for the centers

X. MISCELLANEOUS

XI. 2017-18 ACCOMPLISHMENTS

Outreach Funding

Outreach/Retention	Registered Campus Organization (RCO)	Amount Granted
Outreach	BSU	\$8,000.00
Outreach	Camp Med	\$10,000.00
Outreach	WYSE	\$3,000.00
Outreach	La Escuelita	\$5,000.00
Outreach	BAMP	\$5,000.00
Outreach	SASA	\$3,500.00
Outreach	Orangineers	\$5,000.00
Outreach	PASS	\$3,000.00
Outreach	Chinese Asso.	\$3,000.00
Outreach	PUSO	\$4,000.00
Outreach	SHPE	\$4,500.00
Outreach	Zot Experiment	\$1,000.00
Total		\$55,000.00

Retention Funding

Outreach/Retention	Registered Campus Organization (RCO)	Amount Granted
Retention	CAO	1,200
Retention	Chinese Association	1,200
Retention	MEChA	1,200
Retention	Psychology Student Association	1,300
Retention	SASA	1,200
Total		\$6,100.00

Outreach Participants by RCO

RCO	Underg	Prosp
BSU		0
Camp Med	41	77
WYSE	7	14
La Escuelita	14	15
BAMP	10	15
SASA	12	91
Orangineers		8
PASS		17
Chinese Asso.	31	76
PUSO	13	79
SHPE	25	128
Zot Experiment	18	65
Total	196	630

Outreach Participants by Ethnicity

Ethnicity (SAPEP)	Underg	Prosp	Total
American-Indian/Alaskan Native	0	12	12
African-American/Black	3	5	8
Asian	100	160	260
Native Hawaiian/Pacific Islander	20	15	35
Mexican/Mexican-American/Chicano	46	402	448
Middle Eastern	5	2	7
White	15	9	24
Other/Mixed/Declined to State	4	9	13
Other Spanish-American/Latino (Includes Cuban, Puerto Rican, Central and South American)	3	16	19
Total	196	630	826

Retention Participants RCO

RCO	Underg
CAO	80
Chinese Association	77
MEChA	42
Psychology Student Association	63
SASA	47
Orangineers	52
Total	361

Outreach Participants by Gender

Gender	Undergraduate		Gender	Prospective
Female	105		Female	385
Male	45		Male	231
Decline to State	46		Decline to State	14
Total	196		Total	630

Outreach Participants by Academic Level

Class Level	Undergraduate		Class Level	Prospective
1	22		1	1
2	51		2	1
3	49		3	5
4	51		4	5
5	22		5	2
Decline to State	1		6	1
Total	196		7	46
			8	28
			9	189
			10	97
			11	143
			12	102

			Decline to State	10
			Total	630

Other Retention Efforts

Program	Undergraduate Student Served
Pathfinder Consultations	175
SOARING Through UCI	150
Student Success Workshops	57

XII. 2018-19 GOALS

Promote achievement through engagement focusing on

- Student-initiated outreach projects that challenge education inequity and focus on college readiness
- Student-initiated retention projects that assist in retaining students, create a better learning environment and promote degree completion
- Campus change and advocacy through authentic leadership development and student empowerment
- Developing community and providing pathways to student resources
- Creating pathways to graduate school for undergraduate students
- Providing student retention services that contribute to student success

XIII. AWARDS

XIV. LEARNING OUTCOMES

2017-18 Updates

SOAR Staff Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

At their end of training presentations, SOAR student staff will demonstrate an increased knowledge of the challenges faced by first-generation, low-income, underrepresented and underserved students in higher education by stating five challenges and the campus resources available to help them overcome these challenges.

Measured By: Student performance (e.g., student oral presentation) rated using rubric

Results: After attending staff training, 100% of SOAR student staff were able to demonstrate knowledge of five retention barriers and challenges faced by first-generation, low-income, underrepresented and underserved students in higher education and uniquely at UCI. Each student was additionally able to demonstrate knowledge of UCI campus resources available to help overcome those barriers and challenges. This was measured through a presentation student staff members gave in which they described common student push-out factors and barriers under four core areas of need: financial, mental health and wellness, social and academic. When student staff members demonstrated their knowledge of retention barriers, more than half of them specifically referred to challenges and resources in the areas of financial and mental health.

SOAR Pathways Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

SOAR Peer Educators (Pathfinders) in the SOAR Pathways program will demonstrate their ability to follow the 10-step consultation model in their consultations with student constituents.

Measured By: Student performance (e.g., student oral presentation) rated using rubric

Results: 100% of the Pathfinders were able to demonstrate their ability to follow the 10-step consultation model when holding consultations with student constituents. Pathfinders were trained on the 10-step consultation model and were taught how to effectively hold a peer-to-peer consultation. Student peer-to-peer consultations require Pathfinders to 1) Welcome, 2) Listen, 3) Assess, 4) Identify Flags, 5) Goal Setting and Remedy, 6) Refer, 7) Energize and Encourage (help student book a follow up appointment), 8) Conclude, 9) Document and Summarize, 10) Follow Up. The Pathfinder Peer Educators held over 100 peer-to-peer consultations and were required to document their appointments, successes and challenges through the Pathways Peer Educator Post-Evaluation Form.

Use: Reporting results

2018-19

SOAR Pathways Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

Over the course of a ten-week training in the fall quarter, the SOAR Center Pathfinders will be introduced to the 10-step consultation model and at the conclusion of training, Pathfinders will be able to demonstrate following and tracking the use of this model in their peer consultations with students in the winter and spring quarters.

Measured By: Posttests of student knowledge; checklist of what student(s) did; student performance (e.g., student oral presentation) rated without rubric

Results: To be reported summer 2019

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

SOAR Staff Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

During the summer student staff training, SOAR Center student staff will increase their knowledge of retention barriers and challenges faced by first-generation, low-income, underrepresented and underserved students in higher education and be able to articulate five specific retention barriers and campus resources available to help students overcome these barriers.

Measured By: Student performance (e.g., student oral presentation) rated without rubric; posttests of student knowledge; post survey of student opinions, beliefs

Results: To be reported summer 2019

Use: Providing feedback to student/participant; reporting results

I. VISION & MISSION

VISION

To provide veterans the world-class benefits and services they have earned – and to do so by adhering to the highest standards of compassion, commitment, excellence, professionalism, integrity, accountability and stewardship.

MISSION

UCI Veteran Services Center (VSC) provides veterans, reservists, active-duty members and dependents assistance in obtaining the educational benefits to which they are entitled. The office is responsible for submitting entitlement requests for new and continuing students to the V.A., answering any questions veteran students or dependents may have concerning their educational benefits and providing resources and programs to assist veterans in navigating their transition to civilian and student life.

CORE COMPETENCIES

Administrative Skills

Student Peer Advisors and Assistants learn professionalism, time management, organizational skills and prioritizing by assisting incoming students in person and over the phone with filing their V.A. education benefits. They are the student experts on the subject matter.

II. WORKFORCE

MANAGEMENT TEAM

Adelí Durón	Director, Veteran Services Center
Jane D. Killer	Assistant Director, Veteran Services Center

STAFF

Career (FTE)	
Filled:	2.00 FTE
Career FTE Total:	2.00 FTE*
Student Staff	6 Peer Advisors via V.A. work-study program 1 Graduate Student Peer Advisor via V.A. work-study program 2 Student Assistants

*FTE included in the Student Life & Leadership staffing summary.

For Organization Chart, see end of the SLL Assistant Vice Chancellor/Dean of Students section.

KEY ELEMENTS OF ENGAGEMENT

Work closely with student staff on their development through training to ensure that they are executing our mission and vision properly. In the absence of the Director, student staff have been able to advise and provide resources to our veteran and dependent student population. The office staff work tirelessly to be the one veteran-related office that can thoroughly answer a veteran’s questions, giving them relief and peace of mind.

III. SERVICES PROVIDED

- Center with lounge space, computer stations, TV, refrigerator & microwave for student use and free snacks provided by donations.
- Educational benefit advising (federal and state)
- Serve as an advisor to the Merage Veterans Association & the Anteater Veteran Association
- Employ veteran and dependent V.A. work study students to serve as peer advisors
- Employ veteran and dependent Student Assistants
- Certify educational benefits for veterans, reservists, dependents and active duty personnel
- Provide quarterly programming regarding veteran student issues and awareness
- Veteran Student Welcome (fall quarter & at Celebrate UCI)
- Veteran Student Orientation (summer during mini T-SPOP)
- Veteran Appreciation Dinner (spring quarter)
- Coordinate the Veteran Mentor Program with UCI staff & faculty for students
- Serve as the coordinator of the Student Affairs Task Force on Veterans
- Facilitate the VetNet Ally Program with the Disability Services Center & Counseling Center
- Serve as the official point of contact for V.A. education benefits and tuition assistance as part of D.O.D.'s M.O.U.
- Select and award the Military Bridging the Gap Scholarship & Thomas T. Tierney Veteran Scholarship recipients
- Distribute emergency grants to veteran and military-affiliated students
- Facilitate the 2-unit Veterans in Higher Education Course through the School of Social Sciences.

IV. THOSE SERVED

- Total number of students served: 960 veterans, reservist, active duty, dependents
- Approximately 467 students are receiving federal education benefits (veterans & dependents)
- Approximately 166 veteran, reservist and active duty students (not all are accessing benefits)
- 2017-2018 served 493 California College Veteran Fee Waiver recipients (dependents)

V. HISTORY

2005	One Veteran Services staff (50%) was hired, although the job description was still a shared position with the Center for Service in Action.
2009	New GI bill, Ch. 33, began to be certified at UCI
2010	Inaugural Veteran Appreciation Dinner held in May
2011	New self-standing Veteran Services Center is established in G304 UCI Student Center, staffing requires 1.0 FTE Military Bridging the Gap Scholarship is established at the 2 nd Annual Veteran Appreciation Dinner

2014	Funding is secured to establish a Director for the VSC
2016	Funding is secured to hire a full-time Assistant Director for VSC
2017	Assistant Director for the VSC is hired Forever GI Bill passed
2018	Veteran Services Center moves to G306 UCI Student Center

VI. LOCATION

G306 Student Center
ZOT: 5125
Phone: 949.824.3500
Website: veteran.uci.edu
Contact email: veteran@uci.edu

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Center with lounge for veteran students and office.

TECHNOLOGY

Not available

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

- Federal and state requirements for educational benefit certification
- D.O.D. M.O.U. – Processing of Military Tuition Assistance program by branches of service

IX. ADVISORY COMMITTEE

The office does not have an advisory committee; however, the Student Affairs Task Force on Veterans can sometimes serve in this capacity for Veteran Services.

X. MAJOR ISSUES

LIMITED STAFFING RESOURCES

- Although the VSC now has two (2) FTEs, the reality is that other campuses have anywhere from 4-6 staff members, either in the Veteran Resource Center (VRC) or a combination of staff supporting their veteran students if the certifying officials aren't in the VRCs. The VSC needs a full-time certifying official due to the increase in dependents using benefits; this will allow the time needed of the Assistant Director to provide 1-on-1 advising and to connect students with resources and professional development opportunities. There has also been an increase in the Directors' commitments off-campus to elevate the image of the VSC and seek funding through external foundations. Creating this position would ensure that the VSC doesn't lose opportunities to seek funding and will allow for the VSC to maximize grant usage because the staffing hasn't been sufficient to execute successfully.

- There is also an expectation that the Veteran Talent Reintegration Conference series will continue in 2018-2019 by campus leadership and veteran agency partners. UCI has been voted on as the Convener for the Orange County Veteran & Military Family Collaborative. In order for this conference and these programs to be successful, a program coordinator manager that is responsible for executing both these endeavors would have to be hired.

MENTAL HEALTH ISSUES

Despite the many leadership skills that veterans bring to the campus, veterans continue to see an increase in counseling needs & mental health services due to PTSD (Post Traumatic Stress Disorder) and/or TBI (Traumatic Brain Injury). We need increased resources to meet this need, as there is often a stigma with looking to seek psychological services and the students come to the VSC to seek assistance, divulging their crisis to our staff. In the past quarter alone the VSC staff encountered and assisted student veterans and dependents who had mental health concerns, domestic issues, sexual trauma, were fighting cancer and had difficulties transitioning into being a student and civilian. Hiring the Certifying Official and Program Manager for the Convener role and conference series will allow the Director and Assistant Director to provide the necessary case management and give them the time to walk students over for counseling assistance and provide them the resources available on and off campus.

LIMITED SPACE

Although the VSC moved into a new space this year it is only about 200 sq. ft larger. It allowed for the Assistant Director to have a space in the VSC, but there was not a large enough office for the Director to have one as well. It gave the VSC an additional small office space to grow for one potential new hire. It is still lacking a hang-out space that is separate from where business is being conducted and a much-needed study space that veterans have been asking for within the center.

XI. MISCELLANEOUS

None

XII. 2017-18 ACCOMPLISHMENTS

- The VSC relaunched the VetNet Ally Program this year with the help of co-presenters from the Disability Services Center and Counseling Center. It was launched with great success as the two sessions filled to capacity with 35-40 person waiting lists. We hope to continue to do them quarterly throughout the year.
- A proposal to renew the OCCF Orange County Real Estate Veterans Initiative grant was submitted this past summer. Unfortunately, it was not renewed because we still had funding remaining at the conclusion of the grant. We were able to extend the initial grant and use it throughout this academic year for the veteran course and emergency grants.
- Awarded by the Parent Executive Board as an Anteater Grant Initiative Awardee to re-new the Kognito Veterans on Campus Training program.
- UCI VSC voted on unanimously to be the Convener for the Orange County Veteran & Military Family Collaborative after many conversations and relationship building over the last two years.

XIII. 2018-19 GOALS

- Re-publish the Veterans Resource Guide.

- Assess strength areas and gaps within the VSC and begin to close the gap in areas that need greater attention.
- Re-launch the Veteran Talent Reintegration Conference Series after securing the appropriate funding for a staff person to run the program (.50 FTE).
- Establish an M.O.U. with the Orange County Veteran & Military Family Collaborative to officially be the convener of the collaborative which includes securing funding for a staff person (.50 FTE) to continue building relationships and managing the collaborations and goals of the collaborative.

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2017-18 Updates

Veterans in Higher Education Course (SocSci 189)

PERSONAL RESPONSIBILITY

As a result of the Veterans in Higher Education Course students will seek out at least one resource or opportunity presented in the course. Students will submit a five-page memo that will serve as a reflection of the course at the completion of Fall 2017.

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

Results: 100% of the students expressed using at least one resource in their five-page final memo.

Use: Unit planning and/or budgeting; reporting results

Veteran Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of their participation in the Veteran Peer Advisor Training, students will recall at least four V.A. education benefits. Learning will be measured with an evaluation survey in June 2018 at the completion of the training.

Measured By: Posttests

Results: At the completion of the training 86% of the Veteran Peer Advisors recalled at least four education benefits correctly.

Use: Refining assessment tools, refining program/program changes

2018-19

Veteran Peer Advisor Training

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of their participation in the Veteran Peer Advisor Training Students will recall at least four VA Education benefits. Learning will be measured with an evaluation survey in June 2019 at the completion of the training.

Measured By: Posttests of student knowledge

Results: To be reported summer 2019

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

Veterans in Higher Education Course (SocSci 189)

PERSONAL RESPONSIBILITY

As a result of the Veterans in Higher Education Course students will seek out at least one resource or opportunity presented in the course. Students will submit a five-page memo that will serve as a reflection of the course at the completion of Fall 2018.

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

Results: To be reported summer 2019

Use: Refining program/program changes; reporting results

STUDENT LIFE & LEADERSHIP WOMXN'S CENTER

I. VISION & MISSION

VISION

The UC Womxn's Center works to advance a socially just and inclusive campus climate that supports and advocates for women and female identified individuals and their allies.

MISSION

The Women's Center uses a gender equity framework approach to provide support, advocacy, resources and education to the UCI community. We value and respect all genders, gender expressions, bodies, sexual orientations and racial and ethnic identities while challenging all forms of oppression. We work towards creating a campus environment that is safe, equitable and just.

CORE COMPETENCIES

Integrity | We acknowledge the prevalence of gender identity/expression and sexual orientation discrimination and other oppressions in our society. We seek to empower those who strive to end these and all other forms of inequity. To this end, we promote and uphold an ethic of honesty and sincerity in our actions, values and principles.

Understanding | We are committed to practicing compassion, openness and empathy towards all, without passing judgment or making assumptions.

Inclusion | We affirm the dignity and worth of all individuals by offering welcoming and inclusive programs and services. We recognize and honor the many social and cultural identities that add richness and complexity to our campus and communities.

Engagement | We pledge to model and encourage active advocacy for women and other marginalized groups, providing guidance and opportunities for students to be catalysts for positive social change.

Collaboration | We strive to build creative and productive relationships on our campus, in our community, and with individuals, organizations and agencies. We recognize the importance of learning and honoring all voices.

II. WORKFORCE

MANAGEMENT TEAM

Tamara Austin Director

WOMXN'S CENTER STAFF

Career (FTE)

Filled: 1.00 FTE

Provision: 0.00 FTE

Career FTE Total: 1.00 FTE *

Career Headcount	1
Contract positions (soft-funds)	0
Student Staff	5 employees
Other	4 volunteers

III. SERVICES PROVIDED

The W-HUB provides workshops, panels and lectures that inform the primary population concerning issues relevant to women.

IV. THOSE SERVED

Students, staff, faculty, parents and the greater UCI community.

V. HISTORY

The Womxn's HUB came about due to the collaboration of some Dynamic Womxn. The director of the UCI Cross-Cultural Center, Jade Agua, in discussion with Tamara Austin, who at the time was serving as the Gender Initiative Director, met up to discuss the absence of a Womxn's Center on the UCI campus. Through discussions with other colleagues, we discovered that UCI had a rich history with a previous Womxn's center and due to budget cuts, the center was disbanded. Looking at the number of women who were coming to the Cross-Cultural Center and specifically accessing the Gender Initiative person for resources, we thought it was time to bring the Womxn's center back with a reboot for the future and a base from the past. Working with alumni, current students, staff and faculty, we renovated a space in the Cross-Cultural Center, and in September 2017, the W-HUB was launched. The W-HUB became an instant hit with the students, and we are happy to report that we have served over 1,000 students in our first year. The resource center serves as a resting place for Womxn. In the space, Womxn can feel free to have discussions regarding anything that makes their world turn. The space is an open forum where any and all topics can be engaged in. We have had professors hold office hours at the space because students felt comfortable in the center. We have had a Faculty-In-Residence who was instrumental in assisting Womxn with finding their voice in the classroom and in their personal and professional worlds. The W-HUB will continue to meet Womxn where they are and provide resources for them to grow into their desired version. Well behaved womxn rarely make history. Here at the W-HUB, womxn make history every day.

Historically, women have had to fight in order to be recognized for their talents and skill sets. There was a time when the popular thinking was that women's minds were too delicate to deal with politics and they were too fragile to handle money or own property in their names. Although women may have gained ground in various sectors of society there are still lingering ideas about what gender equality should look like. Women are still being paid less than their male counterparts, and the continuing stereotypes about women and women-identified individuals plague all members of our society. The Womxn's Center focuses on women-specific needs and ideas through workshops, trainings and space interaction to assist women in discovering their personal empowerment. The space also offers ideas and tips to assist women in career development and personal growth. We are an open space where many women have had and will continue to have dialogue that informs their lives. Our space is open and affirming to all who believe in the strength of women, women identified persons and all allies. You can stop in for a piece of chocolate, a cup of tea or respite from our chaotic world.

VI. LOCATION

Cross-Cultural Center

VII. ASSETS *Major facilities, technologies and equipment*

FACILITIES

Our space is assigned as follows:

- Two spaces in the Cross-Cultural Center (director office and main center space)

TECHNOLOGY

Not available

EQUIPMENT

Not available

VIII. REGULATORY REQUIREMENTS

Not Available

IX. ADVISORY COMMITTEE

Jeanne Scheper – Professor, Gender and Sexuality Studies
Tiffany Willoughby Herard – Professor, African American Studies
Valerie Shepard – Professor, Paul Merage School of Business
Karina Hamilton – Director, Women's Empowerment Initiative
Tanya Zabalegue – Chair, Women's Professional and Academic Association
Amanda Smith – Chair, Black Faculty and Staff Association
Kathy Dong – Admin Assistant, Cross-Cultural Center
Jessica Cabrera – Graduate student, Sociology
Womxn's center interns and volunteers (8)

X. MAJOR ISSUES

- Pay equity
- Salary negotiations
- Positive body image
- Professional image
- Relationship knowledge
- Sexual assault
- Positive sexual health
- Physical fitness

XI. MISCELLANEOUS

Provide the following for all visitors:

- Hot tea
- Chocolate
- Hygiene products

- Condoms
- Scantron sheets

XII. 2017-18 ACCOMPLISHMENTS

- Positive Sex Health Workshops
- Positive Cannabis Workshop
- Religious Freedom Workshop
- Women in STEM Panel
- Faculty-In-Residence Program
- Counselor-In-Residence Program
- Professional Wardrobe Collaboration with Nordstrom Department Store

XIII. 2018-19 GOALS

- Visitor growth
- Professional staff addition
- Formal collaboration with campus partners both on and off campus

XIV. AWARDS

N/A

XV. LEARNING OUTCOMES

2017-18 Updates

Not reported

2018-19

Pending

 Student Affairs

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
<hr/>	
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

Marcelle Hayashida, Ph.D.
Associate Vice Chancellor
Wellness, Health & Counseling Services

UNITS

AVC OFFICE

Greg Rothberg, M.A.
Director
Campus Recreation

Mandy Mount, Ph.D.
Director
CARE

Laura Finley-Sanbrano, M.A.
Director
Child Care Services

Frances Diaz, Psy.D.
Director
Counseling Center

Karen Andrews, M.Ed.
Director
Disability Services Center

Patrick Haines, MBA, CMPE
Executive Director
Student Health Center

Doug Everhart, M.Ed.
Director
Center for Student Wellness & Health Promotion

Johnny Chu
Management Services
Officer III

Michelle Nishida
(0.5 FTE)
Payroll & Personnel Analyst

Jamie De Leon
Administrative Assistant III

Brenda Lapinid, LCSW
Clinical Social Worker III, Supervisor

Peter Thach, LCSW
Clinical Social Worker III

Sheena Danesh-Tellez, LCSW (0.5 FTE)
Clinical Social Worker III

Negar Shekarabi, Psy.D.
Coordinator of Faculty & Staff Mental Health Care and Respondent Services

Nancy Cairns-Pietrangelo, M.A. (0.4 FTE)
Respondent Services Liaison

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
<hr/>	
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

- 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	Meagan Wong, Audrey Tate, Xyza Balangue, Rachel Ho
Members	40 members: 1 representative from each Club Sport

X. MAJOR ISSUES

- While the number of participants continues to increase, the availability of space remains tight and heavily scheduled.

- Organization and level of competition for some clubs is becoming more sophisticated which is requiring extra administrative oversight.

XI. MISCELLANEOUS

Statistics (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 Ant eater 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

Activity Classes

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

Team Challenge Program

I. VISION & MISSION

VISION

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

MISSION

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

CORE COMPETENCIES

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

II. WORKFORCE

MANAGEMENT TEAM

Jason Ryba Team Challenge Director

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

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

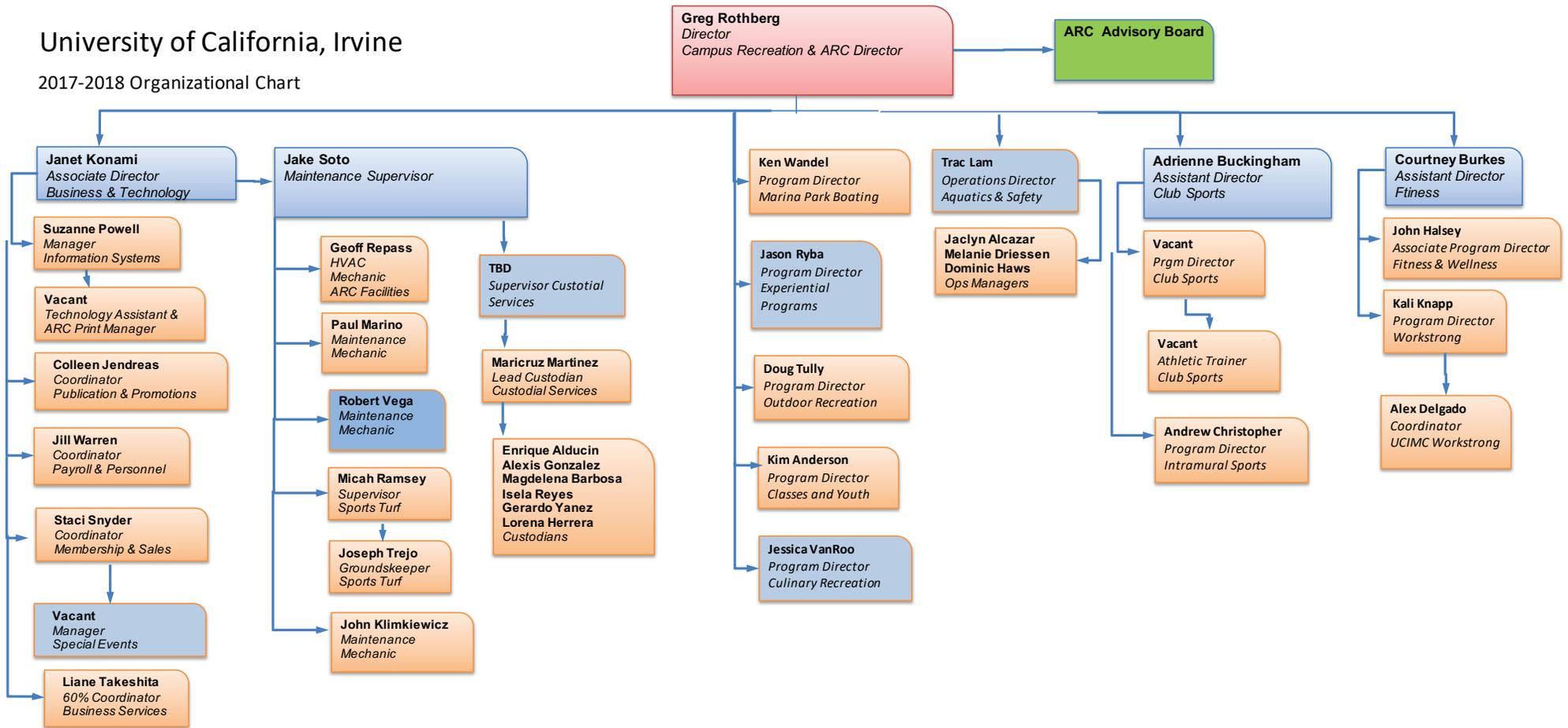
Results: To be reported Summer 2019

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:

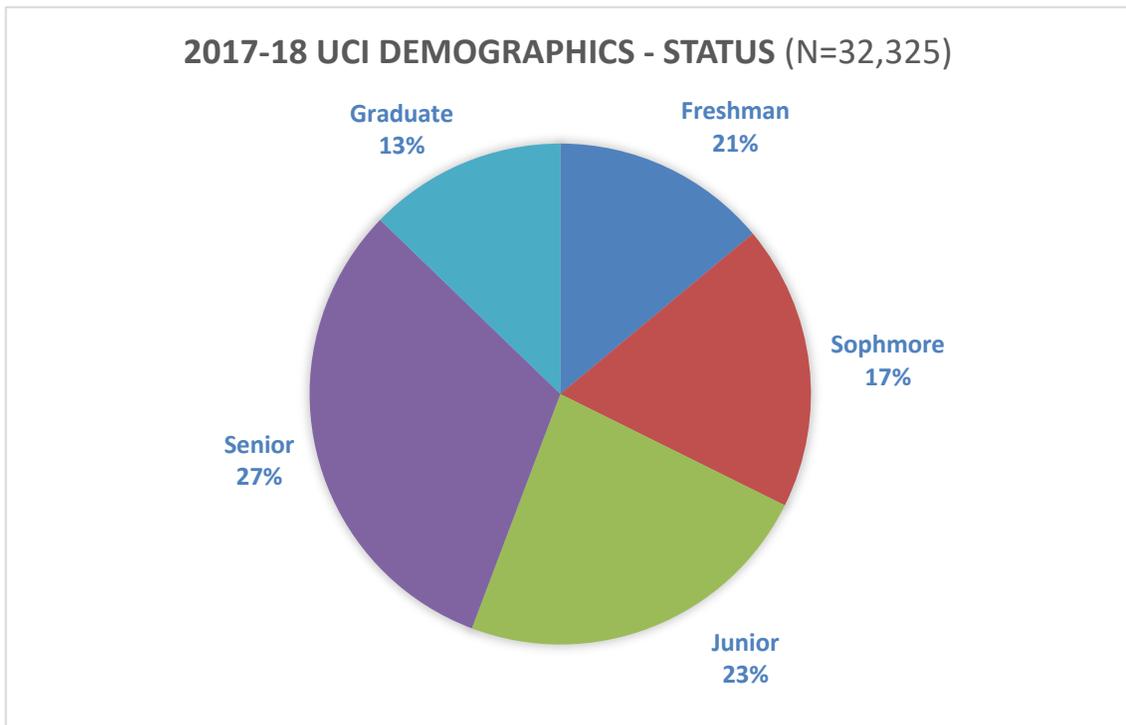
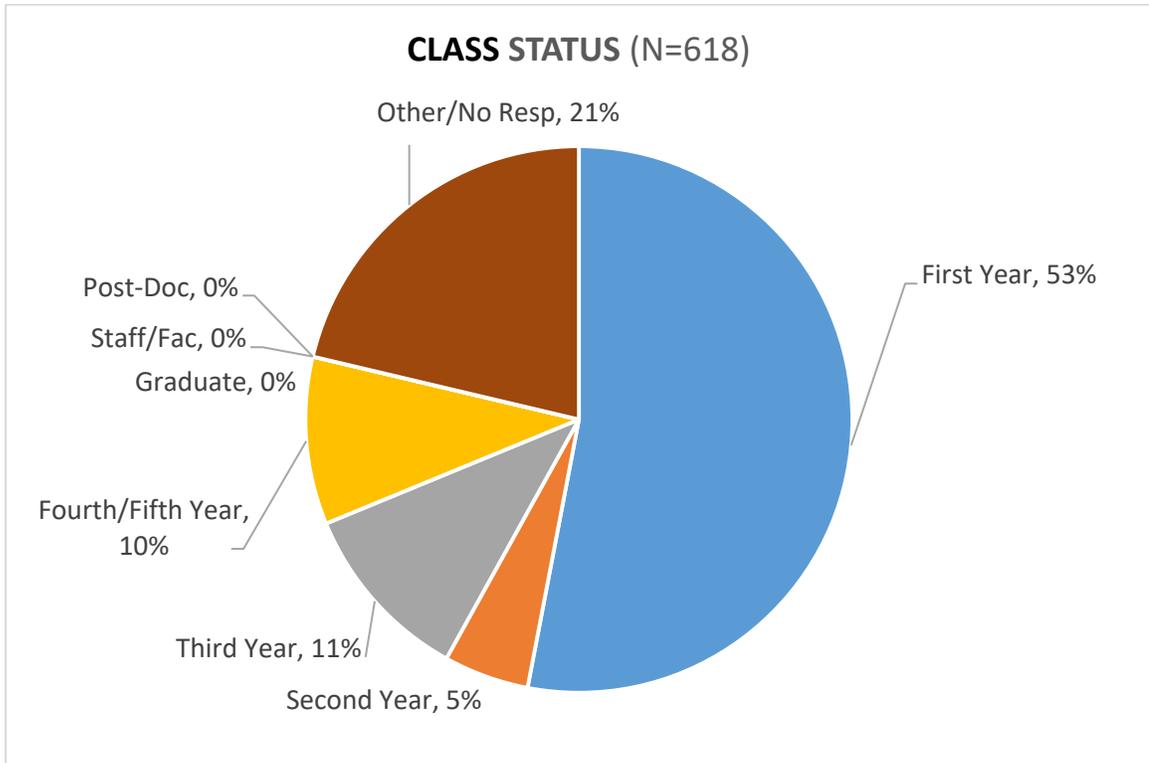
- Expanding the CCR Team membership and engaging new community partners (to include the local County D.A.'s office, local community college districts and others)
- Implementing an Engaging Men strategy on campus
- Developing resources and educational programs that meet the needs of culturally-specific 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

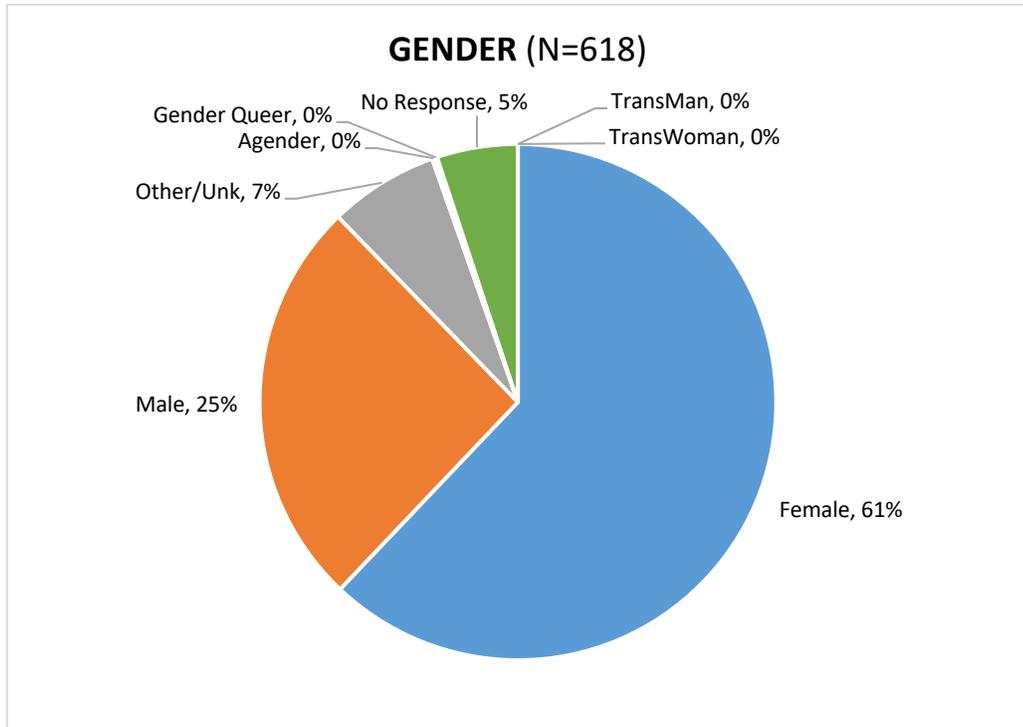
CARE outreach has focused on targeting the first-year population while reaching all students throughout their academic careers. The information collected through 618 program evaluations showed what participants' class levels were as a whole in the chart below.

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



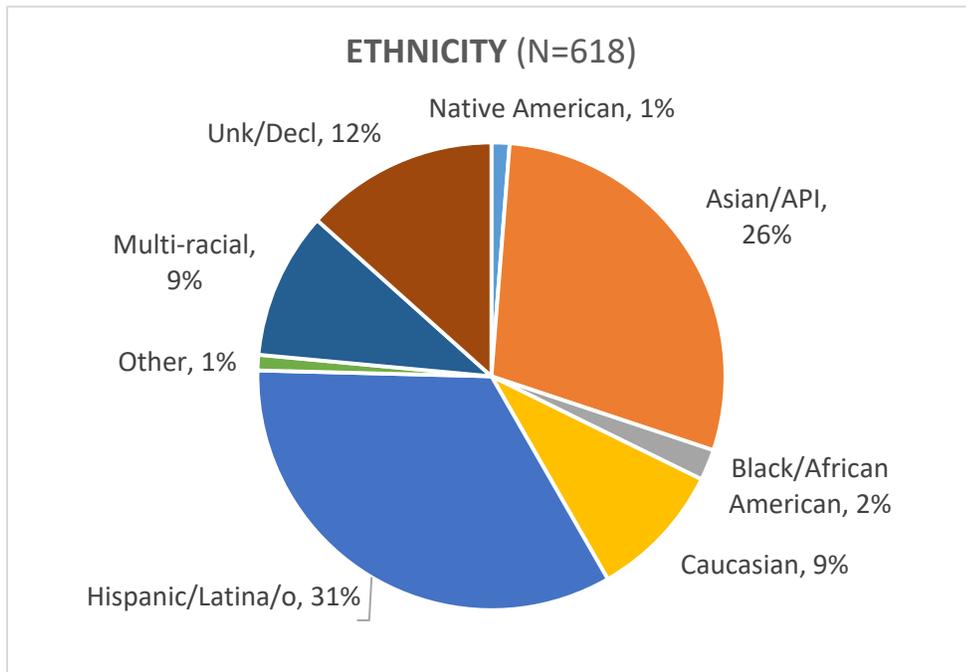
GENDER

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 In collaboration the Health Education and OIT, CARE achieved full compliance in its first year following passing of Assembly Bill AB1088.
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).
- 2007-08 Hired Violence Prevention Coordinator who was qualified to teach Rape Aggression Defense Classes, part-time student assistant and two administrative interns.
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.
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.
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.
- 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 CARE awarded \$5,000 Healthy Relationship College Program Grant from Avon Foundation for Women.
Staff presented programs at the annual American Psychological Association and National Sexual Assault Conference.
OVW Grant Project Director (0.5 FTE) and Victim Advocate (0.25 FTE) hired.
Bystander intervention program Green Dot launched.
Violence Prevention Coordinator Zabie Khorakiwala featured in the Huffington Post for the Yoga as Healing program.
Hosted the first annual Girls Conference OC attracting 200 participants to campus.
- 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

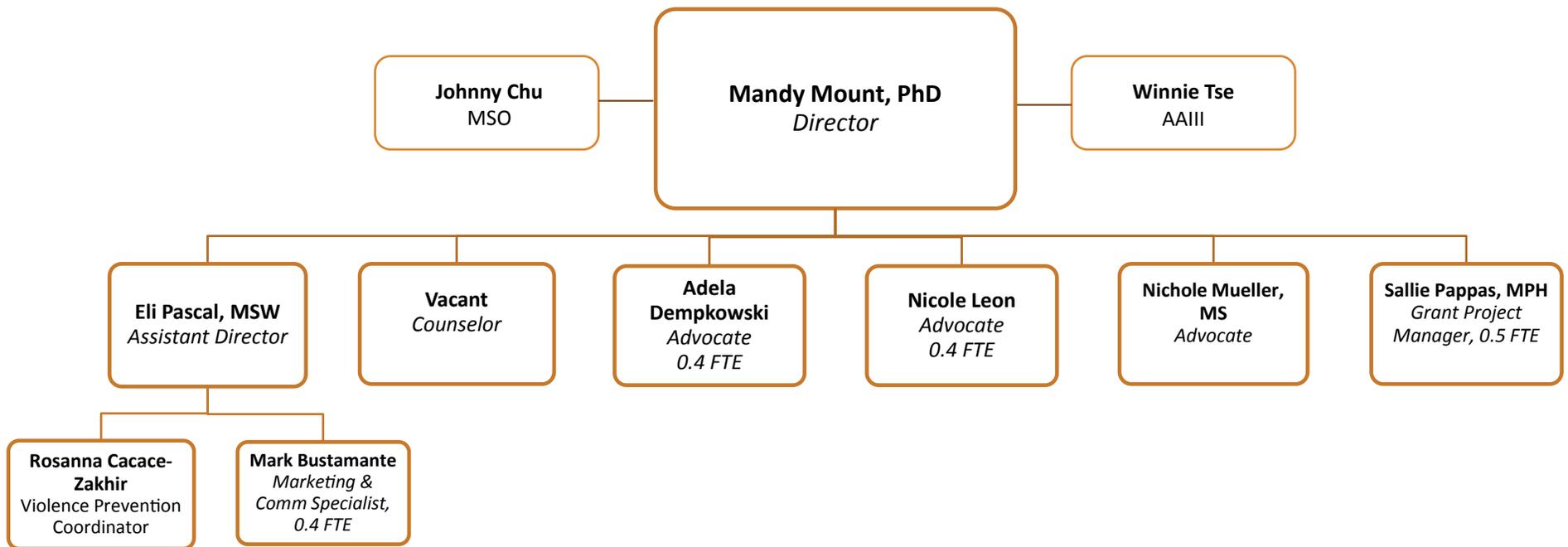
CARE peer educators will develop problem-solving, decision-making, program/event coordination and demonstrate an increase in knowledge of power-based violence dynamics and campus/community resources. These will be measured by evaluations and/or direct assessment by CARE staff.

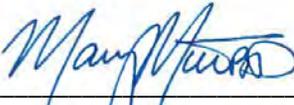
Measured By: Student product rated without rubric

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:

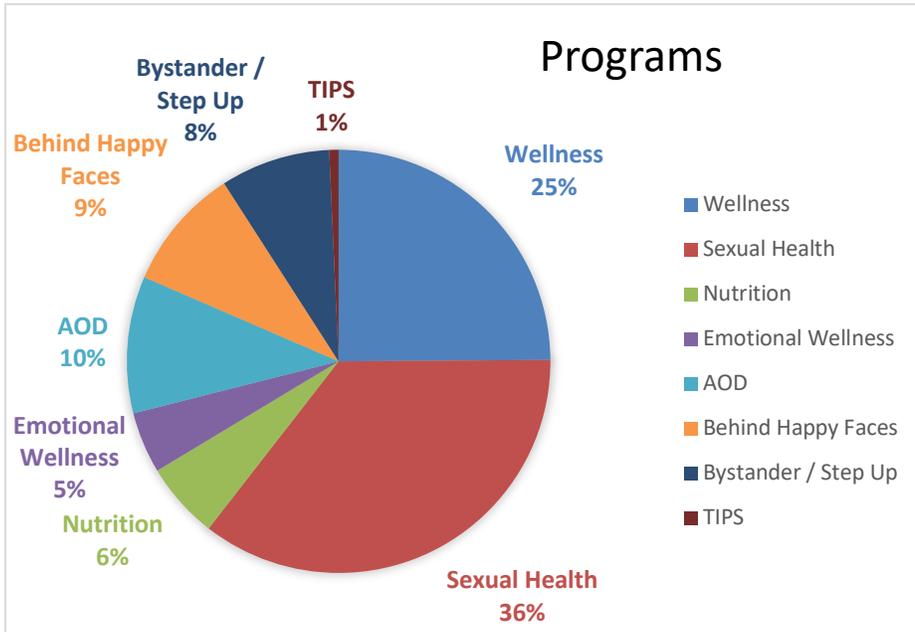
- *Marketing Team* – In order to effectively market our programs, messages and mission, the Center for Student Wellness & Health Promotion utilizes a marketing team. The team consists of the Communications Coordinator (staff position dedicated to managing/supervising the team) and four student Marketing 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

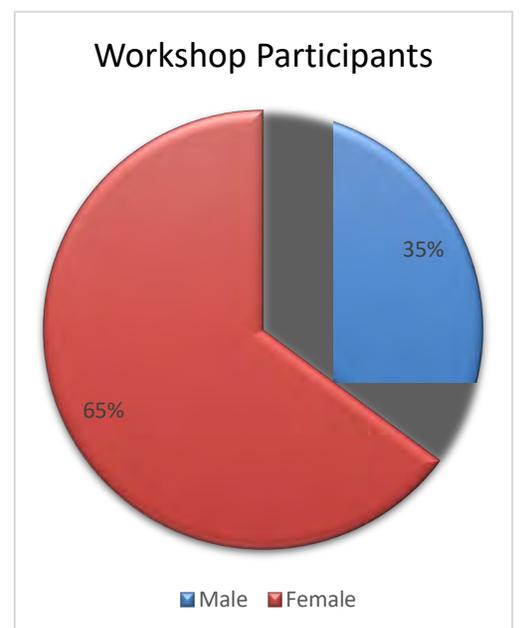
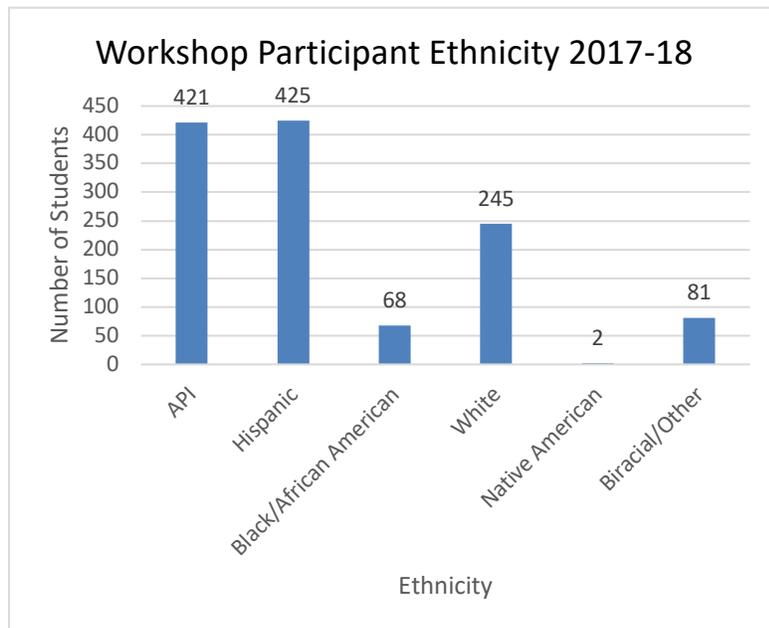
Wellness: Stress Management/Self-Care, Time Management, Yoga/Meditations, Cooking Demos

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

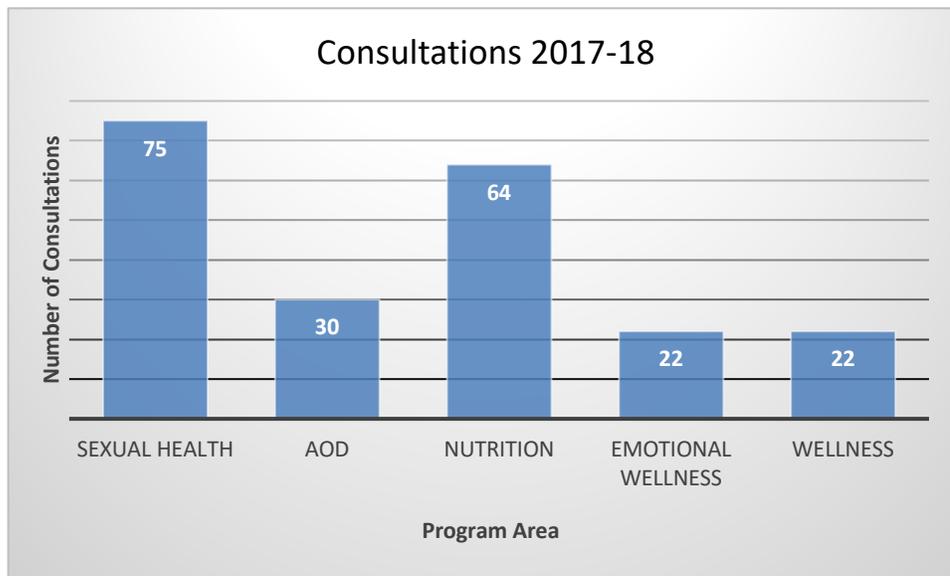
Emotional Wellness: Behind Happy Faces, Goal Setting, Vision/Purpose

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.

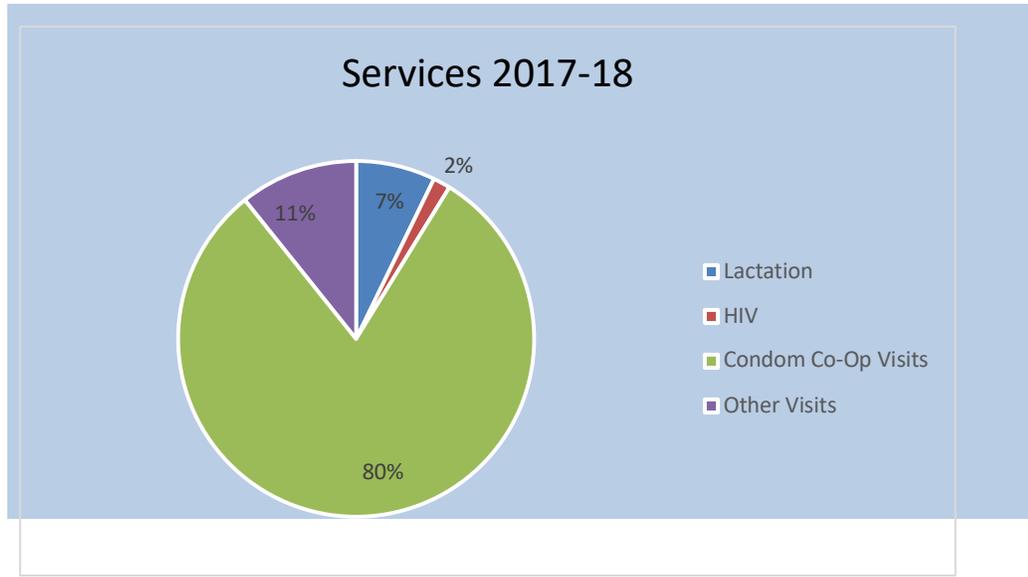


The Lactation Station continues to give nursing parents a clean, safe and private space to nurse and/or pump for their infant children. Students, staff and faculty are welcome to use this service, as well as individuals participating in conferences at the Student Center. There were 345 visits accounting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

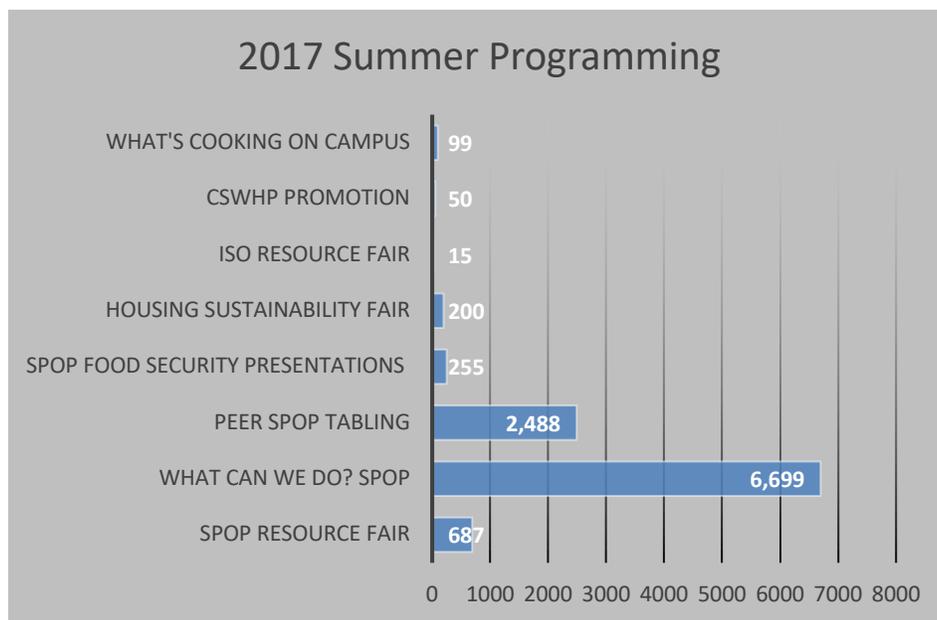
The HIV testing program has been very successful in providing free, confidential and anonymous testing to students. HIV continues to be highly stigmatized and feared so providing an environment where students can feel safe, comfortable and learn about the importance of testing is crucial. Students receive 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.

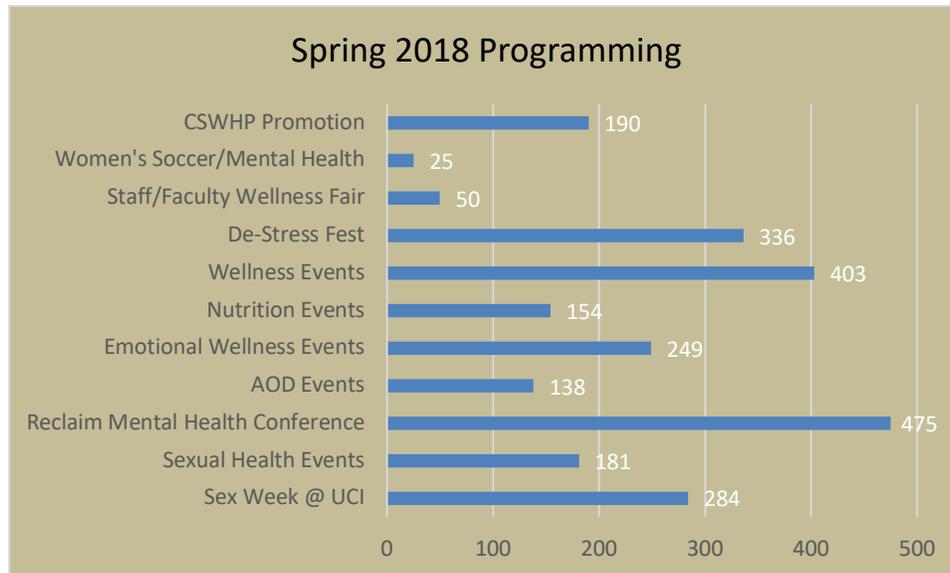


The Center for Student Wellness & Health Promotion facilitates and participates in a variety of workshops and programs on the UCI campus, independently and collaboratively with many campus partners/departments and student organizations like ASUCI, Active Minds and the Public Health Association. These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







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

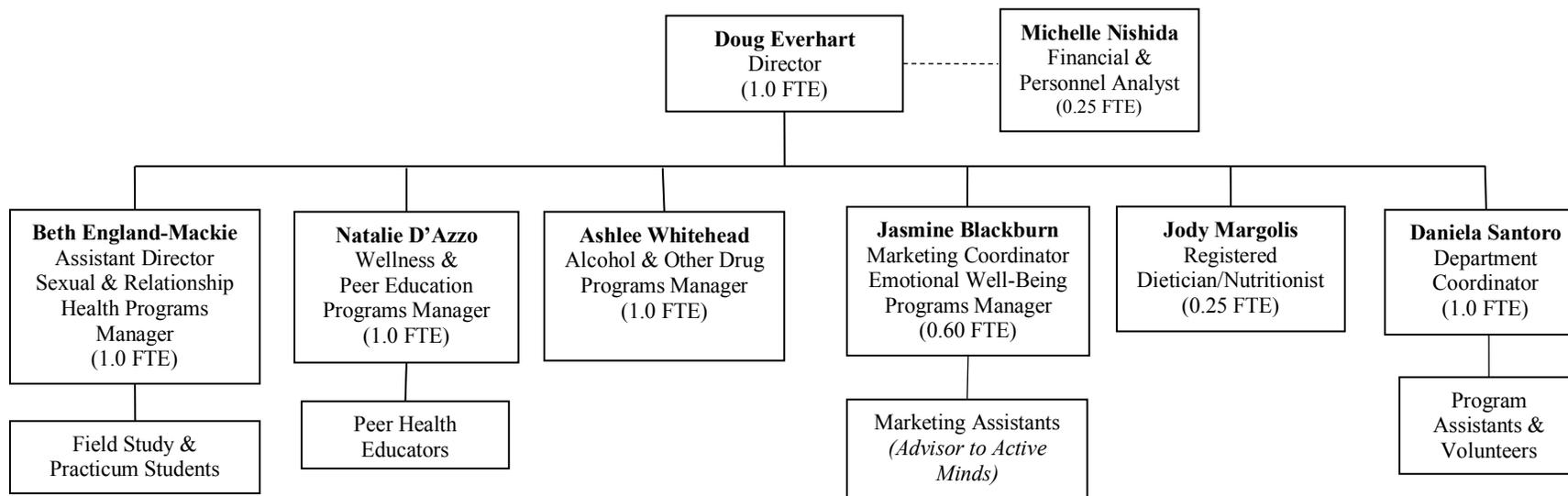
Marketing and program assistants will learn how to market and promote CSWHP programs and services. Their progress will be assessed in the following areas: creativity, quality of work, time management and knowledge of resources.

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

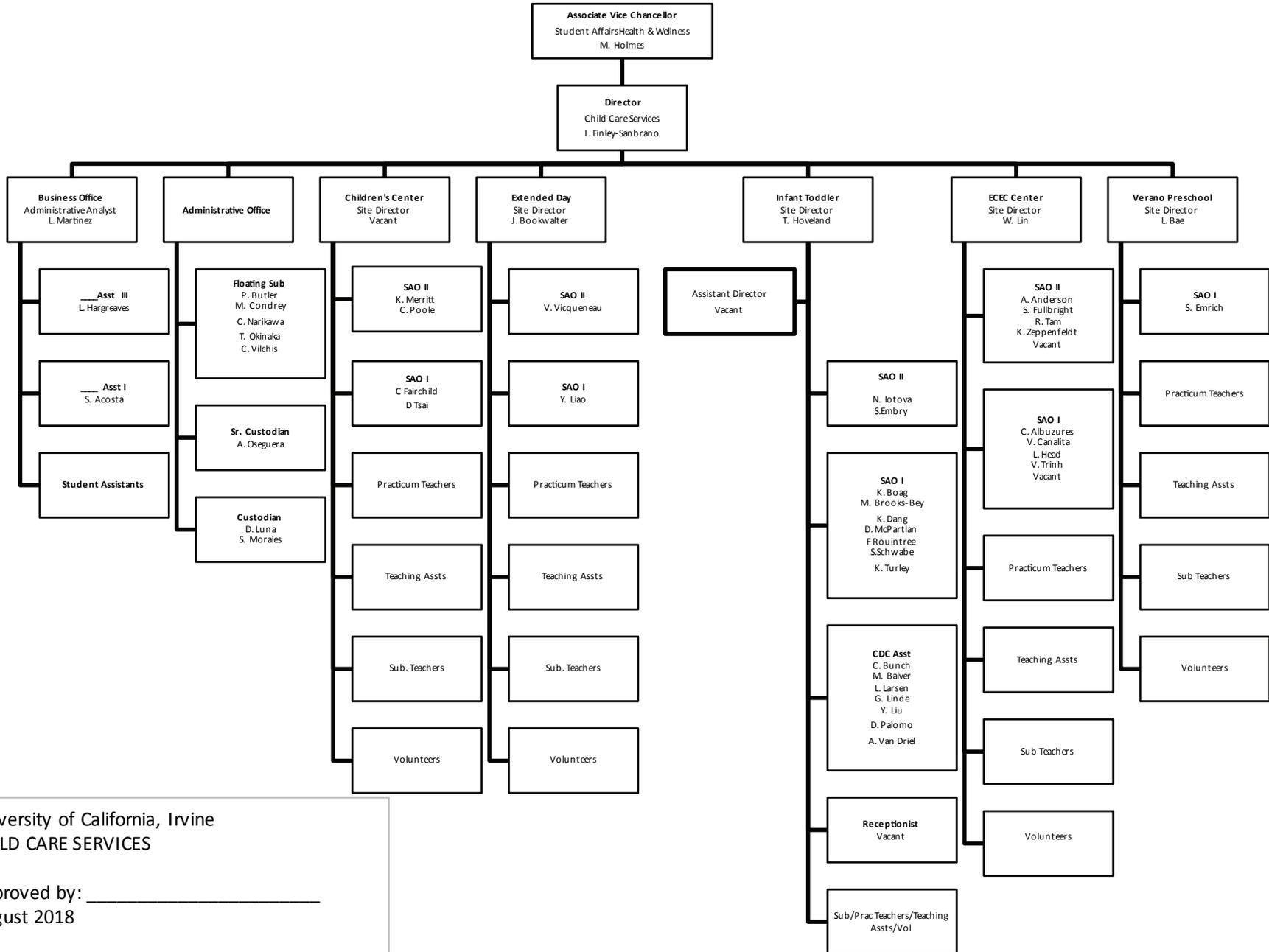
New student employees will learn about a variety of child development topics by participating in a once-a-quarter in-depth training.

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 (4th floor Student Center)
Expanded management team to include Assistant Director/Quality Assurance & Research

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

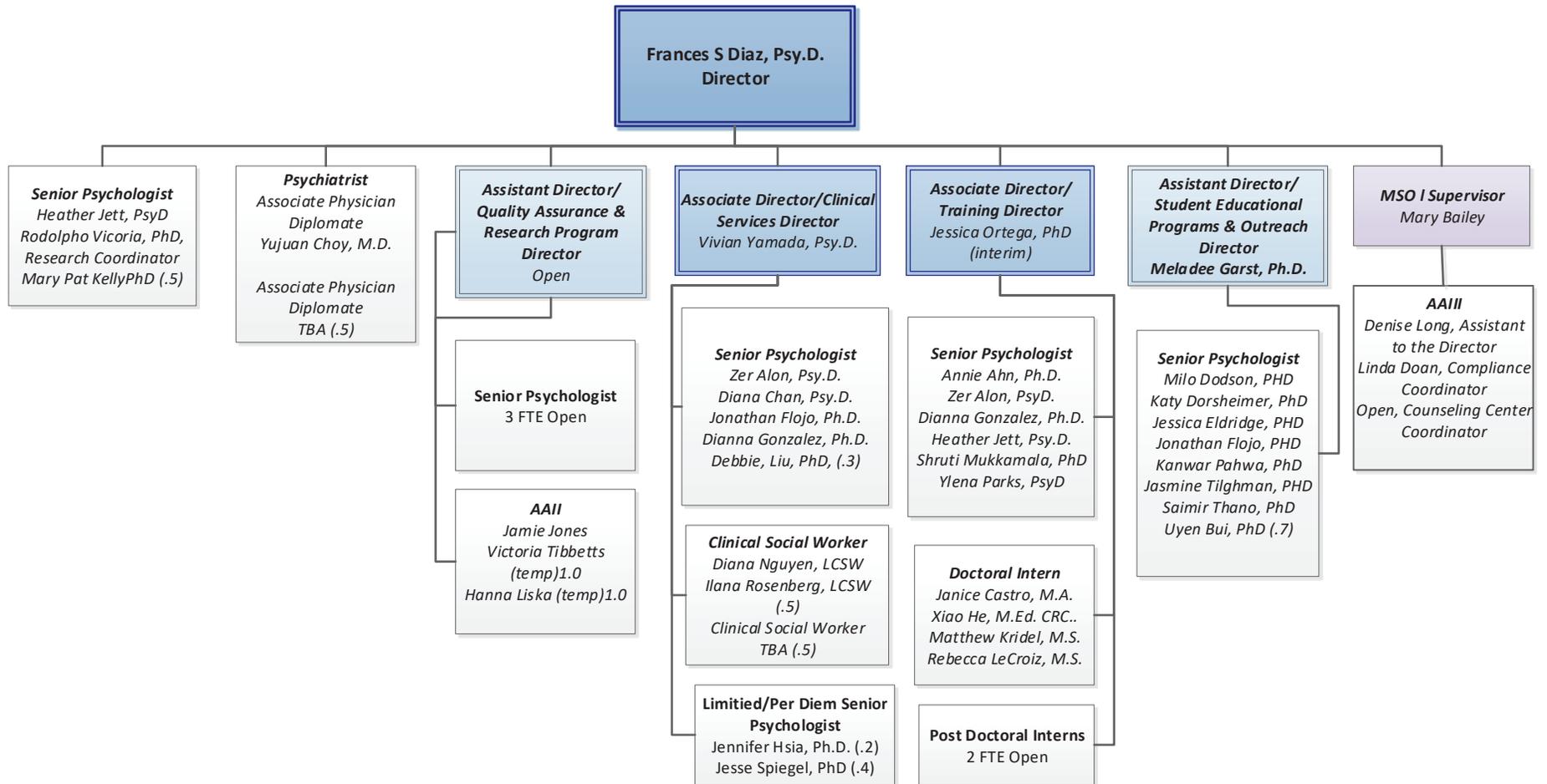
Measured By: Student performance (e.g., student oral presentation) rated using rubric; student performance (e.g., student oral presentation) rated without rubric; other

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

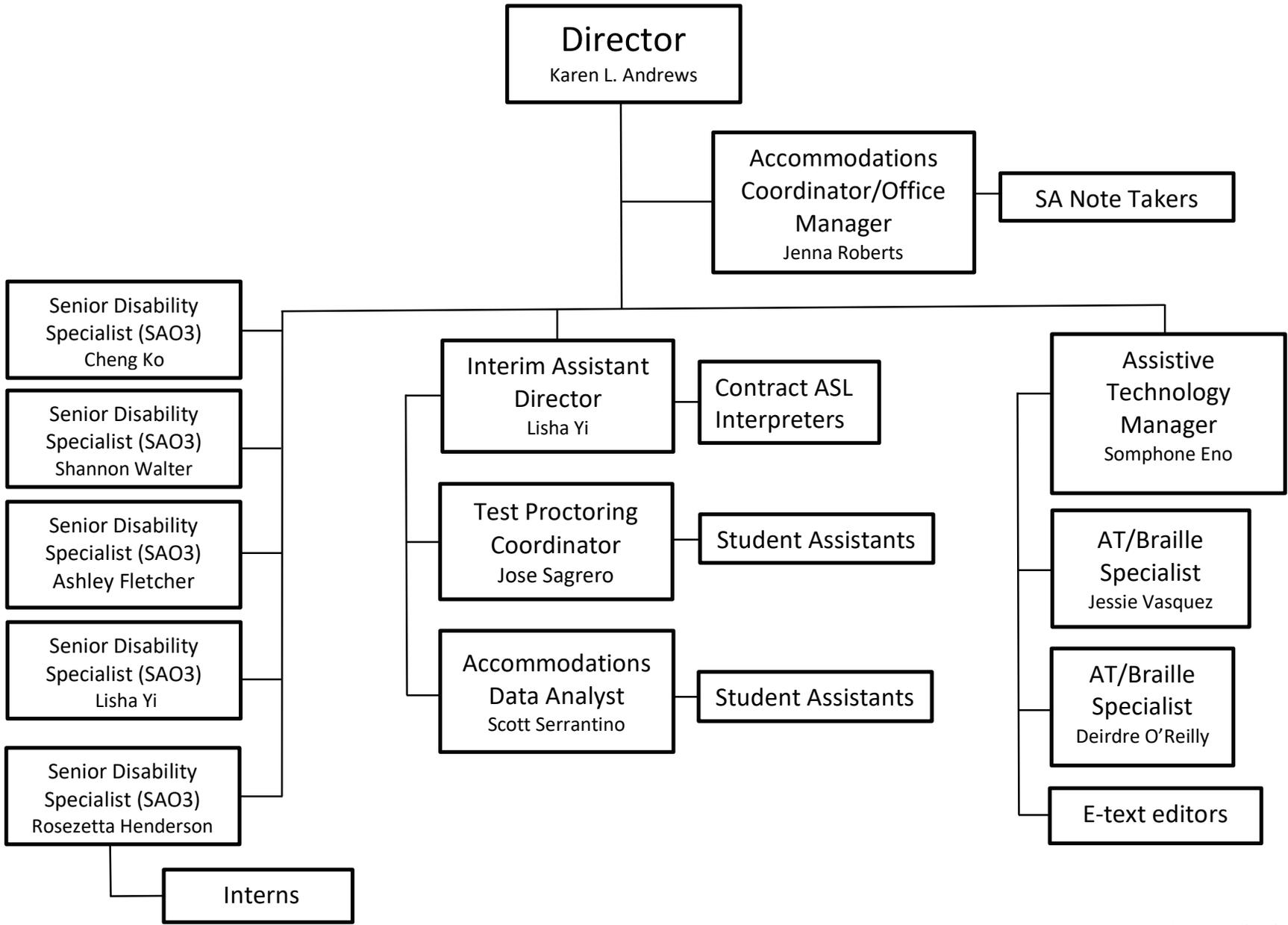
Workshop participants will learn much needed on- and off-campus safety skills, techniques and information about resources focused specifically on vulnerable populations who experience disabilities. Workshops will be provided through collaborative participation by the UCIPD, the DSC team and DSC-registered 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.

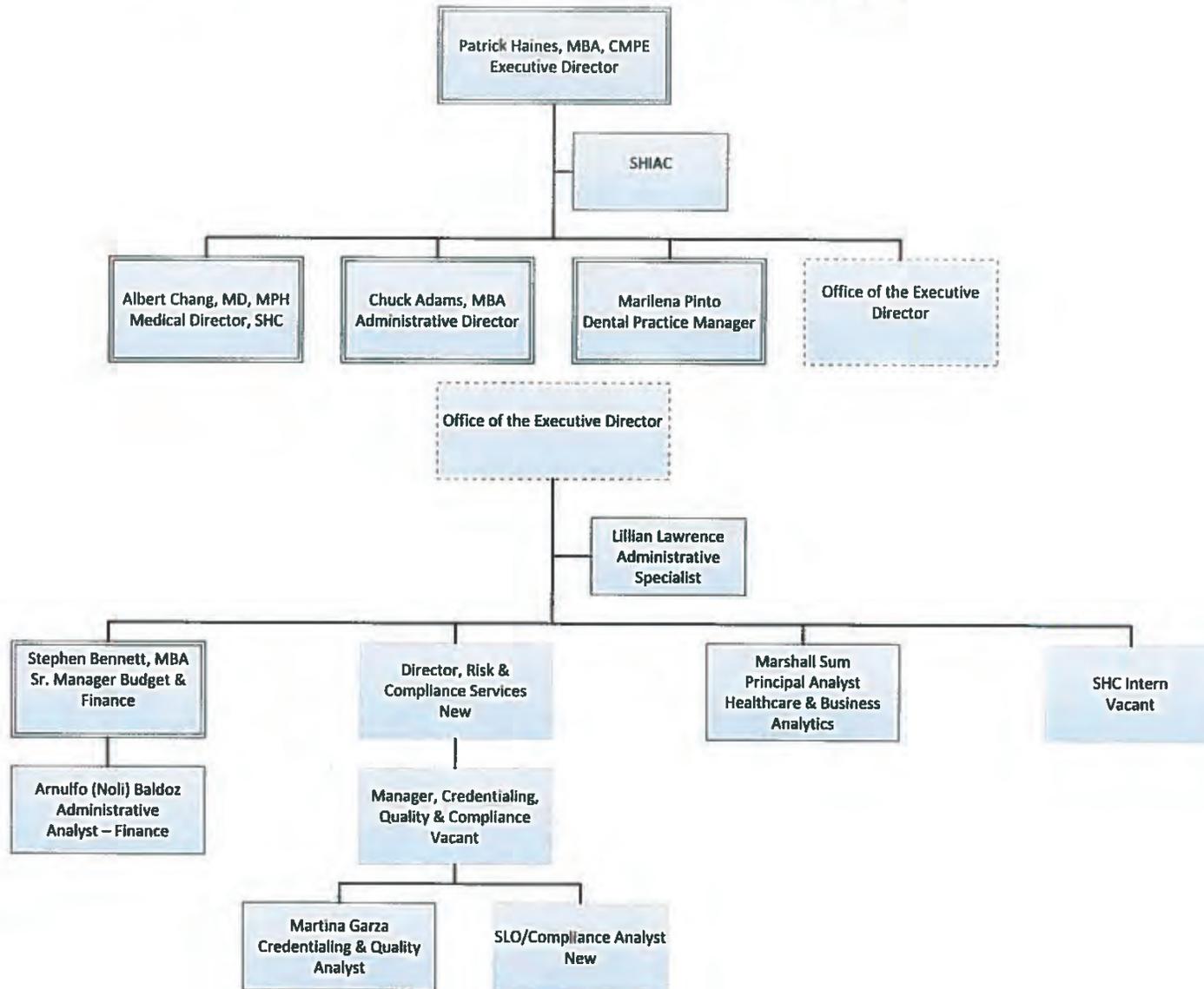
Measured By: Pre and posttests of student knowledge; student product rated without rubric;
Interviews: one-on-one

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

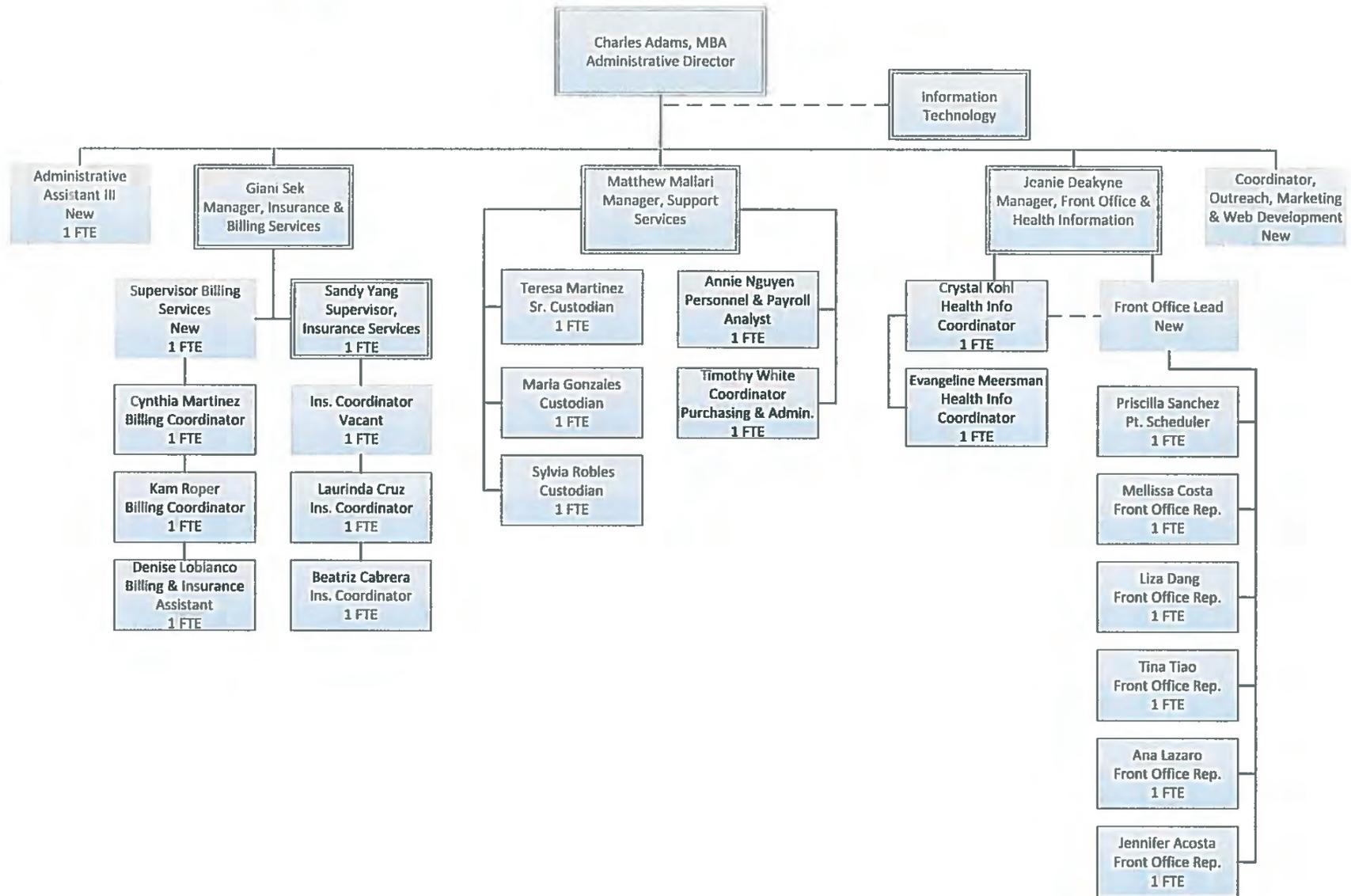


UC Irvine Student Health Center Current Structure as of July 2018

Approval Initials:  Date: 7/18/18



UCI STUDENT HEALTH CENTER

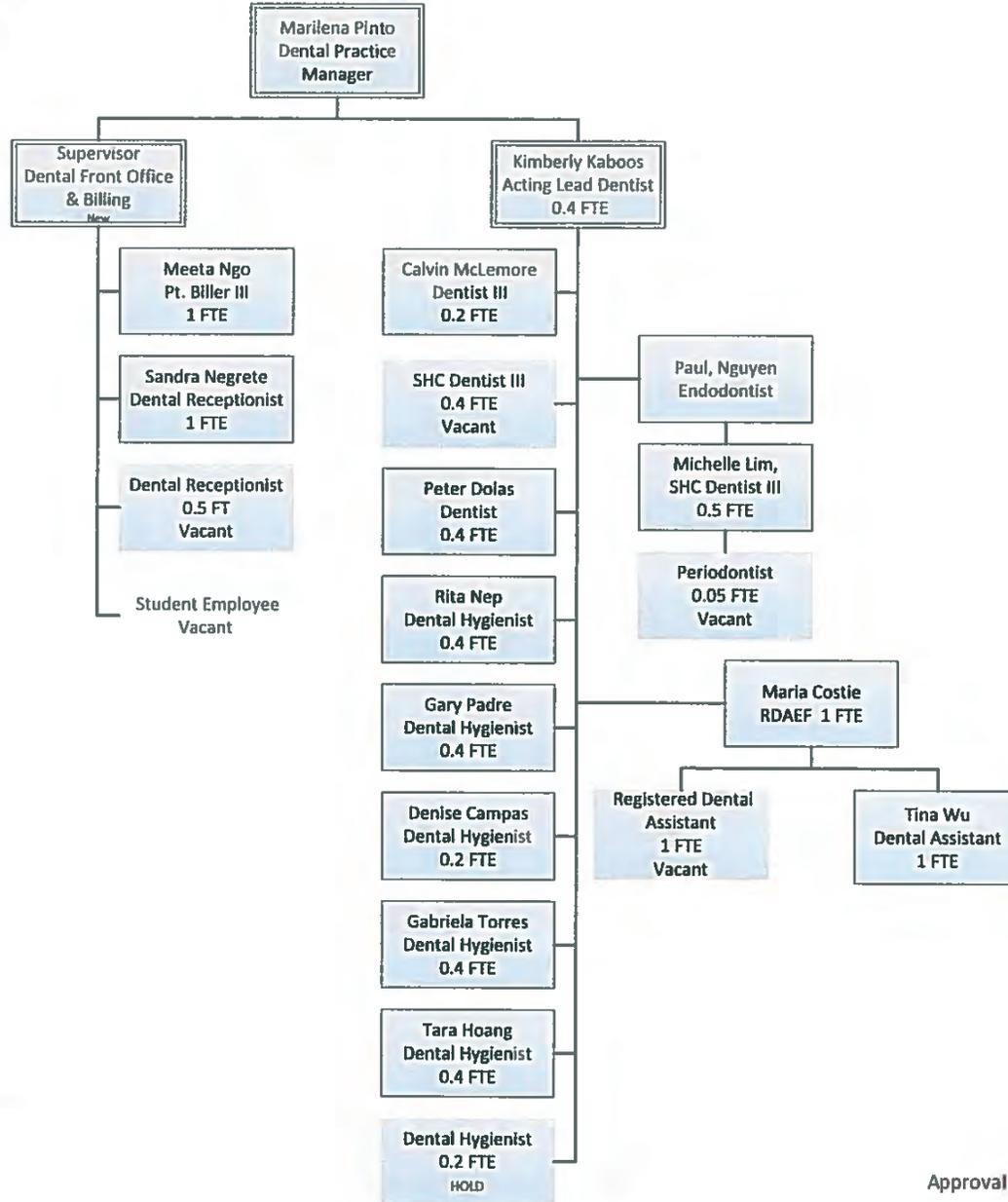


Administrative Services Current Structure as of July 2018

Approval Initials:  Date: 7/18/18



UCI STUDENT HEALTH CENTER

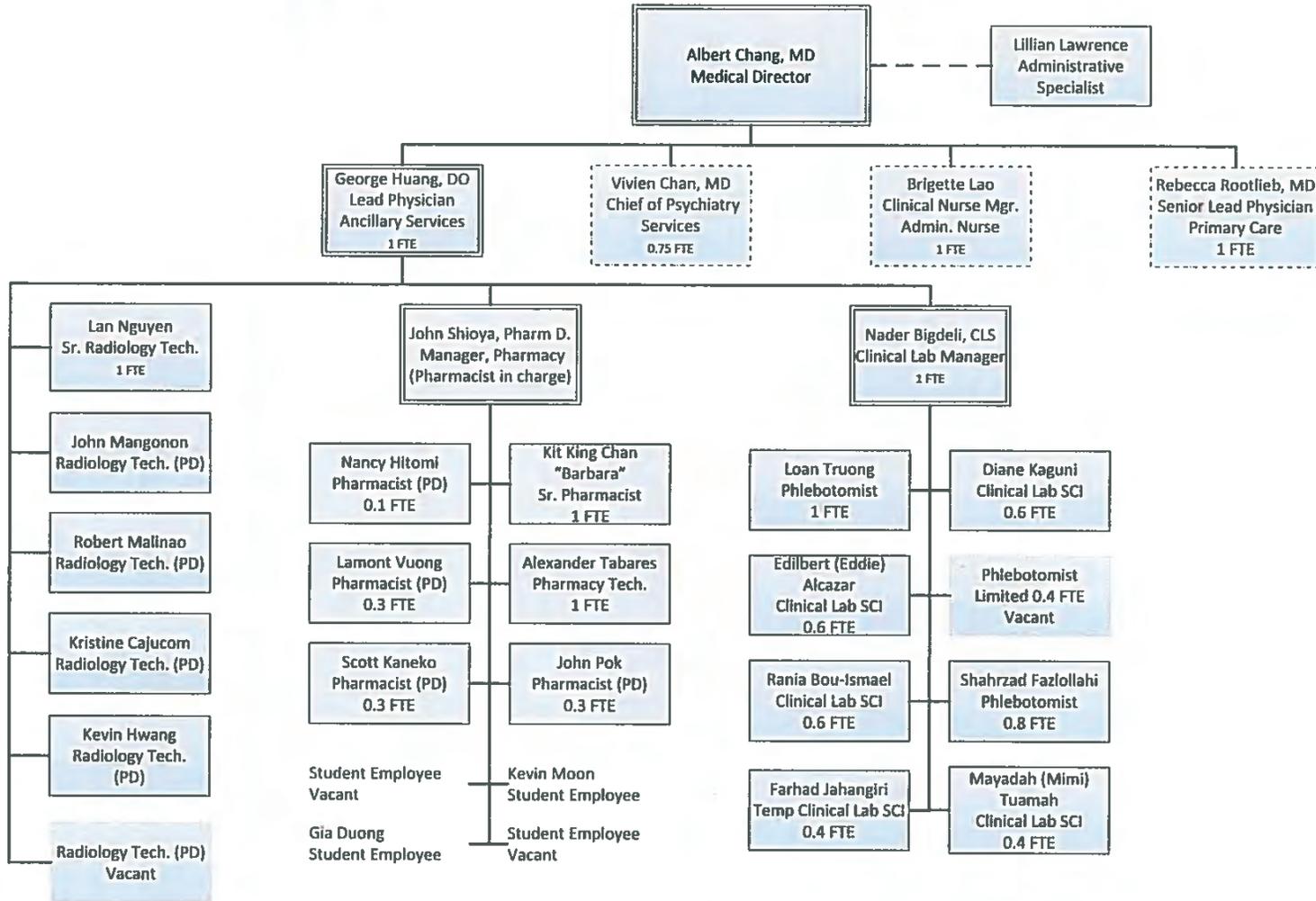


Dental Clinic Current Structure
as of July 2018

Approval Initials:  Date: 7/11/18



UCL STUDENT HEALTH CENTER

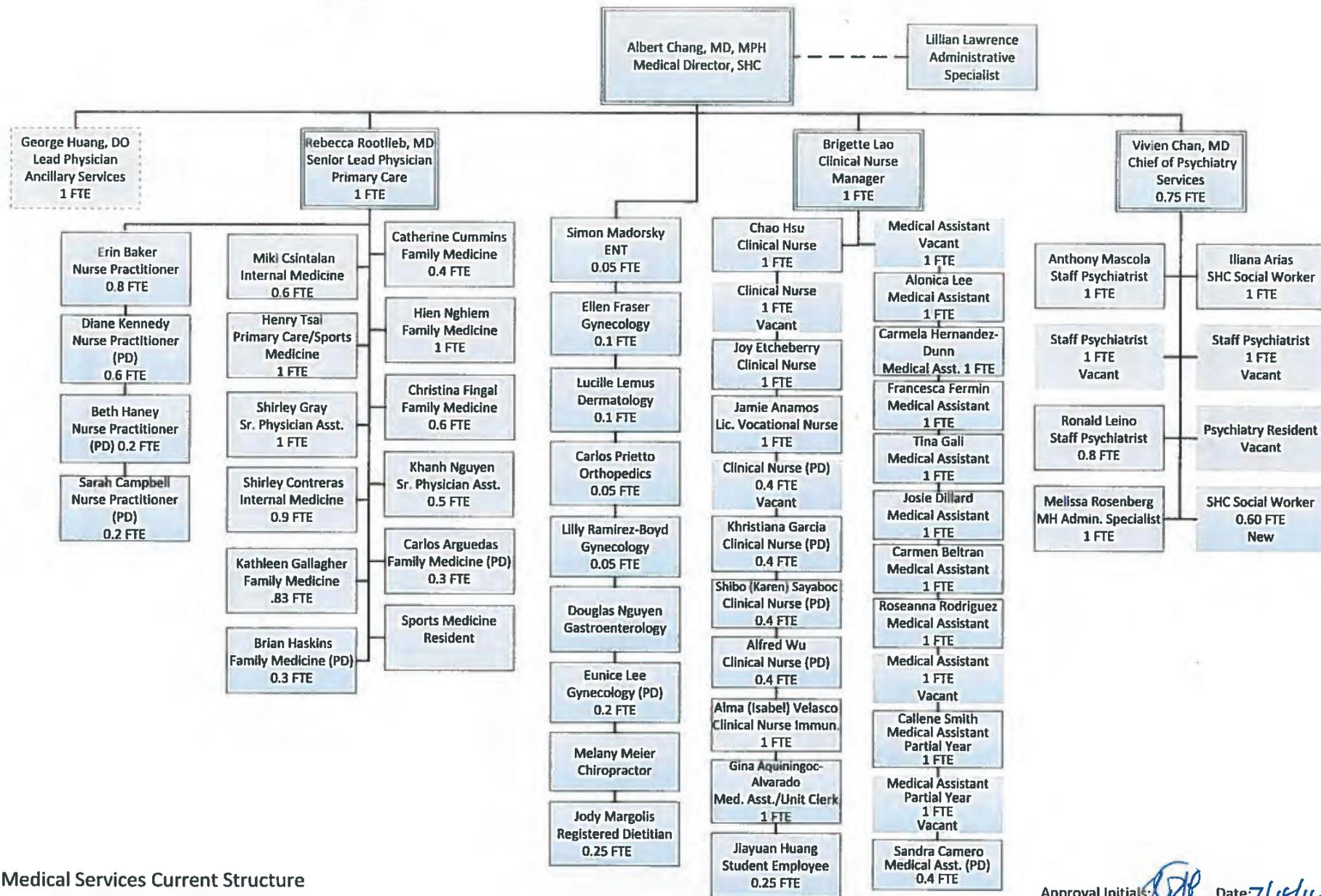


Ancillary Services Current Structure
as of July 2018

Approval Initials:  Date: 



UCI STUDENT HEALTH CENTER



Medical Services Current Structure
as of July 2018

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

 Student Affairs

APPENDIX

MANDATES



APPENDIX A
UCI Student Affairs
Current Mandates

	Cluster	Department	Program affected by mandate	Explanation of the mandate	Type	Agency	Website/Source*	End Date
1	Auxiliary Services	Hospitality & Dining	Sustainable Food Purchases	Goal to purchase 20% sustainable food products by 2020. Currently at 26%.	UCOP		http://sustainability.universityofcalifornia.edu/policy.html	2020
2	Auxiliary Services	Housing	All	Establish a missing student notification policy & notify contact person within 24 hours.	Federal	HEOA	P.L section 488(f) amends 20 U.S.C. 1092	
3	Auxiliary Services	Student Affairs Technology	International Center	Because of the Patriot Act of 2001 Student Affairs is required to track all international students attending UC Irvine. We do this through Student and Exchange Visitor Information System (SEVIS). This is run by the Department of Homeland Security. We use Ellucian's International Student & Scholar Management application to manage the program. Student Affairs Technology works closely with the International Center on this process.		Department of Homeland Security	http://www.ice.gov/sevis/	ongoing
4	Auxiliary Services	Student Center	Student Center/Cross-Cultural Center Facilities	Fee is to go toward covering the cost of construction, operation, and maintenance of the student center	Student	Student Body Fee Referendum	See attached	Ongoing
5	Auxiliary Services	Student Government & Student Media	Bus Love Fee Referendum	Establishment of Anteater Express Fee - Routes, New Buses, Disability Services	Student		Fee Initiative passed April 2013	Ongoing
6	Auxiliary Services	Student Government & Student Media	Express Shuttle	Requires drug and alcohol testing for commercial drivers	Federal	Department of Transportation (DOT)	http://www.dot.gov/ost/dapc/	
7	Auxiliary Services	Student Government & Student Media	Express Shuttle	Requires monitoring of the driving records of commercial drivers-Employer Pull Notice-(EPN)	State	Department of Motor Vehicles (DMV)	http://www.dmv.ca.gov/vehindustry/epn/epninfo.htm#back	
8	Auxiliary Services	Student Government & Student Media	Express Shuttle	Enables Student Government to conduct road testing of commercial drivers. Commercial Licensing Testing Program-(ETP)	State	Department of Motor Vehicles (DMV)	http://www.dmv.ca.gov/vehindustry/etp/etpinfo.htm	
9	Auxiliary Services	Student Government & Student Media	Express Shuttle	Annual facilities/records/equipment audit. California Vehicle Codes: 34501.12, 34505.5	State	California Highway Patrol (CHP)	http://www.leginfo.ca.gov/cgi-bin/waisgate?WAISdocID=94745129059+0+0+0&WAIAction=retrieve	
10	Auxiliary Services	Student Government & Student Media	Express Shuttle	Requires the installation of diesel particulate traps on diesel buses	State	California Air Resources Board (CARB)	http://www.arb.ca.gov/diesel/factsheets/in-useretrofit.pdf	
11	Auxiliary Services	Student Government & Student Media	Measure S Fee Referendum	Expansion of the ASUCI Express Shuttle program	Student		Fee Referendum dated February 7, 2006	Ongoing
12	Auxiliary Services	Student Government & Student Media	Associated Student Fee	Establishment of Associated Student Fee (ASUCI)	Student		Fee Initiative passed April 1996; \$18.00/student/quarter	Ongoing
13	Auxiliary Services	Student Government & Student Media	T.G.I.F. Fee	Establishment of T.G.I.F. Fee	Student		Fee Initiative passed April 2009; \$3.50/student/quarter	Ongoing
14	Auxiliary Services	Student Government & Student Media	Measure U Fee Referendum	Establishment of New University Fee - Operations	Student		Fee Initiative passed April 2013; \$0.99/student/quarter	30-Jun-18
15	Auxiliary Services	Student Government & Student Media	Associated Student Fee	Establishment of Associated Student Fee (AGS)	Student		Fee Initiative passed Fall 1996; \$9.00/student/quarter	Ongoing
16	Auxiliary Services	Student Government & Student Media	Associated Student Fee	Establishment of Associated Student Fee	Student		Increase of original fee at \$5.00/student/quarter each year for six years with CPI increase beginning year seven until June 30 2047 at sunset	30-June-47 unless voted on to renew
17	Student Life & Leadership	International Center	F-1 international students	Recommend student's application for "Optional Practical Training"	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/schools/existing_schools/index.htm - NAFSA Advisor's Manual Section 3.36 Optional Practical Training (OPT) or C.F.R Section 214.2 (f) (10) (11)	
18	Student Life & Leadership	New Student and Leadership Programs	Orientation	Notice to students concerning penalties for drug violations	Federal	HEOA	http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf	
19	Student Life & Leadership	New Student and Leadership Programs	Orientation	Provide information to students about domestic violence, dating violence, sexual assault, and stalking and disseminate policies describing the protections, resources, and services available to victims to help them safely continue their education.	Federal	Violence Against Women Act	http://policy.ucop.edu/doc/4000385/SHSV	
20	Student Life & Leadership	New Student and Leadership Programs	Student Parent Orientation Program (SPOP) and International Student Orientation (ISO)	First year freshman students are required to attend a mandatory orientation program to receive academic advising and register for courses	Student Affairs	Student Affairs	http://www.dos.uci.edu/orientation/	
21	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Create, register, validate or cancel, and update SEVIS Record for new and transfer students. Report any changes in personal info or academic status, change of address of employer, early graduation, etc. as well as report student graduation and program completion.	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	

	Cluster	Department	Program affected by mandate	Explanation of the mandate	Type	Agency	Website/Source*	End Date
22	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Create, register, validate or cancel, and update SEVIS Record for new and transfer students. Report any changes in personal info or academic status, change of address of employer, early graduation, etc. as well as report student graduation and program completion.	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
23	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Create SEVIS Record to issue visa document	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
24	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Register (F-1) or Validate (J-1) SEVIS initial record within 30 days	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
25	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Cancel SEVIS record or report non-enrollment if student/scholars does not report	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
26	Student Life & Leadership	International Center	F-1 international students	Active Student Report Each Quarter	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
27	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Update the draft transfer-in record to initial status for students and scholars transferring from other institution	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
28	Student Life & Leadership	International Center	F-1 and J-1 international students and scholars	Report on initial record of transfer student or scholar	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
29	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Report on change of status students or defer by program start date	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
30	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Report students graduation and program completion	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
31	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	General: report changes in personal information or academic status, change of address, name or dependent's name, early graduation	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
32	Student Life & Leadership	International Center	F-2 Dependents	Issue visa documents for dependents	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/schools/existing_schools/index.htm	
33	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Update the draft transfer-in record to initial status for students and scholars transferring from other institution	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
34	Student Life & Leadership	International Center	F-1 and J-1 international students and scholars	Report on initial record of transfer student or scholar	Federal	US Immigration and Customs Enforcement/Department of Homeland Security; Department of State	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	
35	Student Life & Leadership	International Center	J-1 and F-1 international students and scholars	Report on change of status students or defer by program start date	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm	

	Cluster	Department	Program affected by mandate	Explanation of the mandate	Type	Agency	Website/Source*	End Date
36	Student Life & Leadership	International Center	F-1 international students	Report changes in employer and periods of non employment for OPT student	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/schools/existing_schools/index.htm	
37	Student Life & Leadership	International Center	F-1 international students	Apply for reinstatement	Federal		http://www.ice.gov/sevis/schools/existing_schools/index.htm - NAFSA Advisor's Manual Section 3.30 Reinstatement to F-1 Status	
38	Student Life & Leadership	International Center	F-1 international students	Recommend student's application for "Optional Practical Training"	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/schools/existing_schools/index.htm - NAFSA Advisor's Manual Section 3.36 Optional Practical Training (OPT) or C.F.R Section 214.2 (f) (10) (11)	
39	Student Life & Leadership	International Center	F-1 international students	Report changes in employer and periods of non employment for OPT student	Federal	US Immigration and Customs Enforcement/Department of Homeland Security	http://www.ice.gov/sevis/schools/existing_schools/index.htm	
40	Student Life & Leadership	International Center	F-1 international students	Apply for reinstatement	Federal		http://www.ice.gov/sevis/schools/existing_schools/index.htm - NAFSA Advisor's Manual Section 3.30 Reinstatement to F-1 Status	
41	Student Life & Leadership	International Center	J-1 Students & Scholars	Provide information, monitor insurance, authorize off-campus employment, report changes to status, extend or report termination or completion of program, & submit annual reports on usage of DS-2019	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22	
42	Student Life & Leadership	International Center	J-1 Students & Scholars	Apply for redesignation of J-1 Program every two years	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22	
43	Student Life & Leadership	International Center	J-1 Students & Scholars	Provide pre-arrival information	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22	
44	Student Life & Leadership	International Center	J-1 Students & Scholars	Monitor insurance	Federal	Department of State	NAFSA Advisor's Manual Section 4.9.3 <i>Insurance requirements</i> or C.F.R. Section 62.14	
45	Student Life & Leadership	International Center	J-1 Students & Scholars	Submit Annual Reports on usage of DS-2019	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22 - 22 C.F.R. Section 62.15 (e)	
46	Student Life & Leadership	International Center	J-1 Students & Scholars	Authorize off-campus employment	Federal	Department of State	NAFSA Advisor's Manual Section 4.21.6 or 22 C.F.R. Section 62.23(g)(1)(iii)	
47	Student Life & Leadership	International Center	J-1 Students & Scholars	Extension of program participation	Federal	Department of State	NAFSA Advisor's Manual Section 4.18 <i>Extensions of program participation</i> or 22 C.F.R. Section 62.43	
48	Student Life & Leadership	International Center	J-1 Students & Scholars	Transfer in and out of UCI J program	Federal	Department of State	NAFSA Advisor's Manual Section 4.19 <i>Transfer to another exchange visitor program</i> or C.F.R. Section 62.42, Section 62.76	
49	Student Life & Leadership	International Center	J-1 Students & Scholars	Apply for reinstatement	Federal	Department of State	NAFSA Advisor's Manual Section 4.16 <i>Reinstatement for substantive violations</i> or 22 C.F.R. Section 62.45(c)(4)	
50	Student Life & Leadership	International Center	J-1 Students & Scholars	Report termination or completion of program	Federal	Department of State	NAFSA Advisor's Manual Section 4.12 <i>End of program procedures</i> and Section 4.13 <i>Terminating a J SEVIS record</i> or C.F.R. Section 62.42, Section 62.76	
51	Student Life & Leadership	International Center	J-1 Students & Scholars	Apply for redesignation of J-1 Program every two years	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22	
52	Student Life & Leadership	International Center	J-1 Students & Scholars	Provide pre-arrival information	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22	
53	Student Life & Leadership	International Center	J-1 Students & Scholars	Monitor insurance	Federal	Department of State	NAFSA Advisor's Manual Section 4.9.3 <i>Insurance requirements</i> or C.F.R. Section 62.14	
54	Student Life & Leadership	International Center	J-1 Students & Scholars	Submit Annual Reports on usage of DS-2019	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22 - 22 C.F.R. Section 62.15 (e)	

	Cluster	Department	Program affected by mandate	Explanation of the mandate	Type	Agency	Website/Source*	End Date
55	Student Life & Leadership	International Center	J-1 Students & Scholars	Authorize off-campus employment	Federal	Department of State	NAFSA Advisor's Manual Section 4.21.6 or 22 C.F.R. Section 62.23(g)(1)(iii)	
56	Student Life & Leadership	International Center	J-1 Students & Scholars	Extension of program participation	Federal	Department of State	NAFSA Advisor's Manual Section 4.18 <i>Extensions of program participation</i> or 22 C.F.R. Section 62.43	
57	Student Life & Leadership	International Center	J-1 Students & Scholars	Transfer in and out of UCI J program	Federal	Department of State	NAFSA Advisor's Manual Section 4.19 <i>Transfer to another exchange visitor program</i> or C.F.R. Section 62.42, Section 62.76	
58	Student Life & Leadership	International Center	J-1 Students & Scholars	Apply for reinstatement	Federal	Department of State	NAFSA Advisor's Manual Section 4.16 <i>Reinstatement for substantive violations</i> or 22 C.F.R. Section 62.45(c)(4)	
59	Student Life & Leadership	International Center	J-1 Students & Scholars	Report termination or completion of program	Federal	Department of State	NAFSA Advisor's Manual Section 4.12 <i>End of program procedures</i> and Section 4.13 <i>Terminating a J SEVIS record</i> or C.F.R. Section 62.42, Section 62.76	
60	Student Life & Leadership	International Center	J-1 Students & Scholars	Report Site of Activity for research/Teaching	Federal	Department of State	NAFSA Advisor's Manual Section 4.22.7 <i>Employment in the Professor or Research Scholar Category</i> or 22 C.F.R. Section 62.20(f)	
61	Student Life & Leadership	International Center	J-1 Students & Scholars	Report time J-1 is out of the country if over 30 days while conducting research	Federal	Department of State	http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&sid=c329fb110ea15b0b4b16f4d88cb4d16&rgn=div5&view=text&node=22:1.0.1.7.37&idno=22	
62	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Report material changes to terms and conditions of employment (hours, wages, job duties) & File I-129, Petition for Nonimmigrant Worker, with supporting documentation	Federal	Department of Homeland Security / US Citizenship & Immigration Services, Department of Labor	"Mandates-DOSAttachment" - pg. 5 - Create & Maintain LCA inspection n files, pg. 1 - US Employer	
63	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File prevailing wage request form with State Workforce Agency, post notice of intent and notify bargaining unit of intent to file a Labor Condition Application, and file with The Employment & Training Administration	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 3-4 - Prevailing Wage Role & pg. 1	
64	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File prevailing wage request form with State Workforce Agency	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 3-4 - Prevailing Wage Role	
65	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Post notice of intent to file a Labor Condition Application	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 1 - DOL	
66	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Notify Bargaining Unit of intent to file Labor Condition Application if position is represented	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 1 - DHS	
67	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File Labor Condition Application with The Employment & Training Administration	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 1 - DOS	
68	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File I-129, Petition for Nonimmigrant Worker, with supporting documentation	Federal	Department of Homeland Security / US Citizenship & Immigration Services, Department of Labor	"Mandates-DOSAttachment" - pg. 1 - US Employer	
69	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File prevailing wage request form with State Workforce Agency	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 3-4 - Prevailing Wage Role	
70	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Post notice of intent to file a Labor Condition Application	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 1 - DOL	
71	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Notify Bargaining Unit of intent to file Labor Condition Application if position is represented	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 1 - DHS	
72	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File Labor Condition Application with The Employment & Training Administration	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 1 - DOS	
73	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	File I-129, Petition for Nonimmigrant Worker, with supporting documentation	Federal	Department of Homeland Security / US Citizenship & Immigration Services, Department of Labor	"Mandates-DOSAttachment" - pg. 1 - US Employer	
74	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Prepare travel documents for H-1B scholars in preparation of visa/consular appointment	Federal	Department of State	"Mandates-DOSAttachment" - pg. 1 - DHS	
75	Student Life & Leadership	International Center	H-1B Scholars, Faculty and Staff Employees	Create and maintain LCA inspection file (Public Access Folder)	Federal	Department of Labor	"Mandates-DOSAttachment" - pg. 5 - Create & Maintain LCA inspection n files	
76	Student Life & Leadership	Office of Academic Integrity & Student Conduct	Office of Academic Integrity & Student Conduct	Sexual Assault/Sexual Harassment – Current case law indicates that universities to respond to sexual assault/sexual harassment cases within 30-60 days of report.	Federal	Department of Education	http://www.eod.uci.edu/policy.html	
77	Student Life & Leadership	Office of Academic Integrity & Student Conduct	Office of Academic Integrity & Student Conduct	Digital Millennium Copyright Act/Federal Law – Responsible for responding to allegations of copyright infringement.	Federal	US Copyright Office & HEOA	http://www.law.cornell.edu/uscode/17/uscode_sec_17_00000512----000-.html & P.L. section 488(a)(1)(p) amends section 20 U.S.C. 1092(a)	
78	Student Life & Leadership	Office of Academic Integrity & Student Conduct	Office of Academic Integrity & Student Conduct	The protection of student speech and association rights	Federal	HEOA	P.L. section 104 amends 20 U.S.C. 1011(a)	

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79	Student Life & Leadership	Office of Academic Integrity & Student Conduct	Office of Academic Integrity & Student Conduct	Clery Act Reporting – Requires higher education institutions to make public campus security policies, collect, report, and retain crime data/records and disseminate information to campus community	Federal	Department of Education	http://www.ed.gov/admins/lead/safety/handbook.pdf_-_page_17	
80	Student Life & Leadership	Veteran Services	Processing of educational benefits for veterans and dependents	Required to have a certifying official to process federal and state military educational benefits to entitled veterans and dependents. Report tuition and fees, any changes in academic status, and re-pay debts to VA due to changes in tuition and fees.	Federal	US Department of Veteran Affairs	http://www.gibill.va.gov/	
81	Student Life & Leadership	Veteran Services	Processing of Military Tuition Assistance programs by branches of service	The revision to the DoD Instruction 1322.25, Voluntary Education Programs, the new instruction states all institutions providing and post secondary education programs through the DoD Tuition Assistance (TA) Program must agree to the new DoD MOU and have a signed copy on-file with DoD prior to Service members receiving TA approval to attend their institution.	Federal	Department of Defense	http://www.dodmou.com/	3/14/2018
82	Wellness, Health & Counseling Services	Campus Assault Resources and Education	Campus Education	Assembly Bill 1088 requires that the campus provide information to all new students on Sexual Assault and Intimate Violence.	State		http://leginfo.ca.gov/pub/05-06/bill/asm/ab_1051-1100/ab_1088_bill_20051007_chaptered.pdf	
83	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education	a. A sexual assault training program for all athletic coaches, administrators and members of athletic teams. b. Campus-wide sexual assault education seminars for all college student services professional staff members or student affairs professional staff members and campus police. c. Acquaintance rape training twice yearly to all residence life student staff and all students living in campus recognized housing. d. Rape-awareness training to all student organizations each year prior to their holding any campus events.	Federal	Education Code Section 67390-67393	http://caselaw.lp.findlaw.com/cacodes/edc/67390-67393.html	
84	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Reporting Coordination	1. Coordinated Community Response Team in place at each UC campus 2. MANDATORY prevention/education program for ALL incoming students 3. Training on sexual violence for campus police/security 4. Training for members of campus disciplinary boards	Contract/Grant	Department of Justice Office of Violence Against Women		Aug-11
85	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Victim advocacy and counseling services	If a waiver has been obtained, and the victim is a UCI student, then the case detective shall ensure that a victim advocate from U.C. Irvine's C.A.R.E. (Campus Assault Resources and Education) program is notified at (949) 824-7273 (this notification is in addition to the notification to a CSP victim advocate).	City	Orange County Chiefs of Police and Sheriff's Association	Orange County Chiefs' of Police and Sheriff's Association Operational & Procedural Protocol	
86	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	All UC campuses will sustain critical positions and programs as identified by the UC Task Force on Preventing and Responding to Sexual Violence and Sexual Assault. This includes ensuring the provision of confidential support and advocacy for students and sustaining a coordinated team approach to responding to reports of sexual violence. Additional recommendations are: 1. Create a consistent "response team" model at all campuses 2. Adopt systemwide investigation and adjudication standards 3. Develop a comprehensive training and education plan 4. Implement a comprehensive communication strategy to educate the community and raise awareness about UC programs 5. Establish an independent "confidential advocacy office" for sexual violence and sexual assault on each campus 6. Establish a comprehensive systemwide website with campus customization capabilities 7. Implement a standard data set systemwide				
87	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	AB 1728 requires state and local law enforcement agencies to provide documents to the victim's representative when the victim is not deceased, subject to certain requirements. The bill also revises the definition of "personal representative" to additionally include the victim's attorney, members of the victim's immediate family, and a conservator or guardian of the victim, as specified. By imposing additional duties on local officials, the bill creates a state-mandated local program.	State			
88	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	AB2364 revises various provisions governing eligibility for unemployment compensation benefits to specify that a claimant is eligible for benefits where he or she left an employer's employ to protect his or her family from domestic violence abuse.	State			

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89	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	SB782 prohibits a landlord from terminating a tenancy or failing to renew a tenancy based upon an act of domestic violence, sexual assault, or stalking against a protected tenant, as defined, or a protected tenant's household member when that act is documented, as specified, and the person who is restrained from contact with the protected tenant under a court order, as defined, or is named in a police report of that act is not a tenant of the same dwelling unit.	State			
90	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Education Code 67380-67386	State			
91	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Evidence Code 1035-1036.2 Sexual Assault Counselor-Victim Privilege	State			
92	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Evidence Code 1037 - 1037.8 Domestic Violence Counselor-Victim Privilege	State			
93	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Evidence Code 1038 - 1038.2 Human Trafficking Case Worker-Victim Privilege	State			
94	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Penal Code 3041.5 and 3043 - Marsy's Law protects and expands the legal rights of victims of crime to include 17 rights in the judicial process, including the right to legal standing, protection from the defendant, notification of all court proceedings, and restitution, as well as granting parole boards far greater powers to deny inmates parole.	State			
95	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Penal Code 679.04 provides the right to have victim advocates and a support person of the victim's choosing present at any interview by law enforcement authorities, district attorneys, or defense attorneys.	State			
96	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Penal Code 264.2[b][2] provides for the right to have a sexual assault counselor, as defined in Section 1035.2 of the Evidence Code, and a support person of the victim's choosing present at any medical evidentiary or physical examination.	State			
97	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Penal Code 11164 - 11174.3 Child Abuse & Neglect provides that in any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.	State			
98	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	California Penal Code 11160 Mandated Reporting of Assaults by Health Care Practitioners mandates health practitioners employed in a health facility, clinic, physician's office, local or state public health department, or a clinic or other type of facility operated by a local or state public health department who, in his or her professional capacity or within the scope of his or her employment, provides medical services for a physical condition to a patient whom he or she knows or reasonably suspects is a person described as follows, to immediately make a report of any person suffering from any wound or other physical injury inflicted upon the person where the injury is the result of assaultive or abusive conduct.	State			
99	Wellness, Health & Counseling Services	Campus Assault Resources & Education	Campus Education and Victim Advocacy and Counseling Services	The Campus Sexual Assault Victims' Bill of Rights (1992) requires that all colleges and universities (both public and private) participating in federal student aid programs afford sexual assault victims certain basic rights.	Federal			
100	Wellness, Health & Counseling Services	Campus Recreation	Rec Ctr Referendum	Requires assessment be used for design, construction, operations and maintenance of Student Recreation Center	Student		Fee Referendum dated May 3, 1996	Ongoing
101	Wellness, Health & Counseling Services	Campus Recreation	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	Student		Fee Referendum dated May 18, 1999	Ongoing
102	Wellness, Health & Counseling Services	Campus Social Worker	Campus Social Worker	Mandated reporting in cases of danger to self, danger to others or grave disability	States	Local law enforcement agency	https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC&sectionNum=5150	
103	Wellness, Health & Counseling Services	Campus Social Worker	Campus Social Worker	Mandated reporting in cases of suspected child abuse, elder abuse or dependent abuse.	State	Department of Children and Family Services or Adult Protective Services (county in which abuse occurs)	http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=PFN&sectionNum=11166.5 https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=WIC&sectionNum=15630	Ongoing
104	Wellness, Health & Counseling Services	Child Care Services	Infant Toddler Center	Requires to have 1 adult to 3 student ratio, 1 teacher for every 18 infants, for ages 0 to 18 months	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 12 "Observe"	Ongoing

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105	Wellness, Health & Counseling Services	Child Care Services	Infant Toddler Center	Requires to have 1 adult to 4 student ratio, 1 teacher for every 16 students for ages 18 months to 36 months	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 12 "Observe"	Ongoing
106	Wellness, Health & Counseling Services	Child Care Services	Children's Ctr., ECEC, & VP	prekindergarten, 36 months to kindergarten: 1 adult for every 8 students, 1 teacher for every 24 students	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 12 "Observe"	Ongoing
107	Wellness, Health & Counseling Services	Child Care Services	Extended Day	Schoolage, K-12 years of age: 1 adult for every 14 students, 1 teacher for every 28 students	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 12 "Observe"	Ongoing
108	Wellness, Health & Counseling Services	Child Care Services	All	Program evaluates child using the "Desired Results Developmental Profile (DRDP"--Ongoing. Frequency depends on age.	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 8- IV-"Standards, Assessment, & Accountability"	Ongoing
109	Wellness, Health & Counseling Services	Child Care Services	All	Program maintains Parent Survey data and conducts two parent conferences/year.	Contract/Grant	California Department of Education Child Developmental Division	www.health.uci.edu/alcoholdrugs/sos.aspx	Ongoing
110	Wellness, Health & Counseling Services	Child Care Services	All	Program has & maintains a current license issued by Community Care Licensing.	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 8- IV-"Standards, Assessment, & Accountability"	Ongoing
111	Wellness, Health & Counseling Services	Child Care Services	All	Program employs qualified staff according to "California Code of Regulations". The Program Director, Site Directors, and all teachers have the appropriate Child Development Permit, issued by the "California Commission on Teacher Credentialing".	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 10-V-Staffing & Professional Development.	Ongoing
112	Wellness, Health & Counseling Services	Child Care Services	All	Program completes "Environmental Rating Scales" according to each age group. Score must be "good" or better.	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 15-VII-Teaching & Learning.	Ongoing
113	Wellness, Health & Counseling Services	Child Care Services	All	Program includes a nutritional component that provides nutritious meals & snacks.	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 15-VII-Teaching & Learning.	Ongoing
114	Wellness, Health & Counseling Services	Child Care Services	All	Rules & regulations regarding the Federal Food Program.	State	California Department of Education Child Developmental Division	http://www.fns.usda.gov/cnd/care/Regs-Policy/Regulations.htm	
115	Wellness, Health & Counseling Services	Child Care Services	All	All rules & regulations regarding Title 5. Refer to CCTR. Items 1-14 summarize many points.	Contract/Grant	California Department of Education Child Developmental Division	http://www.cde.ca.gov/ta/cr/cc/documents/cdopset06.doc - page 10-V-Staffing & Professional Development.	Ongoing
116	Wellness, Health & Counseling Services	Child Care Services	All	SB 792 requires that all child care employees and volunteers be immunized for pertussis, mmr and flu	State			
117	Wellness, Health & Counseling Services	Child Care Services	All	Health Schools Act: requires all child care employees that handle any type of pesticides, including sanitizers be trained in IPM		Agency: CA Department of Pesticide Regulation		
118	Wellness, Health & Counseling Services	Child Care Services	All	AB1207 California Mandated Reporter: requires that all employees in child care settings take a mandated child abuse reporter training	State	California Department of Social Services	http://mandatedreporter.ca.com/	
119	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	Maintain ratio of one FTE professional staff member to every 1200 students	Student Affairs	International Association of Counseling Services	http://www.iacsinc.org/Statement%20Regarding%20Ratios.html	
120	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	American Psychological Association (APA) Accrediting Agency	National	APA Commission on Accreditation	http://www.apa.org/ed/accreditation	
121	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	Health Insurance Portability and Accountability Act (HIPAA)	Federal	Health and Human Services	https://www.hhs.gov/hipaa/index.html	
122	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	Various sections of CA State Law that govern the practice of psychology, psychiatry and social work	State			
123	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	Confidentiality of Medical Information Act (CMIA)	State	CA DOJ	https://oag.ca.gov/privacy/privacy-laws	
124	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	Family Educational Rights and Privacy Act (FERPA)	Federal	US Dept of Education	https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html	
125	Wellness, Health & Counseling Services	Counseling Center	Counseling Center	Provided supervision by licensed staff for unlicensed/trainee staff	State	CA Board of Psychology	http://www.psychboard.ca.gov	
126	Wellness, Health & Counseling Services	Disability Services Center	Accommodations and services for Students w disabilities	Provide reasonable accommodations and services to ensure equal access and opportunities for otherwise qualified students with disabilities	Federal	Americans With Disabilities Amendments Act as Amended (ADAAA) and Sec. 504 of Rehabilitation Act	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. S794); (34 C.F.R. Part 104)ADA: Title II (42 U.S.C. SS12101 et seq.) http://www.usdoj.gov/crt/ada/pubs/ada.txt	

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134	Wellness, Health & Counseling Services	Disability Services Center	Campus Awareness and Training Resource	Provide campus awareness and education to students, faculty and staff in order to create an inclusive campus community	Federal	Americans With Disabilities Amendments Act as Amended (ADAAA) and Sec. 504 of Rehabilitation Act and State of California Disability Laws	same as above; Architectural Barriers Act of 1968 (42 U.S. C. ss 4151 et seq.)	
135	Wellness, Health & Counseling Services	Disability Services Center	Test Proctoring	Provide alternative testing location to meet accommodation needs as determined by the interactive process	Federal	Americans With Disabilities Amendments Act as Amended (ADAAA) and Sec. 504 of Rehabilitation Act and State of California Disability Laws	Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. S794);ADA: Title II (42 U.S.C. SS12101 et seq.) http://www.usdoj.gov/crt/ada/pubs/ada.txt	
136	Wellness, Health & Counseling Services	Disability Services Center	Notetaker Program	Provide qualified notetakers for eligible students	Federal	Americans With Disabilities Amendments Act as Amended (ADAAA) and Sec. 504 of Rehabilitation Act and State of California Disability Laws	same as above	
137	Wellness, Health & Counseling Services	Disability Services Center	Accommodations for Individuals who are Deaf or Hard of Hearing	Provide qualified CART, Real Time Captioning American Sign Language Interpreters, and other relevant services as indicated by the interactive process	Federal	Americans With Disabilities Amendments Act as Amended (ADAAA) and Sec. 504 of Rehabilitation Act and State of California Disability Laws	same as above and Telecommunications Act of 1996 (47 U.S.C. S 255,251(a)(2))	
138	Wellness, Health & Counseling Services	Disability Services Center	Alternative Media	Provide accessible and inclusive materials in alternative formats for student with disabilities (electronic text, Braille etc).	Federal	Americans With Disabilities Amendments Act as Amended (ADAAA) and Sec. 504 of Rehabilitation Act and State of California Disability Laws	same as above	
139	Wellness, Health & Counseling Services	Student Health Center	Student Enrollment	Provide proof of immunizations	State	Regents Mandate		Ongoing