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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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas A. Parham, Ph.D.</td>
<td>Vice Chancellor, Student Affairs</td>
</tr>
<tr>
<td>Brice Kikuchi</td>
<td>Assoc. Vice Chancellor, Auxiliary Services &amp; Resource Planning (Interim)</td>
</tr>
<tr>
<td>Patricia Morales, Ph.D.</td>
<td>Associate Vice Chancellor, Enrollment Management</td>
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<tr>
<td>Rameen Talesh, Ed.D.</td>
<td>Assistant Vice Chancellor &amp; Dean of Students, Student Life &amp; Leadership</td>
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<tr>
<td>Marcelle Holmes, Ph.D.</td>
<td>Associate Vice Chancellor, Wellness, Health &amp; Counseling Services</td>
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<tr>
<td>Edgar Dormitorio</td>
<td>Asst. Vice Chancellor/Chief of Staff; Communications &amp; Special Programs</td>
</tr>
<tr>
<td>Stephanie Reyes-Tuccio, Ph.D.</td>
<td>Asst. Vice Chancellor, Educational Partnerships</td>
</tr>
<tr>
<td>Brice Kikuchi</td>
<td>Chief Financial Officer</td>
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<tr>
<td>William Reddel</td>
<td>Director, Human Resources</td>
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STUDENT AFFAIRS STAFF

Career (FTE)

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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; Educational Partnerships; Enrollment Management; Student Life & Leadership; and Wellness, Health and 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

Educational Partnerships

- Center for Educational Partnerships
- DREAM Center
- Student Outreach & Retention Center (SOAR)

**Enrollment Management**
- Undergraduate Admissions
- Financial Aid and Scholarships
- University Registrar

**Student Life & Leadership**
- Center for Black Cultures, Resources & Research
- Campus Organizations & Volunteer Programs
- Cross-Cultural Center
- Greek Life
- International Center
- Lesbian, Gay, Bisexual, Transgender Resource Center (LGBTRC)
- New Student & Leadership Programs
- Office of Academic Integrity & Student Conduct
- Veteran Services

**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

### IV. BUDGET

Permanent $225M

NOTE: ALL operating budgets are as of 10/27/17; therefore, any changes made since then are not reflected in the Profile Book.

*For detailed budgets, see end of Student Affairs Division sections.*
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas A. Parham, Ph.D.</td>
<td>Vice Chancellor, Student Affairs</td>
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<tr>
<td>Brice Kikuchi</td>
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<td>Asst. Vice Chancellor/Chief of Staff; Communications &amp; Special Programs</td>
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<tr>
<td>Brice Kikuchi</td>
<td>Chief Financial Officer</td>
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<td>William Reddel</td>
<td>Director, Human Resources</td>
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<tr>
<td>Cindy Love</td>
<td>Creative Director, Communications</td>
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STAFF

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<td>4 Employees in Advancement</td>
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<td>Other</td>
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</table>

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

III. SERVICES PROVIDED

- Set and manage Student Affairs 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 fundraising
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 commencement
- Assessment, Research & Evaluation
- Liaison to elected student leadership
- Programs/Events

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 schools, 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 3 days.

NEW NARRATIVES

New Narratives: Conversations on Identities & Culture series aims to recognize the multiple current and historical connections that co-exist to shape, intersect and influence identities and group membership in the UC Irvine community.

The New Narratives series aims to move talk into action through an interactive launch forum and events throughout the year that include major speakers, films, panel workshops and other training opportunities to promote healthy intergroup communications and collaboration skills.

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.

VCSA INITIATIVES

Black Gentlemen’s Club

The Black Gentlemen’s Club (BGC) – formerly the Black Gentlemen’s Breakfast Club – sponsored by Vice Chancellor, Student Affairs; The Henry Samueli School of Engineering dean; and the Vice Provost for Academic Equity, Diversity and Inclusion focuses on 7 goals: Building Community, Establishing a Support System, Empowering Black Men, Discussing Relevant Issues in Today’s Society, Community Service, Building Relationships among the Black Men on the UCI Campus, and Having Fun. The BGC unites the African American men on the UCI campus. This recognized organization is comprised of a diverse group of African American men representing many facets of the UCI community including but not limited to the Black Student Union, the National Society of
Black Engineers, Athletics, Faculty and Staff, etc. Through monthly meetings, the BGC unite to engage in critical conversations and networking opportunity.

X: Black Women Daily

X: Black Women Daily, sponsored by the Vice Chancellor, Student Affairs, The Henry Samueli School of Engineering dean; and the Vice Provost for Academic Equity, Diversity and Inclusion, is founded on the shared understanding that Black women are entitled to a space to grow, reflect, encourage, and support one another. We foster the fuller development of our entire selves in ways that neither replicate and reinforce institutional hierarchies nor cultivate divisiveness. X: Black Women Daily celebrates the diverse and dynamic Black women on and off of the UC Irvine campus.

African American Alumni Speaker Series

The African American Alumni Speaker Series, sponsored the Office of the Vice Chancellor, Student Affairs is a yearlong series that ties African American Alumni to the UCI African American community and community at large. Designed to bring Alumni back to the campus, each quarter one alumnus is selected from various disciplines speak to an audience ranging from 40 to 80 students, prospective students, faculty and staff in an intimate environment on a topic of their choice. In their presentation alumni address their personal experience at UCI as an African American including hurdles and obstacles they experienced and how they navigated those experiences. In addition, they share how they applied their academic experience at UCI to their current career. They conclude with an open dialogue with the audience. This is done over light refreshments to reinforce the intimate atmosphere. Speakers have included: the late Dr. Samuel Shack, Dr. Ernie Smith, and VP of Nestlé Corporation, Ken Bentley.

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

DALAI LAMA SCHOLAR’S PROJECT

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).
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

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<tr>
<td>1964 - 1965</td>
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<td>Donald E. Walker</td>
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<tr>
<td>1969 - 1978</td>
<td>John Hoy</td>
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<tr>
<td>1978 - 1984</td>
<td>John Whitely</td>
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<tr>
<td>1984 - 1995</td>
<td>Horace Mitchell</td>
</tr>
<tr>
<td>1995 - 2010</td>
<td>Manuel N. Gómez</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>Thomas A. Parham (Interim)</td>
</tr>
<tr>
<td>2011 - present</td>
<td>Thomas A. Parham</td>
</tr>
</tbody>
</table>

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. 2016-17 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 – Director of Evaluation and Special Assistant to the Vice Chancellor
• Support the Enrollment Management cluster in appointing a new AVC for Enrollment Management
• Continue to be flexible and responsive to organizational challenges that face the campus
• Provide leadership and coordination to create awareness for the Wellness Health and Counseling Building
• Provide support to students in maintaining the Student Center Referendum
• Conversation Hours with the Vice Chancellor
• Outreached to specific campus groups to meet with the Vice Chancellor
• Successful programmatic accomplishments with New Narratives
• Successfully hosting the 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. 2017-18 GOALS

• Continue the Student Affairs Strategic Plan to be completed by end of the 2018 academic year
• Provide leadership and coordination to assist students with successfully voting for a fee referendum to support the Wellness Health and Counseling Building
• Support programs, such as New Narratives and Women’s Empowerment Initiative.
• Provide support for the Center for Black Cultures, Resources & Research in its inaugural year
• Provide administrative support for the UCI Esports program
• Successfully execute New Student Convocation
• 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.

xiv. awards

none available

xv. learning outcomes

2017-18

learning about student affairs units

professional & administrative skills

students will learn to identify all the units within division of the student affairs and the directors attached to each unit that the ovcsa oversees, including but not limited to: auxiliary services, student life & leadership, wellness/health center and counseling services, commencement, enrollment management, student government, dalai lama scholarship program, living peace series, and esports.

measured by: pre and post tests

results: to be reported summer 2018

use: providing feedback to students, refining student training

professional and administrative skills for office work

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 leadership skills; demonstrating professional problem-solving skills; and learning different filing and labeling preferences of staff individuals.

measured by: observation (direct assessment, no rubric)

results: to be reported summer 2018

use: refining student training

commencement ticketing

professional & administrative skills

student employees will learn to manage inquiries regarding commencement by knowing 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 have a clear understanding of the ticketing system in order to manage specific ticket changes and requests.

measured by: pre and post tests; observation (direct assessment, no rubric)

results: to be reported summer 2018
Use: Providing feedback to students, refining student training

Microsoft Office Skills

PROFESSIONAL & ADMINISTRATIVE SKILLS

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

Measured By: Pre and post tests; observation (direct assessment, no rubric)

Results: To be reported summer 2018

Use: Providing feedback to students; refining student training

Student Employees

PROFESSIONAL & ADMINISTRATIVE SKILLS

Students will demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills.

Measured By: Direct assessment without rubric (observation)

Results: To be reported summer 2018

Use: Refining program/program changes; reporting results

New Narratives Events

DIVERSITY & GLOBAL CONSCIOUSNESS

Students who participate in New Narratives events will: 1) broaden their perspectives about people different from themselves; 2) develop a sense of local, national, and global responsibility; 3) develop more of a sense of their own beliefs and values.

Measured By: Post tests

Results: To be reported summer 2018

Use: Reporting results
## XVI. BUDGET

University of California, Irvine
Student Affairs

Office of the Vice Chancellor
FY 2017-2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Account-Obj</th>
<th>FTE</th>
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### Operational Expenses

| STUDENT SERVICES-SPECIAL ALLOCATIONS (GF12594) | 623028 | | | | | | | | |
| SAPEP Evaluation | 623028-3 | - | - | 2,550 | - | - | - | - | 2,550 |
| SAPEP P20 | 623028-8 | - | - | 10,880 | - | - | - | - | 10,880 |
| VICE CHANCELLOR STUDENT SERVICES (GF12756 OS11197) | 683026 | | | | | | | | |
| Salaries & General Assistance | 683026-1/2 | 7.50 | 7 | 590,627 | 415,012 | - | - | - | 1,005,639 |
| Communications | 683026-3 | - | - | - | 8,000 | - | - | - | 8,000 |
| Evaluation | 683026-3 | - | - | - | 15,000 | - | - | - | 15,000 |
| Supplies | 683026-3 | - | - | - | 19,800 | - | - | - | 19,800 |
| Reserve for Salary Adjustments | 683026-8 | - | - | - | - | - | - | - | - |
| STUDENT SERVICES-SPECIAL ALLOCATIONS (OS11200) | 683028 | | | | | | | | |
| Student Programs | 683028-3 | - | - | - | 150,000 | - | - | - | 150,000 |
| Student Programs | 683028-8 | - | - | - | - | - | - | - | - |
| COMMENCEMENT (OS11219 SF10968) | 683045 | | | | | | | | |
| Salaries & General Assistance | 683045-1/2 | 0.50 | 1 | 33,845 | - | - | - | - | 33,845 |
| Supplies | 683045-3 | - | - | - | 100,823 | - | 46,000 | - | 146,823 |
| Unallocated | 683045-8 | - | - | - | 23,800 | - | - | - | 23,800 |
| STUDENT AFFAIRS/COMMUNICATIONS | 683059 | | | | | | | | |
| Lot 5 Utilities | 683059-7 | - | - | - | 75,000 | - | - | - | 75,000 |
| VC/ADVANCEMENT (GF12786) | 683096 | | | | | | | | |
| Salaries & General Assistance | 683096-1/2 | 2.00 | 2 | 160,398 | - | - | - | - | 160,398 |
| Stewardship/Cultivation Events | 683096-3 | - | - | - | - | - | - | - | - |
| Supplies | 683096-3 | - | - | - | 6,678 | - | - | - | 6,678 |
| Business Meetings | 683096-7 | - | - | - | 3,000 | - | - | - | 3,000 |
| Collatorals/Printing | 683096-7 | - | - | - | 3,000 | - | - | - | 3,000 |

As of 10/27/17
<table>
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<th>Description</th>
<th>Account-Obj</th>
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Surplus/(Deficit)

| Carryforward Summary                              | 623028       | 45,417    | 55,031 | -         | 9,530         | -          | -     | -        | 109,977 |
| 683026                                            | -           | 410,065   | -      | -         | -              | 410,065    | -     | -        | -       |
| 683028                                            | -           | 3,536     | -      | -         | 16,324        | -          | -     | -        | 19,860  |
| 683045                                            | 363         | -         | -      | 363       | -              | -          | -     | -        | 363     |
| 683059                                            | -           | 636,487   | -      | -         | -              | 636,487    | -     | -        | -       |
| 683096                                            | -           | 42,466    | -      | 5,329     | 47,795        | -          | -     | -        | -       |
| 683160                                            | 513,388     | 145,170   | -      | -         | -              | 658,558    | -     | -        | -       |
| 683167                                            | 59,807      | 41,561    | 11,623 | -         | 198            | 113,189    | -     | -        | -       |
| 762001                                            | -           | 1,158     | -      | -         | 1,158         | -          | -     | -        | -       |
| 773017                                            | -           | -         | -      | -         | -              | -          | -     | -        | -       |
| 800113                                            | 427,676     | 887,308   | 76,063 | 47,063    | 1,438,109     | -          | -     | -        | -       |

As of 10/27/17

3,435,560
AUXILIARY SERVICES

MESA COURT TOWERS
I. VISION & MISSION

VISION

Auxiliary Services units will attempt to incorporate the Triple Bottom Line framework, focusing on social (People), environment (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's teaching, research and public service mission.

VALUES

- Integrity
- Respect
- Teamwork

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 Student Affairs, 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
Fred Lipscomb  Interim Executive Director, Graduate & Family Housing

AUXILIARY SERVICES STAFF

<table>
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Staff headcount 543

ASSOCIATE VICE CHANCELLOR STAFF

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

Career Headcount 5

Student Staff 5 employees

Other None
III. SERVICES PROVIDED

1. The Hill (operated by Barnes & Noble College)
2. Anteater Express
3. Global Sustainability Resource Center – GSRC (*academic partnership*)
4. Hospitality & Dining Services
5. Student Center & Event Services
6. Student Affairs Information Technology
7. Student Government
8. 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*

6 housing communities, Student Center, Cross-Cultural Center (facility only), The Hill, Phoenix Grille, Cyber Café, BC’s Cavern, Paul Merage School of Business Restaurant Venues – Au Bon Pain and Starbucks, and a fleet of 30 busses.

**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 Appendix A at the end of the book.*

IX. ADVISORY COMMITTEE

Not applicable
X. MAJOR ISSUES
See individual Auxiliary Services units for their major issues.

XI. MISCELLANEOUS

THE HILL (BOOKSTORE) TRANSITION TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Nov 2015</td>
<td>Presentation of outsourcing idea to Chancellor’s cabinet</td>
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<tr>
<td>Nov/Dec 2015</td>
<td>Visits/Tours of bookstores at Harvard, UPenn, Georgetown, and Notre Dame</td>
</tr>
<tr>
<td>Jan 2016</td>
<td>Decision made to issue RFP (request for proposal)</td>
</tr>
<tr>
<td></td>
<td>Announcement made to staff, unions, and ASUCI</td>
</tr>
<tr>
<td>Feb 2016</td>
<td>RFP issued</td>
</tr>
<tr>
<td>Mar 2016</td>
<td>Proposals received</td>
</tr>
<tr>
<td>April 2016</td>
<td>Proposals evaluated and recommendations made by selection committee</td>
</tr>
<tr>
<td></td>
<td>Bid awarded to Barnes &amp; Noble College</td>
</tr>
<tr>
<td>June 25, 2016</td>
<td>Last day of university operation</td>
</tr>
<tr>
<td>Jun 26-July 4</td>
<td>BNC renovation of space</td>
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<tr>
<td>July 5, 2016</td>
<td>Opening of the Hill under BNC</td>
</tr>
<tr>
<td>July-Aug 2017</td>
<td>BNC undergoes renovation</td>
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</table>

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

XII. 2016-2017 ACCOMPLISHMENTS

- Opened the Mesa Court Towers, adding 932 new freshman beds
- Completed the Biological Sciences Starbucks
- Completed the DPP for Middle Earth expansion project

XIII. 2017-18 GOALS

- Recognition/award for auxiliary units
- Collaboration within and outside of auxiliary unit
- Innovation or process improvement of auxiliary units

XIV. AWARDS

- 5 Leadership in Energy & Environmental Design (LEED) Platinum certifications from U.S. Green Building Council for sustainability practices in Verano Place and Infant Toddler Center
- Mesa Commons, Pippin Commons and Brandywine Commons certified as Zero-Waste Facilities
- UCI officially designated as the “Top Recruiting University” for Aramark’s efforts to hire interns and full-time salaried positions. Aramark executives will be on campus to participate in job fairs and educate students about opportunities in all their lines of business, including but not limited to Sports and Entertainment, Education, Business and Industry, and Healthcare.
- Student Government: “The largest game of dodgeball involved 6,084 participants and was achieved by the University of California, Irvine, at a game organized by UC Irvine students and NLA Sports (both USA) in Irvine, California on 25 September, 2012.”
- Student Center recognized as an International Conference Center of Excellence from the International Association for Conference Centres (IACC)
• Please see individual Auxiliary Services department for more award information.

XV. STUDENT LEARNING OUTCOMES

Student learning outcomes are listed under the individual units.
### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Auxiliary Services**  
**Associate Vice Chancellor’s Office**  
**FY 2017-2018**

<table>
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<tr>
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<th>Core</th>
<th>SA Assessment</th>
<th>Sales &amp; Service</th>
<th>Referendum</th>
<th>Other</th>
<th>One-time</th>
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| | | | | | | | | | 0% | 100% | 0% | 0% | 0% | 0% |

#### Operational Expenses

**SA-ASSOC VICE CHANCELLOR STUDENT AFFAIRS (OS11217)**  
683043

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| Surplus/(Deficit) | | | | | | | | | - | - | - | - | - | - |

#### Carryforward Summary

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<th>Referendum</th>
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As of 10/27/17
University of California, Irvine
Auxiliary Services
Associate Vice Chancellor
Organizational Chart 2017-2018

Student Affairs
Vice Chancellor
Dr. Thomas A. Parham

Interim Associate Vice Chancellor
Student Affairs
Auxiliary Services
Brice Kikuchi
1.0 FTE

Assistant to the Associate Vice Chancellor
Shannon Hartmeister
1.0 FTE

Hospitality & Dining Services
Interim Director
Lin Tang
1.0 FTE

Student Center & Event Services
Director
Stacey Murren
1.0 FTE

Student Government
Executive Director
Stephanie Van Ginkel
1.0 FTE

Student Housing
Interim Executive Director
Fred Lipscomb
1.0 FTE

Updated 12/15/17
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

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<th>INSPIRING</th>
<th>DELIGHTING</th>
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<td>Building Performance-Based Relations</td>
<td>Accountability for Excellence</td>
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<td>Building People Capability</td>
<td>Organizational Collaboration</td>
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II. WORKFORCE

MANAGEMENT TEAM

**UCI Management Team**

*vacant*  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
*vacant*  General Manager
Anna Lomibao  Controller
Kelly Kuehnert  Food Service Director
Johnny Parratto  Catering Director
Joe Poopipat  Food Service Director – The Anteatery
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: 720 employees
Other: 143 Contracted Management Supervisors

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

III. Services Provided

- All You Care to Eat dining at The Anteatery, Pippin, and Brandywine Commons
- 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, Espress Yourself Coffee Cart and Java City
Began following the newly adapted UCOP’s UC Sustainable Practices Policy and working with other UC’s 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 Anteatery 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
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
- Brandywine Commons: 1,991 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 Anteatery: 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:
- Government of Undergraduate Student Housing (GUSH)
- 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. 2016-17 ACCOMPLISHMENTS

RESIDENTIAL

- The Anteatery – Served more than 1 million meals over the first year open. Served 6,000 meals daily and 36,000 weekly.
- Continued sustainability efforts with the zero-waste facility, weigh the waste events and a reduction of overall food waste under 4%.
- The Anteatery & Pippin Commons – Development of student workers into learning coaches, supervisors and managers.
- Pippin Commons – Provided a face-lift over a 3-week period including: painting, deep cleaning, additional station flow.
- Brandywine Commons – Decommissioned Brandywine for demo in 1 week and turned over to Housing for demolition.

RETAIL AND CATERING

- Opened Starbucks at Biological Sciences and Bridge Café at the new Division of Continuing Education building.
- Partnered with School of the Arts to refresh Cyber A Café into The Green Room with new patio furniture, shade structure, new exterior paint and planters.
- Executed Lauds and Laurels at The Anteatery received compliments from UCI Alumni Association for our execution, food quality and positive feedback from guests. To accomplish this, we had to turn The Anteatery around twice within a one-week period.
- Helped draw over 1000 attendees to the annual UCI Health Fair by providing a farmer’s market and serving healthy snacks such as cauliflower tacos and fresh fruit cups.
- Refreshed the Phoenix Food Court location by restaining booths, replacing tabletops, removing temporary wall to allow for additional seating, and adding additional electrical outlets.
- Completed our 240th+ baseball game in a row at Cicerone Field. Our concessions food was rated 5 stars by StadiumJourney.com, the only 5-star rating for UCI. This rating helped catapult UCI to one of the top destinations to see a college baseball game.

ADMINISTRATIVE AND MARKETING

- Completed the RFP process for the campus beverage rights and awarded the contract to Pepsi for 10 years.
• Completed the RFP process for the Anthill Pub & Grille and awarded the contract to Aramark for 7 years.
• Participated in the Anthill Pub RFP Process and gained a better understanding of the University’s bidding/contract award process, including how different departments are affected by Campus Agreements.
• Based on students’ request, HDS & Housing partnered and allowed an earlier meal plan change in October of 2016. Students were allowed to upgrade their meal plan. We received close to 400 requests and our team manually changed each student’s meal plan. Transition was smooth and the tight deadline was met.
• 15 of our management staff volunteered at Someone Cares Soup Kitchen in December 2016.
• Successful Summer Conference season. Continued to work with Event Services with guidelines, pack out requests, improved communication, hours of operation, etc.
• **Meal Plans:** Grew Voluntary Meal Plan sales by over 14%.
• **Social Media:** Grew social media following and engagement, with over 100% growth in Instagram followers, over 40% growth in Twitter followers, and over 10% growth in Facebook followers compared to PY. Additionally, achieved highest-ever reach and engagement through Brandywine Farewell social media campaign (historical photos, Week 10 menu teasers, etc.)
• **Campus Event Partnerships:** Supported over 25 campus events, providing campus dining and meal plan information to students, faculty and staff in the 2016-2017 year, including Welcome Week, Anteater Family Weekend, Zot Health Fair, New Year/New You, Celebrate UCI, SPOP, etc.

**SUSTAINABILITY**

• Sustainable Foods Fair: Increased attendance of Sustainable Foods Fair to over 1,000 and increased number of participating groups to 28. Increased “brand” awareness of UCI Hospitality & Dining organizing the event through a Snapchat filter and event decorations using the Hospitality & Dining graphic.
• Food Drive Awareness & Engagement: Increased Middle Earth participation in the Anteaters Fight Hunger Food Drive (from 0 halls to 6 halls).
• UC Global Food Initiative: Zero Waste Dining: Released a Waste Auditing toolkit and calculator that was featured at the Presidents United to Solve Hunger (PUSH) conference. Worked with UCSD Medical Center to start their composting program in December 2016, which is now on track to divert over 65 tons of organic waste annually. Worked with UCLA Housing & Hospitality Services to increase waste diversion in UCLA’s dining halls from 34% to 70% in 2016-2017.

**XIII. 2017-18 GOALS**

**RESIDENTIAL**

• Start our student training program and utilize it in all locations
• Have the highest dining styles survey and secret shopper scores
• Continue to improve on employee morale with positive encouragement and open communication
• Continue to develop positive relationships with the UCI community
• Utilize lessons learned and best practices to have a successful opening in the new Middle Earth dining facility
RETAIL AND CATERING

- Increase sales by 5% compared to prior year
- Increase overall campus retail sales by 5%
- Increase Catering sales by 3% over PY (even with UClub reopening)
- Add Boba Retail station to Taza by Fall Quarter 2017
- Achieve $1.1 million in yearly sales at the Anthill Pub

ADMINISTRATIVE AND MARKETING

- Continue to work with SAIT in finalizing an online alcohol request form. Once available, work with Risk Services to set up focus groups to beta test the online form and process for feedback.
- Continue partnerships with other departments in creating and providing the right meal plan for their programs.
- Establish a partnership with Student Life / Information Center to provide dining options for campus tours
- Meal Plans: Grow Voluntary Meal Plan sales by 15%+ compared to previous year.
  - Faculty, Staff & Graduate Students: Leverage new opportunities including the Anthill Pub & Grille, Starbucks at Bio Sci and The Anteatery to grow VMP sales among faculty, staff and graduate students and drive FlexDine purchases over Zot Bucks
- Social Media: Grow social media following and engagement by platform as follows:
  - Instagram: +50% followers
  - Twitter: +25% followers
  - Facebook: +10% followers
- E-Mail Marketing: Grow our e-mail marketing contact list for first year students by over 100% compared to PY (2,115 first year contacts PY; target: 4,230+ first year emails).
- Plan a department retreat or outing for employee morale building.

SUSTAINABILITY

- Zero Waste Food Court: Achieve Zero Waste in at least one food court in 2017-2018 through partnerships with UCI Facilities Management, the UC Global Food Initiative Food Fellows program, and the UCI Campus as a Living Lab program. We have worked with the UCI Center for Environmental Biology to expand the number of CLL Interns with Dining this year from 1 to 5, with 3 focused on Zero Waste and 2 focused on Reuse.
- Reusable Beverage Containers: Increase Reusable Beverage container use to 5% or greater in 2017-2018 (currently 2.85%). Beginning in Fall 2017, through our partnership with the UCI Center for Environmental Biology, Dining will host 2 year-long CLL Interns focused on Reuse.
- Fair Trade University: Achieve Fair Trade University status through partnership with Java City ecoGrounds, other campus departments, and ASUCI Senate.
- Wiping Out Waste: Decrease per capita student food waste at The Anteatery and Pippin from 1.19 oz. (April 2017) to 1.00 oz. (June 2018). Expanded Wiping Out Waste events, tablings and displays will be conducted to achieve this goal.

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 Affair’s 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 Anteatery
  o Grand Champion: #7
  o Total Diversion: #10
  o CHESC Best Practice Award: Sustainable Design (Mesa Towers & The Anteatery)

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Sustainability Program

Having made use of the available resources provided during the quarter, including knowledge and experience of supervisors and department members, weekly assignments, field study interns will demonstrate their knowledge of promoting sustainable practices on campus by creating an innovative program or practice in the area of sustainability.

Measured By: Direct assessment: observation with rubric (e.g., demonstration, performance, presentation). Direct assessment: product with rubric (e.g., portfolio, writing sample, journal), checklist

Results: Through a partnership with the School of Social Ecology, students completed their field study units with our Sustainability Program. In reviewing the assigned weekly journals and completion of
fieldwork hours the interns were able to demonstrate their knowledge by developing an innovative program or practice in the area of sustainability.

Use: This information will be used to enhance the student learning experience in our Sustainability Program and help guide them in their final project.

2017-18:

Wiping Out Waste

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 The Anteatery and Pippin.

Measured By: Pre and post surveys

Results: To be reported summer 2018

Use: Reporting results
## XVI. BUDGET

University of California, Irvine  
Student Affairs  
Auxiliary Services  
Hospitality & Dining Services  
FY 2017-2018

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**Operational Expenses**

**F/S RESIDENT ASSISTANT FEEDING MC (SA10034)**

- Food Program: 760132
- Food Program: 760132-7

**F/S STUDENT FEEDING MC (SA10035)**

- Food Program: 760133
- Food Program: 760133-7

**F/S MAINTENANCE & REPAIR MC (SA10036)**

- Maintenance: 760136
- Maintenance: 760136-7

**F/S RESIDENT ASSISTANT FEEDING ME (SA10050)**

- Food Program: 760232
- Food Program: 760232-7

**F/S STUDENT FEEDING ME (SA10051)**

- Food Program: 760233
- Food Program: 760233-7

**F/S MAINTENANCE & REPAIR ME (SA10052)**

- Maintenance: 760236
- Maintenance: 760236-7

**SA-UCI FOOD SERVICE-SSPS CO**

- Salaries & General Assistance: 764001
- Employee Benefits: 764001-1/2
- Employee Benefits: 764001-6

**UCI STUDENT CENTER-ASIAN FO**

- 764007

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As of 10/27/17
I. VISION & MISSION

VISION

The vision of Student Affairs Information Technology is to be an innovative, collaborative and nimble partner 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


II. WORKFORCE

MANAGEMENT TEAM

Wayne Fields  Assistant Director, Student Affairs Information Technology
Angela Han  Operations Supervisor, Student Affairs Information Technology
Markus Quon  Manager, Systems Development, Student Housing

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 1

Student Staff
IT Support & Programming Staff: 17 Employees

* All employees are part of the Office of Informational Technology.

III. SERVICES PROVIDED

Desktop and help desk support for both PC and Mac, web / database / application / file / virtualized server support, backup services, loaer equipment management, content management system support, web and application development, digital signage support, hardware and software purchases.
IV. THOSE SERVED

Student Affairs Information Technology supports the Office of the Vice Chancellor, Student Affairs along with the Auxiliary Services units including: Student Life & Leadership, Housing, Hospitality & Dining Services, Student Center & Event Services, The Hill bookstore and Esports. Additionally, support is provided to the Wellness Health & Counseling Services cluster. Student Government & Student Media and Campus Recreation are currently affiliates. Collaboration occurs with these departments. Direct support is also performed on an as needed basis.

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, meaning they would not be part of the consolidation at that time, but would continue to collaborate with the newly formed Student Affairs Information Technology (SAIT). The Hill and Student Center & Event Services joined OIT in the summer of 2014 but are no longer affiliates. Beginning in the fall of 2016, SAIT welcomed the addition of Esports to its support portfolio. SAIT works closely with all of the commodity support teams in OIT. SAIT participates and collaborates in many Student Affairs meetings and groups.

VI. LOCATION

115 Aldrich Hall
ZOT: 5180

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

- Space includes:
  - Front help desk location
  - Repair service room
  - 8 offices including one cubicle

TECHNOLOGY

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

EQUIPMENT

Golf cart, spare computer parts and hardware, 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 application to manage the program. Student Affairs Information Technology works closely with the International Center on this process.

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

IX. ADVISORY COMMITTEE

- Student Affairs Auxiliary Services Group (SAAS)
• 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 Student and Academic Service Leadership Group (SAS Leadership)
• OIT Student and Academic Service Managers Group (SAS Managers)
• OIT Leadership
• OIT Staff
• Computer Support Coordinators Group (UC-CSC)

X. MAJOR ISSUES
• Aging hardware in several supported Student Affairs departments
• Overworked existing staff who have taken on extra job responsibilities
• Lack of centralized funding and resources to advance technology in various areas of Student Affairs
• Aging or outdated applications and websites

XI. MISCELLANEOUS
• The Student Affairs division, excluding Enrollment Services, has over 550 computers including both PC and Macintosh.
• 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, EH&S, Social Ecology, Medical Education building, Humanities, SOAR, Financial Aid, Cross-Cultural Center, Career Center, School of Biological Sciences and others as they are being added across the campus.

XII. 2016-17 ACCOMPLISHMENTS
• Implementation of a Community Provider application which provides an easy mechanism to provide referrals to students for the Wellness, Health and Counseling cluster
• Implementation of the NoHo Child Care Management system
• Implementation of an emergency notification system for parents whose children are enrolled in Child Care Services
• Branding update for various websites under the Student Affairs division
• Template updates and conversion to Cascade CMS for 90% of the Student Affairs websites
• Completed the migration to the GitHub repository for code versioning and storage
• Migration of the Student Center & Event Services servers over to the OIT datacenter
• Completed the Housing TMA application upgrade
• Completed the ordering of the Housing refresh workstations to be replaced as part of an annual refresh cycle
• Completed the roll-out Tenable Security Center for all of the Student Affairs Information Technology managed server assets
• Migrated the Advocate by Symplicity application to a new secured managed file transfer application for Student Life & Leadership
• Completion the migration of the Housing Bigfix instance over into the OIT instance
• Implementation of DUO multi-factor authentication for RDP access to Housing servers improving security
• Migrated Housing hosts and decommission end of life virtual machines
• Commissioned a new Housing domain controller replacing an end of life server
• Migrated the Photo ID system from Student Government & Student Media over to OIT
• Implemented a WiQ Access Management system and Self-Service kiosk in Mesa Court Tower
• Replaced the existing Symplicity Career Tracks application with Handshake for the Career Center
• Managed the technology buildout of the new eSports Arena including 80 high-end gaming workstations; 10 staff workstations; gaming consoles, digital signage, networks and gaming management applications
• Implemented a monthly developer training session across the support teams
• Introduced SCRUM methodology to developers in Student Affairs and Wellness, Health & Counseling Services
• Upgraded the Commencement application to streamline processes and improve efficiency
• Digitized the physical files of AVC/Chief of Staff Edgar Dormitorio
• Implemented responsive web design into OSCAR spoke applications improving accessibility
• Completed UC Path readiness for the Photo ID system

XIII. 2017-18 GOALS
• Migrate the Student Government & Student Media servers from on-premise to the OIT datacenter
• Digitize the physical files for Student Government & Student Media, Veteran’s Center and International Center
• Secure the International Center’s ISSM application and data according to OIT Security protocols
• Extend the remediation process for all Medium and Low vulnerabilities within Tenable Security Center
• Virtualize the WiQ Door ACS to migrate to the OIT datacenter
• Migrate all Housing behind the OIT datacenter firewall and collapse the private network
• Update the Center for Student Wellness website to make it more responsive and dynamic
• Update the technology and plugins for the Step Up Bystander website
• Create an entirely new application for the Ring Road Rides
• Upgrade the Child Care website
• Upgrade the SA Tech website and wiki
• Refresh 25% of staff computers in Housing as part of the yearly replacement plan to maintain current technology
• Implement Lease Queue of GFH ARMS OneClick project – the graduate application used by staff
• Implement restructured share drive folder structure/collaboration space in Housing
• Migrate Student Affairs’ “SA” Active Directory OIT’s AD Active Directory management for desktops and servers
• Migrate all Student Affairs websites over to OIT commodity hosting
• Migrate Student Affairs’ SQL/MySQL Server hosting to OIT DBA commodity team
• Integrate OSCAR with Student Information System (SIS) / Banner
• Convert the Student Orientation and Commencement applications to Amazon Web Services (AWS)

XIV. AWARDS
Not available

XV. STUDENT 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 and social interaction.

CORE COMPETENCIES

- Flexibility
  - Pricing
  - Customizations
- Variety of programs and services
- Leadership and mentoring opportunities (i.e., levels I-IV)
- Diverse expertise

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.

II. WORKFORCE

MANAGEMENT TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacey L. Murren</td>
<td>Director</td>
</tr>
<tr>
<td>Amy D. Schulz</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Joseph Ayoub</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Daryl Han</td>
<td>Manager, AV Technology Services</td>
</tr>
<tr>
<td>Erin Lane</td>
<td>Manager, Event Services</td>
</tr>
<tr>
<td>Brian Petyo</td>
<td>Manager, Marketing &amp; AntMedia</td>
</tr>
<tr>
<td>Mehrnaz Ezzati</td>
<td>Manager, Business Administration/Finance</td>
</tr>
<tr>
<td>Tony Gonzalez</td>
<td>Manager, Building Services</td>
</tr>
</tbody>
</table>
STAFF

Career (FTE)

<table>
<thead>
<tr>
<th>Filled:</th>
<th>53.00 FTE</th>
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</thead>
<tbody>
<tr>
<td>Provision:</td>
<td>2.00 FTE</td>
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</tbody>
</table>

Career FTE Total: 55.00 FTE
Career Headcount: 54
Student Staff: 154 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, 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, and study spaces in ACRC beginning Fall 2017
- 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: 27%
- Faculty/Staff: 63%
- Alumni/Community: 10%

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.

VI. ORGANIZATIONAL STRUCTURE

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 assumed were 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.

VII. LOCATION

Administrative Offices
A311 Student Center
ZOT: 2050

VIII. 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.

TECHNOLOGY

- Hiperwall
- 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
  o Mobile devices
  o Website
  o vEMS
• Enunciator/emergency communication
• 900 mHz Radio System tied into campus system
• Green cleaning supplies
• 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 & drape
• Trade show booths

Building Related
• Box truck
• Hiperwall
• Bell tower
• Audio/Visual (A/V) upgrade
• Canopy installation
• Terrace Stage upgrade
• Student Affairs Donor Wall
• Lighting project
• Art Gallery Space
• Security Cameras

IX. 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](http://www.budgetoffice.uci.edu/feesBO.html)

**X. ADVISORY COMMITTEE (if applicable)**

**Student Center Board**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Julian Dae</td>
</tr>
<tr>
<td>Vice-Chair</td>
<td>Ashley Gallardo</td>
</tr>
<tr>
<td>Secretary</td>
<td>Mebin Kuriakose</td>
</tr>
</tbody>
</table>

**XI. MAJOR ISSUES**

- 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
- Scheduling the Newkirk Alumni Center
- Risk Management policy/procedure changes
- Policy regulation
- Campus partners changing rates with our advance notification
- Campus Organizations Online Learning (COOL) Training

**XII. MISCELLANEOUS**

Not applicable

**XIII. 2016-17 ACCOMPLISHMENTS**

**BUSINESS COLLABORATIONS**

- **Los Angeles Rams Training Camp and HBO Hard Knocks**
  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&D, 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, Newark 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.

• **Mesa Towers Ribbon Cutting**
  In collaboration with Student Affairs, Student Housing, and UCI Dining, SCES provided planning services for the much-anticipated Mesa Towers grand opening event occurring outside The Anteatery dining hall.

• **Community Relations Collaborative**
  AntMedia videography and photography team members presented at the Community Relations Collaborative meeting, a monthly meeting focused on elevating service opportunities and improving communication strategies for community outreach programs.

• **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 event services team, including SCES marketing and AntMedia team, joined Signature Party Rentals and Hospitality and Dining Services in presenting and discussing best practices and general guidelines for university functions, meetings, events and conferences on and off campus. The event was hosted by the Office of Special Events & Protocol to ensure a consistent level of service at all university events.

• **Instructional Technology Admin Film and Media Studies**
  AntMedia has partnered with Instructional Technology Admin of Film and Media Studies Matthew McCabe 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.

• **Lauds & Laurels at The Anteatery**
  SCES coordinated with Student Affairs, Student Housing, Hospitality & Dining, University Advancement and the Alumni Association for an extraordinary celebration honoring UCI’s best.

**TEAM DEVELOPMENT**

• **ACUI/NIRSA**
  *ACUI/NIRSA Collegiate Marketing Institute* (Association of College Unions International/National Intramural-Recreational Sports Association) for best practices in marketing campus resources and building support for campus facilities.

• **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.

• **ACCED-I**
  *Association of Collegiate Conference and Events Directors International* is an important educational and networking experience for collegiate conference and events professionals. Finance has benefitted from the Budgeting & Finance Workshop with others attending the 37th annual conference in Orlando, Florida.
• **ACUI**  
  *Association of College Unions International* for administrators of two- and four-year institutions. Discussions include current research, industry trends, best practices and core competencies.

• **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.

• **Conflict Management**  
  *Conflict Management Skills* aided interested planners in communicating with professionalism and tact under difficult or challenging workplace circumstances.

• **Staff Retreat**  
  Staff Retreat for strategic withdrawal from daily operations to focus team’s collective intelligence and diverse backgrounds to the task of building a one-of-a-kind online intake form designed with the customer in mind.

• **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.

• **MPI**  
  For exclusive networking, leadership opportunities, and educational development within the largest global association for meeting and event professionals, Student Center planners attend regular *Meeting Planners International* Orange County dinner meetings for industry trends in event services.

• **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.

### BUSINESS DEVELOPMENT

• **IACC Journey**  
  There is a distinct point of differentiation for International Association of Conference Centres (IACC) members. This exclusive distinction belongs to event venues that are recognized as best-in-class among venues from around the world. Some examples include the UCLA Luskin Conference Center and the UCLA Lake Arrowhead Conference Center. The IACC journey begins with an exhaustive application process focused on quality standards in the areas of food and beverage service, guest accommodations, conference center aesthetics, business services, technology offerings, staff development, social responsibility and sustainability. The journey continues with a site visit from IACC representatives to examine the unique characteristics and level of service that define UCI’s guest experience.

• **Site Visits**
Best-practice site visits allow the SCES team to evaluate high-performance peer organizations. This year, finance and meeting planner teams visited the UCLA Luskin Conference Center and met with the UCLA Summer Residential team. Marketing consulted with UCLA Lake Arrowhead Conference Center director. 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 the IACC journey, its value, and a better understanding of the UCI Conference Center’s position in the greater conference center industry.

- **AntMedia Videography and Photography**
  - AntMedia keeps pace with the digital media revolution as revenues steadily climb.
  - The billable number of photography and videography jobs for fiscal year 2015-16 on record is 64 (rounding to $26,000 in revenue).
  - The billable number of photography and videography jobs for fiscal year 2016-17 to date is 112 (rounding to $30,000 in revenue) with three of the busiest months remaining in the accounting period.

  **Result** = 75% increase in number of billable jobs to date
  
  **Projected** = 80% (conservative)* and 100% (aggressive)* increase in number of billable jobs total

  - The total number of non-billable photos and videos for fiscal year 2015-16 on record is 25.
  - The total number of non-billable photos and videos for fiscal year 2016-17 on record is 26 with four months remaining in the accounting period.

  **Result** = 4% increase in number of non-billable jobs to date.

  **Projected** = 4% increase in number of non-billable jobs total (we do not expect to increase non-billable projects beyond single digits, and it is not likely to increase in the three months remaining.)

  *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 efforts, and potentially one new product/service launch.

  - 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.


**FACILITY ENHANCEMENTS**

- **Esports Arena**
  Aided in negotiations, demolition and construction of the Zot Zone Games Room conversion making space for the much-anticipated Esports Arena on UCI campus.

- **Center for Black Cultures, Resources & Research**
  Converted Courtyard Study Lounge space to enhance the space for the Center for Black Cultures, Resources & Research and to welcome Director Àdísà Àjámú to the Student Center.

- **Cross-Cultural Center**
  Remodeled interior spaces in the Cross-Cultural Center to include needed electrical in new flooring, renovations for a contemporary look and feel, and new office space to support their mission of intellectual exchange and community engagement outside UCI’s classrooms.
• Emerald Hallway Grand Entryway
Redesigned Emerald Hallway grand entryway to Student Center with elegantly framed Ansel Adams photography, classic wainscot and molding, new flooring and fresh paint transforming multifunction all-purpose space into an inviting destination.

• Water Breach Recovery
Chilled water breach flood damage requiring coordination with dining, campus inspector, fire safety, repair contractor and facilities are ongoing throughout phase II of the restoration.

• Grease Trap
Resolved grease trap issue with low cost solution.

• Student Life & Leadership
Enhanced Student Life & Leadership with new office, improved signage and general aesthetic improvements throughout the suite.

• AntMedia
AntMedia Studios is a new revenue-generating media franchise on campus building a bookable cyclorama film set with professional lighting, audio recording booth for instructional videos and other student or faculty projects, space for film screenings, and office space for videography and photography editing. This service has seen a 40% growth rate in one year.

• Phase II Digital Signage
A phase II initiative, digital room signs help eliminate confusion by showing room schedules outside the Woods, Cove, Lido, and Crescents meeting rooms. All data is fed via Event Management software for real-time data eliminating paper and workloads.

• Starbucks Patio
Starbucks customers enjoy a delicious cup of coffee and the fresh scent of orange blossoms and California strawberries on the Starbucks patio. The county’s namesake citrus, along with lemon and lime trees, was added by SCES – possibly a first at UCI – with a low-pressure, low-volume drip-irrigation system and landscaping that included safety guardrail repairs and fresh paint.

• Furniture Facelift
Reupholstered over 50% of SCES interior furniture as a cost-effective alternative to purchasing new with environmental sustainability an additional benefit.

TECHNOLOGY

• Wi-Fi
Increased Wi-Fi bandwidth throughout The Center for enhanced reception. This upgrade will reduce customer care issues with an emphasis on providing the best customer experience possible. Increased Wi-Fi capabilities also aids full-time and student workforce who rely on Wi-Fi connectivity throughout the workday for routine tasks.

• Cameras
Safety for all campus guests and the entire SCES team is the first key to providing quality service. For optimal coverage, installation of approximately 40 safety cameras throughout the Student Center has begun. The cameras are being installed beginning with the most critical areas first then finishing with the least critical areas. SCES has identified six critical areas as critical for phase I installation. Phase II consists of testing operations, after which the remaining cameras will be installed and activated.

• 30-Terabyte Power
Designed, built and configured a dedicated enterprise-scaled server for growing AntMedia videography and photography unit, one of the largest media users on campus with exceptionally high demands.
• **7-Point Solutions Pilot**
  7-Point Solutions is an integrated mobile solution for facility and event services. Operations team receives real-time information on event setups, service requests, diagrams, daily tasks, last-minute changes, special alerts, maintenance notes and important images. If the pilot is successful, SCES will eliminate the need for printed Operations reports that can quickly become outdated, and SCES will have better analytics on equipment and staffing utilization.

**FINANCE**

- Developed an excel spreadsheet to automatically calculate event invoice totals by service providers; previously this was being done manually for each event invoice.
- **Paperless Process**
  Developed process to manage event invoices through systems we have available, thus eliminating the need for paper.
- **PALCard Process**
  Consistency among team to attach backup for PALCard transactions, and report timeliness resulting in a more accurate and controlled process.
- **Summer Conference Billing Procedures**
  Set up project numbers for each individual conference for better tracking of associated income. This allows billing to occur immediately after the conference versus at the end of the entire conference season.
  Developed consistent process for follow-up and collection of outstanding invoices resulting in an 80% reduction of invoices 60+ days outstanding.
- **Rams Billing**
  Working & coordinating with multiple divisions to finalize billing.
- **Rate Increases**
  In an effort to reclaim revenue due to the return to aid reduction in student fees, there were rate increases for some Conference Center services. This included room rental rates increasing by 5% (average of $14), a $3 increase in hourly labor rates for departmental and off-campus clients, and a late change fee for event modifications requested less than 10 days out. These rates had not increased since the facility reopened in 2007 after Phase 4 construction.

**ATTENTION-GRABBING EVENTS**

2016
- **July – September**
  2016 Rams Pre-season Training Camp and HBO *Hard Knocks* Production
- **September**
  Esports Arena Launch
  Mesa Court Towers and The Anteatery Grand Opening
  UC Counselor Conference
  Nursing Welcoming Ceremony
- **October**
  Step Out Walk to Stop Diabetes – American Diabetes Association
  Race and Policing Symposium
  Milo Yiannopoulos @ UCI
- **December**
  Run for a Claus
  Winter Wonderland Revisited
2017

February
2017 Science Olympiad

March
21st Annual Children’s Water Education Festival
The National Registry of Exononations
Human Security Award
Lauds & Laurels at The Anteatery

SOCIETAL RESPONSIBILITY AND SUSTAINABILITY

• Electric Vehicles
Two new flatbed industrial carts, two multi-passenger carts with seatbelt restraints, and two transport electric carts replaced outdated fleet of golf carts with safer, energy-efficient electric vehicles.

• HVAC Air Handlers
Eliminated wasteful energy loads by installing new air handler coils throughout The Center’s roof-mounted and other HVAC systems.

• Wall-mounted Refill Stations
Installed two wall-mounted drinking fountain and bottle filling stations for an ADA-compliant design combining energy savings, system diagnostics and touchless-sensor-activated bottle filler and Green Ticker that counts the number of bottles saved from landfills.

• 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.

• Renewable Energy Survey Results
With the installation of the new ConnecTable™ Solar Powered Charging Tables on the Student Center Terrace, a post-installation survey was deployed to the student population.

VALUE ADD: TOTAL $1.362 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 $1.362 million to date and is expected to total approximately $2 million by year end that will not be billed.

Some examples include, but are not limited to:
• Auxiliary Services year-in-review production
• Wellness Building Referendum creative
• 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

XIV. 2017-18 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 sooner than March 2018 and no later than March 2019*

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.

• CENTERPEDIA REBUILD: Rebuild and Complete CenterPedia
CenterPedia, SCES’ hub for knowledge management, is being rebuilt to integrate and align strategic goals and key performance indicators from each unit to the organization as a whole.

XV. AWARDS

• Recognition: Recertified as a one-stop shop by ACCED-I.
• 2015 Energy Efficiency and Sustainability Best Practice Award

XVI. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Student Employees/Peer Educators Collaborative Assessment

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

Measured By: Direct assessment: observation with rubric (e.g., demonstration, performance, presentation), Direct assessment: product with rubric (e.g., portfolio, writing sample, journal)

Results: The Student Employee/Peer Educator Program was effectively rolled into the Leveling Program Level 4. See SCES Learning Outcome for the Leadership Development Learning Domain.

Use: Reporting results
## 3-month, 6-month, 1-year Professional Development Leveling Program

### 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:** Direct assessment: observation with rubric (e.g., demonstration, performance, presentation); Post tests, Archival (e.g., document reviews); Checklist, One-on-one interview(s); Other

**Results:** 67 students participated in the L1 and L2 Leveling Programs

- 100% completion of the SCES Approach to Quality Service training with scores of at least 89%.
- L2 test scores averaged 86%.
- Learning Dimension Scores averaged 12 out of 16 for a subset of participants in the areas of Problem Solving & Decision Making, Integrity and Professionalism, Collaboration and Teamwork, and Communication.

**Use:** Reporting results

## 1-year, 2-year Professional Development Leveling Programs

### 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:** Direct assessment: observation with rubric (e.g., demonstration, performance, presentation); post tests; archival (e.g., document reviews); checklist; other

**Results:** Confirmed 23 students participated in the L3 and L4 Leveling Programs: 20 L3 promotions with title “Crew Leader”; 3 L4 promotions with title “Student Lead.” Partial completion of newly deployed “pre” test scores shows a 63% average.

**Use:** Reporting results

### 2017-18: 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:** Direct assessment: product or observation without rubric; one-on-one interviews; pre and post tests; checklist

**Results:** To be reported Summer 2018

**Use:** Reporting results
Student Leveling Program – Levels 3 and 4 of 4

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:** Direct assessment: product or observation without rubric; one-on-one interviews; pre and post tests

**Results:** To be reported Summer 2018

**Use:** Reporting results
## XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Auxiliary Services**  
**Student Center & Event Services**  
**FY 2017-2018**

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**Total Sources of Funds**  
638,471 - 10,085,000 - 12,272,000 - 3% 0% 44% 53% 0% 0% 22,995,471

### Operational Expenses

**NET-UCI STUDENT CENTER STUDENT FEES (UC01738)**  
101738

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As of 10/27/17
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 an $21.35 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 the Bill Nye Lecture 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

<table>
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<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Stephanie Van Ginkel</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Robert Schumm Sr.</td>
<td>Assistant Director, Financial &amp; Business Operations</td>
</tr>
<tr>
<td>Natasha Monnereau</td>
<td>Assistant Director, Events &amp; Student Programming</td>
</tr>
<tr>
<td>Aaron Echols</td>
<td>Assistant Director, Information Systems</td>
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STAFF

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<tr>
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<td>Student Staff</td>
<td>215 (includes Anteater Express, New University and all paid student leadership positions in ASUCI &amp; AGS)</td>
</tr>
<tr>
<td>Other</td>
<td>Volunteers: Approximately 300</td>
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</table>

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 2,172,104 passengers during FY 16-17 at a cost of $2,814,742 which equates to $52.87 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-Carson, Vista del Campo, Vista del Campo Norte, Irvine Spectrum Saturday Service, District-Diamond Jamboree Friday Service, ACC Combined, Park West Summer Service, 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 & 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 in absence of an ASUCI fee increase.

**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 and operate the Student Center Marquees.

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 Appendix A at the end of the book.
IX. ADVISORY COMMITTEE

Not applicable

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 nine 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 poor 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 due to decreased revenue from on- and off-campus advertisers. Seven years ago, we laid off one position and eliminated three positions. Currently, we have one employee doing all of the advertising sales, invoicing, production/layout design and business office work, down from four employees six 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 sunsetting 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.

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. 2016-17 ACCOMPLISHMENTS

OVERALL DEPARTMENTAL ACCOMPLISHMENTS

• Completed all assessments for Student Learning Outcomes and will be compiling data for final review in the later part of 2017
• 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 & Spring on-air fund drive.
• *New University* published 32 successful editions by providing a completely new layout as well as moving towards a digital operation.

**ASUCI**

• Garnered over $20,000 in sponsorships and in-kind donations throughout the year for all events and programming
• 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
• Successfully completed a 2-year voter initiative campaign

**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
• Began construction on the new home of Anteater Express in Lot 36
• Began the manufacturing of the new all-electric fleet of 20 to be delivered Fall 2017

**PARTNERSHIPS**

• ASUCI currently administers 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 last three 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. 2017-18 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
- Institute a fully electric Anteater Express fleet and services that remain on campus

**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. STUDENT LEARNING OUTCOMES**

**2016-17 Updates:**

**ASUCI Executive Cabinet**

**LEADERSHIP DEVELOPMENT**

As a result of participating in ASUCI, the 2015-2016 Executive Cabinet will be able to articulate self-reported development in leadership as demonstrated by analyzing instances throughout the year by completing a pre- and post-reflection essay in the Fall Quarter 2015 and Spring Quarter 2016.

**Measured By:** direct assessment (no rubric)

**Results:** Pending

**Use:** Reporting results

**Anthology Editorial Team and Student Team**

**LEADERSHIP DEVELOPMENT**
As a result of participating on the Anthology Editorial Team, the Editors and will be able to articulate their personal development in leadership as demonstrated by completing a 1-2 page personal reflection essay in the Fall Quarter 2015, Winter Quarter 2016, and Spring Quarter 2016.

**Measured By:** direct assessment (no rubric)

**Results:** Pending

**Use:** Reporting results

---

**AS Media Lab Intern Program**

**Professional & Administrative Skills**

As a result of training on the creation of the Shocktoberfest 2015 marketing campaign cooperatively, graphic design & marketing interns will be able to demonstrate their knowledge of developing an event marketing campaign by creating a Summerlands 2016 marketing campaign with minimal guidance.

**Measured By:** direct assessment (no rubric), tests (pre- and post-)

**Results:** Pending

**Use:** Reporting results

---

**Student Government & Student Media Concierge Team**

**Professional & Administrative Skills**

As a result of completing the Student Government & Student Media Concierge Training Program in the Fall Quarter 2015, Concierges will be able to demonstrate the 7 Skills to Effective Client Service by passing a written quiz in the Fall Quarter 2015 and a pop quiz in the Winter/Spring Quarter 2016 at minimum 90 percent.

**Measured By:** tests (pre- and post-)

**Results:** Pending

**Use:** Reporting results

---

**KUCI DJ Program**

**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 and station policies knowledge as well as for studio equipment knowledge at minimum 80 percent.

**Measured By:** tests (pre- and post-)

**Results:** Pending

**Use:** Reporting results

---

**Student DJs**

**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 and station policies knowledge as well as for studio equipment knowledge at minimum 80 percent.

**Measured By:** tests (pre- and post-)
**Results:** Pending

**Use:** Reporting results

### New University Editorial Team

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

As a result of participating on the New University Editorial Team, the New University Editorial Board and accompanying staff will be able to demonstrate a visual understanding and skill of newspaper layout techniques by allowing for no more than one major layout mistake by Spring Quarter 2016 Week 1.

**Measured By:** direct assessment (no rubric)

**Results:** Pending

**Use:** Reporting results

### Office of Equal Opportunity and Diversity Workshop, and Anteater Express Field Supervisor Position

**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:** Survey / questionnaire (post only)

**Results:** Pending

**Use:** Reporting results

### 2017-18:

#### Concierge

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

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

**Measured By:** Direct assessment: product (observation) with rubric

**Results:** To be reported summer 2018

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

#### ASUCI Leadership

**LEADERSHIP DEVELOPMENT**

As a result of participating in ASUCI, the 2017-2018 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 2017, Winter Quarter 2018, and Spring Quarter 2018.

**Measured By:** Direct assessment (product) without rubric

**Results:** To be reported summer 2018
Use: Refining program; providing student feedback; reporting results

**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:** Direct assessment (product) with rubric

**Results:** To be reported Summer 2018

**Use:** Refining program; reporting results

**Anthology - Yearbook**

**LEADERSHIP DEVELOPMENT**

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

**Measured By:** Direct assessment (product) with rubric

**Results:** To be reported Summer 2018

**Use:** Refining program; reporting results

**AS Media Lab - ASML**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

As a result of training on the creation of the Shocktoberfest 2017 marketing campaign cooperatively, graphic design & 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:** Direct assessment (product) with rubric

**Results:** To be reported

**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 and station policies knowledge as well as for studio equipment knowledge at minimum 80 percent.

**Measured By:** Post tests

**Results:** To be reported Summer 2018

**Use:** Refining program; providing student feedback; reporting results
## XVI. BUDGET

University of California, Irvine
Student Affairs
Auxiliary Services
Student Government
FY 2017-2018

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Organizational Chart

Executive Director
Stephanie Van Ginkel

Assistant Director, Information Systems
Aaron Echols

Assistant Director, Financial & Business Operations
Robert Schumm

Assistant Director, Events & Student Programming
Natalia Monnereau

Interim Assistant Director, Events & Student Programming
Natalia Monnereau

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

Last Revised 8/17/17
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.
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:

Fred Lipscomb          Interim 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, Campus Village
Kim Burdett            Interim Director, Verano Place
Lou Gill               Director, Mesa Court
Joe Harvey             Director, Arroyo Vista
Sharon Stead           Director, Middle Earth

STAFF

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<td>Vacant:</td>
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<td>Student Staff</td>
<td>300 Employees (varies throughout year)</td>
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Other

Contract/Limited: 1.0
Dual
Roles/Assignment: 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 & Web Development and Desktop & 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

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<th>ME</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;17 years</td>
<td>23</td>
<td>415</td>
<td>249</td>
<td>52</td>
<td>739</td>
</tr>
<tr>
<td>18 - 20</td>
<td>830</td>
<td>2515</td>
<td>1557</td>
<td>508</td>
<td>5410</td>
</tr>
<tr>
<td>21 - 25</td>
<td>202</td>
<td>19</td>
<td>19</td>
<td>38</td>
<td>278</td>
</tr>
<tr>
<td>26&gt;</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>76</td>
</tr>
</tbody>
</table>

Privately owned apartment communities located on the UCI Campus served an additional 4,903 undergraduates, including roughly 194 freshmen and 432 transfer students.

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

GRADUATE & FAMILY HOUSING (GFH) – December 2016

Student Housing served approximately 2,400 clients in 1,500 apartments in 2016-17. The eligible clients included graduate students, medical residents, spouses or partners, children, and undergraduates over the age of 25.

GFH Resident Population Information

<table>
<thead>
<tr>
<th>Degree</th>
<th>CV</th>
<th>PV</th>
<th>VP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.D.</td>
<td>1</td>
<td>18</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>67</td>
<td>752</td>
<td>952</td>
<td>1771</td>
</tr>
<tr>
<td>M.F.A.</td>
<td>0</td>
<td>38</td>
<td>50</td>
<td>88</td>
</tr>
<tr>
<td>Masters</td>
<td>13</td>
<td>102</td>
<td>62</td>
<td>177</td>
</tr>
<tr>
<td>J.D.</td>
<td>1</td>
<td>83</td>
<td>94</td>
<td>178</td>
</tr>
<tr>
<td>UG/postdocs/others</td>
<td>10</td>
<td>74</td>
<td>43</td>
<td>127</td>
</tr>
<tr>
<td>Totals</td>
<td>92</td>
<td>1067</td>
<td>1222</td>
<td>2381</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domestic Status</th>
<th>CV</th>
<th>PV</th>
<th>VP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGLE</td>
<td>92</td>
<td>798</td>
<td>780</td>
<td>1670</td>
</tr>
<tr>
<td>MARRIED</td>
<td>0</td>
<td>46</td>
<td>99</td>
<td>145</td>
</tr>
</tbody>
</table>
FAMILY W/ CHILDREN |    0   |   72  |  127  |  199  
DP                  |    0   |  151  |  216  |  367  

<table>
<thead>
<tr>
<th>CV</th>
<th>PV</th>
<th>VP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>84</td>
<td>151</td>
<td>235</td>
</tr>
<tr>
<td>0</td>
<td>247</td>
<td>410</td>
<td>657</td>
</tr>
<tr>
<td>0</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>92</td>
<td>1,404</td>
<td>1,791</td>
<td>3,287</td>
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</table>

Privately owned apartment communities located on the UCI Campus served an additional 192 graduate students in 2016-17.

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

**TOTAL ON-CAMPUS HOUSING POPULATION 2016-17**

<table>
<thead>
<tr>
<th>Population</th>
<th>AV</th>
<th>MC</th>
<th>ME</th>
<th>CV</th>
<th>PV</th>
<th>VP</th>
<th>ACC</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1,055</td>
<td>2,949</td>
<td>1,825</td>
<td>604</td>
<td>35</td>
<td>9</td>
<td>4,903</td>
<td>11,380</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>86</td>
<td>1,051</td>
<td>1,246</td>
<td>192</td>
<td>2,575</td>
</tr>
<tr>
<td>Total</td>
<td>1,055</td>
<td>2,949</td>
<td>1,825</td>
<td>690</td>
<td>1,086</td>
<td>1,255</td>
<td>5,095</td>
<td>13,955</td>
</tr>
</tbody>
</table>

**V. HISTORY**

**MESA COURT**

Mesa Court is a Residence Hall that housed roughly 2,900 freshman students in 2016-17. 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, 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.

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 will be 300 freshmen assigned to the community in 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 is 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

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Office Address/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAS</td>
<td>G458 Student Center, 4th Fl.</td>
</tr>
<tr>
<td></td>
<td>Irvine, CA 92697-3250</td>
</tr>
<tr>
<td></td>
<td>(949) 824-6811</td>
</tr>
<tr>
<td>Mesa Court</td>
<td>4053 Mesa Road</td>
</tr>
<tr>
<td></td>
<td>Irvine, CA 92697-3925</td>
</tr>
<tr>
<td></td>
<td>(949) 824-6177</td>
</tr>
<tr>
<td></td>
<td>Address</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Middle Earth</td>
<td>529 East Peltason Drive Irvine, CA 92617-5521 (949) 824-5976</td>
</tr>
<tr>
<td>Campus Village</td>
<td>1063 West Peltason Drive Irvine, CA 92617 (949) 824-7491</td>
</tr>
<tr>
<td>Arroyo Vista</td>
<td>1000 Arroyo Drive Irvine, CA 92697-3935 (949) 824-3900</td>
</tr>
<tr>
<td>Verano Place</td>
<td>6529 Adobe Circle Rd, South Irvine, CA 92697-6375 (949) 824-5964</td>
</tr>
<tr>
<td>Palo Verde</td>
<td>7000 Palo Verde Road Irvine, CA 92697-3930 (949) 824-8918</td>
</tr>
<tr>
<td>Vista del Campo</td>
<td>62600 Arroyo Drive Irvine, CA 92617 Apartment addresses: 40111-64234 Arroyo Drive</td>
</tr>
<tr>
<td>Vista del Campo Norte</td>
<td>28700 Arroyo Drive Irvine, CA 92617 Apartment addresses: 28501-29838 Arroyo Drive</td>
</tr>
<tr>
<td>Camino del Sol</td>
<td>33000-33446 Arroyo Drive Irvine, CA 92617 Apartment addresses: 30001-33446 Arroyo Drive</td>
</tr>
<tr>
<td>Puerta del Sol</td>
<td>10000 Adobe Circle North Irvine, CA 92617 Apartment addresses: 10101-11429 Adobe Circle North</td>
</tr>
</tbody>
</table>

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
  - Brandywine Commons = 9,190 ASF
  - The Anteatery (Mesa Court Dining Commons) = 33,954 ASF
- Residential Buildings
### Mesa Court

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>1965</td>
<td>38</td>
<td>2,879</td>
<td>580</td>
<td>466,048</td>
<td>16</td>
</tr>
<tr>
<td>Unit 2</td>
<td>1968</td>
<td>11</td>
<td>580</td>
<td>330</td>
<td>85,608</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>1971</td>
<td>4</td>
<td>280</td>
<td>37,613</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4 – Hillside</td>
<td>2002</td>
<td>7</td>
<td>244</td>
<td>52,148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4 – Village</td>
<td>2002</td>
<td>7</td>
<td>378</td>
<td>73,813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesa Towers - Residential</td>
<td>2016</td>
<td>3</td>
<td>932</td>
<td>111,515</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesa Towers – Community &amp; Operations</td>
<td>2016</td>
<td>21,290</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mesa Towers - Dining</td>
<td>2016</td>
<td>39</td>
<td>33,954</td>
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### Middle Earth

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>1974</td>
<td>7</td>
<td>339</td>
<td>53,130</td>
<td></td>
<td>12</td>
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<tr>
<td>Phase 2</td>
<td>1989</td>
<td>11</td>
<td>935</td>
<td>132,240</td>
<td></td>
<td></td>
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<tr>
<td>Phase 3</td>
<td>2000</td>
<td>4</td>
<td>295</td>
<td>51,181</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Arroyo Vista

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
<td>1994</td>
<td>37</td>
<td>199</td>
<td>169,283</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Infill</td>
<td>2004</td>
<td>8</td>
<td>848</td>
<td>42,891</td>
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</tbody>
</table>

### Campus Village

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td></td>
<td>33</td>
<td>776</td>
<td>153,173</td>
<td></td>
<td>5</td>
</tr>
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</table>

### Palo Verde

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower</td>
<td>1990</td>
<td>33</td>
<td>1,071</td>
<td>520,913</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Expansion</td>
<td>2005</td>
<td>14</td>
<td>882</td>
<td>356,169</td>
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### Verano Place

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>1965</td>
<td>8</td>
<td>152</td>
<td>62,508</td>
<td></td>
<td>36</td>
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<td>Unit 2</td>
<td>1968</td>
<td>10</td>
<td>200</td>
<td>58,034</td>
<td></td>
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</tr>
<tr>
<td>Unit 3</td>
<td>1969</td>
<td>14</td>
<td>304</td>
<td>95,272</td>
<td></td>
<td></td>
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<tr>
<td>Unit 6</td>
<td>1984</td>
<td>36</td>
<td>240,581</td>
<td>129,782</td>
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### DEPARTMENT TOTALS

<table>
<thead>
<tr>
<th>Community</th>
<th>Year of Construction</th>
<th>Quantity of Buildings</th>
<th>Quantity of Beds 1</th>
<th>Quantity of Beds 2</th>
<th>Square Feet Area</th>
<th>Acreage of Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>81</td>
<td></td>
<td>81</td>
<td>1,221</td>
<td>586,177</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Lower</td>
<td>1990</td>
<td>19</td>
<td>374</td>
<td>164,744</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 & 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 Kuali 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-sweep 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
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### VIII. REGULATORY REQUIREMENTS

- **Clergy 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**

<table>
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<tr>
<th>Verano Place</th>
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• 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

<table>
<thead>
<tr>
<th>Arroyo Vista</th>
<th>Student Council (AVSC)</th>
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<tbody>
<tr>
<td>Campus Village</td>
<td>Residential Association</td>
</tr>
<tr>
<td>Mesa Court</td>
<td>Mesa Court Council (Student Board)</td>
</tr>
<tr>
<td>Middle Earth</td>
<td>Middle Earth Community Council</td>
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<tr>
<td>Palo Verde</td>
<td>Palo Verde Resident’s Council</td>
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<tr>
<td>Verano Place</td>
<td>Verano Resident’s Council</td>
</tr>
<tr>
<td>GUSH (Government of Undergraduate Student Housing)</td>
<td>ADRL Student Conduct</td>
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</table>

CUG (Coordinated Undergraduate Governance Group)

- Fred Lipscomb – Interim Executive Director, Student Housing
- Dennis McCauliff – ACC
- Directors of Undergraduate Student Housing
- GUSH President
- ASUCI President
- ASUCI Executive Vice President
- ASUCI VP Administrative Affairs

The Graduate CGG has the following membership:

- Fred Lipscomb – Interim 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. 2016-17 ACCOMPLISHMENTS**
STRATEGIC PLANNING

- **Completion of the Strategic Plan**
  A public document summarizing the 2017 Student Housing Strategic Plan was shared with department staff and campus partners in fall 2016. The plan was launched at the fall All-Housing Meeting with a values video that featured Housing staff members reflecting on the meaning of Housing Values (Respect, Integrity, Inclusion, and Learning) in their work. Staff were invited to participate in a Values Calendar challenge in which they recorded activities that related to different Housing Values from November 2016 – May 2017.

FACILITIES

- **Mesa Court Expansion**
  The Design-Build Institute of America (DBIA) represents the entire design and construction industry in promoting the integrated approach to achieve the best value for project delivery. UCI, together with the Hensel Phelps – Mithun teams, were recognized with a DBIA 2017 National Award of Merit for Education Facilities recognizing best practices of owners and design-build teams. The project also received two honors at the DBIA Western Region 2017 Design-Build Awards: Design Excellence Award and the Regional Award.

- **Middle Earth Expansion**
  Developed the Detailed Project Program for the new expansion and completed the bid process for the selection of the construction team. Final vendor was selected to begin the construction of the Middle Earth Expansion, beginning with demolition in June 2017.

- **VP Unit 6 Renovation**
  - Verano Place Wellness Center: Supported the project with additional infrastructure such as electrical, phone, & Ethernet lines, plumbing lines and fixtures, hydration station, new exterior lighting, additional security system, & furnishings for the facility.
  - Verano Place Termite Treatment: This work included coordination of heat treatment and secondary preventive treatment of attic spaces necessary as part of the Unit 6 renovation of 200 graduate and family apartments. This required coordination to develop the schedule, pretreatment inspections and communication with residents, interface with the treatment with Western Exterminator, and escorting the vendor during the treatments.

- **Increased Freshmen Enrollment: Mesa Court Classics & Middle Earth**
  In order to account for the increase in freshman students in Housing, during summer 2015 HAS converted single rooms to doubles in Isla, Laguna, Selva, Illuvia, & Niebla at Mesa Court and double rooms to triples in Quenya at Middle Earth. Part of this goal involved borrowing 70 desks from American Campus Communities. As they required their furniture to be returned by fall 2016, HAS purchased 70 desks and mobile pedestal units (same pieces used in Mesa Court Towers) and had them installed at the Mesa Court Classics buildings noted above and in Quenya at Middle Earth.

PROFESSIONAL DEVELOPMENT & STAFF TRAINING

- **Professional Development:**
  Established individual professional development plans for each Housing employee. Introduced and encouraged exploration of the UC competencies to identify a competency area for development.

- **Staff Training:**
Developed and completed a 40-hour training institute for the Housing Management Team, which included presentations from the campus Audit Team and Purchasing, and covered topics such as financial stewardship, change management, and developing leadership competencies.

**RESIDENT RELATIONS & CUSTOMER SERVICE**

- **Housing Accessibility**: $200,000 of Major Maintenance Contingency allocated for a new Housing Accessibility Fund. This was established to implement projects proactively to meet diverse needs of residents. Recommendations for use would be determined by a newly established Housing Accessibility Committee, which included diverse representation from Housing operations and residence life team members. Use of this fund would only require notification to BAC, and subject to availability of Contingency.

**FINANCIAL**

- Developed the budget for the Middle Earth expansion and collaborated with Student Affairs and the Budget Office to finalize the project budget and obtain Regents’ approval in the Winter to begin construction.

**PARTNERSHIPS**

- Collaborated with Admissions throughout the spring yield season, including significant increases to campus enrollment and the number of students receiving guaranteed housing; increased bed spaces for Fall of 2017 to accommodate the increased enrollment numbers
- Maintained positive partnership with the Budget Office Administrators and Students Affairs leadership through the Budget Advisory Committee and budget development process
- Ten professional staff members taught the University 101 course “Thrive at UCI” to first year students, providing resources for personal and academic success
- Worked in collaboration with student leadership, community leadership, and Housing Leadership during monthly Coordinated Undergraduate Governance and Coordinate Graduate Governance meetings, where all members discussed issues related to the various student populations residing within our communities
- Housing worked with many campus-wide teams to bolster collaboration and increase skills in responding to emergency situations on campus. The department was trained on and worked with the Zone Crew program, Care & Shelter Team (CAST), Rapid Building Assessment Team (RBAT), Campus Search & Rescue Team (CSAR), and the OC Fire Authority

**SUSTAINABILITY**

- EarthReps, Costa Rica Program, and Sustainability Programming reached 1,820 residents in peer-to-peer education. Our student team supported additional outreach with the GSRC to reach a total of 4,195 students. Housing Sustainability programs reached about 1,000 residents in 2015-16, thus an increase of 80% in Housing and 400% on campus.
- In October, Housing Sustainability students organized the first Fall Sustainability Fair with the goal of sharing sustainability education with Housing residents and the greater UCI community. Over 22 campus and community partners participated. The fair was a great success, drawing in over 200 fair patrons to Middle Earth. Over 86% of exit survey respondents said they learned a “moderate” amount or “a lot” about sustainability. And 83% noted that the content was applicable and accessible to their lives.
- Student Housing engaged in several sustainability initiatives throughout the year. Several units implemented projects at the community level. Some of the highlights include:
Increased buy-in and engagement with the Resident Housing Association (RHA) students and including event greening in their priorities

Middle Earth increased their diversion rate 9% points and showcased great staff and student staff engagement.

Palo Verde launched food waste composting with a welcome reception from residents

HAS offices took on the challenge of adding a compost bin to their break room and reducing single use items at meetings and parties. HAS composted an average of 15 pounds of food waste each week, equating to 780lbs = 0.39 ton of food waste per year = 0.34 Metric tons per year of avoided CO2E emissions. This was equivalent of 815 passenger miles or 9 trees grown for 10 years.

In 2016-17, we placed 7 permanent Goodwill donation bins in communities with more on order.

Most communities have transitioned to compostable, disposable serveware and are promote BYO fork, plate, cup with incentives.

In response to the extreme drought conditions in California, the Department of Student Housing allocated $300,000 in one-time funding for an initiative to provide the most immediate decrease in water consumption for landscaping. The project was completed in June 2016. See information in ANNUAL GOALS, Section D. Increase Efficiency of Irrigation Systems. This included completion of the following:

- Computerized central controls
- Weather station to inform automatic controls
- Field audit of irrigation systems, equipment and microclimates
- GPS mapping of data collected in field audits

SAFETY & DISASTER PREPAREDNESS

DOC Activation Table Top Drill (October 2016) – This scenario presented an asymmetrical challenge to Housing leaders, and required them to evaluate when an issue goes from an acute incident that can be handled while maintaining normal operations to a systemic challenge that requires the Housing DOC to be activated and service levels to adjust. Not all emergencies or disruptions to Housing will be on the scale of a catastrophic earthquake or act of mass violence; this exercise was designed to help department decision makers sort through the “shades of gray” and debate the merits of utilizing the DOC response structure versus normal operations when addressing an ongoing and escalating issue.

New Hire Disaster Response Training (November 2016) – A total of 25 full time Housing staff that had been hired since the deployment of the new community disaster response plans was developed were trained in Housing’s disaster response model. The training included an introduction of the Incident Command System, the role of the Housing Department Operation Center, individual community command posts and how it all fits into the campus response model and Emergency Operations Center.

Student staff completed several disaster preparation drills, including the Campus Village Earthquake Response Drill, in which Resident advisors in Campus Village simulated a response to a major earthquake occurring along the Newport Inglewood fault line after normal business hours. Due to significant damage in the greater Irvine area, RA’s would be on their own without significant help from full time staff or emergency first responders for an extended period of time. Arroyo Vista student staff completed an Earthquake Response Table Top Exercise, in
which they discussed and reviewed their plans for responding to an earthquake emergency, similar to the Campus Village exercise.

**HOUSING UNITS**

- **Arroyo Vista**
  - Increased collaboration with UCI Counseling Center - the Arroyo Vista Residence Life Team in partnership with UCI’s Counseling Center provided each AV Resident with a unique online service where residents could complete a brief, anonymous and confidential online Stress and Depression Questionnaire. The questionnaire urged students to take advantage of this safe and easy way to find out if stress, anxiety or depression may be affecting them. The goal for sending out the survey was to enhance student wellness by helping students identify and do something about stress, anxiety, depression and other problems that can interfere with academic, social and personal functioning.
  - Completed FERPA and Customer Service Training for professional staff, which included communication skills, confrontation skills, phone etiquette, and a course to refresh the staff on the parameters of FERPA.
  - 2016-2017 saw an increase in the involvement of House Sponsors for the Arroyo Vista Academic Theme Houses. Attendance at programs increased and the willingness of the sponsors to plan, collaborate, participate in, and market programs in the Theme Houses increased considerably.

- **Campus Village**
  - In July, August and early September, Campus Village hosted the LA Rams Training Camp. The collaboration involved multiple campus partners, including Conference Services, Parking, and Athletics. After developing a budget for hosting the Rams, the team facilitated apartment set up with new furniture, cleaning schedules, and the apartment turn over process at the end of the training camp, all while providing high level customer service to the team.
  - Instituted a Wellness Series, which included 5 cooking classes, mindfulness workshops with the Counseling Center, weekly yoga and workout classes, self-defense, and therapy dogs. Developed a 1.3 unit class during winter quarter in partnership with the Center for Student Wellness and Health Promotion that focuses on the eight dimensions of wellness. Campus Village Residence Life has worked with the Student Health and Wellness Promotions Office for the Winter Wellness Class and is now planning a Living Learning Community in Campus Village for Fall 2017.
  - Enhanced many areas of the community through facilities maintenance projects, including storage facility inventory and clean up, lighting and sound system upgrades in community communal spaces, the addition of a conference room for student staff, and water heater replacements throughout the community.

- **Mesa Court**
  - Successfully opened the Mesa Court Towers for Fall move-in 2016. Over 900 residents checked in over the three day move-in weekend and residents immediately fell in love with the new facility. The Anteatery, the new dining commons, saw heavy traffic as it opened its doors to the new students on campus. Countless hours were spent preparing the building, addressing maintenance/facilities issues, and training the staff in order to open as smoothly as possible.
The Residence Life Team utilized an online system, called AcuityScheduling, to manage the interview scheduling process for over 160 MC RA candidates. The student-friendly system allowed candidates to schedule their own interview times, to reschedule, and to cancel appointments all online. The system increased professional staff workflow through its ability to sync with Outlook 360, to track and update changes immediately, and its ability to host multiple, interconnected calendars to accommodate special interview processes for themed communities.

We hosted the Lauds and Laurels dinner for over 500 University guests. This is the annual campus alumni fundraiser dinner and the Chancellor and former Chancellor were in attendance. Mesa Court staff facilitated the setup and teardown of the The Anteatery space and provided excellent customer service to the Alumni Center and its guests at the event.

**Middle Earth**

- Developed, organized and successfully deployed a Middle Earth Staff Engagement Survey to begin the process of fostering an engaged staff in the community. Based on the Towers-Watson Model of Engagement, the survey was deployed in September of 2016 to establish a baseline response and again in July 2017 to assess success of engagement focused programming throughout the year. Most areas measured saw considerable improvement over the course of the year.

- Focus on increasing sustainability efforts led to an increase in waste diversion from landfills by 10%. The staff also increased access to recycling and composting through the installation of multiple bins throughout the community.

- Middle Earth is proud and excited about the continuation of our Middle Earth safety campaign (it began in the Fall of 2015 and is in its second year). It is a time for the entire team to be together, learn about safety, share safety experiences, share safety concerns, experience the Operations leaders as educators and presenters, ask questions and gain information to make good safety decisions in the future. Middle Earth is promoting safety, wellness, learning, development, inclusion and engagement to our valued and respected team members.

**Palo Verde**

- Launched a very successful composting initiative in the community. Compost bins for individual apartments were purchased by the PV Resident Council and distributed at various programs throughout the year, which included education on composting for the residents and increased awareness of large composting bins throughout the community.

- In order to foster an environment of health and wellness for staff, PV hosted a staff resource fair. Every single employee was able to spend 15 minutes in one on one time with someone from Human Resources, the Ombuds Office, and Dr. Shekarbi. Allowing staff the time to learn about and engage with these resources will help facilitate healthy behaviors into the future.

- Completed several renovations in the community to support our residents with ability issues. Two apartments units were converted in order to foster comfortable living environments for a couple of our residents and an ADA ramp was installed at the Anteater Express bus stop.
• **Verano Place**
  o Staff demonstrated flexibility, resourcefulness and initiative by taking on additional responsibilities to ensure critical functions and projects were sustained during multiple staff absences and turnover. Through it all, staff worked together, stayed positive, and kept the best interest of clients in mind.
  o Revamped the fledgling Verano Community Garden into a resource-rich, robust garden. Worked with Central Grounds crew to refurbish garden plots, remove weeds, repair holes, and replace plot dividers. Divided a few plots into smaller plots for residents who wanted to try gardening on a smaller scale. As a part of the revamp, redesigned the role of the garden council into a sustainable position. Streamlined roles and duties for members, restructured role of liaison, and added new blog to communicate with membership. The final existing piece to finish is garden finances and billing.
  o Worked with Systems Development team to expand the functionality of one-click email offer within GFHARMS so that it could be used for lease renewal and extensions for the Graduate Guarantee Program. This resulted in dramatically reducing the administrative time need to send renewal offers, increasing efficiency, decreasing errors, and allowing the team to be able to get extensions entered into ARMs 4-6 weeks earlier than in previous years. As a result of extensions being entered, offers were then able to go out on these spaces far in advance of the typical timeline in years past.

**XIII. 2017-18 GOALS**

**STUDENT HOUSING STRATEGIC PLAN**

• Work on Strategic Initiatives will continue. Work teams will meet monthly (or as needed) to track implementation and prepare for next steps.
• Initiative team leads will provide quarterly updates on work being done. Updates will be shared with department staff and Student Affairs.
• 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.

**FACILITIES**

• Pending Regents approval, advance campus aspirations for growth through the development and approval of documents required to expand Middle Earth Housing, 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.
• Streamline the process and reduce costs of tree maintenance services with a single, strategically-sourced vendor. Utilize technology to support tree risk assessment, scheduling and communication.
• 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.

PROFESSIONAL DEVELOPMENT & STAFF TRAINING

• Continue implementation of the new Housing Strategic Plan and foster an environment focused on the annual departmental goal of “Building Community” through community development programming, recognition of accomplishments, and increasing staff engagement across all housing units.

RESIDENT RELATIONS & CUSTOMER SERVICE

• Enhance communication on Student Housing for Spanish-speaking families of current and prospective students in alignment with UCI’s status as a “Hispanic-serving Institution,” e.g., provide translation of video content
• 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. STUDENT LEARNING OUTCOMES

2016-17 Updates:

ADMINISTRATIVE SERVICES

Student Transitions Collaborative Assessment

DIVERSITY & GLOBAL CONSCIOUSNESS

Students participating in Thrive@UCI transition course will directly identify self and intercultural relations biases from narratives and will self-report improvements in college efficacy and mindfulness skills. Part of Transitions Collaborative Assessment.

Measured By: direct assessment-portfolio/writing sample/journal/other products (WITH RUBRIC), survey or questionnaire (pre- and post-)

Results: Pending

Use: Reporting results
ARROYO VISTA

Resident Assistant Training

DIVERSITY & GLOBAL CONSCIOUSNESS

RAs will be able to apply intercultural strategies during role plays to be responsive to residents’ questions or concerns about antiblackness and biases; strategies practiced will emphasize self-examining own assumptions and reducing the use of trigger words to enhance communications, as well as approaches to affirm and counsel diverse others about.

Measured By: direct assessment (no rubric)
Results: Pending
Use: Reporting results

CAMPUS VILLAGE

Student Transitions Collaborative Assessment

DIVERSITY & GLOBAL CONSCIOUSNESS

Students participating in Thrive@UCI transition course will directly identify self and intercultural relations biases from narratives and will self-report improvements in college efficacy and mindfulness skills. Co-teaching w/Kim Burdett and part of Transitions Collaborative Assessment.

Measured By: direct assessment-portfolio/writing sample/journal/other products (WITH RUBRIC), survey or questionnaire (pre- and post-)
Results: Pending
Use: Reporting results

MIDDLE EARTH

Pre/Post-Test Using the Adult Hope Scale and the College Self-Efficacy Survey

LEADERSHIP DEVELOPMENT

Students will show gains on both inventories from the pre-test to the post-test.

Measured By: Pre and post surveys
Use: Reporting results

Time Management Lesson in University Studies Class

PERSONAL RESPONSIBILITY

Students will demonstrate time management strategies by prioritizing and planning important and urgent actions. Assessed from aloud dialogue and peer/share evaluation.

Measured By: direct assessment (no rubric)
Results: Pending
Use: Reporting results
MESA COURT

UC ME Wellness Forum

UC ME Wellness Forum

Undergraduate participants will be able to identify sources of wellness and plans to achieve wellness in first-year campus experiences through personal reflections and peer dialogues.

**Measured By:** interviews-groups/focus groups

**Results:** Twenty-seven participants shared narratives and dialogued about wellness experiences on campus, identifying themes related to student uses of multiple campus resources (e.g., Campus Recreation, Cross-Cultural Center events, etc.) to support wellness and increasingly complex ways of defining as they moved from high school experiences to college experiences (e.g., moving from equating wellness with only daily emotions to considering multiple areas of physical health, social health, etc.).

**Use:** reporting results

Student Transitions Collaborative Assessment

**DIVERSITY & GLOBAL CONSCIOUSNESS**

Students participating in Thrive@UCI transition course will directly identify self and intercultural relations biases from narratives and will self-report improvements in college efficacy and mindfulness skills. Co-teaching with Angela Simmons and part of Transitions Collaborative Assessment.

**Measured By:** direct assessment-portfolio/writing sample/journal/other products (with rubric), survey or questionnaire (pre- and post-)

**Results:** Pending

**Use:** Reporting results

2017-18:

**ADMINISTRATIVE SERVICES**

Spanish informational videos

**CIVIC & COMMUNITY ENGAGEMENT**

HAS will create Spanish translation of selected informational videos for better outreach to non-English speaking parents of prospective freshman and transfer students.

**Measured By:** Archival (document reviews)

**Results:** To be reported Summer 2018

**Use:** 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:** Direct assessment: product or observation without rubric; checklist

**Results:** To be reported Summer 2018

**Use:** Reporting results

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**MESA COURT**

**Sustainability Theme Hall: Ciudad**

**CIVIC & COMMUNITY ENGAGEMENT**

Residents participating in the sustainability Theme Hall in Mesa Court will increase their knowledge of sustainability and be able to implement 1 new sustainable habit. Sustainability Initiative will be assessed through pre & post surveying, journal submissions, and a final capstone project.

**Measured By:** Direct assessment (product and observation) with rubrics and product/observation without rubric; case study

**Results:** To be reported Summer 2018

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

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**Wellness Initiative**

**PERSONAL RESPONSIBILITY**

Residents participating in quarterly wellness programs in Mesa Court will increase knowledge of wellness and able to implement knowledge to build healthy habits, engage in self-care, and build resiliency. The Wellness Initiative will be assessed through community-wide surveying and program evaluations.

**Measured By:** Direct assessment (product or observation) without rubric; post surveys

**Results:** To be reported Summer 2018

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

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**Academic Support and Outreach Initiative**

**LEADERSHIP DEVELOPMENT**

Winter quarter, Mesa Court will implement an Academic Support and Outreach Initiative aimed to intervene and support students who received a 2.0 or below GPA. Residents who participate in this Academic Support and Outreach Initiative will gain resources, services and support to achieve academic success. MC will assess this program by comparing GPA from fall quarter and
winter quarter to assess grade increases and to conduct evaluations to capture student testimonies.

**Measured By:** Direct assessment (product or observation) without rubric; post surveys; focus group or other group interviews

**Results:** To be reported Summer 2018

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

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**ARROYO VISTA**

**Arroyo Vista and LARC**

In an effort to support Arroyo Vista residents on increasing 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 Resident use of LARC’s tutorial sessions. Through e-mail 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 resident’s utilization of tutorial courses by a minimum of 5% by the end of the 2017-18 academic year.

**Measured By:** Track percentage of LARC tutorials taken

**Results:** To be reported Summer 2018

**Use:** Reporting results
## XVI. BUDGET

University of California, Irvine
Student Affairs
Auxiliary Services
Student Housing
FY 2017-2018

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**Carryforward Summary**

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Arroyo Vista Housing
August 2017

Director
1.0 FTE
Joe Harvey

Assoc. Director of Operations
1.0 FTE
Paul Lange

Operations Coordinator
1.0 FTE
Christopher Cook

Operations Student Assistant

Asst. Custodial Supervisor
1.0 FTE
Donna Garcia

Senior Custodian
1.0 FTE
Jose Flores

Senior Custodian
1.0 FTE
Alvaro Mendez, Jr.

Senior Custodian
1.0 FTE
Mario Lau

Senior Custodian
1.0 FTE
Vacant

Senior Custodian
1.0 FTE
Maria Cervantes

Senior Custodian
1.0 FTE
Minerva Ciprian

Custodian
1.0 FTE
Vacant

Custodian
1.0 FTE
Vacant

Custodian
1.0 FTE
Daisy Lopez Gonzales

Custodian
1.0 FTE
Ernesto Marquez

Senior Building Maint. Worker
1.0 FTE
John Ashbrook

Senior Building Maint. Worker
1.0 FTE
Lino Garcia

Senior Building Maint. Worker
1.0 FTE
M. Morales-Past

Senior Building Maint. Worker
1.0 FTE
Justin Semrau

Groundskeeper
1.0 FTE
Anthony Trejo

Groundskeeper
1.0 FTE
Carlos Candelario-Velasquez

Custodian
1.0 FTE
María Gaona de Estrada

Custodian
1.0 FTE
Maria Gaona de Estrada

Custodian
1.0 FTE
Alicia Richardson

Custodian
1.0 FTE
Vacant

Custodian
1.0 FTE
Vacant

Custodian
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Mallory Chankan

Custodian
1.0 FTE
Vacant

Custodian
1.0 FTE
Vacant

Custodian
1.0 FTE
Vacant

Senior Building Maint. Supervisor
1.0 FTE
DeWayne Ogilvie

Office Manager
1.0 FTE
Nicole Piciullo

Office Assts
5

Package Assts
5

AV Student Council

Residence Life Coordinator
1.0 FTE
Mark Alfaro

Resident Assistants
(9)

Resident Assistants
(12) & Program Assts
(2)

Residence Life Coordinator
1.0 FTE
Russell Nelson

Business Manager
1.0 FTE
Laura Mulvaney
EDUCATIONAL PARTNERSHIPS
I. VISION & MISSION

VISION

The Educational Partnerships cluster pursues partnerships with community based organizations, industry and local and international educational agencies to develop and sustain collaborative ventures to support the enrollment and retention goals of the university as they pertain to first generation, low-income and underrepresented students. Collaborative ventures with corporate partners, community colleges, K-12 school districts, other institutions of higher education and non-profits support campus goals of preparing and enrolling a diverse and highly qualified student body, and provide educational success programming for current and prospective students.

MISSION

Educational Partnerships creates collaborations that support preparation for and success in higher education. Our focus is on equity and access for all students in order to achieve the University of California’s goal of academic excellence.

CORE COMPETENCIES


II. WORKFORCE

MANAGEMENT TEAM

Stephanie Reyes-Tuccio, Ph.D.  Assistant Vice Chancellor
Santana Ruiz  Associate Director
Patricia Realo Anderson  Director of Finance and Human Relations

STAFF

Career (FTE)
- Filled: 19.90 FTE
- Provision: 2.00 FTE
- Career FTE Total: 21.90 FTE

Career Headcount 25
Career/Contract 27
Casual Staff 58
Academic 7
Student Staff 183

*Staffing numbers as of 9/1/17

For Organization Chart, see end of Educational Partnerships section.

III. SERVICES PROVIDED

- Builds lasting partnerships with individuals and institutions committed to improving education
- Facilitates faculty involvement
- Engages in K-12 Academic Preparation

123
• Provides teacher professional development
• Promotes college going culture
• Supports undergraduate retention
• Enhances graduate school preparation
• Conducts research and evaluation
• Participates in the national dialogue about educational reform and collaboration
• Fosters learning communities to support ongoing professional and intellectual development

IV. THOSE SERVED

CFEP works with approximately 14,000 students (K-12, Community College and UC undergraduate), 500 schools, 5,000 teachers and 3,000 parents annually.

V. HISTORY

1995 The UC Regents commissioned the Outreach Task Force to assist in developing strategies to maintain and enhance participation of students who are “disadvantaged” in light of the then new admissions policy.

1996 UCI became the first campus to establish a Center for Educational Partnerships to pursue a sustained commitment to the quality of public education.

VI. LOCATION

120 Theory University Research Park, Suite 150
ZOT: 2505

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

**FACILITIES**

Our space is assigned as follows:

- 120 Theory STE 150: 6,533 ASF
- Gateway Study Center: 1,123 ASF
- Anteater Community Resource Center / Lot 5: 3,100 ASF

**TECHNOLOGY**

Center wide information system (CWIS) online tool. This database and tracking/reporting tool enables CFEP to provide staff and district partners direct online access to student demographic and academic performance data and evaluates A-G course taking patterns and completion rates.

**EQUIPMENT**

Two Xerox production copiers

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

- Shortage of funding and staff to meet the existing student needs in local underserved communities and advance campus diversity goals more rapidly.
- Flat Organizational Chart with expanded resources for programming staff and new programs but no growth in management.

XI. MISCELLANEOUS

- UCI’s CFEP is consistently in the top three campuses in terms of students served and extramural income generated. Source: Annual SAPEP Report

XII. 2016-17 ACCOMPLISHMENTS

- New MOU with Santa Ana College
- Secured 4 new student internships for SAGE
- Hired of first Dreamers Resource Center director
- Created an intersegmental Research and Evaluation team for the Santa Ana Partnership
- Integrated Tableau database and dashboard system for partnership evaluation
- Established a monthly mobile food pantry and farmers market
- New partnerships with Cypress, Fullerton and Cerritos Colleges
- Acquisition of new High Impact faculty member with the School of Education

XIII. 2017-18 GOALS

- Secure new corporate sponsors and internships for SAGE Scholars
- Open new UCI DREAM Center
- Open expanded food pantry, the FRESH Basic Needs Hub
- Redesign CFEP Collateral to align with new branding
- Hire new Director for CAMP UCI

XIV. AWARDS

- Partnership Award from the Council of African American Parents
- Winston Doby Impact Award
- Governor’s Award for Innovation in Higher Education
- Service Leadership Award
- Friends of Westop Award
- A2MEND Partnership Award
- College Board AP Equity Award

XV. LEARNING OUTCOMES

2016-17 Updates:

CAMP Summer Research Scholars

PROFESSIONAL & ADMINISTRATIVE SKILLS

Undergraduates participating in the CAMP Summer Research Scholars Program will demonstrate understanding and comprehension of critical and analytical thinking skills through the development of a
scientific abstract. Abstracts will be graded on a 10-point system. The project introduction to be worth 3 points; stated hypothesis worth 2 points, supported data worth 3 points, and 2 points for being clear and concise

Measured By: Direct assessment: product with rubric (e.g., portfolio, writing sample, journal)

Results: All 37 research scholars presented scientific abstract. Out of the 37, 21 students presented at a national conference.

Use: Reporting results

2017-18:

**CAMP Summer Research Scholars**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Undergraduates participating in the CAMP Summer Research Scholars Program will demonstrate understanding and comprehension of critical and analytical thinking skills through the development of a scientific abstract. Abstracts will be graded on a 10-point system.

Measured By: Direct assessment of product with rubric (portfolio/writing sample/journal/etc.)

Results: To be reported Summer 2018

Use: Providing student feedback; reporting results

**CAMP Summer Science Academy (CSSA)**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

The incoming freshmen participating in the three-week residential CAMP Summer Science Academy will improve their academic performance in mathematics as shown by the students’ increased scores from the math assessment exams administered both at the beginning and end of the program.

Measured By: Pre and post tests

Results: To be reported Summer 2018

Use: Refining program/program changes; Reporting results

**SOAR Staff Training**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

SOAR student staff in the staff training, will demonstrate an increased knowledge of the challenges faced by first-generation, low-income, underrepresented and underserved students in higher education by stating 5 challenges and the campus resources available to help them overcome these challenges in their end of training presentations.

Measured By: Direct assessment: product or observation without rubric

Results: To be reported Summer 2018

Use: Reporting results

**SOAR Pathways Program**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

SOAR Peer Educators in the SOAR Pathways program will demonstrate their ability to follow the 10 step retention model in their consultations with student constituents, via observations.

Measured By: Direct assessment: product or observation without rubric
Results: To be reported Summer 2018

Use: Reporting results

**SOAR Pantry Volunteer Program**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Pantry volunteers in SOAR’s Pantry Volunteer Program will increase their knowledge of food security challenges in higher education as well as services and resources offered at 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: Direct assessment: product or observation without rubric

Results: To be reported Summer 2018

Use: Reporting results

**SOAR FRESH Basic Needs Internship Program**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Basic Needs Interns in SOAR’s FRESH Basic Needs Internship Program will gain knowledge of basic needs insecurity issues in higher education, 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: Direct assessment of product with rubric (portfolio/writing sample/journal/etc.)

Results: To be reported Summer 2018

Use: Reporting results

**SAGE Scholars class**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Participants in the SAGE Scholars class will be able to recite an “elevator pitch” introduction by the end of their first year in the program.

Measured By: Direct assessment of product without rubric

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results
## Sources of Funds

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As of 10/27/17

3,800,282
ADMINISTRATIVE ORGANIZATION
EDUCATIONAL PARTNERSHIPS
UNIVERSITY OF CALIFORNIA, IRVINE
AUGUST 2017

Vice Chancellor
Student Affairs
T. Parham

Associate Director
S. Ruiz

P-20

Campus Alliance for Minority Participation

Undergraduate Student Support & Success

Student Retention

CAMP Statewide
Director M. DeMartino (75%)

CAMP UCI Director
TBN

Dreamers Resource Center Director
Dr. Orta

SAGE Scholars Program Director
Dr. Khan

SDAP Center Director
G. Fernandez

Basic Needs Coordinator
A. Gutierrez

SLAP Outreach Coordinator
TBN

SLAP Retention Coordinator
H. Jones

Financial & HR
Director
P. Anderson

Principal Financial Analyst
J. Berti

Personnel/ Payroll
Analyst
T. Castigliano

Contracts & Grants
Analyst
L. Le

Executive Asst
C. Beemer

Admin Asst
M. Gonzalez-Davidson (25%)

Research & Evaluation Director
A. Valderrama

Evaluator
S. Katarzynska

Data Coordinator
V. Yoga (25%)

Community Liaison
B. Brea

Cal Reading & Literature Proj
Co-Director R. I. Sloan

Irvine Math Proj
Lead Co-Director K. Rosales

Cal History: Social Sciences Project
Director A. Gilbertson

Program Coordinator
J. Colmato (80%)

Program Coordinator
K. Houston (10%)

Program Coordinator
M. Martinez (50%)

Program Coordinator
K. Aragon

Data Coordinator
V. Yoga (25%)

Teacher Professional Development

Cal Reading & Literature Proj
Co-Director R. I. Sloan

Irvine Math Proj
Lead Co-Director K. Rosales

Cal History: Social Sciences Project
Director A. Gilbertson

Program Coordinator
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Director
P. Anderson

Principal Financial Analyst
J. Berti

Personnel/Payroll
Analyst
T. Castigliano

Contracts & Grants
Analyst
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Program Coordinator
J. Colmato (80%)

Program Coordinator
K. Houston (10%)

Program Coordinator
M. Martinez (50%)

Program Coordinator
J. Luke (25%)

Program Coordinator
J. Hruby (67%)

Co-Director
B. Bate (25%)

Co-Director
K. Houston (10%)

Program Specialist
D. Martin (50%)

Program Coordinator
J. Luke (25%)

Program Coordinator
J. Hruby (67%)

Co-Director
B. Bate (25%)

Co-Director
K. Houston (10%)

Program Specialist
D. Martin (50%)

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J. Luke (25%)

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Program Coordinator
J. Hruby (67%)

Co-Director
B. Bate (25%)

Co-Director
K. Houston (10%)

Program Specialist
D. Martin (50%)
I. VISION & MISSION

VISION

To enroll a student body that reflects the demographics of the state of California and to continue to build a diverse non-resident student population that is well prepared for the campus to equip them to be global leaders. Enrollment Management aspires to provide tools necessary for students, and to the staff who serve them, to prepare for and successfully enter the UC. We are responsive to the Academic Senate and proactive in providing leadership in coordination with faculty that result in an academically competitive student enrollment.

MISSION

Enrollment Management supports the campus in achieving its strategic enrollment goals.

CORE COMPETENCIES

- Strategic enrollment planning
- Organizational management
- Resource planning and management (financial, human resource, technology)
- Research and development in support of emerging initiatives
- Policy expertise for cluster of Enrollment Management
- Proactive leadership to ensure achievement of successful enrollment targets.

II. WORKFORCE

MANAGEMENT TEAM

Patricia Morales  Associate Vice Chancellor, Enrollment Management
Elizabeth Bennett  University Registrar
Tony Hwang  Interim Executive Director, Admissions & Relations with Schools
Rebecca Sanchez  Director, Financial Aid and Scholarships

ENROLLMENT MANAGEMENT STAFF

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ASSOCIATE VICE CHANCELLOR STAFF

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For Organization Chart, see end of Enrollment Management AVC section.
III. SERVICES PROVIDED

- New initiatives coordination
- Enrollment planning
- Fiscal/personnel oversight
- Enrollment data reporting
- Policy analysis on
  - Academic preparation
  - Undergraduate admission
  - Student financial support
  - Registration/course scheduling
  - Transcript/official university records
- Coordination of campus enrollment goals
  - Non-resident recruitment
  - Underrepresented Minorities (URM) yield
  - Honors enrollment

IV. THOSE SERVED

Our services are provided to all students interested in preparing for, applying to, are admitted to and enroll in the University of California, Irvine. While Admissions and Relations with Schools and the Center for Educational Partnerships are focused mainly on serving those interested in undergraduate education, the Registrar and Financial Aid and Scholarship offices provide services to all students, including graduate and professional alike. We interact directly with students, their parents, faculty and campus staff, as well as inter-segmental colleagues and community organizations who partner with us on a wide range of enrollment efforts. We support executive management with a number of special initiatives and analytical support on matters concerning student enrollment.

V. HISTORY

The five units comprising the Enrollment Management are:

- Undergraduate Admissions
- Financial Aid and Scholarships
- Registrar
- Office of Institutional Technology – Enrollment Management (AVC has “dotted-line” oversight)

---

1995 The Enrollment Management cluster was formed and the AVC position was created following the merge of Student Affairs with Educational Relations and Academic Services. The AVC position was jointly filled along with the Directorship of CfEP, and the incumbent was located in CFEP. Prior to 1995 Financial Aid and Scholarships reported directly to Student Affairs, while the other units, reported to Academic Affairs.

2000-2003 The Enrollment Management cluster managers reported directly to the Vice Chancellor Student Affairs. This was largely the result of significant new resources provided by the State for student academic preparation, managed by CfEP, and requiring the full attention of the AVC position.
2003-2007 The AVC position was once again jointly filled along with the Directorship of CfEP, and the incumbent was located in CFEP. The Enrollment Management managers once again reported to the AVC-ES.

2007 The office of the Assistant Vice Chancellor Enrollment Management was re-conceptualized in the summer of 2007, and was physically established in 209 Aldrich Hall (then the Administration Building). A separate recruitment was conducted to fill a full time Director for CFEP.

Since 2007 Since 2007 the Enrollment Management leadership team has worked together toward advancing numerous campus priorities including: URM recruitment and enrollment, non-resident recruitment and enrollment, and taking the beginning steps toward the renewal of student systems.

2015 The Student Information System (SIS) Implementation began. This is a campus-wide effort, incorporating a significant contribution and leadership provided by Enrollment Management.

2017 Center for Educational Partnerships (CFEP) becomes Educational Partnerships and is established as a separate unit reporting directly to the Vice Chancellor, Student Affairs.

2017 Admissions and Relations with Schools becomes Undergraduate Admissions

VI. LOCATION
209 Aldrich Hall
ZOT: 2830

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

FACILITIES
Total ASF = 977 sq. ft.
- 2 Offices: 258 ASF
- 2 Workstations: 381 ASF
- 1 Copy Space: 86 ASF
- 1 Storage: 252 ASF

TECHNOLOGY
We are a “user” office that relies upon the technology hosted by other units (specifically those within Enrollment Management).

EQUIPMENT
- The office utilizes a CAT5 ethernet-based network of desktop PCs. There are a total of 4 workstations.
- The AVC suite also comprises 3 small HP printers and one printer/copier/fax unit (Xerox Workcentre 7232).

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**

- Council on Enrollment and Student Success
- Academic Senate Committee on Undergraduate Admissions and Relations with Schools
- OIT Steering Committee
- Student Information Systems Executive Steering Committee
- Student Information Systems Functional Leadership Team
- Student Information Systems Advisory Group
- EFM (Education Financing Model) Steering Committee
- UC-wide Associate/Assistant Vice Chancellor Enrollment Management group
- Co-owner Student Information System (SIS) Renewal Project
- International Transitions Workgroup
- Academic Senior Managers
- Vice Chancellor Management Group

**X. MAJOR ISSUES**

- Student Information Systems renewal – Contract negotiations with Software vendor and Project Launch
- Effectively meeting enrollment targets
- Increasing URM enrollments
- Increasing non-resident enrollments, with greater geographic diversity
- Scholarship development
- Ensuring access for transfer students
- Managing academic unit expectations to meet local enrollment targets vs. central campus goals

**XI. MISCELLANEOUS**

Not available

**XII. 2016-17 ACCOMPLISHMENTS**

- Managed budgets effectively in support of campus goals.
- Supported the campus with managing increased yield activity for fall 2017 cycle
- Co-led the SIS planning and project management Launch Implementation in 2016
- Active participation and leadership in campus and UC-wide committee work (i.e. Student Information Systems Steering Committee, Academic Senate Committee on Undergraduate Admissions and Relations with Schools, OIT Steering Committee, EFM Steering Committee, Academic Senior Managers, UCOP/UCI-Enrollment Workgroup Meeting, etc.)
- Developed and tested new models for cultivating high quality non-resident enrollment
- Provided necessary guidance and oversight to direct reports that shaped the successful management of each unit’s outcomes.
- Completed Enrollment Management All Staff undocumented and AB540 student training
- Established FRESH Basic Needs Hub to address student food and housing insecurities
XIII. 2017-18 GOALS

- Look for opportunities to create greater collaborations between units with Enrollment Management to promote campus enrollment goals for increased quality and diversity.
- Review organization of the cluster and provide professional growth opportunities, where appropriate, for key managers.
- Expand the opportunity for collaboration with community organizations in support of Enrollment Management goals.
- Development of Enrollment Management administrative website.
- Review operating budgets to determine areas of possible efficiency as well as unmet needs.
- Work collaboratively with campus colleagues to explore greater management of enrollment by academic field.
- Support the campus with meeting enrollment targets for the fall 2017 cycle.
- Manage budgets effectively in support of campus goals.
- Provide necessary guidance and oversight to direct reports that shape the successful; management of each unit’s outcomes.
- Hire a new Associate Vice Chancellor of Enrollment Management
- Designated Hispanic Serving Institution and advance campus priorities to support Hispanic and Chicano/Latino students.
- Designated AANAPISI and advance campus priorities to support Asian American, Native American and Pacific Islander students.
- Fulfill obligations set forth by Internal Audit Services related to Enrollment Management as a result of fall 2017 over-enrollment.

XIV. AWARDS

Not available

XV. STUDENT LEARNING OUTCOMES

Not applicable
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*As of 10/27/17*
I. VISION & MISSION

VISION

The Office of Financial Aid and Scholarships will serve as a model of great customer service. We will build and leverage a robust portfolio of resources to assist students and families overcoming the financial barriers associated with their academic goals.

MISSION

Our primary mission is to provide students and their families with the financial resources necessary to assure access to their academic goals. To do this, we work with numerous stakeholders to effectively manage the resources available to students.

Core Values:

1. Committed to excellence in service quality for all stakeholders.
2. Award student aid and scholarship resources in a manner that is fair and equitable, as well as ensuring accuracy and timeliness of information.
3. Administer and manage aid programs to ensure compliance with Federal, State and institutional regulations and policies.
4. Assure that students and parents are aware of all need-based and merit-based resources available to them.
5. Managing and awarding resources in a manner that minimizes student loan indebtedness.
6. Help students and doctoral residents manage credit and educational indebtedness.
7. Utilize the diversity of our staff and programs to support students’ educational experience.
8. Dedication to the professional development and equitable treatment of staff.
9. Committed to assisting executive management in meeting the campus’ enrollment goals.
10. Utilization of current technologies to efficiently deliver financial aid services.

CORE COMPETENCIES

The core competencies in the Office of Financial Aid and Scholarships center on the administration of student financial aid and include:

1. Expert knowledge pertaining to federal regulations and laws regarding the administration of student financial aid including Title-IV, Title-VII, the Campus Based, and various veterans benefit programs.
2. Expert knowledge pertaining to State regulations and laws concerning the administration of student financial aid including those governing the Cal Grant program and the Chafee Grant Program. This also includes expert knowledge of Prop 209 requirements and the California Dream Act (AB 130 and AB 131)
3. Expert knowledge pertaining to University regulations and policies concerning the administration of student financial aid including the University Student Aid Program (USAP), scholarship administration and general accounting procedures and policies.
4. Expert knowledge pertaining to NCAA regulations and policies concerning the administration of athletic scholarships.
5. Providing financial budgeting advice for students assisting them in keeping the cost of attendance to a minimum.
6. Scholarship matching and search services for students.
7. Efficient, secure and confidential student and parent financial record keeping.
8. Production of financial reports of varying complexity required for financial aid administration and reporting.

9. Management of many diverse concurrent and complex projects with competing deadlines and priorities.

10. Priority setting.

11. Understanding and sensitivity to the political implications of actions of the office.

12. Providing customer service in a high-stress and fast-paced environment with limited staffing.

13. Creatively and effectively using technology to automate cumbersome and labor-intensive processes.


II. WORKFORCE

MANAGEMENT TEAM

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<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Rebecca Sanchez</td>
<td>Director</td>
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<tr>
<td>Lindsay Crowell</td>
<td>Senior Associate Director</td>
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<tr>
<td>Benjamin Shaver</td>
<td>Associate Director, Policy &amp; Training</td>
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<tr>
<td>Sheng Huang</td>
<td>Assistant Director, Information Technology (OIT)</td>
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<tr>
<td>Luis Medina</td>
<td>Director, School of Medicine Financial Aid</td>
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<tr>
<td>Nasreen Zia</td>
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<tr>
<td>Olivia Garcia</td>
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STAFF

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<td>Student Staff</td>
<td></td>
</tr>
<tr>
<td>Peer Advisors:</td>
<td>10</td>
</tr>
<tr>
<td>Counseling Asst:</td>
<td>1</td>
</tr>
<tr>
<td>Administrative:</td>
<td>9</td>
</tr>
<tr>
<td>Scholarship:</td>
<td>1</td>
</tr>
<tr>
<td>Compliance:</td>
<td>1</td>
</tr>
<tr>
<td>Student Staff Total:</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Director of Financial Aid in Law School is a Law School position</td>
<td>2</td>
</tr>
<tr>
<td>School of Medicine funded positions in the SOM aid office</td>
<td>1</td>
</tr>
<tr>
<td>Merage School funded position support the Merage aid office</td>
<td>1</td>
</tr>
<tr>
<td>OIT staff provide IT support for the office</td>
<td>7</td>
</tr>
</tbody>
</table>

For Organization Chart, see end of Financial Aid section.

III. SERVICES PROVIDED
• Delivery of Federal, State and University financial aid to students and families.
• Oversight of financial aid compliance in the aid offices in the School of Medicine, Law School and Merage School.
• Participate in various outreach activities throughout the year for high schools and other community groups, informing them of financial aid programs and processes.
• Administer over 60 scholarship programs, including Regents’ and Chancellor’s Excellence programs.
• Provide student support for summer programs including California Alliance of Minority Participation (CAMP), Student Academic Enrichment Program (SAEP) and Freshmen and Transfer Summer Bridge Programs.
• Provide support for scholarship administration outside of the office including the Dalai Lama (Student Affairs), Edison (CFEP), Samuei (Engineering), etc.
• Prop. 209 oversight for campus regarding scholarship/stipend payments to students and establishing scholarships (includes review of gift agreements)
• Support overall campus enrollment goals through the administration of our financial aid and scholarship programs.
• California DREAM Act support and coordination.

IV. THOSE SERVED
• We assist students and families to meet the challenges of paying for college. In collaboration with the satellite aid offices, we awarded $598M in financial aid funds to over 20,700 students thus far in 2013/14.
• We provide oversight for the three satellite aid offices in the School of Medicine, School of Law and Merage School of Business ensuring adherence to statutes, regulations, policies and procedures.
• We assist academic units in administering their scholarship programs, including assistance with marketing and screening applicants.
• We assist University Advancement in a variety of ways including general assistance with stewardship reports and stewarding donors as well as reviewing gift agreements for such things as Prop 209 compliance.
• We work closely with the Student Affairs Development Director in identifying key areas of need and expertise and analysis in identifying targeted groups for potential donors.

V. HISTORY
From the earliest years of UCI there has been an aid office with staff working diligently to assisting students and families overcome the financial challenges of attending. The Office was first known as the Office of Financial Aid, then the Office of Financial Aid and Educational Financing and finally today as the Office of Financial Aid and Scholarships.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid 1960s</td>
<td>Financial Aid office opens at UCI</td>
</tr>
<tr>
<td>1976</td>
<td>First financial aid satellite office was opened in the School of Medicine.</td>
</tr>
<tr>
<td>1988-89</td>
<td>UCI Implements in-house financial aid system that is envied across the UC system. This includes one of the first document imaging systems every implemented and permits the office to eliminate paper student files and file room as all documents are available electronically from individual desktop computers. Over the next few years, visitors from many campuses visit to demo the system and learn how we accomplished this.</td>
</tr>
</tbody>
</table>
1993 S

Satellite aid office opens in the Graduate School of Management, later renamed the Merage School of Business.

1993-94

Federal Government replaces the SAAC financial aid application with the free FAFSA form. For the first time, there is no cost involved in applying for federal financial aid.

Financial Aid implements in-house phone tree system that gives students access to their financial aid records via the telephone. The system was originally dubbed FACTS and later renamed “Tel Aid.”

1994-95

UCI is one of the first 104 institutions nationally to participate in the Federal Direct Loan Program. The first year of the program, UCI disburses $36M.

1995

UCI Financial Aid joins the world wide web.

1996-97

Students given the ability to log on to the financial aid web site and view their aid application status and awards via the Visual Aid system.

2004-05

UCI replaces in-house financial aid system with new in-house system FAME. New system utilizes up-to-date technology to permit the office to meet some of the new IT challenges and to provide better service to students and families. Visual Aid web system is replaced by My Aid web system and office eliminates paper missing information letters and award letters. Main form of communication to students officially becomes e-mail and electronic.

2005-06

First state supported summer brings increased aid to UCI students attending summer.

2006-07

Federal government adds two new grant programs, Academic Competitiveness Grants (ACG) and National SMART Grants. These grants sunset after 2010/11 year.

2008-09

UCI, for the first time, disburses over $100M in Federal Direct Loans to students and parents.

2009-10

UC Implements Blue and Gold Opportunity plan, guaranteeing needy students from families with incomes less than $60,000 that they will have enough scholarship or grant support to cover system-wide fees.

Satellite office in the School of Law opens and UCI inaugural class of law students begins. The Financial Aid and Scholarships office plays instrumental role in ensuring the students have access to financial aid. Systems retooled to work within the semester system and to award and process aid for this unique cohort of students.

2010-11

Implemented two Pells in one year. Program was subsequently discontinued by Federal Budget Resolution effective in the 2011-12 academic year.

Major reorganization within the office resulting in the collapsing of the “Advising” unit into a single “Counseling” unit. Initiated a peer advisor program to staff front office, permitting counselors to focus more on processing rather than front-line customer service.
Scholarship Resource Center opened within the office providing scholarship search and matching assistance for students. Drop in hours available each week. Services provided also include assistance with completion of scholarship applications including review of essays.

2011-12

California Dream Act (AB 130 and AB 131) passed into law. UCI begins receiving California Dream Applications from undocumented students who are not eligible to file the FAFSA. University aid awarded for first eligible quarter, winter 2012.

Implemented new Provost’s scholarship program to investigate the effects of monetary incentives on the yield of non-resident students.

Debuted new web resources for students named “My Academic Status” that provides students with online and real-time academic progress information so they can take appropriate action to avert losing aid eligibility by failing to meet the satisfactory academic progress requirements.

Imaging system upgraded to new system that provides electronic work-flow that routes scanned documents to financial aid counselors and other financial staff, reducing paper work moving through the office and providing managers with ability to more easily track workload and backlogs.

2012-13

New federal rules take effect for:

- Calculating returns of Title IV aid (R2T4) for summer aid
- Limiting Pell grants to maximum 6 years
- Significant changes to federal verification rules, requiring tax return transcripts from the IRS rather than copies of tax returns

Federal aid program changes for sequestration including:

- Increase to direct loan origination fees
- Decrease to TeachGrant maximum awards
- Reduction to Federal Work-Study and FSEOG allocations (for next year)

2013-14

Students become eligible for new Cal Grant awards under California Dream Act (AB 131)

Federal Direct Loan interest rates changed from fixed percentage to variable rate set each January.

AB 94 signed into law creating the Middle Class Scholarship Program (MCSP) for implementation in 2014-15

Office participates in pre-planning work for new Student Information System (SIS)
New federal verification procedure slotting students selected for verification into groups, V1 through V6, with targeted items to verify.

Added new Statistics and Research Analyst position from repurposed vacant FTE.

Moved support of office computing resources from internal IT staff to OIT desktop support team.

Retooled financial aid system to work with new KFS financial system.

2014-15

New federal regulations take effect for limited terms of subsidized direct loan eligibility to 150% of program length.

New state Middle Class Scholarship program starts fall 2014.

Hiring and training backfill for and assigning existing staff to the SIS project.

After months of negotiations, UC and Governor reach a deal on a tuition hold for two years (2015-16 and 2016-17) for students.

SB 1210 signed into law creating the California Dream loan program.

2015-16

New Department of Education’s 150% rule’s “subsidized usage limit applies” (SULA) provisions.

U.S. Department of Education begins to sunset the Perkins loan program in October 2015.

California Student Aid Commission adds assets toward its requirements for calculating eligibility for the Middle Class Scholarship.

Provost scholarship program was discontinued.

Undergraduate undocumented students become eligible for new systemwide DREAM Loan awards for the first time (AB 540).

2016-17

U.S. Department of Education delays sunset of the Perkins Loan Program until October 2017

3 year funding for Dreamer support is dismeninated to all UC campuses and utilized to improve student support in many areas

VI. LOCATION

102 Aldrich Hall
ZOT: 2825

Satellite offices:
School of Medicine Aid Office
VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
- Assignable square feet (ASF): 4,221
- Number of rooms: 36
  This includes:
  - 64 ASF in Aldrich Hall room 101A – storage
  - 63 ASF in Aldrich Hall room 103A – shared with Financial Services
- Satellite office space not under oversight of Student Affairs:
  - Office in the School of Medicine
  - Office in the School of Law
  - Office in the Merage School of Business

TECHNOLOGY
The Office of Financial Aid and Scholarships utilizes a highly automated in-house financial aid management system called FAME (Financial Aid Managed Electronically). FAME was developed over a two-year period and went live for the 2004-05 processing cycle. FAME includes an MS Windows application used by the internal staff to process financial aid and scholarships for students. FAME also includes a robust web application that is primarily used by students for self-service. The web application also has a component for faculty members of the BUSHFA board to use to evaluate and score scholarship applications.

The office also utilizes a document imaging system to manage student paper records and files. All documents are scanned and stored electronically for rapid lookup. The system was upgraded from LibertyNet to OnBase in June of 2012. The new system provides electronic work flow that routes scanned documents to financial aid counselors and other financial staff, reducing paperwork moving through the office and providing managers with the ability to more easily track workload and backlogs.

EQUIPMENT
High value ($10,000+):
- Xerox copier (qty. 1)
- File servers (qty. 4)
- Tape backup systems (qty. 1)

VIII. REGULATORY REQUIREMENTS
- Federal Regulations as specified by the Higher Education Act (HEA) of 1965 as amended. There are significant regulations governing the administration of campus based (Work-Study, Perkins Loans, FSEOG) and Title IV aid programs.
• HHS regulations regarding the administration of Title-VII programs such as the Scholarship for Disadvantaged Students (SDS) and Primary Care Loan (PCL) program.
• HIPAA regulations in the treatment of medical records gathered in support of student appeals and professional judgment decisions.
• IS3 regulations regarding the treatment and handling of computerized records.
• FERPA regulations regarding the treatment of student records.
• Various CA state regulations and laws regarding the administration of State aid programs including the Cal Grant, CHAFEE Grant programs. Prop 209, the California Dream Act (AB130, AB131) and Middle Class Scholarship Program (MCSP; AB 94).
• University policies and regulations governing the administration of University aid programs including the University Student Aid Program (USAP), Scholarship administration, and campus-based loan program.
• NCAA regulations regarding the administration of Athletic Scholarships.

IX. ADVISORY COMMITTEE

BUSHFA – Board on Underground Scholarships, Honors & Financial Aid

<table>
<thead>
<tr>
<th>Year</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Dr. Lorenzo Valdevit, Mechanical &amp; Aerospace Engineering</td>
</tr>
<tr>
<td>2014-15</td>
<td>Dr. Lorenzo Valdevit, Mechanical &amp; Aerospace Engineering</td>
</tr>
<tr>
<td>2015-16</td>
<td>Dr. Luis DeSipio, Chicano/Latino Studies</td>
</tr>
<tr>
<td>2016-17</td>
<td>Dr. Luis DeSipio, Chicano/Latino Studies</td>
</tr>
</tbody>
</table>

X. MAJOR ISSUES

• Meeting existing regulatory and compliance requirements while implementing new requirements of the Reauthorization of the Higher Education Act (HEA) and other recently enacted legislation, including:
  o Change to federal verification policy resulting in new requirement to verify income is adequate to support family for new verification group, V6.
  o Changes to Federal Direct Loans and Federal Teach grants as a result of the sequester.
  o Implementation and subsequent system changes required for limit on subsidy of federal direct subsidized loans to 150% length of the student’s program.
• Implementation of new Kuali Financial System (KFS) in June 2014. This caused major changes on the financial aid processing system and interfaces to various financial system.
• Implementation of new UC Payroll system (UCPath). Coordination of work-study processing within the system.
• Carving out time for implementation of new Student Information System (SIS).
• Providing adequate service to clientele with existing staffing levels despite increasing demand.
• Keeping staff motivated and energized to meet the challenges of increasing workload.
• Implementing IT enhancements to automate manual processes and reduce data entry while working through bumps of consolidation with OIT.
• Developing meaningful and relevant plans for Regents’ and Chancellor’s Excellence scholarship programs that fit within our limited resources yet support campus enrollment goals and priorities.
• Meeting federal requirements to develop a complete Policies and Procedures Manual (PPM).

XI. MISCELLANEOUS

2016-17 UNDERGRADUATES
19,466 (72%) offered some sort of financial aid
16,680 (62%) offered need-based financial aid
11,899 (44%) received a Pell Grant
11,208 (42%) received a Cal Grant
13,470 (50%) received a University Grant
4,732 (18.2%) received a scholarship (campus based and/or outside agency)
14,948 (61.2%) offered a student and/or parent loan
4,871 (18%) offered work-study

$20,466 – Average loan indebtedness (all loans) of students graduating in 2015-16
57.8% of graduating class borrowed at some time during their undergraduate career

* Data sources include Common Data Set as well as Financial Aid Office inventory reports in conjunction with OIR enrollment reports.

XII. 2016-17 ACCOMPLISHMENTS

- Successfully implemented internal controls to ensure successful early FAFSA due October 1
- Worked closely with SIS to complete Banner Implementation
- Added additional advising staff to increase excellent service at first point of contact
- Implemented full version on phone system

XIII. 2017-18 GOALS

- Add outreach counselor to assist with recruiting efforts and build better campus partners.
- Renovate document imaging room into centralized phone bank/document workspace
- Renovate front lobby to increase efficiency and support staff growth
- Launch new online appointment mobile app to eliminate lines
- Work closely with SIS to work towards ‘go live’ in 2019-20
- Work closely with Telecommunication to continue to be more innovative on phone system updat

XIV. AWARDS

Not available

XV. STUDENT LEARNING OUTCOMES

2016-17 updates:

Peer Advisor Training Program

<table>
<thead>
<tr>
<th>PROFESSIONAL &amp; ADMINISTRATIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees will correctly answer the frequently asked questions that appear on the UCI Financial Aid website.</td>
</tr>
</tbody>
</table>

Measured By: Pre and post tests

Results: Four students were brought on board to be trained as peer advisors. They were tested on their financial aid knowledge before undergoing an eight-week training course. Pre-test scores were 68%, 54%, 54% and 19% correct. No post-test analysis are pending.

Use: Refining programs/program changes
2017-18:

**Peer Advisor Training Program**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Trainees will correctly answer the frequently-asked questions that appear on the UCI Financial Aid website.

**Measured By:** Pre and post tests

**Results:** To be reported Summer 2018

**Use:** Refining programs/program changes
## XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Enrollment Management**  
**Financial Aid & Scholarships**  
**FY 2017-2018**

### Sources of Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Account-Obj</th>
<th>FTE</th>
<th>Head count</th>
<th>Core</th>
<th>SA Assessment</th>
<th>Sales &amp; Service</th>
<th>Referendum</th>
<th>Other</th>
<th>One-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL AID</td>
<td>683030</td>
<td>-</td>
<td>1,513,221</td>
<td>281,927</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,795,148</td>
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<td>FEDERAL STUDENT AID ADMIN ALLOWANCE</td>
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<td>257,000</td>
<td>-</td>
<td>-</td>
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<td>257,000</td>
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<tr>
<td>TO: FINANCIAL SERVICES</td>
<td>-</td>
<td>(8,000)</td>
<td>(8,000)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Sources of Funds</strong></td>
<td></td>
<td></td>
<td>1,513,221</td>
<td>281,927</td>
<td>649,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,444,148</td>
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</tr>
</tbody>
</table>

| | | | | | | | | | |
| | | | | | | | | | |
| | | | 62% | 12% | 27% | 0% | 0% | 0% |

### Operational Expenses

**FINANCIAL AID (GF12757 OS11204 OS11205 OS11206 SF10964)** 683030

<table>
<thead>
<tr>
<th>Description</th>
<th>Account-Obj</th>
<th>FTE</th>
<th>Head count</th>
<th>Core</th>
<th>SA Assessment</th>
<th>Sales &amp; Service</th>
<th>Referendum</th>
<th>Other</th>
<th>Unallocated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; General Assistance</td>
<td>683030-1/2</td>
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<td>383,887</td>
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<td>2,141,781</td>
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<tr>
<td>Supplies</td>
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<td>20,322</td>
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<td>182,957</td>
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<td>Employee Benefits</td>
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<td>-</td>
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<td>124,500</td>
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<tr>
<td>Osher Gift Investment Management Fee</td>
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<tr>
<td>Reserve for Salary Adjustments</td>
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<td>-</td>
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<td>613</td>
<td>-</td>
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<td>(8,203)</td>
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<td>-</td>
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<td>(8,203)</td>
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<tr>
<td><strong>Total Operational Expenses</strong></td>
<td></td>
<td></td>
<td>30.46</td>
<td>31</td>
<td>1,513,221</td>
<td>281,927</td>
<td>649,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</table>

| Surplus/(Deficit) | - | - | - | - | - | - |

### Carryforward Summary

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<tr>
<th>Account-Obj</th>
<th>Head count</th>
<th>Sales &amp; Service</th>
<th>Referendum</th>
<th>Other</th>
<th>One-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>683030</td>
<td>630,795</td>
<td>42,884</td>
<td>165,134</td>
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<td>-</td>
<td>838,813</td>
</tr>
</tbody>
</table>

| | | | | | | 838,813 |

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As of 10/27/17
I. VISION & MISSION

VISION

Our primary focus continues to be helping the campus automate primary academic administrative processes to a structure that is both robust and flexible.

MISSION

The University Registrar aims to provide academic support services in an atmosphere of prompt, accurate and friendly service to the campus community. While our specific projects change on a regular basis, we look to fulfill the spirit of defined academic regulations while removing unnecessary administrative barriers.

CORE COMPETENCIES

- Understanding the need for absolute integrity of records under our purview.
- Subject matter and technical experts in academic records and processes and in understanding those records/processes greater role in the processes of Enrollment Management and the campus.
- Ability to balance robust technology needs in a rapidly evolving technical environment.
- Ability to communicate with a ceaseless stream of constituents, primarily students, in a clear and positive manner.

II. WORKFORCE

MANAGEMENT TEAM

Elizabeth Bennett | University Registrar
Paul Lampano | Deputy Registrar
John Lapuz | Acting Assistant Registrar
Joshua Jackson | Programming Manager (OIT Staff)

STAFF

Career (FTE)

Filled: 16.00 FTE
Provision: 0.00 FTE

Career FTE Total: 16.00 FTE

Career Headcount | 16 plus 7 OIT Staff associated with the unit

Student Staff | In the last fiscal year, student staff worked a total of 3,000 hrs.

For Organization Chart, see end of Registrar section.

III. SERVICES PROVIDED

- Prepare the quarterly Schedule of Classes
- Manage student enrollment activities
- Assess quarterly student fees and tuition
- Determine legal residence for tuition purposes for students
- Maintain the master course file
• Produce the University Catalogue
• Produce official class rosters and grade reports
• Maintain students’ permanent academic records including transcripts and diplomas
• Provide transcript and verification services to students and the public
• Produce ongoing and ad hoc academic data reports to a variety of constituents
• Provide student and public services, primarily related to University policies and procedures

IV. THOSE SERVED

The University Registrar, along with several other administrative offices, provides continuity to a fairly transitory governing body and has the primary responsibility of representing the will of the faculty as reflected in its curricula and courses. The University Registrar has daily contact with numerous academic offices and students; this contact provides the University Registrar with a broad campuswide perspective. This insight is useful in assisting the faculty in their review of policies and in working with the campus to establish procedures.

In terms of volume, however, students are served most often. The University Registrar maintains, and is regularly called upon to provide, information for any of our current 36,000+ students and 320,000+ total matriculated students.

V. HISTORY

The Registrar is historically one of, if not the, first university administrators, and was originally the member of the faculty responsible for scribing exam results and the awarding of degrees. Due to the Registrar’s unique role in assisting faculty, it is one the few administrative positions assigned membership in the Academic Senate on most campuses, including UC Irvine.

While the technologies used to maintain records and provide services change on a regular basis, most of the primary duties of the University Registrar do not.

Basic records for all matriculates are maintained in perpetuity so there is a natural focus on accuracy and integrity of the record.

UC Irvine was known for a progressive and creative approach to records management from its inception until perhaps the late ’90s when the work necessary to maintain our underlying database structure became cumbersome, to the point that we stalled somewhat on rolling out new developments. While we have always provided necessary services without interruption, the campus has been aggressively involved in catching up to more modern technology applications and student information is now in that mix. We are now well into phase two of a large-scale student information system implementation that will take a minimum of four years to complete.

The Office has a strong commitment to prompt, accurate, and friendly service. While much of the work of the Registrar might appear mundane to others, it is not unusual for Registrar staff to spend most or all of their working lifetimes in the office and UC Irvine’s “Reggies” are no exception. They are well suited to their work and enjoy it. It is a happy office.

VI. LOCATION

215 Aldrich Hall
ZOT: 4975
VII. ASSETS Major facilities, technologies, and equipment

**FACILITIES**

- The office is located in Aldrich Hall, with the majority of space (4,497 square feet) on the second floor. One hundred and eight square feet are in the basement, used for storage; the office is attempting to vacate this space.
- A little over 300 square feet are assigned to our server/computer room.
- 340 square feet assigned for a conference room
- 1,262 square feet are used for offices and are assigned to managers and programming staff
- 2,675 square feet are assigned to the front counter service area, a copier/administrative general workspace, cubicles for analysts and some space for short-term storage
- 96 square feet are assigned to a break room

**TECHNOLOGY**

The office supports StudentAccess and WebAdmin as the primary web access applications for students and staff, respectively. Student enrollment is accomplished with WebReg and the Schedule of Classes is managed with eSOC. ARIES is used within the office to edit student records. Three commercial applications are in use: Resource 25 for room scheduling; DegreeWorks for degree audit; CourseLeaf for use in course management and catalogue creation. We will be the largest manager and user of data in the new Banner student information system (SIS).

**EQUIPMENT**

Most of our hardware and software systems were successfully migrated to the OIT data center this year. We continue to maintain a server and two workstations for a legacy system that is too fragile to be moved. It will be decommissioned after the SIS go-live.

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

The Office has no advisory committee but is a member of, or reports to, multiple academic committees and councils, primarily the Council on Educational Policy, the Subcommittee on Curricula and Courses, the Committee on Courses, and the Undergraduate Council (undergraduate associate deans). The Registrar also sits on the campus’ Council on Enrollment and Student Success; the Advisory Committee for Technologically Enhanced Education; the Information Security and Privacy Committee; and the Student Affairs Taskforce on Veterans.

X. MAJOR ISSUES

- The office continues to function with five functional staff members – all senior or knowledge experts – off site, with their positions backfilled by contract staff.
- The director went on a three month leave with one day’s notice.
- The office lost both of our senior residency officers this spring.
- As happened in all of Student Affairs, we were impacted by the addition of thousands of new admits this cycle, including a significant over-enrollment of freshmen.
• The office was heavily involved in the implementation of the Anteater Leadership Academy.

XI. MISCELLANEOUS

Not Available

XII. 2016-17 ACCOMPLISHMENTS

• The office managed an unprecedented and unexpected increase in incoming undergraduate population, meeting all targets, keeping all services and processes on time, with no significant delays or drops in service to any of our constituent groups.

• The office was heavily involved in the implementation of the Anteater Leadership Academy, which had an impact on the majority of services we provide to incoming students as well as the services we provide to the academic and administrative community serving those same students.

• The records team was assigned to the SIS implementation, despite what is now a two-year extension on the overall project timeline and exhaustive delays and problems. They pilot most new protocols and processes, suggesting improvements to improve the experience and efficiency of the remaining teams.

• The campus remains stuck in phase two (planning and configuration) of the new Banner Student Information System (SIS). This is our ongoing primary task for minimally the next three years. The Records team is regularly identified by both UCI and consultant project managers as exemplary.

• We continue to function in a moratorium environment. Given the one year extension made to the project timeline, we have made or found time to develop some new functionalities for our constituents. These are intended to build support for and decrease tension with the longer implementation.

• Our management team stepped up to fill in for the director and did a fantastic job, particularly in light of their existing SIS project backfill and offsite duties.

XIII. 2017-18 GOALS

• SIS implementation continues to be a primary task for the unit. Our secondary goal is to provide appropriate levels of service to the community while under moratorium and with several senior knowledge experts assigned off site. With a second delay, we have the additional goal of keeping our own team supported and positive about the implementation.

• Work with Admissions to build the campus articulation tables is underway. Admissions has taken the lead for creating the initial articulation; we will work together on designing and incorporating the tables into Banner.

XIV. AWARDS

Not available

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Student Employees/Peer Educators Collaborative Assessment

PROFESSIONAL & ADMINISTRATIVE SKILLS
Students participating in Registrar student employee training will directly demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills through training exercises.

**Measured By:** Direct assessment (product and observation) with rubric

**Results:** Three students were evaluated via submitted personal statements (the rubric) and daily assessment of their knowledge of Registrar policies and systems. Personal statements evaluated students’ developing understanding of the role of diversity in the campus community. Daily assessment involved ad hoc monitoring, written and verbal guidance, as well as one-on-one consultations on specific policy or technical issues.

**Use:** Reporting results

---

**2017-18:**

**Student Employees/Peer Educators Collaborative**

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Students participating in Registrar student employee training will directly demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills through training exercises.

**Measured By:** Direct assessment: product or observation without rubric

**Results:** To be reported Summer 2018

**Use:** Reporting results
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<th>Description</th>
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<th>Core</th>
<th>SA Assessment</th>
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As of 10/27/17
I. VISION & MISSION

VISION

The Office of Undergraduate Admissions serves as a model of great customer service and efficient methods for implementing the University’s undergraduate admissions policy. We aspire to provide access to all prepared students that meet selection requirements, and we employ pilot approaches to our processes to explore new solutions that will support the desired enrollment goals of the campus, particularly with regard to greater participation by underrepresented students.

MISSION

Our mission is three-fold: 1) Recruitment - to provide prospective students with the information they need to effectively apply to the University of California, Irvine; 2) Evaluation – to implement an assessment of applications that is fair; and 3) Yield – to coordinate a campuswide effort of assisting students with obtaining the information and resources necessary to imagine themselves as a student at UCI and to accept their offer of admission.

CORE COMPETENCIES

- Student counseling
- Student case management
- Customer service
- Course articulation
- Applicant evaluation
- Statistical analysis and modeling
- Communications and public relations

II. WORKFORCE

MANAGEMENT TEAM

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<th>Name</th>
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<tr>
<td>Tony Hwang</td>
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<tr>
<td>David Naimie</td>
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<tr>
<td>Victoria Imsirovic</td>
<td>Director, International Admissions</td>
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<tr>
<td>Darren Endo</td>
<td>Director, Finance and Human Resources</td>
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<tr>
<td>Dale Leaman</td>
<td>Sr. Associate Director, Systems and Operations</td>
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<td>Bryan Jue</td>
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STAFF

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III. SERVICES PROVIDED

- Student recruitment
- School relations
- Marketing and promotion
- Applicant evaluation
- Articulation
- Student records management
- Analytical support (campus reports and emerging pilot efforts)
- Campus-wide Yield Coordination

IV. THOSE SERVED

Our services are provided to all students interested in, applying to, admitted and enrolled in undergraduate and graduate studies at UCI for California residents, and non-residents, both domestic and international. In addition, we also serve:

- Parents
- Academic units (faculty and administration)
- Student Affairs colleagues
- Intersegmental colleagues (e.g., high schools, community colleges)
- Community organizations
- Executive management

V. HISTORY

Until the early 1990s, the Office of Admissions was focused largely on the evaluation of undergraduate admissions applications. In the early 1990s it was merged with Relations with Schools, which added the recruitment and yield coordination functions to the unit. It reported to Academic Affairs until 1995 when the enrollment support offices were merged into Student Affairs.

By 1990 The office began implementation of selective admissions for new freshman applicants.

1994 The office developed the cohort approach to freshman selection.

1996 UCI Admissions served as the pilot campus for the original Pathways electronic application.

1997 Freshman admissions evaluation and selection was centered around a comprehensive review of applications.

2009 The office began implementation of selective admissions for new transfer applicants.

2011 The office implemented single-score holistic evaluation for its implementation of comprehensive review of freshman applicants.
The office rebranded with the new name Office of Undergraduate Admissions to better define its audience and services it provides.

VI. LOCATION

Office of Undergraduate Admissions
260 Aldrich Hall
Irvine, CA 92697
ZOT: 1075

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

**FACILITIES**

Total ASF = 5,749
- Other Office: 5,403 ASF
- Office Service: 58 ASF
- Storage – Office: 288

**TECHNOLOGY**

The primary system used by the Admissions office is “EASIER”, a MicroFocus COBOL application residing on a Sun server. It utilizes a flat file structure (VSAM) and employs a character-based (“green-screen”) user interface. Systems of this nature excel in transaction processing, but configuration is inflexible and reporting functionality is very limited due to the lack of an underlying relational database.

Over the years, numerous web applications have been developed that wrap around or supplement the primary application and provide tools by which end users may view data. Many nightly (or regularly scheduled) extracts are run to provide data to “end users”, especially in the case of academic departments.

New applications for admissions are initially received by UCOP and UCI receives a flat file (XML) import of students who apply to the University.

The office recently implemented Technolutions’ Slate system which consolidates and streamlines the functions of seven existing electronic systems used to manage a majority of department functions into a single system and user interface. For the 2016-2017 year, the recruitment and client relationship management (CRM) portion of the system has been implemented while the technical evaluation and admissions portion of the system is in design and development stages with implementation for the Fall 2019 incoming class. The new system will increase the office’s ability to much more precisely manage the overarching process of admissions for freshman and transfer students to meet specific enrollment goals.

**EQUIPMENT**

The office utilizes a CAT5 ethernet-based network of desktop PCs. There are a total of 46 workstations.

The office relies upon eight Sun servers, and two virtual servers managed by OIT, and has a variety of printer/copier devices (including three Xerox units) including five new dedicated scanning devices for records image storage.

The new Slate system greatly changes the way recruitment staff manages student interaction and touchpoints. With mobile device functionality of slate, recruiters and Campus Representatives on the road and/or at offsite events may more efficiently process and categorize prospective students for future communication campaigns and admission related functions.

VIII. REGULATORY REQUIREMENTS
FEDERAL/STATE

- Both California state law and FERPA regulations govern the treatment of student records.

UC REGENTS POLICY

- 2102: Policy on Undergraduate Admissions
- 2103: Policy on Undergraduate Admissions Requirements
- 2104: Policy on Comprehensive Review in Undergraduate Admissions
- 2105: Policy on Undergraduate Admissions by Exception
- 2108: Resolution Regarding Individualized Review and Holistic Evaluation in Undergraduate Admissions
- 2202: Policy Barring Development Considerations From Influencing Admissions Decisions
- 4400: Policy on University of California Diversity Statement
- 4401: Policy on Future Admissions, Employment, and Contracting (Resolution rescinding SP-1 AND SP-2)

UC ACADEMIC SENATE

- Regulations of the Academic Senate, Part II, Title I

IX. ADVISORY COMMITTEE

CUARS - Committee on Undergraduate Admissions and Relations with Schools:

Chair: Julie Ferguson, Lecturer, Earth Systems Science

X. MAJOR ISSUES

- The forefront of issues to be addressed this year are discussed in the campus internal audit.

XI. MISCELLANEOUS

Applications Fall 2017:

- 77,811 freshman applications
- 19,960 transfer applications
- 97,771 total applications

Campus visits for the 2016-17 year:

- Standard daily tours
  - 7,397 total prospective student visitors
  - 16,096 total visitors
- Group tours
  - 737 total groups
  - 53,075 total group tour visitors

XII. 2016-17 ACCOMPLISHMENTS

- Implemented and executed utilization of the new Slate recruitment system to efficiently promote application to UCI among students from California, from out-of-state, and internationally for the Fall 2017 cycle
- Reorganized the layout, functionality and schedule for Celebrate UCI, refocusing the goals of the
event

- Supported the campus in realizing its strategic enrollment goals
- Further broadened the global diversity of applicants, admits and yielded students
- Increased further the quality and ethnic diversity of applicants, admits and yielded students
- Implemented and executed utilization of the new Slate recruitment system to promote application to UCI among students from California, from out-of-state, and internationally for the Fall 2017 cycle

XIII. 2017-18 GOALS

- Prioritize the Management Action Plan developed from the campus audit of Undergraduate Admissions
- Reorganization of the Evaluation group to better reflect the needs of application analysis needs and to increase efficiencies in communication and workflow for this group
- Support the campus in realizing its strategic enrollment goals
- Further broaden the global diversity of applicants, admits and yielded students
- Increase further the quality and ethnic diversity of applicants, admits and yielded students

XIV. AWARDS

Not available.

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Student Employees/Peer Educators Collaborative Assessment

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

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

**Measured By:** Direct assessment: observation with rubric (e.g., demonstration, performance, presentation); direct assessment: product with rubric (e.g., portfolio, writing sample, journal)

**Results:** 35 out of 35 students passed the demonstration and writing sample with a score of 75 or above which is considered passing for our rubric.

**Use:** Reporting results

2017-18:

Campus Representative Training Class

**PROFESSIONAL & ADMINISTRATIVE SKILLS**

Students participating in the Office of Undergraduate Admissions Campus Representative training will directly demonstrate problem-solving, professional policy, team, valuing diversity, and communication skills through training exercises. Part of STUDENT EMPLOYEE/PEER EDUCATOR Collaborative Assessment.

**Measured By:** Direct assessment: product or observation without rubric; post tests

**Results:** 47 undergraduates who have been selected to become a Campus Representative were required to participate in a 10-week training program. At the conclusion of the training, campus representatives must take a final evaluation tour that assesses their communication skills while presenting information
about UCI undergraduate admissions requirements and application processes. Campus reps must score a minimum of 80 points out of the possible 100 points in order to demonstrate that they have achieved proficiency in communication skills. 42 of the 47 campus reps passed the evaluation with an 80.

**Use:** Providing student feedback; Reporting results
### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Enrollment Management**  
**Admissions**  
**FY 2017-2018**

#### Sources of Funds

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#### Surplus/(Deficit)

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**As of 10/27/17**
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

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<td>Other:</td>
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*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

** 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

ASSISTANT VICE CHANCELLOR/DEAN OF STUDENTS STAFF

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<td>Filled: 5 FTE***</td>
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<td>Provision: 0.0 FTE</td>
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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, and Parent & Family Programs.

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

XI. MISCELLANEOUS
None

XII. 2016-17 ACCOMPLISHMENTS
• Offered multiple free speech workshops in Spring 2017 quarter
• 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 33rd Annual Anniversary All-University Leadership Conference
• Re-integrated Volunteer Programs back into Student Life & Leadership and specifically through our Campus Organizations
• Successfully transitioned Academic Integrity on campus into Student Life & Leadership (SLL) and Office of Student Conduct Operations (OSC), creating one office: Office of Academic Integrity & Student Conduct (OAISC), and managed over 800 cases.
• Continued to forge new relationships with faculty as part of the Council on Teaching, Learning, & Student Experience
• Implemented new Appeal Body procedures for SVSA cases
• Actively participated in meeting mandates related to sexual violence education, policy, and prevention
• Successfully utilized Local Control Funding Formula Plus (LCFF+) funding to support First Generation student learning opportunities
• Established the new Center for Black Cultures, Resources & Research (CBCRR) on campus and supported the integration of new staff to the institution to better support our students

XIII. 2017-18 GOALS
• Increase faculty and staff participation at the 33rd 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
• Establish full year programming for the Center for Black Cultures, Resources, and Research (CBCRR).
• Establish a stand-alone Women’s Center (W-Hub) in Lot 5 and transition programming and staffing.
• Work Closely with all campus stakeholders regarding free speech protest management.
• Successfully integrate off-campus legal support into SVSA appeals process.
• Move annual All-University Leadership Conference to off-campus venue, going back to its original format.

XIV. AWARDS

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

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Student Transitions Collaborative Assessment

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<th>DIVERSITY &amp; GLOBAL CONSCIOUSNESS</th>
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<td>Students participating in Thrive@UCI transition course will directly identify self and intercultural relations biases from narratives and will self-report improvements in college efficacy and mindfulness skills. Part of Transitions Collaborative Assessment.</td>
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Measured By: direct assessment-portfolio/writing sample/journal/other products (WITH RUBRIC), survey or questionnaire (post only)

Results: Pending

Use: Reporting results

2017-18:

Randy Lewis All-University Leadership Conference

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<th>LEADERSHIP DEVELOPMENT</th>
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<td>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.</td>
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Measured By: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes, using in planning and/or budgeting, reporting results
## XVI. BUDGET

University of California, Irvine  
Student Affairs  
Student Life & Leadership  
Assistant Vice Chancellor's Office  
FY 2017-2018

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### Operational Expenses

**DEANS OF STUDENTS (OS11186 SF10943)**  
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Salaries & General Assistance  
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Supplies  
683001-3  -  -  3,010  -  -  -  -  -  -  3,010  
Employee Benefits  
683001-6  -  -  70,000  -  -  -  -  -  -  70,000  
Reserve for Salary Adjustments  
683001-8  -  -  -  (5,251)  -  -  -  -  (5,251)  
**SLL/GENDER ED./WHUB**  
683075  
W-Hub Program Support  
683075-8  -  -  14,000  -  -  -  -  -  -  14,000  
**SPOP ODD YEAR (OS11277)**  
683115  
General Expenses  
683115-7  -  -  -  -  1,116,000  -  -  -  1,116,000  
**STUDENT SERVICES/CELEBRATE UCI (OS11282)**  
683121  
Student Programs  
683121-3  -  -  -  -  8,000  -  -  -  8,000  
**STUDENT SERVICES/CLUBS & ORGANIZATIONS (OS11285 SF1100 683122**  
Salaries & General Assistance  
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Unallocated  
683122-8  -  -  16,000  -  -  -  -  -  -  16,000  
**STUDENT SERVICES/GREEK ACTIVITIES**  
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Salaries & General Assistance  
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**STUDENT SERVICES/JUDICIAL AFFAIRS**  
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Salaries & General Assistance  
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**STUDENT SERVICES/LEADERSHIP PROGRAMS (OS11290)**  
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Student Programs  
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As of 10/27/17
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**Carryforward Summary**

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As of 10/27/17
I. VISION & MISSION

VISION

Promote student engagement and leadership by providing Registered Campus Organizations (RCOs) with the tools and resources to be successful, effective, and responsible to their organizations. Campus Organizations provides RCOs with multiple programs and services which include, but are not limited to, workspace, online resources, peer consultations, staff advisement, and promotional materials. We aspire to be a resource that encourages and empowers the campus community to become global leaders.

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 community, social responsibility, and transferable skills.

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

6-8 Campus Organizations Peer Advisors (7-10 hrs/wk during the academic year)
4 Alternative Break Service Site Leaders

Student Volunteers 4 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
  - Campus Organization’s Fall Leadership Conference
  - Winter Leadership Conference
  - Winter Involvement Fair
  - Campus Organization Workshops
  - Org of the Month
  - Ring Road Restaurant
  - Campus Organizations Funding Board
  - Alternative Break (Winter & Spring)
  - Community & Public Service Fair
  - MLK Jr. Day of Service
  - Engage UCI
  - Speed Faithing
  - Special Events

- Advising
  - Generally 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

- 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.

• Below are the categories for the 619 RCOs in the 2016-2017 academic school year:
  o Academic
  o Club Sports
  o Environmental
  o Faculty/Staff
  o Grad Student
  o Greek Life
  o International
  o Multicultural
  o Performance
  o Political
  o Recreation
  o Religious
  o Service
  o Social/Support
  o Special

'16-'17 Registered Campus Organizations Categories
V. HISTORY

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

- 2001 – 2002: 319
- 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

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
VII. ASSETS  Major facilities, technologies, and equipment

FACILITIES
- Computers, meeting/lounge space, desk space, meeting tables & chairs
- Poster room & 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 A 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 needs to be developed to educate student leaders.

Effectively incorporating Volunteer Program, including programs, services, staff and students.

- 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.

XI. MISCELLANEOUS

This year, Campus Organizations transitioned a new assistant director, program coordinator and administrative resources coordinator.

This year, the Office of Campus Organizations also led volunteer and community service programs and has combined into a newly created office, Office of Campus Organizations & Volunteer Programs.
XII. 2016-17 ACCOMPLISHMENTS

- Coordinated the 2017 Anteater Involvement Fair with over 400+ booths, 15 student group performances, and over 1,500 students.
- Hosted the annual “Anteater Awards” ceremony to highlight the achievements of student organizations and their leaders with over 23 award categories.
- Re-imagined the Office of Campus Organizations by developing new learning outcomes and incorporating volunteer programs.
- Successful Alternative Break Program, including 2 during the winter break and 4 during the spring break.
- Engage UCI celebrated and recognized members of the UCI community and non-profit organizations for their achievements in community engagement.
- Hosted over 75 community and campus organizations at the Community & Public Service Fair.
- Hired a permanent Program Coordinator and Assistant Director career position.
- Hired a permanent Administrative Resource Manager.
- Developed efficient training and leadership development for the Campus Organizations Peer Advisors, including policy education, conflict resolution, risk management, and communication.

XIII. 2017-18 GOALS

- Efficiently develop and transition Volunteer Programs, including student interns and staff – develop mission, values, and goals
- Develop additional training modules for RCOs, including risk management and funding/fundraising
- Work with dance and performance organizations to find a more manageable and accommodating space for the groups to practice for performances
- Host a RCO advisor and department summit
- Partner with SCES, Risk Management, and other departments to develop efficient processes for RCOs
- Develop RCO advising protocols
- Enhance social media, branding, and marketing for COVP
- Partner with Academic Planning for community engagement projects and resources
- Review campus organization policies and procedures
- Create outreach workshops for RCOs
- Develop a community service council
- Develop an interfaith student council

XIV. AWARDS

Not available

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

Campus Organizations Retreat

By attending the Campus Organizations Retreat, participants will be able to identify at least two resources offered to support their organization.
Measured By: Post surveys

Results: Based on survey results, we learned that approximately 90% of the participants that responded to the survey were able to identify at least two resources to support their campus organization. The resources identified were particular to funding and Student Center & Event Services (booking space).

Use: Reporting results

2017-18:

Volunteer Programs: Alternative Break

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

Results: To be reported Summer 2018

Use: Reporting results

Campus Organizations: AntLeadership Summit

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

Results: To be reported Summer 2018

Use: 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 peoples 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 and 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

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### STAFF

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## III. SERVICES PROVIDED

TBD

## 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 29th, 2016.

## VI. LOCATION

While we are currently housed in the Student Center, no permanent location has been established at the time of this publication.

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

### FACILITIES

TBD
TECHNOLOGY
TBD

EQUIPMENT
TBD

VIII. REGULATORY REQUIREMENTS
TBD

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

IX. ADVISORY COMMITTEE
TBD

X. MAJOR ISSUES
TBD

XI. MISCELLANEOUS
TBD

XII. 2016-17 ACCOMPLISHMENTS

- Establishment of the center – its layout, its interior design, renovation as well as its programmatic design, development and implementation.
- Meetings, trainings and presentations with well over fifty academic and Student Affairs units, and over one hundred individual meetings with students, faculty and staff
- Development of service plan that offers eleven sectors of student service and development
- Twenty-Four (24) new Programs to be offered in the center including twelve (12) original programs develop just for the center
- Creation of job descriptions for the Program Coordinator and six student interns
- Development of a CBCRR website
- Establishment of a four year, $700,000 fundraising initiative for the center
- Partnerships with campus organizations and departments (i.e. Global Sustainability Center which allowed the center to secure a paid fellowship for one of our students
- Service on a critical search committees and taskforce
- Hiring of a program coordinator and seven student staff
- Creation of Community Resilience Fellowship in partnership with the Global Sustainability Center (GSC)
- Provided resources and financial support to a number of student clubs and organizations including but not limited to the Fall Harvest, the iRise student recruitment effort and Black Graduation celebration
- Addition of in-house academic advising
- Addition of in-house psychological services

XIII. 2017-18 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)
• Increased financial support
• Financial literacy
• Mentorship
• Interpersonal growth and development
• Support for Black faculty and staff who wish to support student success efforts
• Interlocking systems of student support, care and development

XIV. AWARDS
None to report

XV. LEARNING OUTCOMES

2017-18:

Sixth Sense: Black Men’s Collective

DIVERSITY & GLOBAL CONSCIOUSNESS

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 2018
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 2018
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 2018
Results: Pending
Use: Refining program, providing student feedback, reporting results
XVI. BUDGET

Follows on next page
## XVI. BUDGET

University of California, Irvine  
Student Affairs  
Center for Black Cultures, Resources, & Research  
FY 2017-2018

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| Operational Expenses             |             |     |            |      |               |                 |            |       |          |       |
| BLACK RESOURCE CENTER (SF11000) | 683113      |     |            |      |               |                 |            |       |          |       |
| Salaries & General Assistance    | 683113-1/2  | 2.00| 2          | 148,650 |               |                 |            |       | 18,000   | 148,650|
| Supplies                         | 683113-3    | -   | -          | 11,800  |               |                 |            |       |          | 11,800 |
| General Expenses                 | 683113-7    | -   | -          | 22,500  |               |                 |            |       |          | 22,500 |
| Unallocated                      | 683113-8    | -   | -          | 222,546 |               |                 |            |       |          | 222,546|
| Total Operational Expenses       |             | 2.00| 2          | 405,496 |               |                 |            |       | 18,000   | 423,496|

| Surplus/(Deficit)                |             |     |            |      |               |                 |            |       |          |       |

| Carryforward Summary             |             |     |            |      |               |                 |            |       |          | 51,063|

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As of 10/27/17
I. VISION & MISSION

VISION

Not available

MISSION

NEW STUDENT PROGRAMS

New Student Programs (NSP) helps new students make a successful transition into UCI by familiarizing them with the UCI campus and its resources, helping them develop skills necessary to make the adjustment to campus life and the UCI community, building confidence in their abilities to succeed at UCI, and instilling a positive outlook on their future as a student. NSP also provides ongoing programs and opportunities aimed at helping all students to develop leadership skills and discern appropriate venues to apply those skills.

LEADERSHIP PROGRAMS

The mission of Student Life & Leadership’s Leadership Programs is to empower all UCI students to make positive change in their communities as engaged global citizens. Leadership Programs aims to provide students with training to enhance their leadership skills and to help connect students with practical leadership opportunities throughout the campus.

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

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Career FTE Total: 4.00 FTE* **

Career Headcount 4

Student Staff 5 Student coordinators
3 Administrative Interns (Leadership Programs)
1 Leadership Programs Marketing 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 Success
  - Student Parent Orientation Program
  - Spanish SPOP
  - New First Gen Student and Family Receptions
  - Transfer Student Parent Orientation Program
  - International Student Orientation
  - Celebrate UCI
  - 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
  - Student Leadership and Involvement Fair
  - 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

Not available

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 Appendix A at the end of the book.

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) Cost of attendance to orientation for parents and students covered entirely by attendees
2) Rising cost of facilities for orientation programs, staff training space, parking, and room and board for the programs is difficult to keep up with.
3) Demand for more programs and services continues to increase with increased enrollment.
4) The size of the international student population is quickly outgrowing any facilities we have available to host the International Student Orientation.
5) Programmatic demands keep increasing faster than staffing resources.
6) Managing extremely high admissions numbers, supporting the Anteater Leadership Academy, and working with the large population of students who were rescinded and then readmitted to the university all created significant challenges throughout the summer.
XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- Successfully launched Lead@UCI
- Hosted the first of what will be an annual SPOP reunion at UCI Homecoming
- Created and implemented new Celebrate UCI volunteer program
- Created and hosted eight new resource workshops for LCFF students
- Completely redesigned and rebranded Leadership Programs including the launching of several new initiatives (AntLeader Portfolios, AntLeader Search Engine, AntLeader Certificate Program, AntLeader Spotlight, and Zot Badges).
- Developed a plan to host an overnight orientation program for parents/guardians, however, the plan had to be put on hold till 2018 because of exceptionally high student enrollment
- SPOP mentorship program is set to launch in Fall of 2017
- Successfully added and implemented a tenth SPOP to serve the increased first year population, which served a record number of students (5,565) and parents/guardians (3,413)
- Successfully implemented LCFF fee waivers into the orientation reservation system for students (726) and parents/guardians (496)
- Supported the Anteater Leadership Academy through all ten SPOPs
- Worked through tremendous challenges related to students’ admissions offers being rescinded and reinstated throughout the summer
- Created and hosted 10 First Generation Student and Family Receptions following each of the ten SPOPs
- Hosted two Spanish language SPOPs, which served more than 280 parents/guardians (a 102% increase over 2016)
- Completely redesigned the International Student Orientation (ISO) to make the transition from ISO to housing more convenient for students and to better align with ISO participant behavior (less overall content with more depth in key areas and more “optional” sessions)

XIII. 2017-18 GOALS

- Develop 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
- Create and fund a new Program Coordinator position for NSLP to better meet our programming responsibilities and future growth goals
- Identify work space for expanded NSLP staff
- Finalize future plans for leadership of Celebrate UCI to better align with campus resources and strategic plans
- Fully launch new Leadership Programs and build buy-in across the campus
- Become a hub and support center for student leadership efforts campus-wide
- Implement plan to host over nigh 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 NSLP

• Host SPOP 50th Anniversary Reunion
• Raise funds for SPOP scholarships to better support low income students in orientation
• Develop a strong SPOP alumni network

XIV. AWARDS

XV. LEARNING OUTCOMES

2016-17 Updates:

As a result of participating in SPOP, students will:
(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 responsibly.
(6) Be more confident in their ability to manage their time.
(7) Be more confident in their ability to make healthy decisions in the face of peer pressure.
(8) 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.
(9) 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.
(10) Correctly identify examples of academic dishonesty.

Measured By: Pre and post surveys

Results:
(1) Prior to SPOP 14% of students felt they would not ask for help when they need it. After SPOP that was reduced to 0%.
(2) After attending SPOP 98% of the students at UCI believe they can make responsible choices around alcohol use and contribute to a safe social environment as a result of attending SPOP.
(3) After attending SPOP 99% of the incoming students believe they would respect the reasons people may use to support their choice to not drink alcohol.
(4) 99% of respondents were able to identify at least one healthy coping method after SPOP. 97% indicated they were likely to use a healthy coping mechanism when they feel stressed.
(5) Before SPOP 83% 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 75% for both).
(7) Before and after SPOP 95% percent of students felt they could make healthy decisions even when pressured.
(8) “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: 69% | Post-SPOP: 94%
Accommodations for Disabilities: Pre-SPOP: 30% | Post-SPOP: 66%
Campus Safety: Pre-SPOP: 56% | Post-SPOP: 94%
Financial Education/Management: Pre-SPOP: 58% | Post-SPOP: 90%
Getting Involved with Campus Life: Pre-SPOP: 58% | Post-SPOP: 90%
Leadership skill development: Pre-SPOP: 40% | Post-SPOP: 80%
Mental Health & Wellness: Pre-SPOP: 42% | Post-SPOP: 93%
Sexual Assault response & support: Pre-SPOP: 41% | Post-SPOP: 94%
Sexual assault prevention: Pre-SPOP: 41% | Post-SPOP 93%

(9) Students were asked to identify essential components of consent for sexual activity between partners:
   (1) requires conscious affirmation (Pre-SPOP: 95% | Post-SPOP: 98%)
   (2) voluntary and cannot be coerced (Pre-SPOP: 91% | Post-SPOP: 94%)
   (3) is revocable and may be withdrawn (Pre-SPOP: 87% | Post-SPOP: 94%)
   (4) cannot be given when a person is incapacitated (Pre-SPOP: 91% | Post-SPOP: 95%)

(10) Students were asked to identify potential incidents of academic dishonesty:
    Pre-SPOP: 72% correctly identified 4 examples of dishonesty
    Post-SPOP: 98% correctly identified 4 examples of dishonesty

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

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CIVIC & COMMUNITY ENGAGEMENT

As a result of participating in SPOP, students will
(1) Develop meaningful friendships and connections.
(2) Be able to discern specific behaviors related to alcohol use they would consider cause for concern.
(3) Feel a greater sense of excitement and pride that they will be going to UCI.
(4) Know how to intervene as active bystanders in a range of potentially harmful situations.

Measured By: «Measured_By»

Results:
(1) Prior to SPOP 64% 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.
(2) After attending SPOP 92% of the incoming students believe they are able to discern behaviors that would be considered reason for concern in regards to alcohol use.
(3) Prior to attending SPOP 47% of students indicated UCI as their 1st choice. After SPOP that number increased to 86%.
(4) Students were asked if they knew how to effectively intervene in various scenarios:
   Excessive Drinking or Substance Abuse: pre: 62% | post: 94%
   Harmful language (e.g. racist, homophobic, or sexist comments, etc.): pre: 79% | post: 88%
   Bullying: pre: 83% | post: 94%
   Abusive Relationships: pre: 54% | post: 84%
Depression, excessive stress, or other mental health issues: pre: 66% | post: 89%
Hazing or peer pressure to engage in harmful activities: pre: 55% | post: 88%
Incidents of discrimination: pre: 75% | post: 90%
Sex offenses (sexual assault, dating/domestic violence, and/or stalking): pre: 64% | post: 93%

Use: Refining program/program changes; using in planning and/or budgeting; providing student or participant feedback; providing student or participant feedback; refining assessment tools/SLOs; 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: Group interviews or focus groups; pre and post surveys

Results: Before SPOP 88% of students felt they had a responsibility and 93% felt they had the ability to foster a positive campus climate. After SPOP those numbers were 93% and 95% respectively.

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

LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will
(1) Be more confident in interacting with faculty during the academic year.
(2) Have a better idea of their personal and academic goals for their time at UCI.
(3) Get involved in co-curricular opportunities at UCI.

Measured By: Pre and post surveys

Results:
(1) Prior to SPOP, 68% of students indicated they were confident in their ability to interact with faculty. After SPOP that number increased to 82%
(2) 76% of SPOP attendees indicated the program helped them to clarify their academic goals. 71% indicated the program helped them clarify their personal goals. 80% felt the program helped them to better understand the link between their college experience and their future careers.
(3) Pre-SPOP, 86% of students indicated they planned to get involved outside of the classroom. Post-SPOP, that number increased to 94%.

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

PROFESSIONAL & ADMINISTRATIVE SKILLS

As a result of participating in SPOP, students will sign up for a full load (12 units or more) of fall quarter classes.

Measured By: Pre and post surveys

Results: 87% of students reported they had received the academic advising information they needed to sign up for classes. 82% 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: Refining program/program changes, using in planning and/or budgeting, providing student or participant feedback, providing student or participant feedback, refining assessment tools/SLOs, reporting results

2017-18:

Student Parent Orientation Program (SPOP)

PERSONAL RESPONSIBILITY

As a result of participating in SPOP, students will:

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: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

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

CIVIC & COMMUNITY ENGAGEMENT

As a result of participating in SPOP, students will:

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

Measured By: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results; 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: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018
Use: Refining program/program changes; using in planning and/or budgeting; providing student or participant feedback; providing student or participant feedback; refining assessment tools/SLOs; reporting results

LEADERSHIP DEVELOPMENT

As a result of participating in SPOP, students will:

1. Be more confident in interacting with faculty during the academic year.
2. Have a better idea of their personal and academic goals for their time at UCI.
3. Get involved in co-curricular opportunities at UCI.

Measured By: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; using in planning and/or budgeting; providing student feedback; refining assessment tools/SLOs; reporting results; 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: Group interviews or focus groups; pre and post surveys

Results: To be reported Summer 2018

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

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership.
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

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<td>Daniel Park</td>
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Student Staff

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Student Staff Total: 30 Students
Conducted: 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
• MLK, 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 (w/ LGBTRC)
• De-Stress (w/ Student Wellness & Health Promotion)
• Across the Bridge: Diversity Dialogue Series (w/ International Center)
• Dr. Joseph White Lecture (w/ Counseling Center)
• Dynamic Womxn Awards (w/ W-Hub)

FACILITY
The CCC 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 administrative specialist.

The CCC 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).

Classes are held in the Cross-Cultural Center on a quarterly basis.

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:
  o 16 students participate in the CCC Intern Program (4 as a part of the administrative intern program)
  o 10-12 students per quarter participate in the CCC Volunteer Program
  o On average, 25 students participate in the REACH (now ACTIVE) program each year
  o Over 50 campus/community groups participate in REACH (now ACTIVE) workshops during the 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.

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 75ppl. lecture-style; max capacity is 85ppl)
- 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 Appendix A at the end of the book.

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 continue to be a challenge to implement. Not having direct knowledge or control of the budget allocated to maintain the CCC makes it nearly impossible to keep the building optimally functional.

LACK OF A STRATEGIC DIVERSITY PLAN
With the Center for Black Cultures, Resources & Research in place and other centers on the horizon, the CCC could be better poised and positioned to develop at least a Student Affairs-wide, if not campus-wide, strategic diversity plan. Efforts could be better aligned and amplified rather than duplicated.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- 95 presentations and workshops across campus by professional staff and 31 REACH workshops by our peer facilitators.
- Facilities upgrades over the course of the year include new flooring in the main lobby and Ring Room and new lounge and study furniture throughout the building. We also had 2,713 total room reservations made by 79 different organizations.
- Our Cultural Wellness programs have expanded to include weekly yoga, a Yoga as Resistance series, weekly REAL Talk dialogue space, and a seminar on politicizing wellness and healing supported by an additional $20K from LCFF+ funds. In addition, our new Faculty-In-Residence program has featured faculty from Chicano/Latino Studies, the Paul Merage School of Business, and for the upcoming year faculty from the School of Law.
- The Womxn’s Hub (W-Hub) outgrew its space in the Cross-Cultural Center and moved to the Anteater Community Resource Center (at Lot 5). W-Hub also received $14K from SFAC.

XIII. 2017-18 GOALS

- Increase access points for students to the Cross-Cultural Center space and programs
- Strengthen community by creating more meaningful reactions with and between students

XIV. AWARDS

None applicable

XV. LEARNING OUTCOMES

2016-17 Updates:

Activism & Social Justice Programs

<table>
<thead>
<tr>
<th>DIVERSITY &amp; GLOBAL CONSCIOUSNESS</th>
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Activism & Social Justice Program participants will be able to:
- Develop interpersonal and intercultural communication skills
- Understand how power, privilege, and oppression operate on individual, institutional, and systemic levels
- Develop and equitable world view
- Develop a personal commitment to social justice
- Be aware of their own identity and positionality

Measured By: survey or questionnaire (post only)

Results: Pending

Use: Reporting results

| CIVIC & COMMUNITY ENGAGEMENT |

Activism & Social Justice Program participants will be able to organize a community around an issue/

Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

LEADERSHIP DEVELOPMENT
Activism & Social Justice Program participants will be able to develop public speaking skills
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

Community & Diversity Programs

DIVERSITY & GLOBAL CONSCIOUSNESS
Community & Diversity Program participants will develop empathy for others, develop meaningful relationships with people may identify differently, explore various identities, communities, cultures, and histories, understand intersectionality, and be able to engage in critical conversations related to various social issues with diverse groups of people.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

CIVIC & COMMUNITY ENGAGEMENT
Community & Diversity Program participants will be able to build coalitions toward a common goal.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

LEADERSHIP DEVELOPMENT
Community & Diversity Program participants will develop conflict resolution skills.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

Education Empowerment Programs

DIVERSITY & GLOBAL CONSCIOUSNESS
Education Empowerment Program participants will understand and utilize social justice language and vocabulary.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

CIVIC & COMMUNITY ENGAGEMENT
Education Empowerment Program participants will understand and utilize education as a tool to raise personal and collective consciousness and develop an action plan.
Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

**LEADERSHIP DEVELOPMENT**
Education Empowerment Program participants will think critically and engage in open-dialogue around current events.

Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

**PERSONAL RESPONSIBILITY**
Education Empowerment Program participants will develop a positive, healthy sense self and understand how to maneuver through the various privileges and oppressions related to their identities.

Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

**PROFESSIONAL & ADMINISTRATIVE SKILLS**
Education Empowerment Program participants will develop problem solving skills.

Measured By: survey or questionnaire (post only)
Results: Pending
Use: Reporting results

**2017-18:**

**Community & Diversity Programs**

**DIVERSITY & GLOBAL CONSCIOUSNESS**
Through various affiliate and campus-wide programs, participants will:

- Understand how power, privilege and oppression operate on individual, institutional and systemic levels [Deconstruction Zone]
- Understand and utilize social justice language and vocabulary [Multicultural Leadership Retreat]
- Explore various identities, communities, cultures

Measured By: Group interviews or focus groups; post surveys
Results: To be reported Summer 2018
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:
• LO #1) Think critically and engage in open-dialogue around current events
• LO #2) Be able to engage in critical conversations related to various social issues

Measured By: Post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; reporting results

ACTIVE (Formerly REACH)

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:
• Develop public speaking skills
• Understand how to maneuver through the various privileges and oppressions related to their identity

Measured By: Group interviews or focus groups; post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; Providing student feedback; reporting results

Community & Diversity Programs

Community & Diversity Program participants will develop empathy for others, develop meaningful relationships with people may identify differently, explore various identities, communities, cultures, and histories, understand intersectionality, and be able to engage in critical conversations related to various social issues with diverse groups of people.

Measured By: survey or questionnaire (post only)
Results: To be reported Summer 2018
Use: To be reported

Yoga Series (Yoga as Resistance, Weekly Yoga Series)

Yoga series participants will develop a positive, healthy sense of self.

Measured By: Pre and post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; providing student feedback; Reporting results
XVI. BUDGET

Follows on next page.
# XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Student Life & Leadership**  
**Cross-Cultural Center**  
**FY 2017-2018**

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| Operational Expenses                  |             |     |            |      |               |                |            |       |          |         |
| CROSS-CULTURAL CENTER (OS11203 SF10963) | 683029    |     | 4.00       | 4    | 251,773       | -              | -          | -     | -        | 251,773 |
| Salaries & General Assistance         | 683029-1/2 |     | 4.00       | 4    | 251,773       | -              | -          | -     | -        | 251,773 |
| Student Programs                      | 683029-3   |     | -          | -    | -             | 2,000          | -          | -     | -        | 2,000   |
| Summer Multicultural Leadership Institute | 683029-7 |     | -          | -    | 21,500        | -              | -          | -     | -        | 21,500  |
| Program Support                       | 683029-7   |     | -          | -    | -             | -              | -          | -     | -        | -       |
| Unallocated                           | 683029-8   |     | -          | -    | 100           | -              | -          | -     | -        | 100     |
| Total Operational Expenses            |             |     | 4.00       | 4    | 273,373       | 2,000          | -          | -     | -        | 275,373 |

| Surplus/(Deficit)                     |             |     |            |      |               |                |            |       |          |         |
|                                      |             |     |            |      |               |                |            |       |          |         |

| Carryforward Summary                  |             |     |            |      |               |                |            |       |          |         |
|                                      | 683029      |     | -          | -    | 36,414        | -              | -          |       |          | 36,414  |

**As of 10/27/17**
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
- Educator
- Values Aligner
- Collaborator
- Advisor
- Administrator
- Researcher
- Innovator
- Leader

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

Career FTE Total: 2.00 FTE*

Student Staff

1 Greek Life Intern (10 hours/week during the academic year)
1 Student Programs 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
  o Fraternity/Sorority Recruitment
  o Greek Awards
  o Greek Songfest
  o New Members Education
  o VIP Program (Violence Intervention Prevention) / Co-Sponsored with CARE Office
  o Culture Shock (Step & Stroll Show)
  o Anteater Leadership Summit / Co-Planned with Campus Orgs
  o Welcome Week Kickoff Hypnotist
  o Meet the Greeks

• Advising
  o Advise three fraternity/sorority governing councils (Panhellenic Association, Interfraternity Council, Multicultural Greek Council)
  o Advise one honor/leadership society (Order of Omega)
  o Advise large programmatic event (Greek Songfest)

• 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
  o Work with students, staff, and volunteer chapter advisors to plan and execute Panhellenic sorority recruitment

• Workshops, training & retreats (examples)
  o Risk management and liability
Leadership
  o Organizational Development
  o Council Transition

  o Marketing
    o Creating & implementing all Greek marketing
    o Campus-wide events

  o Campus Committee Participation
    o CCR Team

IV. THOSE SERVED

There were 49 chapters in 2016-17

Chapters by Category
  o IFC: 16
  o NPC: 9 + 1 Associate
  o NPHC: 3
  o Latino Based: 3
  o Latina Based: 4
  o Asian Based: 6
  o Multicultural-Based: 5
  o Armenian-Based: 2

Governing Councils
  o Interfraternity Council (IFC)
  o Panhellenic Association (PHA)
  o Multicultural Greek Council (MGC)

Honor/Leadership Societies
  o Order of Omega
  o Rho Lambda
  o Gamma Sigma Alpha

Greek Programs
  o Greek Songfest
  o Greek Week

V. HISTORY

  o The Greek Life was founded in 1973 with three fraternities and three sororities.
    o Delta Gamma
    o Pi Beta Phi
    o Gamma Phi Beta
    o Sigma Chi
    o Phi Delta Theta
    o Beta Theta Pi

• Greek Life has thrived at UCI for 44 years.
• One IFC fraternity expansion failed for 2017
• One MGC fraternity expansion is scheduled for Fall 2017
• Zeta Beta Tau, founded as the world’s first Jewish Fraternity, will be expanding in Fall 2018
• In the next five years the Greek Community is projected to grow to 55+ chapters and 2,600+ undergraduate members (11%-13%).

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 Appendix A at the end of the book.

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.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

VIOLENCE INTERVENTION AND PREVENTION (VIP) PROGRAM

Leadership Program

Greek Life and the CARE office have partnered for seven years. In 2016-2017 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.

CHAPTER PRESIDENT MEETINGS

Leadership Development

This past year, the Greek Life staff made meeting with chapter presidents a big priority. Through strategic messaging, over 75% of chapter presidents met with a Greek Life staff member at least one time during the academic year. Meetings were tracked to identify which chapters were not engaged.

BASECAMP IMPLEMENTATION

Organizational Development

The three governing councils (IFC, Panhellenic, & MGC) and Greek Songfest implemented Basecamp, team focused project management software. The outcomes were great. They included increased communication amongst team members and constituents, as well as increased accountability.

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

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. 2017-18 GOALS
• Execute UCI Strategic Plan
• Increase Leadership Development Opportunities
• Strong student engagement, coaching, advisement, and mentorship

XIV. AWARDS

XV. LEARNING OUTCOMES

2017-18:

Weekly Greek Presidents Council Meetings

By attending weekly GPC meetings, students will gain insight to new leadership development opportunities on campus and in the community, as well as be able to connect with other student leaders to discuss best practices for leading a Greek organization. We will assess the learning and application of new knowledge through GPC discussions, and 1:1 meetings with chapter leadership.

Measured By: One-on-one interviews; post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes, reporting results

Anteater Leadership Summit

Students in attendance 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. 90% of participants will walk away feeling the summit was better and/or what they expected prior to attending.

Measured By: Pre and post surveys
Results: To be reported Summer 2018
Use: Refining program/program changes, providing student feedback, refining assessment tools/SLOs, reporting results

XVI. BUDGET

Consolidated into the operating budget for Student Life & Leadership.
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
- 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)
- International Student Colloquium
- International Center End-of-the-Year Celebration
- International Center Welcome Picnic
- 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
- Social Security Administration Office Trips
- Speed Friending
- Tax Information Session Tax Filing Requirements for International Students and Scholars Information Session
IV. THOSE SERVED

- International students: 6,792
  Undergraduates: 4,369
  Graduates: 1,435
  EAP: 105
  OPT: 822
  Other Visa Categories: 61

- International scholars – 1,281

- 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 (IIRIRA); Executive Order 12989, and USIA Exchange Visitor Act. IC works to ensure compliance and education campus community of changes. IIRIRA 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.

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

International Student Advisory Committee (ISAC)

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 (2010-2016)

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SCHOLAR RANKINGS
- National rank by population – 32

STUDENT RANKING
- National rank by population – 33


XII. 2016-17 ACCOMPLISHMENTS

- Implemented new training workshops for academic departments to provide greater outreach and educate campus on specific processes and procedures related to international students.
• Provided outreach and education to international population and the campus on the Executive Order Protecting the National from Foreign Terrorist Entry into the United States (“Travel Ban”) and continued outreach during subsequent court orders and introduction of updated Executive Order in March 2017.
• Successfully implemented new procedures to provide H-1B visa services for staff titles.
• International Center staff increased participation with professional association NAFSA, including:
  o NAFSA Advocacy Day
  o Southern California Scholar Advisors Meeting
  o NAFSA national Conference Presentation
  o NAFSA National Conference – Local Arrangements Team
  o NAFSA Region XII Leadership

XIII. 2017-18 GOALS
• Create outreach for international parents to encourage engagement with UCI’s International Center.
• Implement scanning processes for all IC functions and create plan to scan new and current student files.
• Work with campus partners to implement a streamlined and paperless visa request and compliance process.

XIV. AWARDS

XV. STUDENT LEARNING OUTCOMES

2016-17 Updates:

International Student Advising

PERSONAL RESPONSIBILITY

F-1 and J-1 students will be able to demonstrate understanding of off-campus employment policies, procedures, and employment policies, procedures and application requirements after meeting with an international student advisor

Measured By: Checklist

Results: During the two-week testing period, 18 students met with the advisor. Fourteen (88%) had incomplete applications and four (22%) had complete applications.

Use: Reporting results; refining program

2017-18:

Departmental Trainings/Colloquium

PERSONAL RESPONSIBILITY

Staff and faculty who attend one of the colloquia/staff trainings on international students will be able to identify what they found most beneficial about the International Center’s colloquium/staff trainings.

Measured By: Post surveys

Results: To be reported Summer 2018
Use: Reporting results

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 surveys, other

Results: To be reported Summer 2018

Use: Refining program/program changes, reporting results
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### Surplus/(Deficit)

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### Carryforward Summary

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**188,288**
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, 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 and others)
- Leadership development
- Support service
- Education
- Outreach
- Collaboration

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
Filled: 3.00 FTE
Provision: 0.00 FTE
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 week 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, intersectionality of multiple identities, coming out issues, relevant sexual health issues, leadership, mentorship, and other topics relevant to student development.
- Training sessions, workshop presentations, and film screenings that raise awareness on campus of LGBTQIA lives and issues.
- Confidential on-line chat forum for queer and questioning students who need resources but prefer to remain anonymous.
- The annual End of Year Celebration, 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, Campus Assault Resources and Education, Counseling Center, Health Education, Career Center, Student Health, the UCI Police Department, Housing, Gender Education Series, Gender and Sexuality Studies, and others.
- Other programs and events based on demand and interest
- Dialogue groups and workshops to discuss queer community, politics, and issues. Examples: Thought Provoking Thursdays, Wednesday Rainbow Lunch Bunch, Queer People of Color Conversations.

List of services:
- Confidential consultation
- Leadership development
- Information and referral
- Presentations
- Workshops
- Speakers bureau
- Drop-in Center and Safe Zone for LGBTQIA students to explore their sexual identity and gender expression, and build community
- Programs and events
- Support and discussion groups
- Volunteer opportunities
- Resource library
- Cyber Center
LESBIAN, GAY, BISEXUAL, TRANSGENDER RESOURCE CENTER (LGBTRC)

- Provide visibility / be out
- On-line confidential chat

IV. THOSE SERVED

We are responsible to the entire campus, students, staff, and faculty. Our focus is supporting LGBTQIA students, but to create a campus climate that is healthful, safer, and just we must educate and work towards change across the entire campus. We offer direct support, education and services for queer and transgender as well as their allies who identify as straight and cis gender. The resource center also gets requests from the UCI Medical Center, UCI Medical School, the Law School, and the larger Orange County community to provide training, referrals, and resources.

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 Fall 2007, 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.

The Resource Center is housed under the Student Life and Leadership, along with the Cross-Cultural Center, International Center, and other programs within Student Life and Leadership cluster.

VI. LOCATION

G301 Student Center
ZOT: 5125

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

2 offices, 1 resource library in the lobby/cyber center/small casual lounge that is also a storage room, reception area

TECHNOLOGY

We have worked on a phone application that shows folks 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 Appendix A at the end of the book.

IX. ADVISORY COMMITTEE
X. MAJOR ISSUES

GENERAL STRESS COMPOUNDED BY SEXUAL ORIENTATION, GENDER IDENTITY, AND MULTIPLE IDENTITY AFFILIATION

LGBTQIA students have all the stressors on any student at UC plus the added pressure of being queer or transgender. Being LGBTQIA in itself is not the problem, but hostile environment, anti-gay 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.

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 LGBT 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, etc.) are even at a greater risk due to additional life challenges and stigmatization according to National Transgender Discrimination Survey Report

VIOLENCE AGAINST LGBTQ AND THOSE TO BE PERCEIVED AS LGBTQ

In the last two 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 manager 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. This kind of intensive dialogue and much needed support makes it difficult to accomplish the other tasks and goals of the LGBTQ Resource Center.

For more than six years we have been asking for support in the form of a part time therapist to help ameliorate some of the volume of students who are vulnerable. Thanks to permanent funding from the Student Fee Advisory Council, we now have a 0.20 FTE starting in the fall.

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-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.

Students have expressed concern about the lack of LGBTQIA staff and faculty on campus. I created a Staff and Faculty network/club on campus for that purpose and turned over leadership to other staff and faculty members. 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 faulty 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” in 2006 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. They 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 recent 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/romantic 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 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, and at times chosen to not state their job title to avoid negative reactions or to avoid hostile conversations. 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. They 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 hostile 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 most of the needs of the campus. Within the UC system, arguably the most successful and best practice worthy have 3 or more staff.

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
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 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.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

• Just before the new Fall term began our Program Coordinator move on to another position. We hired a Program Coordinator/Student Affairs Officer II as a contract employee. 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 visibility. They have been able to sit on committees and represent the needs of queer and transgender students in public spaces.

• This year, after multiple attempts writing grant requests to the Student Fee Advisory Committee, we finally received what we had been hoping for the last 9 years: a part-time onsite counselor. This position is desperately needed to provide direct client services, referrals and even do some wellness training. We have found her to be indispensable. As we had hoped, her presence in the office has also helped reduce the amount of time our staff is providing direct support services to students. This is good, because in the past it has been imperative that we are clear about our scope of work. The staff, although highly empathic, are not trained therapists. Unfortunately, prior to having a therapist on duty, we were often put in that precarious position.

• Developed a five-year strategic plan for the LGBT Resource Center that allows for us to be nimble and responsive to the needs of our communities, but make sure we address critical education and directives regularly as well as rotate through topics/educational components that are valuable but, for lack of resources, cannot be addressed every year.

• Developed Student Affairs Learning Outcomes for the majority of our programs.

• Successfully renovated our space to better serve or constituency, create a space for our newest FTE (Program Coordinator), and create an additional room for students and their clubs to meet.

• We provided more programs and educational moments than ever before in our 20-year history. We had more than 400 events sponsored by the LGBTRC.

XIII. 2017-18 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 are starting an ongoing space for white fox 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).
- We are working to bring a consultant to help us look at and review our center and our programs
- We are working even harder to build strong collaborations with partners from across campus:
  - Center for Black Cultures, Resources & Research
    - We are contributing funds to hire a person who will work as an intern between our two offices.
    - We plan to work closely with CBCRR on collaborative program throughout the year.
  - Counseling Center – We now have the .20 FTE Therapist. This has allowed us to work much more closely with the Counseling Center and be sure student needs are being addressed.
  - 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.
  - UCI School of Medicine – I have developed in partnership with the school of medicine a 3-part series to help medical students, medical professionals, faculty and even some of the medical team from the Student Health Center learn more about emerging trends and Identities. The first of the three in the series occurred last week and there has been much praise.
  - We are working with the Healthy Campus initiative 2020 to improve health outcomes.
    - Director Davidian Bishop is the chair of the subcommittee on sexual health and related topics.
    - We are setting learning outcomes, goals and strategic planning for sustainable initiatives.
  - 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

2016-17 Updates:

Queer & Ally Student Welcome

As a result of attending Queer & Ally Student Welcome, participants will build community networks by listing two ways to connect to the queer community.

Measured By: Post surveys

Results: To be reported
Use: Reporting results

**Safe Zone**

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**Measured By:** Not reported  
**Results:** Pending  
**Use:** Reporting results

**2017-18:**

**Queer & Ally Student Welcome**

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**Safe Zone**

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**Measured By:** Post surveys  
**Results:** To be reported Summer 2018  
**Use:** Reporting results
## XVI. BUDGET

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**Student Affairs**  
**Student Life & Leadership**  
**Lesbian Gay Bisexual Transgendered Resource Center**  
**FY 2017-2018**

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As of 10/27/17
LGBTRC Org Chart
8/17

Davidian Bishop, Director

Ash Preston, Program Coordinator

Student Interns, Volunteers

Deejay Brown, Assistant Director, Program Coordinator

Student Interns, Volunteers, field study workers
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
Holly Hare Interim Director

The Office of Academic Integrity & Student Conduct is managed by the Director of Academic Integrity & Student Conduct (1 FTE). Academic Integrity & Student Conduct Officers (3.0 FTE) 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. The Associate Director of Academic Integrity (1.0 FTE) presides over all academic misconduct cases and is also serving in the capacity of Director of Academic Integrity & Student Conduct.

STAFF

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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.

In September 2017, the updated Academic Senate Policy on Academic Integrity went into effect. Since then, 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

Since the implementation of the new Academic Senate Policy on Academic Integrity, the caseload for the OAISC has increased by 68%.

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. 2016-17 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.

The OAISC has created and implemented two additional educational sanctions to better serve the academic needs of the students involved in academic misconduct related incidents. Referral programs have been created with the Learning and Academic Resource Center (LARC) and the Writing Center.
Students who have been found in violation of the Academic Integrity Policy are asked to complete an appropriate educational sanction via these referral programs.

The OASC team participated in the following trainings in the 2016-2017 academic year.

- Sexual Violence Sexual Harassment (SVSH) Training: hosted by the Office of the President
  - Attended: Holly Hare
- SVSH Appeal Body Training for 3rd party attorneys from two law firms retained by UCI to serve as the appeal board for all sexual violence/sexual harassment cases: hosted by the OAISC
  - Attended: Nicole Inouye, Holly Hare
- NASPA Annual Conference
  - Attended: Holly Hare
- Quarterly System-wide meetings for Directors of Student Conduct
  - Attended: Crystal Rae Lugo-Shearer

XIII. 2017-18 GOALS

- Continue to collaborate with OEO, CARE, and UCIPD regarding Title IX compliance and adjudication
- Create an assessment tool that will measure students experience with the student conduct process and adjudicators
- 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 OASC team
- Continue to host the annual Integrity Week program
- Continue to regularly update the OASC website
- Work with the Faculty Committee, the Council on Teaching, Learning and Student Experience

XIV. AWARDS

Not Available

XV. LEARNING OUTCOMES

2016-17 Updates:

Conduct Process

Students participating in the student conduct process will articulate the impact of their actions or behavior on the campus community by responding to a post assessment survey.

Measured By: survey or questionnaire (post only)

Results: Pending

Use: Reporting results

2017-18:

Ethical Decision-Making Class

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 surveys
Results: To be reported Summer 2018
Use: Refining program/program changes; using in planning and/or budgeting; reporting results

**Academic Integrity & Student Conduct Process**

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 as well as the consequences of not meeting those standards. Students participating in this process will understand the importance of the code of conduct standards within the context of the campus community.

Measured By: Post only
Results: To be reported Summer 2018
Use: Refining program/program changes; providing student feedback; refining assessment tools/SLOs; reporting results

**Peer Advisor Training**

During the Peer Advisor summer training, Peer Advisors will increase their knowledge of steps for effective program planning, and be able to articulate 3 areas to prioritize for Integrity Week program planning.

Measured By: Direct assessment without rubric; checklist
Results: To be reported Summer 2018
Use: Refining program/program changes; providing student feedback; refining assessment tools/SLOs; reporting results

**XVI. BUDGET**

Consolidated into the operating budget for Student Life & Leadership.
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 VA 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

4 Peer Advisors via VA 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
- Employ veteran and dependent VA 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 Transfer Success)
- 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
- Serve as the official point of contact for VA education benefits and Tuition Assistance as part of D.O.D.’s M.O.U.
- Select and award the Military Bridging the Gap Scholarship currently funded by the Orange County Community Foundation Orange County Real Estate Veterans Initiative & 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: 758 veterans, reservist, active duty, dependents
- Approximately 411 students are receiving federal education benefits (veterans & dependents)
- Approximately 177 veteran, reservist, and active duty students (not all are accessing benefits)

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, staffing requires 1.0 FTE Military Bridging the Gap Scholarship is established at the 2nd 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

VI. LOCATION

G304 Student Center
ZOT: 5125

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
• DOD MOU – 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 hired the first FTE Assistant Director, this only starts to address the need for more face time with students to best support them. The reality is that other campuses have anywhere from 4 to 6 staff members, either in the Veteran Resource Center (VRC) or be 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 have 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 in order for this conference to be successful a program coordinator that is responsible for executing this endeavor 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, often there is 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 who were homeless, had mental health concerns, were dealing with substance use, and had difficulties transitioning into being a student and civilian. Hiring the Certifying Official and Program Coordinator for the 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

- The current space of the VSC is not sufficient. An additional office for the Assistant Director is needed as is study space for the students. The veteran students need a self-standing space with their own door, an integrated space with other areas will not work. Although, our current space is small it still has its own un-shared space which is considered a best practice amongst Veteran Resource Centers. The VSC needs a space it can grow into not a space that is already too small for it to grow as the additional staffing needs should be met in the short-term.

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

- Recruited, hired and on-boarded the newly created Assistant Director of the Veteran Services Center.
- Secured $60k in a renewable grant from the Orange County Community Foundation (OCCF) funded by the Orange County Real Estate Veterans Initiative (OCREVI). UCI was one of five institutions invited to participate in this effort which will increase visibility throughout non-profits in the county. Funded the Military Bridging the Gap Scholarship, emergency grants for veterans and military-affiliated students and the Veterans in Higher Education course.
- The 8th Annual Veteran Appreciation Dinner was the most successful one yet. There was an increase in sponsors this year to 11 table sponsors. Due to consistent efforts in fundraising, there was a significant increase in scholarship awards to 27 students with the majority of students receiving $5k and increase from $2.5K over the past years. Almost $98k was awarded to UCI veteran students over 2016-2018.
- Successfully completed the 2016-2017 Veteran Talent Reintegration Conference 3-part series with over 80 veterans and 120 employers in attendance at the final event.

XIII. 2017-18 GOALS

- Re-launch the VetNet Ally Program.
- Submit a grant proposal to renew the OCCF OCREVI grant.
- 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.

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Veterans in Higher Education Course (SocSci 189)

As a result of the participation in 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 the course in Fall 2016.

Measured By: Direct assessment: product or observation without rubric

Results: Five students took the Veterans in Higher Education course. They submitted a five-page memo that served as a reflection paper to illustrate what resources and opportunities they took advantage of or planned to take advantage of. 80% of students took advantage of at least one resource or opportunity due to their participation in the class. Due to students’ non-veteran status, 10% did not have a chance to really take advantage of the resources as they did not all apply to them.

Use: Reporting results

2017-18:

Veteran Peer Advisor Training

As a result of the participation in the Veteran Peer Advisor Training Students will recall at least 4 VA Education Benefits. Learning will be measured with an evaluation survey in June 2018 at the completion of the training.

Measured By: Post tests

Results: To be reported Summer 2018

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

Veterans in Higher Education Course (SocSci 189)

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: Direct assessment without rubric

Results: To be reported Summer 2018

Use: Refining program/program changes; Providing student feedback; Reporting results
### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Student Life & Leadership**  
**Veteran Student Services**  
**FY 2017-2018**

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|               |   |   | 100% | 0% | 0% | 0% | 0% | 0% |          |          |
|               |   |   | Total Operational Expenses |   | 2.00 | 2 | 140,237 | 700 | - | - | 140,937 |

|               |   |   | Surplus/(Deficit) |   | - | - | - | - | - | - |

|               |   |   | Carryforward Summary |   | 683126 | - | - | 7,186 | - | - | 7,186 |

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As of 10/27/17
I. MISSION

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

MISSION

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

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

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

CORE COMPETENCIES

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

II. WORKFORCE

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

WELLNESS, HEALTH & COUNSELING SERVICES STAFF

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Career Headcount: 300
Student Staff: 563
ASSOCIATE VICE CHANCELLOR STAFF

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

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

III. SERVICES PROVIDED

WELLNESS, HEALTH & COUNSELING SERVICES

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

OFFICE OF THE CAMPUS SOCIAL WORKER

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

IV. THOSE SERVED

Students, staff, faculty and the greater UCI community.

V. HISTORY

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

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

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

VI. LOCATION

641 Aldrich Hall
ZOT: 2215

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

Office space: 921 ASF

TECHNOLOGY

Not available

EQUIPMENT

Standard office equipment

VIII. REGULATORY REQUIREMENTS

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

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

None

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS

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

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

Not applicable
## XVI. BUDGET

University of California, Irvine  
Student Affairs  
Wellness, Health & Counseling Services  
Assistant Vice Chancellor’s Office  
FY 2017-2018

### Sources of Funds

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### Operational Expenses

#### AVC-WELLNESS, HEALTH, & COUNSELING SERVICES (SF10970) 683053

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### Carryforward Summary

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**Carryforward Summary Total:** 289,753

*As of 10/27/17*
I. VISION & MISSION

VISION AND MISSION

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

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

CORE COMPETENCIES

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

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

II. WORKFORCE

MANAGEMENT TEAM

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

STAFF

Career (FTE)
Filled: 2.00 FTE
Provision: 2.00 FTE
Career FTE Total: 3.00 FTE
Career Headcount 3
Student Staff None
Grant Funded 0.5 FTE

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

III. SERVICES PROVIDED

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

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

CARE is committed to developing programs that have a direct and lasting impact on the quality of campus life. Prevention education focuses on the elimination of sexual violence on the campus, emphasizing the role of respect and communication in relationships and the absence of violence, abuse and manipulation.

Through direct intervention services and groups, the services offered by CARE have an immediate impact on the mental health and student functioning in personal, academic and social domains. The CARE office also provides peer education opportunities for students focused on developing knowledge, communication skills, leadership qualities, social awareness and empathy.

**ADVOCACY SERVICES**

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

**HOLISTIC HEALING**

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

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

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

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

**IV. THOSE SERVED**

**ADVOCACY SERVICES**

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

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

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

CONSULTATION

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

PREVENTIVE EDUCATION

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

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

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

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

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

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

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

STUDENT STATUS

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

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

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

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

CARE OUTREACH - ETHNICITY (N=965)

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

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

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

Evaluative Data Summary

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

Prevention Programming

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

Peer Education

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

Orientation

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

Connection to Services

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

Summary

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

V. HISTORY

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

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

HIGHLIGHTS

2006-07

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

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

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

2007-08

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

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

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

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

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

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

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

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

2008-09

CARE moves to new facilities in Aldrich Hall.

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

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

2009-10

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

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

2010-11

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

RTK peer educator group receives the Social Justice Anteater award.

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

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

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

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

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

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

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

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

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

RTK receives the Anteater Award for Most Innovative Program.

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

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

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

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

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

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

2012-13

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

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

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

Bystander intervention program, Green Dot, launches on campus.

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

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

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

2013-14

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

CARE joins UCOP Sexual Assault Task Force.

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

2014-15

Added an Assistant Director position.

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

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

Trained more than 20 staff members as Green Dot instructors.

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

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

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

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

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

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

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

2015-16

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

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

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

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

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

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

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

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

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

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

VI. LOCATION

G320 Student Center
ZOT: 2220

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

Student Center: 480 square feet of office space (space includes 5 offices, a conference room and work station cubicle shared with Student Wellness & Health Promotion, lobby, and kitchenette.)

Aldrich Hall: Cubicle workstation and a shared off-site storage room.

TECHNOLOGY

Not applicable

EQUIPMENT

9 desktop computers, 2 portable computers, 3 notebook computers

VIII. REGULATORY REQUIREMENTS

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

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

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

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

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

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

XI. MISCELLANEOUS

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

XII. 2016-17 ACCOMPLISHMENTS

• New Violence Prevention Coordinator hired.

• SFAC funding secured for a full time CARE Counselor.

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

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

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

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

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

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

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

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

XIII. 2017-18 GOALS

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

XIV. AWARDS

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

XV. LEARNING OUTCOMES

2016-17 Updates:

**Peer Educators**

### PROFESSIONAL & ADMINISTRATIVE SKILLS

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

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

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

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

### DIVERSITY & GLOBAL CONSCIOUSNESS

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

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

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

LEADERSHIP DEVELOPMENT

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

Measured By: Direct assessment with and without rubric

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

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

CARE Workshops

PERSONAL RESPONSIBILITY

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

Measured By: Post questionnaire

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

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

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

2017-18:

Green Dot Bystander Training

CIVIC & COMMUNITY ENGAGEMENT

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

Measured By: Post surveys

Results: To be reported Summer 2018

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

<table>
<thead>
<tr>
<th><strong>PROFESSIONAL &amp; ADMINISTRATIVE SKILLS</strong></th>
</tr>
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<tr>
<td>CARE peer educators will improve their presentation and communication skills, as measured through the direct assessment of those skills by CARE staff and coordinators in class and in CARE workshops.</td>
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<tr>
<td><strong>Measured By:</strong> Direct assessment without rubric</td>
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<td><strong>Results:</strong> To be reported Summer 2018</td>
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<td><strong>Use:</strong> Refining program/program changes; refining assessment tools/SLOs; reporting results</td>
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<tr>
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<td><strong>Results:</strong> To be reported Summer 2018</td>
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<td><strong>Use:</strong> Refining program/program changes; refining assessment tools/SLOs; reporting results</td>
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### CARE Workshops

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<tr>
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<tr>
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</tr>
<tr>
<td><strong>Use:</strong> Refining program/program changes; refining assessment tools/SLOs; reporting results</td>
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### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Wellness, Health & Counseling Services**  
**Campus Assault Resources & Education**  
**FY 2017-2018**

---

#### Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Account-Obj</th>
<th>FTE</th>
<th>Core</th>
<th>SA Assessment</th>
<th>Sales &amp; Service</th>
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#### Operational Expenses

**SA/CAMPUS ASSAULT AWARENESS PROGRAM (SF10972)**  
Account-Obj: 683056

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#### Surplus/(Deficit)

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<th>Other</th>
<th>One-time</th>
<th>Total</th>
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#### Carryforward Summary

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As of 10/27/17
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  Interim Director, Campus Recreation
Janet Konami  Associate Director, Business
Vacant  Associate Director, Facility Operations
Adrienne Buckingham  Directory of Clubs Sports and Special Events
Courtney Burkes  Director of Fitness and Wellness

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

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

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

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

IV. THOSE SERVED

University community and affiliates

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

V. HISTORY

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

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

1988 Department moved under Student Affairs Division.

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

1996 Physical Education disestablished.

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

2007 Campus Recreation moved under Division of Student Affairs.

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

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

**FACILITIES**

- See Campus Recreation Facilities and Special Events

**TECHNOLOGY**

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

**EQUIPMENT**

- OmniPrint digital garment printer
- Heat press

VIII. REGULATORY REQUIREMENTS

Not applicable

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

Major Equipment Managed:

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

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS
• Implement ACHIEVE program
• Re-evaluate quarterly schedule change and implement changes
• Collaborate with the Medical Center to establish and state of art fitness center at the Medical Center.
• Collaborate with the School of Medicine to establish the culinary medicine class to be taught at the ARC.
• Collaborate with Student Health to establish educational workshop and complementary medicine offerings.

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Team Challenge

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

Measured By: Direct assessment: product or observation without rubric, Other

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

Use: Reporting results

2017-18:

Student Staff 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 tests, post surveys, checklists, direct assessment without rubric (product or observation)

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

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

VISION

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

MISSION

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

CORE COMPETENCIES

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

II. WORKFORCE

MANAGEMENT TEAM

Adrienne Buckingham  Director of Club Sports and Special Events

STAFF

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

Student Staff
Student:  9 Employees
Volunteer:  220 Volunteers

Other: Non-Student
Volunteer:  44 Volunteers

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

- Facilitation of 40 Club Sport teams for practices, individual and dual competitions and tournaments
- Student Club Officer training
- Volunteer Coach orientation

IV. THOSE SERVED

Undergraduate and graduate students

V. HISTORY

1965  Program began. Shared facilities with Intercollegiate Athletics and Physical Education.

1980-1999  Program maxed out due to facility limitations
2000  Indoor sports experienced growth with the opening of the ARC
2001  Growth in all Club Sport programs with the hiring of the first full-time Club Sport Director
2002  Significant growth in outdoor sports with the opening of the ARC Sports Field complex
2009  Liability insurance coverage for all official Club Sport activities was provided by the Office of the President.
2012  Establishment of Club Sports Council
2014  Club Sport Spirit Initiative referendum passed providing an increase in financial support from the UCI undergraduate student body.
2017  Athletic trainer position hired as a result of UCOP head injury prevention funding.

VI. LOCATION
Anteater Recreation Center
680 California Ave.
ZOT: 4515

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

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

**TECHNOLOGY**
- See Campus Recreation Services

**EQUIPMENT**
- Rugby Goals
- Soccer Goals
- Lacrosse Goals

VIII. REGULATORY REQUIREMENTS
Not applicable

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

IX. ADVISORY COMMITTEE

**Anteater Club Sports Officers’ Council:**

<table>
<thead>
<tr>
<th>Executive Board</th>
<th>Meagan Wong, Audrey Tate, Xyza Balangue, Rachel Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members</td>
<td>40 members (1 representative from each Club Sport)</td>
</tr>
</tbody>
</table>

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

XI. MISCELLANEOUS

Statistics (2016-17):
- 40 Club Sport teams/1,729 student members
- 3,298 practices/9,597 practice hours
- 297 contests
- 63 tournaments

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS

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

XIV. AWARDS

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

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Club Sport Officer Training

LEADERSHIP DEVELOPMENT

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

Measured By: Pre and post tests
Results: To be reported
Use: Purpose: Reporting results
I. VISION & MISSION

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

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

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

II. WORKFORCE

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

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

Contract  1

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

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

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

- Weight Equipment Orientation and Training
- Personal Training
- Group Exercise
- Fitness Testing
- Massage Therapy
- Nutritional Instruction
- ARC Juice Bar
- Faculty and Staff Wellness
- Outreach Educational Activities

IV. THOSE SERVED

- Undergraduate and graduate students
- Faculty, staff and retirees
- Alumni and Affiliates

V. HISTORY

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

VI. LOCATION

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

FACILITIES

• See Campus Recreation Facilities and Special Events

TECHNOLOGY

• See Campus Recreation Services

EQUIPMENT

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

VIII. REGULATORY REQUIREMENTS

Not applicable

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

IX. ADVISORY COMMITTEE

Campus Wellness Partnership

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

Statistics (2016-17):

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

XII. 2016-17 ACCOMPLISHMENTS
• Provided 10 Stress Resilience Training sessions
• Implemented 33 Functional 45 exercise classes per week
• Expanded Bod Pod testing to include men’s and women’s volleyball teams at UCI
• Implementation of the Wellness on Track program through funding from LCFF
• Selected to co-lead the physical activity subgroup for the Healthy Campus Initiative
• Increased WorkStrong participation by 20%
• Expanded the FitSquad program and services by increasing offerings to 4 classes each week at main campus
• Matched UCI WorkStrong best practices to UCOP WorkStrong Center of Excellence
• Provided leadership and mentorship opportunities to all WorkStrong staff
• Initiate department outreach for injury prevention with five new departments
• Designed and implemented a cost-sharing program with HR at the UCIMC

XIII. 2017-18 GOALS
• Host three Schwinn Certifications for staff continuing education
• Implement a basic Group Exercise Teacher Training program
• Implement Know Your AGE training – Alert, Gregarious & Efficient – to student staff
• Design and implement a training program for UCI Esports athletes
• Implement a fee structure for F45 classes
• Increase collaborations with other UCI departments to bring wellness programs to the campus community
• Begin providing services for a partnership with the County of Orange Workers Compensation
• Create a functional temporary WorkStrong space at UCIMC
• Conduct a research study or collaborate on a research study with other campus departments
• Implement a targeted fitness program for tactical officers on campus in collaboration with UCI Wellness

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending
2017-18:

**Club Sport Officer Training**

**LEADERSHIP DEVELOPMENT**

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

**Measured By:** Pre and post tests  
**Results:** To be reported Summer 2018  
**Use:** Purpose: Reporting results

**Personal Training Sessions**

**PERSONAL RESPONSIBILITY**

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

**Measured By:** Pre and post tests  
**Results:** To be reported Summer 2018  
**Use:** Program improvement; providing participant feedback; reporting results

**Physical Activity Appreciation**

**PERSONAL RESPONSIBILITY**

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

**Measured By:** Pre and post surveys; one-on-one interviews; focus groups  
**Results:** To be reported Summer 2018  
**Use:** Using in planning and/or budgeting; refining program/program changes; refining assessment tools/SLOs; reporting results
WELLNESS, HEALTH & COUNSELING SERVICES
CAMPUS RECREATION
INTRAMURAL SPORTS

I. VISION & MISSION

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

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

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

II. WORKFORCE

MANAGEMENT TEAM
Andrew Christopher Director, Intramural Sports

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

Student Staff
- 12 Intramural Supervisors
- 75 Intramural Officials

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED
- Competitive and recreational league play
- Championship and elimination tournaments
- Individual meet events
- Special event tournaments
- Official training, development and evaluation

IV. THOSE SERVED
- Undergraduate and graduate students
- Faculty and staff
- Undergraduate and graduate academic departments
• Clubs and organizations
• Greek organizations
• Housing communities
• International student organizations

V. HISTORY

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

VI. LOCATION

Anteater Recreation Center
ZOT: 4515

VII. ASSETS  Major facilities, technologies, and equipment

FACILITIES

• See Campus Recreation Facilities & Special Events

TECHNOLOGY

• See Campus Recreation Services

EQUIPMENT

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

VIII. REGULATORY REQUIREMENTS

Not applicable

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

IX. ADVISORY COMMITTEE

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

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

Statistics (2016-17):

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

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-2018 GOALS

- Present a topic at the regional conference; develop a topic to present at a national conference
- Implement more sessions and classroom training material focused on applicable life skills: customer service, conflict resolution, problem solving/critical thinking, resume/interview basics, etc.
- Improve officials’ training and develop techniques by recording and evaluating referee video from IM Sports games
- Work with Club Sports to determine the scope and possibility of moving towards a Competitive Sports model, and/or cross-train student employees
- Quantify and correlate data collected from our Participant Satisfaction Survey to understand and better meet the needs of the population
- Represent UCI and NIRSA Region VI at the National Flag Football Tournament
XIV. AWARDS

Not available

XVI. LEARNING OUTCOMES

2016-17 Updates:

Pending

2017-18:

Referee Training Program

PROFESSIONAL & ADMINISTRATIVE SKILLS

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

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

Results: To be reported

Use: Refining program/program changes, Providing participant feedback, Reporting results
I. VISION & MISSION

VISION

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

MISSION

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

CORE COMPETENCIES

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

II. WORKFORCE

MANAGEMENT TEAM

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

STAFF

Career FTE & Career Headcount included in Campus Recreation Services section

Contract                     2 Appointments

Student Staff               
  2 Facility and Equipment Assistants

Other: Non-Student          
  2 Instructional Assistant
  24 Recreation Program Instructors
  34 Volunteer Assistants

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

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

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

V. HISTORY

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

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

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

Move from OCC Facility to Marina Park and program transition period

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

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

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

**TECHNOLOGY**
- See Campus Recreation Services

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

VIII. **REGULATORY REQUIREMENTS**

Not applicable

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

IX. **ADVISORY COMMITTEE**

Not applicable
X. MAJOR ISSUES

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

XI. MISCELLANEOUS

Statistics (2016-17):

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

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS

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

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Mental focus with regular rock climbing

LEADERSHIP DEVELOPMENT

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

Measured By: Post surveys

Results: To be reported Summer 2018

Use: Reporting results

Problem solving skills with regular rock climbing

LEADERSHIP DEVELOPMENT

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

Measured By: Post surveys

Results: To be reported Summer 2018

Use: Reporting results

Happiness with outdoor participation

CIVIC & COMMUNITY ENGAGEMENT

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

Measured By: Post surveys

Results: To be reported Summer 2018

Use: Reporting results
I. VISION & MISSION

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

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

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

II. WORKFORCE

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

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

Student Staff  28 hourly RPI (Recreation Program Instructor appointments)

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

For Organization Chart, see end of Campus Recreation section.

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

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

Early 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 and Special Events

TECHNOLOGY
- See Campus Recreation Services

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

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

IX. ADVISORY COMMITTEE
Not applicable

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

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

XII. 2016-17 ACCOMPLISHMENTS
• Successfully added 3 additional weeks to Summer Camp program, bringing the total to 8 weeks
• Added 2 new Summer Camp programs: Athlete Performance and Yoga & Swim camps
• Introduced ‘Intermediate’ camps for Lacrosse and Badminton
• Extended Summer Swim program with 4th session
• Hired and trained 4 new Summer Camp Head Instructors and 12 Assistant Instructors
• Continued Youth Camp Council adding representatives from Nursing Science, Esports, Center for Neurobiology, and additional representative from CFEP.
• Held in-person Praesidium training for Youth Camp Staff
• Successfully moved to online evaluation forms for Instructional Classes
• Successfully trained over 105 faculty/staff in CPR/AED & first aid
• Successfully trained over 500 CPR/AED UCI members
• Trained and certified over 150 Housing Resident Advisors and Housing Assistants in CPR & first aid
• Provided CPR/First Aid certification to over 100 Master of Arts in Teaching candidates in the School of Education
• In collaborations with Human Resources, successfully conducted 3 CPR parent workshops
• Completed safety swim test for 20 Orange County Girl Scouts
• 1400 individuals participated in one of 50 hands-on cooking classes
• Joined the Food Access & Security Workgroup to help develop UC President Napolitano’s vision on the UCI campus
• Presented at the 2nd annual CHEF summits (California Higher Education Food Summit) about teaching kitchens
• Developed new kids cooking camp lesson plan that covers more techniques and discussion about the science of cooking to help diminish the cost of supplies
• Worked with the Blum Center on developing sustainable cooking topics classes that were led by guest chef Roger Feely
• Helped develop and cook menu for the Global Compassion Summit
• Created new partnerships with corporations including BEHR, Bausch and Lomb, UDR, BANC of California, Lincoln Motor Company, Atomi Financial
• Created partnerships with new community groups: Big Brothers Big Sisters of Orange County, Wounded Warriors, El Camino College, Sage Hill School, Jewish Women’s Group, Tech Trek, Simon Family Foundation, Japanese Business Association
• Started Conversation Kitchen in winter 2017
• Started Illuminations Cooking with the Professor in fall 2016
• Started cooking classes in Campus Village community kitchen
• Joined the food pantry initiative, and will be spending time weekly at the pantry giving cooking advice
• Joined the Healthy Campus Initiative

XIII. 2017-18 GOALS

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

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

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

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

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

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

II. WORKFORCE

MANAGEMENT TEAM
Greg Rothberg Director
Trac Lam Coordinator
Micah Ramsay Field Turf Specialist
Quintin Posey Groundskeeper
Geoff Repass Maintenance Mechanic
Paul Marino Maintenance Mechanic
Robert Vega Building Mechanic
Johnathan Olvera Special Event Manager
Jackie Alcazar Operations Manager
Melanie Driesen Operations Manager
Dominic Haws
Jake Soto Custodial Supervisor
Maricruz Martinez Custodian
Alexis Gonzalez Custodian
Gerardo Yanez Custodian
Enrique Alducin Custodian
Lorena Bermudez-Herrera Custodian
Isela Reyes Custodian
Magdelena Barbosa Custodian
STAFF

Career FTE & Career Headcount included in Campus Recreation Services section

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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
Not applicable

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

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

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

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

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

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

XIV. AWARDS

XV. LEARNING OUTCOMES

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

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

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

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

II. WORKFORCE

MANAGEMENT TEAM
Jason Ryba  Team Challenge Director
Jessica VanRoo  Culinary Recreation Director

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

For Organization Chart, see end of Campus Recreation section.

III. SERVICES PROVIDED

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

IV. THOSE SERVED

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

V. HISTORY

2002 Purchased a portable low ropes box and started offering a fledgling program to campus housing units and student organizations
2003 Hired a full-time expert to expand Team Challenge
2007 Built Team Up Odyssey Course and began offering High Ropes challenge programs
2013 Reached roughly 5000 participants in one year of programming

VI. LOCATION

Anteater Recreation Center
ZOT: 4515

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES
• ARC Odyssey High Ropes Course

TECHNOLOGY
• Not available

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

VIII. REGULATORY REQUIREMENTS

Not applicable

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

IX. ADVISORY COMMITTEE

Not applicable

X. MAJOR ISSUES

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

XI. MISCELLANEOUS
Statistics (2016-17):

- Student groups 36
- University departments 7
- Community groups 66
- Corporate groups 31
- Total participants 4,170

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS

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

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

**Team Challenge LEADERSHIP DEVELOPMENT**

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

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

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

**Use:** Reporting results
2017-18:

Team Building Program

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

Measured By: Focus groups

Results: To be reported Summer 2018

Use: Providing student feedback
## XVI. BUDGET

University of California, Irvine  
Student Affairs  
Wellness, Health & Counseling Services  
Campus Recreation  
FY 2017-2018

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Total Operational Expenses                        | 35.60       | 36  | 273,361    | -    | 1,758,000      | 7,184,260  | -     | -        | 9,215,621|

Surplus/(Deficit)                                 | -           | -   | -          | -    | -             | -          | -     | -        | -       |

**Carryforward Summary**                          |             |     |            |      |               |            |       |          |         |

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As of 10/27/17
Department of Campus Recreation
University of California, Irvine
2017-2018 Organizational Chart
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, and our Wellness Room provides students with a dedicated space to practice these techniques to help manage the various forms of stress in their lives. The room is open all day for drop-in use and is a safe and comfortable environment to practice meditation, breathing, guided visualization and other stress-management techniques/activities.
Alcohol and other drug use can be another barrier students experience to their academic success. The Center for Student Wellness & Health Promotion is a primary referral source for students who may have challenges in these areas. Our trained staff provides services including a weekly Alcohol Awareness Class, Brief Alcohol Screening and Intervention for College Students (BASICS), individual consultations for other drugs, and smoking cessation support (especially critical as the campus recently implemented the new tobacco-free policy). These services are intended as early intervention techniques and strategies to ensure students are successful in pursuit of their academic and personal goals.

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

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

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

II. WORKFORCE

MANAGEMENT TEAM

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<td>Beth England-Mackie</td>
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<td>8</td>
</tr>
<tr>
<td>Grant/Contract</td>
<td>0</td>
</tr>
<tr>
<td>Student Staff</td>
<td>6 Student Employees</td>
</tr>
</tbody>
</table>

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

III. SERVICES PROVIDED

The Alcohol and Other Drug (AOD) Program & Services

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

**Sexual & Relationship Health Program & Services**

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

**Wellness Programs & Services**

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

**Nutrition Programs & Services**

The Center for Student Wellness & Health Promotion has a Registered Dietician/Nutritionist. This half-time position is split between the CSWHP and the Student Health Center. While working in the Center for Student Wellness & Health Promotion the RDN will provide outreach education on nutrition-related topics, consult with students individually who want to discuss their dietary needs/questions, provide training to our peer educators who present nutrition-related workshops, and develop nutrition-related materials and resources. The RDN will also take over the rebuilding and advisement of our student group
IMAGE (Image Management Awareness, Growth and Education). This student organization provides the campus with both passive and active education focused on developing and maintaining a positive body image. This organization also seeks to provide students on campus with resources and information around disordered eating.

**Mental Health Awareness Programs**

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

**Other Programs & Services**

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

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

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

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

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

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

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

IV. THOSE SERVED

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Outreach Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 CSWHP Outreach Overview</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Attendance</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>SPOP 2015 Presentations (9)</td>
<td>4,618</td>
</tr>
<tr>
<td>SPOP Resource Fairs (11)</td>
<td>285</td>
</tr>
<tr>
<td>Anteater Involvement Fair</td>
<td>50</td>
</tr>
<tr>
<td>Open House</td>
<td>75</td>
</tr>
<tr>
<td>International Student Colloquium</td>
<td>50</td>
</tr>
<tr>
<td>Summer Tabling</td>
<td>25</td>
</tr>
<tr>
<td>iHealth Fair</td>
<td>550</td>
</tr>
<tr>
<td>Fall Tabling</td>
<td>174</td>
</tr>
<tr>
<td>Winter Tabling</td>
<td>123</td>
</tr>
<tr>
<td>Spring Tabling</td>
<td>349</td>
</tr>
<tr>
<td>De-Stress Fest</td>
<td>200</td>
</tr>
<tr>
<td>Love My Life Event</td>
<td>60</td>
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<tr>
<td>ASUCI Orientation</td>
<td>150</td>
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<tr>
<td>ASUCI HIV Testing Promotion</td>
<td>200</td>
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<tr>
<td>Alcohol Awareness Tabling</td>
<td>66</td>
</tr>
<tr>
<td>Destress Fest</td>
<td>1,090</td>
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<tr>
<td>Zot Health Fair &amp; CSWHP Promotion</td>
<td>35</td>
</tr>
<tr>
<td>Smart Eater’s Series</td>
<td>288</td>
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<tr>
<td>New U Expo</td>
<td>30</td>
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<tr>
<td>Winter Tabling</td>
<td>92</td>
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<tr>
<td>Meet the RA’s</td>
<td>99</td>
</tr>
<tr>
<td>Public Service Fair</td>
<td>50</td>
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<tr>
<td>Networking Event</td>
<td>9</td>
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<tr>
<td>Public Health Summit</td>
<td>60</td>
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<tr>
<td>Career Center Staff Meeting</td>
<td>15</td>
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<tr>
<td>Love Healthy Event (Verano Housing)</td>
<td>20</td>
</tr>
<tr>
<td>Wellness Class</td>
<td>11</td>
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<tr>
<td>Take Back the Night/CARE</td>
<td>200</td>
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<tr>
<td>National Nutrition Month Campaign</td>
<td>170</td>
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<td>ASUCI Mental Health Conference</td>
<td>162</td>
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<tr>
<td>Wellness Outreach RR</td>
<td>260</td>
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<tr>
<td>Farmer’s Market</td>
<td>25</td>
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<tr>
<td>Sustainability Foods Fair</td>
<td>180</td>
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<tr>
<td>Let’s Be Blunt Event</td>
<td>130</td>
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<tr>
<td>Pause for a Cause/World No Tobacco Day</td>
<td>63</td>
</tr>
<tr>
<td>Bartender School</td>
<td>45</td>
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<tr>
<td>CSHWP Promotion/Personal Story/Athletics</td>
<td>325</td>
</tr>
<tr>
<td>Goal Setting Workshops</td>
<td>13</td>
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<tr>
<td>Celebrate UCI</td>
<td>225</td>
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<tr>
<td>Staff/Faculty Health Fair</td>
<td>35</td>
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<tr>
<td>Planned Parenthood Training</td>
<td>13</td>
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<tr>
<td>Campus Representatives Program</td>
<td>25</td>
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<tr>
<td>International Students of Excellence Dinner</td>
<td>50</td>
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<tr>
<td>HPV Clinics (Collaboration w/ SHC)</td>
<td>137</td>
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<tr>
<td>Sex Positivity Tabling</td>
<td>110</td>
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<tr>
<td>LCFF Dinner</td>
<td>46</td>
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<td>Wellness in the Park</td>
<td>225</td>
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<tr>
<td><strong>Programs &amp; Services</strong></td>
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</table>
Consultations 243
Lactation Station 69
Office Visits 640
HIV Testing 99
Condom Co-Op 3,175
Healthy Tune-Up Workshops 6,225
Total Outreach 20,758

2016-17 CSWHP Workshop Participants Overview

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

<table>
<thead>
<tr>
<th>Workshop Titles</th>
<th>Total Presentations</th>
<th>Total Participants</th>
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</thead>
<tbody>
<tr>
<td>Alcohol Awareness</td>
<td>36</td>
<td>234</td>
</tr>
<tr>
<td>Alcohol HTU</td>
<td>11</td>
<td>566</td>
</tr>
<tr>
<td>Bystander/Step Up</td>
<td>3</td>
<td>209</td>
</tr>
<tr>
<td>Nutrition</td>
<td>12</td>
<td>299</td>
</tr>
<tr>
<td>Body Image</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>36</td>
<td>2,897</td>
</tr>
<tr>
<td>Stress/Self-Care</td>
<td>41</td>
<td>751</td>
</tr>
<tr>
<td>Time Management</td>
<td>5</td>
<td>156</td>
</tr>
<tr>
<td>Financial Wellness</td>
<td>9</td>
<td>161</td>
</tr>
<tr>
<td>Mental Health</td>
<td>8</td>
<td>123</td>
</tr>
<tr>
<td>Other Drugs</td>
<td>6</td>
<td>685</td>
</tr>
<tr>
<td>TIPS</td>
<td>5</td>
<td>67</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>179</strong></td>
<td><strong>6,225</strong></td>
</tr>
</tbody>
</table>
CONSULTATIONS 16-17

ETHNICITY

GENDER
• The Center for Student Wellness & Health Promotion serves both undergraduate and graduate students.

• The Center for Student Wellness & Health Promotion actively participates in the UCI Wellness and Safety Partnership, CCR Team, AOD Task Force, Veterans Task Force, Smoke/Tobacco-Free Policy Committee and many other campus committees and groups.

• Nearly all members of the Center for Student Wellness & Health Promotion staff participate in at least one community coalition and/or task force.

• The Center for Student Wellness & Health Promotion has included outreach efforts to graduate students:
  o Several discussions, workshops and other efforts with AGS regarding graduate student needs and concerns.
  o Participation in Graduate Student Orientation.
  o Various presentations or collaborations for the Graduate Resource Center, Graduate Housing and Graduate Division.

• Various staff develop and maintain ongoing working relationships with academic departments, either providing workshops, practicum/field-study opportunities or other collaborative programs.

V. HISTORY

• The catalyst for Health Education was a CPR training program started in Student Health Services in the mid-1980’s. Dr. Gerry Sinikin also supported a peer education program that sponsored an annual health fair for students. Dr. Sinikin funded the fairs for many years as he chaired the Irvine Health Foundation.

• Greek Advisor Ellen Reibling was awarded one of the first Fund for the Improvement of Post-Secondary Education (FIPSE) grants for alcohol prevention programs in 1987. At the same time, David Souleles was developing an HIV/AIDS Education program for the Dean of Students Office. They joined forces in 1990 and opened Health Education in the Gateway Building adjacent to Aldrich Park. Thomas Parham, Assistant Vice Chancellor, established the department as independent in 1994 when the Counseling and Health Services Cluster was formed, and named Ellen Reibling the first director. The department moved into an expanded area when the Phase IV Student Center renovation was completed in Fall 2008. The number of career positions has grown from 2.5 FTE to as many as 8.0 FTE, and is currently at 6.10 FTE.

• The department has sponsored an annual health fair since 1994. Health Education was awarded two regional dissemination grants in the early 1990s to help other campuses establish alcohol prevention programs, providing consultations to CSU Fullerton, CSU Long Beach, Loyola Marymount, UC Riverside and University of La Verne before their programs were established. The department also distributed a student publication called the "Project Aware Resource Bin" which sold more than 200 copies. UCI Health Education hosted one regional and two national prevention meetings in the mid 1990’s, and this tradition is continuing today. Peer education programs have been offered for academic credit from Education, Social Ecology and Social Sciences with emphasis on alcohol (Students to Enhance Peer Sobriety or STEPS) and general health (Community Peer Health Educators). The Center for Student Wellness & Health Promotion now has its own formal Peer Educator program, managed by our Wellness & Peer Education Programs Manager. The program consists of three topic-based groups: Alcohol and Other Drugs (AOD), Sexual Health and Wellness. The department has also supported four student organizations: IMAGE (Body image awareness), START (Tobacco), RADD Crew (alcohol education and DUI prevention) and Active Minds (emotional health).

• The department has been significantly supported by grants throughout its history, and funders have included US Department of Education (FIPSE and Office of Safe and Drug Free Schools), Substance
Abuse and Mental Health Administration (SAMHSA), National Collegiate Athletic Association (NCAA), California Office of Traffic Safety, California Department of Alcohol and Drug Programs, Irvine Health Foundation, Community Alliance Network and California Tobacco Control Section. For many years, Health Education hosted AIDS Walk Orange County, and was the only prevention organization receiving an annual grant allocation.

- In June 2015, after celebrating its 25th Anniversary as the Health Education Center, the department officially changed its name to the Center for Student Wellness & Health Promotion in order to align itself with American College Health Association (ACHA) and Council for the Advancement of Standards in Higher Education (CAS) standards and guidelines, and the field of health promotion in general.

- The Center for Student Wellness & Health Promotion continues to be a national leader in hosting regional and national events. In February of 2013, we hosted the California Statewide Wellness & Health Promotion Directors meeting. In November 2015, the campus hosted the national Active Minds College Mental Health Conference due to the success of our campus Active Minds Chapter. In May of 2016, the campus hosted the national Step Up! Bystander Facilitator Training Conference.

VI. LOCATION

G319 Student Center South
ZOT: 6125

- The department moved into this expanded area when the Phase IV Student Center renovation was completed in fall 2008, and now shares some space with Campus Assault Resources & Education (CARE) as of fall 2011.

- The Center for Student Wellness & Health Promotion is located on the same floor as key Student Affairs departments including Student Life & Leadership; the Lesbian, Gay, Bisexual and Transgender (LGBT) Resource Center; International Student Center; Veteran Services; and Hospitality & Dining Services. This strengthens our ability to serve students’ needs as well as effectively partner with colleagues on projects and initiatives.

VII. ASSETS Major facilities, technologies, and equipment

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

TECHNOLOGY

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

EQUIPMENT

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

VIII. REGULATORY REQUIREMENTS

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

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

IX. ADVISORY COMMITTEE
Not applicable

X. MAJOR ISSUES

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

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

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

XI. MISCELLANEOUS
Not available

XII. 2016-17 ACCOMPLISHMENTS

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

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

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

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

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

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

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

XIII. 2017-18 GOALS

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

XIV. AWARDS

• Jody Margolis, Registered Dietitian/Nutritionist, received an Outstanding Supporters of Prevention Award from the Irvine Prevention Coalition for her work on campus.
• Our Active Minds Chapter also received an Outstanding Supporters of Prevention Award for their outstanding work on campus, raising awareness about student mental health and reducing stigma around help-seeking behavior.

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Peer Health Educators

LEADERSHIP DEVELOPMENT

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

Measured By: Direct assessment without rubric; post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results

Peer Health Educators

PROFESSIONAL & ADMINISTRATIVE SKILLS

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

Measured By: Direct assessment without rubric; post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results

CSWHP Workshops

CIVIC & COMMUNITY ENGAGEMENT

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

Measured By: Post surveys

Results: To be reported Summer 2018

Use: Refining program/program changes; reporting results
### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Wellness, Health & Counseling Services**  
**Student Wellness & Health Promotion**  
**FY 2017-2018**

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As of 10/27/17
University of California, Irvine
Center for Student Wellness & Health Promotion
2017-18 Organizational Chart

Doug Everhart
Director
(1.0 FTE)

Beth England-Mackie
Assistant Director
Sexual & Relationship Health Programs Manager
(1.0 FTE)

Field Study & Practicum Students

Natalie D’Azzo
Wellness & Peer Education Programs Manager
(1.0 FTE)

Peer Health Educators

Vacant
AOD Programs Manager
(1.0 FTE)

Marketing Assistants
(Advisor to START & Active Minds)

Jasmine Blackburn
Marketing Coordinator
Emotional Well-Being Programs Manager
(0.60 FTE)

Jody Margolis
Registered Dietician/Nutritionist
(0.25 FTE)

Daniela Santoro
Department Coordinator
(1.0 FTE)

Program Assistants & Volunteers

Michelle Nishida
Financial & Personnel Analyst
(0.20 FTE)

In the absence of the Director, the Assistant Director is in charge.

Updated: August 1, 2017
I. VISION & MISSION

VISION
Not available

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

CORE COMPETENCIES

- All teachers and directors have Child Development Permits, issued by the California Commission on Teacher Credentialing.

- Four of our site directors have Master’s Degrees: two in Early Childhood Education, one in Human Development, one in Social Work, and with an emphasis on Children & Families. One site director has a Bachelor’s Degree in Child and Family Studies.

II. WORKFORCE

MANAGEMENT TEAM

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<tr>
<td>Laura Finley-Sanbrano</td>
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<td>Lisa Martinez</td>
<td>Business Manager</td>
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<td>Wenli Lin</td>
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<td>Teresa Hoveland</td>
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<td>Neli Iotzova</td>
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<td>Julie Bookwalter</td>
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<td>Leslie Josephson</td>
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<td>Amy Swee</td>
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STAFF

Career (FTE)

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Career Headcount  50

Student Staff 100+ employees

Other  None

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

III. SERVICES PROVIDED

Early Care and Education Programs

IV. THOSE SERVED

Students, staff, faculty and community
V. **HISTORY**

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

VI. **LOCATION**

Child Care Services  
501 Adobe Circle Road  
ZOT: 2250

Children’s Center  
6533 Adobe Circle Road

Early Childhood Education Center (ECEC)  
501 Adobe Circle Road

Extended Day Center  
6537 Adobe Circle Road

Infant Toddler Center  
533 California

Verano Preschool  
3300 South Verano Road

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

**FACILITIES**

- Children’s Center: 2,065 ASF  
- Early Childhood Education Center: 6,523 ASF  
- Extended Day Care Facility: 2,701 ASF  
- Infant Toddler Center: 10,299 ASF  
- Verano Preschool: 1,433 ASF  
  TOTAL: 23,021 sq. ft.

**TECHNOLOGY**

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

**EQUIPMENT**

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

VIII. **REGULATORY REQUIREMENTS**

Child Care Services regulatory requirements are:

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

2) **Title 22** – California Department of Social Services. This also dictates what we do.
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 Appendix A at the end of the book.

IX. ADVISORY COMMITTEE

Child Care Services Advisory Committee:

<table>
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<tr>
<th>Chair</th>
<th>Doug Haynes – Vice Provost for Academic Equity, Diversity &amp; Inclusion; Professor, History; Director, ADVANCE Program</th>
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<tbody>
<tr>
<td>Vice-Chair</td>
<td>David Meyer – Professor, Sociology</td>
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</table>

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

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

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

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS
- Continue NAEYC Accreditation process for Infant Toddler Center and Children’s Center.
- Introduce new staff employee policy and procedure handbook
- Review mission statement and implement guiding principles/core values for department
- Update website
- Renovate and repair playground at Children’s Center

XIV. AWARDS
Not available

XV. LEARNING OUTCOMES

2016-17 Updates:
Pending

2017-18:

Student Employees/Peer Educators Collaborative Assessment

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

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

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

Measured By: Pre and post surveys; checklist

Results: To be reported Summer 2018

Use: Reporting results
### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Wellness, Health & Counseling Services**  
**Child Care Services**  
**FY 2017-2018**

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**Surplus/(Deficit) 1,157,517**

As of 10/27/17
Child Care Services
Organization Chart  r. 5/2017

Associate Vice Chancellor
Student Affairs/Health & Wellness
M. Holmes

Director
Child Care Services
L. Finley-Sanbrano

Business Office
Administrative Analyst
L. Martinez

Administrative Office

Children’s Center
Site Director
L. Bae

Extended Day
Site Director
J. Bookwalter

Infant Toddler
Site Director
T. Hoveland

ECEC Center
Site Director
W. Lin

Verano Preschool
Site Director
A. Nica

Student Assistants

Sr. Custodian
A. Osuguera

Custodian
D. Luna
S. Morales

Floating Sub
P. Butler
M. Condrey
C. Narikawa
T. Okinkaka
C. Vichis

Asst III
L. Hargreaves

Asst I
S. Acosta

Practicum Teachers

SAO II
K. Merritt
C. Paole

SAO II
V. Vicquemeau

SAO II
N. Jotova
S. Embry

SAO II
K. Boag
M. Brooks-Bey
K. Dang
D. McPartian
F. Rountree
S. Schwabe
K. Turley

SAO I
D. Gilagad
D. Tsai

SAO I
V. Vicquemeau

SAO I
Y. Liao

SAO I
N. Jotova
S. Embry

SAO I
C. Alboucher
V. Canaliat
L. Head
V. Trinh
Vacant

SAO I
C. Alboucher
V. Canaliat
L. Head
V. Trinh
Vacant

SAO I
C. Alboucher
V. Canaliat
L. Head
V. Trinh
Vacant

Practicum Teachers

Teaching Assts

Teaching Assts

sub Teachers

Sub Teachers

Volunteers

Volunteers

Sub/Prac Teachers/Teaching
Assts/Vol

Volunteers

Volunteers

Receptionist
A. Lee

Receptionist
A. Lee

Receptionist
A. Lee

Volunteers

Volunteers

Volunteers

Volunteers

Volunteers

Volunteers

Volunteers

Volunteers

Verano Preschool
Site Director
A. Nica

University of California, Irvine
CHILD CARE SERVICES

Approved by: _______________________
Aug 2017
I. VISION & MISSION

VISION

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

MISSION

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

CORE COMPETENCIES

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

II. WORKFORCE

MANAGEMENT TEAM

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

STAFF

Career (FTE)

Filled: 29.3 FTE (includes administrative support and licensed professionals)
Provision: 6.8 FTE

Career FTE Total: 37.1 FTE

Career Headcount: 41

Student Staff: Volunteer only

Other

Interns: 4.0 Interns
Limited: 0.2
Contract: Employees

Other Total: 7.8

For Organization Chart, see end of Counseling Center section.

III. SERVICES PROVIDED

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

IV. THOSE SERVED

• UC Irvine undergraduate, graduate and professional school students
  ○ Total student population = 35,242 (Fall 2017) – All services
WELLNESS, HEALTH & COUNSELING SERVICES
COUNSELING CENTER

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


V. HISTORY

1970 Counseling Center opened in fall

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

1997 Decentralized services to the School of Medicine

2004-05 Transitioned to electronic medical records

2007-08 Implemented psychiatry consultation service at the Counseling Center

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

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

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

2011 Awarded state-funded Student Mental Health Initiative ($537,992) – CalMHSA

Counseling Center Peer Review process initiated

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

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

Decentralized services to the School of Medicine are centralized

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

Integrated learning disability assessment into Counseling Center services

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

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

2015 Counseling Center Annex in Student Center opens in fall

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

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

VI. LOCATION

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

VII. ASSETS Major facilities, technologies, and equipment

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

TECHNOLOGY
Point and Click electronic record Software

EQUIPMENT
Standard office equipment: computers, copier, fax

VIII. REGULATORY REQUIREMENTS

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

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

IX. ADVISORY COMMITTEE

UCI Counseling Center Governance

X. MAJOR ISSUES

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

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

XI. MISCELLANEOUS

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

XII. 2016-17 ACCOMPLISHMENTS

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

XIII. 2017-18 GOALS

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

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

XV. LEARNING OUTCOMES

2016-17 Updates:

Student Employees/Peer Educators Collaborative Assessment

<table>
<thead>
<tr>
<th>PROFESSIONAL &amp; ADMINISTRATIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

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

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

Use: Providing student or participant feedback; reporting results

2017-18:

Creating Options and Conquering Hurdles (COACH) – Peer Program

<table>
<thead>
<tr>
<th>PROFESSIONAL &amp; ADMINISTRATIVE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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

Results: To be reported Summer 2018

Use: Providing student feedback; reporting results
### Description Account-Obj FTE Head count Core SA Assessment Sales & Service Referendum Other One-time Total

**Sources of Funds**

<table>
<thead>
<tr>
<th>Description</th>
<th>Account-Obj</th>
<th>FTE</th>
<th>Head count</th>
<th>Core</th>
<th>SA Assessment</th>
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<th>Referendum</th>
<th>Other</th>
<th>One-time</th>
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<tbody>
<tr>
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#### Operational Expenses

**COUNSELING SERVICE (OS11264 SF10988)**

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<th>SA Assessment</th>
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<th>One-time</th>
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<th>Sales &amp; Service</th>
<th>Referendum</th>
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<th>One-time</th>
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<th>One-time</th>
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**Carryforward Summary**

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**Summary**

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<th>Core</th>
<th>SA Assessment</th>
<th>Sales &amp; Service</th>
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<th>Other</th>
<th>One-time</th>
<th>Total</th>
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</tbody>
</table>

**342**

**As of 10/27/17**
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingrid Fahr</td>
<td>Interim Director</td>
</tr>
<tr>
<td>vacant</td>
<td>Assistant Director/Disability Specialist</td>
</tr>
<tr>
<td>Somphone Eno</td>
<td>Assistive Technology Manager</td>
</tr>
</tbody>
</table>

STAFF

<table>
<thead>
<tr>
<th>Category</th>
<th>Filled</th>
<th>Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career (FTE)</td>
<td>5.85 FTE</td>
<td>0 FTE</td>
</tr>
</tbody>
</table>

Career FTE Total: 5.85 FTE

Non-FTE Career: 7.15

Headcount: 12

Student Staff: 22 part time and approximately 125 Notetakers per quarter

Other: See supplemental material

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

KEY ELEMENTS OF ENGAGEMENT

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

III. SERVICES PROVIDED

The Disability Services Center provides and coordinates:

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

HOURS OF OPERATION

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

REGULAR SERVICES

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

PROGRAMS

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

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

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

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

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

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

### IV. THOSE SERVED

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

**UNIVERSITY OF CALIFORNIA**
**SERVICES TO STUDENTS WITH DISABILITIES**

<table>
<thead>
<tr>
<th>Number of Students Served 2015-2016</th>
<th>Campus: IRVINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLIENT TYPE:</strong></td>
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</tr>
<tr>
<td>Permanent</td>
<td>973</td>
</tr>
<tr>
<td>Temporary</td>
<td>166</td>
</tr>
<tr>
<td>Pending</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1,139</td>
</tr>
</tbody>
</table>

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

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

V. HISTORY

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

VI. LOCATION

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

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

Approximately 3,000 sq. ft.

TECHNOLOGY

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

EQUIPMENT

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

VIII. REGULATORY REQUIREMENT ISSUES

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

IX. ADVISORY COMMITTEE

Not Available

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

STUDENTS SERVED

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Permanently Disabled</th>
<th>Temporarily Disabled</th>
<th>Totals</th>
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<td></td>
<td>Undergrad</td>
<td>Grad/Prof.</td>
<td>Undergrad</td>
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<tr>
<td>PHYSICAL DISABILITIES:</td>
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<tr>
<td>Vision - Blind</td>
<td>1</td>
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<tr>
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<tr>
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<td>COMMUNIC. DISABILITIES</td>
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Number of Students Served 2016-17
### COGNITIVE DISABILITIES

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<th>Grad/Prof.</th>
<th>TOTALS: (unduplicated)</th>
<th>TOTALS: (Undergrad + Grad/Prof.)</th>
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<tr>
<td>Learning Disability</td>
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<td>20</td>
<td>70</td>
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<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
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<td>49</td>
<td>234</td>
<td>1,269</td>
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<tr>
<td>Acquired/Traumatic Brain Injury</td>
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<td>Autism/Asperger’s Syndrome</td>
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<td><strong>294</strong></td>
<td><strong>166</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
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<td><strong>188</strong></td>
<td><strong>1,455</strong></td>
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</tbody>
</table>

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

#### XII. 2016-17 ACCOMPLISHMENTS

- Facilitated 6 Anteater Ally programs, an adaption of the disability Ally program for student leaders, training over 300 students to become disability allies
- DSC staff served on various campus search committees, affinity committees and task forces, such as Coordinated Compliance Review Team, Veteran task force, Veteran Reintegration Conference Series, Electronic Accessibility, Inclusion and Accessibility, Student Affairs Strategic Plan, Black Gala.
- Facilitated eight Disability Ally Trainings to faculty, staff and numerous departmental trainings on disability related issues, training over 200 to become disability allies
- DSC staff presented papers at regional and national conference and symposiums.
- Disability Services Faculty Handbook update: Providing Access for Students with Disabilities
- Launched the inaugural presentation of the Disability Scholarship program and provided two students with a $1000 award

#### XIII. 2017-18 GOALS

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

#### XIV. AWARDS

Not available

#### XV. LEARNING OUTCOMES

**2016-17 Updates:**

Pending
2017-18:

Anteater Ally Workshop

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

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

**Results:** To be reported Summer 2018

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

Program Development

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

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

**Results:** To be reported Summer 2018

**Use:** Refining program/program changes; providing student feedback; reporting results
### XVI. BUDGET

**University of California, Irvine**  
**Student Affairs**  
**Wellness, Health & Counseling Services**  
**Disability Student Services**  
**FY 2017-2018**

#### Sources of Funds

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| Summation                         |             |     |            |      |               |                |            |       |          | 18,917   |

As of 10/27/17
# Disability Services Center

**MSP II**  
**Interim Director**  
Ingrid Fahr

**MSP I**  
**Interim Assistant Director**  
Somphone Eno

**SAO 3 EX**  
_Senior Disability Specialist_  
Lisha Yi, Rosezetta Henderson, Cheng Ko, Ashley Fletcher, Shannon Walter

**MSO I**  
_Business Manager_  
Johnny Chu

**SAO II**  
_Test Proctoring Coordinator_  
Jose Sagrero

**Admin Analyst**  
_Accommodations Data Analyst_  
Scott Serrantino

**Admin Analyst**  
_Accommodations Coordinator (Notes)_  
Jenna Roberts

**Student Assistant 4**  
_Evening Test Supervisor/Tutor_  
Vacant

- 7 Student Assistants  
- 11 Student Drivers  
- 2 Student Interns

**Admin Specialist**  
_Brace/AT Specialist_  
Vacant

**Admin Specialist (0.5 FTE)**  
_Brace/AT Specialist_  
Jessie Vasquez

**7 Student E-Text Editors**

**10 Limited Appointment Translators for the Deaf & American Sign Language Interpreters**
I. VISION & MISSION

VISION

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

MISSION

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

CORE COMPETENCIES

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

II. WORKFORCE

MANAGEMENT TEAM

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

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

STAFF

Career (FTE)

Filled: 111 FTE
Provision: 22 FTE

Career FTE Total: 133 FTE

Career Headcount 133

Student Staff 6 Employees

Other School of Nursing, Psychiatry, and Sports Medicine residents

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

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

IV. THOSE SERVED

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

V. HISTORY

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

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

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

VI. LOCATION

501 Student Health
ZOT: 5200

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

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

VII. ASSETS Major facilities, technologies, and equipment

FACILITIES

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

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

VIII. REGULATORY REQUIREMENTS

- COLA
- AAAHC accreditation
- HIPAA
- FERPA

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

IX. ADVISORY COMMITTEE

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

X. MAJOR ISSUES

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

XI. MISCELLANEOUS

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

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

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

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

XIII. 2017-18 GOALS

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

XIV. AWARDS

Not available

XV. LEARNING OUTCOMES

2016-17 Updates:

Appointments made and kept by students with SHC primary care providers

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

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

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

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

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

**PERSONAL RESPONSIBILITY**

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

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

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

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

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

**PERSONAL RESPONSIBILITY**

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

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

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

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

**2017-18:**

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

**PERSONAL RESPONSIBILITY**

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

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

**Results:** To be reported Summer 2018

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

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

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

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

**Results:** To be reported Summer 2018

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

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

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

**Results:** To be reported Summer 2018

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

University of California, Irvine  
Student Affairs  
Wellness, Health & Counseling Services  
Student Health Center  
FY 2017-2018

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| | | | | | | | | | | 0% |
| | | | | | | | | | | 0% |
| | | | | | | | | | | 39,158,639 |

| **Operational Expenses** | | | | | | | | | | |
| SA/STUDENT HEALTH-ADMIN G & A (OS11223) | 683054 | - | - | - | - | - | - | - | - |
| Salaries & General Assistance | 683054-1/2 | 4.00 | 4 | - | - | - | - | - | 314,245 |
| Supplies | 683054-3 | - | - | - | - | - | - | - | 314,245 |
| Employee Benefits | 683054-6 | - | - | - | - | - | - | - | 90,000 |
| General Expenses | 683054-7 | - | - | - | - | - | - | - | 108,500 |
| Reserve for Salary Adjustments | 683054-8 | - | - | - | - | - | - | - | 108,500 |
| SA/STUDENT HEALTH-ANCILLARY SERVICES (OS11232) | 683062 | - | - | - | - | - | - | - | - |
| Salaries & General Assistance | 683062-1/2 | 5.05 | 6 | - | - | - | - | - | 340,000 |
| Supplies | 683062-3 | - | - | - | - | - | - | - | 577,522 |
| Employee Benefits | 683062-6 | - | - | - | - | - | - | - | 577,522 |
| General Expenses | 683062-7 | - | - | - | - | - | - | - | 95,000 |
| Reserve for Salary Adjustments | 683062-8 | - | - | - | - | - | - | - | 95,000 |

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**Carryforward Summary**

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As of 10/27/17
Administrative Services Current Structure as of August 2017
UCI
STUDENT HEALTH CENTER

Medical Services Current Structure
as of August 2017
UCI
STUDENT HEALTH CENTER

Albert Chang, MD
Medical Director

Uillian Lawrence
Administrative Specialist

George Huang, DO
Lead Physician Ancillary Services
1 FTE

Vivien Chan, MD
Chief of Psychiatry Services
6.75 FTE

Brigette Lao
Clinical Nurse Mgr. Admin. Nurse
1 FTE

Senior Lead Physician
Primary Care & Specialty Vacancy, 1 FTE

Lan Nguyen
Sr. Radiology Tech.
1 FTE

Moa Kham
Radiology Tech. (PD)

John Mangonon
Radiology Tech. (PD)

Robert Malinao
Radiology Tech. (PD)

Kristine Cajucan
Radiology Tech. (PD)

Kevin Kwang
Radiology Tech. (PD)

John Shioya, Pharm D.
Manager, Pharmacy (Pharmacist In charge)

Nancy Hitomi
Pharmacist (PD) 0.1 FTE

Lamont Vuong
Pharmacist (PD) 0.3 FTE

Pharmacist (PD) Vacancy

Student Employee Vacancy

Gia Duong
Student Employee

Student Employee Vacancy

Kit King Chan "Barbara"
Pharmacist (PD) 0.3 FTE

Alexander Tabares
Pharmacy Tech. 1 FTE

John Pok
Pharmacist (PD) 0.3 FTE

 newArr
Sr. Pharmacist Vacancy 1 FTE

Brenda Tran
Student Employee

Loan Truong
Phlebotomist 1 FTE

Diane Kaguni, CLS
Clinical Lab SCI 0.6 FTE

Clinical Lab SCI Vacancy 0.6 FTE

Hanna Nguyen
Phlebotomist Limited .4 FTE

Clinical Lab SCI Vacancy 0.4 FTE

Rania Bou-Ismael
Clinical Lab SCI .6 FTE

Ancillary Services Current Structure
as of August 2017

Approval Initials: Date: 9/2/17
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<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 488(l) amends 20 U.S.C. 1092</td>
</tr>
<tr>
<td>3</td>
<td>Auxiliary Services</td>
<td>Student Affairs Technology</td>
<td>International Center</td>
<td>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 Elucian’s International Student &amp; Scholar Management application to manage the program. Student Affairs Technology works closely with the International Center on this process.</td>
<td>Department of Homeland Security</td>
<td><a href="http://www.ice.gov/sevis/">http://www.ice.gov/sevis/</a></td>
<td>Ongoing</td>
</tr>
<tr>
<td>4</td>
<td>Auxiliary Services</td>
<td>Student Center</td>
<td>Student Center/Minority Cross-Cultural Center Facilities</td>
<td>Fee is to go toward covering the cost of construction, operation, and maintenance of the student center.</td>
<td>Student</td>
<td>Student Body Fee Referendum</td>
<td>See attached</td>
</tr>
<tr>
<td>5</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Bus Love Fee Referendum</td>
<td>Establishment of Anteater Express Fee - Routes, New Buses, Disability Services</td>
<td>Student</td>
<td>Fee Initiative passed April 2013</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Express Shuttle</td>
<td>Requires drug and alcohol testing for commercial drivers</td>
<td>Federal</td>
<td>Department of Transportation (DOT)</td>
<td><a href="http://www.dot.gov/restrictive">http://www.dot.gov/restrictive</a></td>
</tr>
<tr>
<td>7</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Express Shuttle</td>
<td>Requires monitoring of the driving records of commercial drivers-Employer Pull Notice-(EPN)</td>
<td>State</td>
<td>Department of Motor Vehicles (DMV)</td>
<td><a href="http://www.dmv.ca.gov/vehindustry/epn/employers/htmlback">http://www.dmv.ca.gov/vehindustry/epn/employers/htmlback</a></td>
</tr>
<tr>
<td>8</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Express Shuttle</td>
<td>Enables Student Government to conduct road testing of commercial drivers Commercial Licensing Testing Program-(ETP)</td>
<td>State</td>
<td>Department of Motor Vehicles (DMV)</td>
<td><a href="http://www.dmv.ca.gov/vehindustry/etp/etpinfo.html">http://www.dmv.ca.gov/vehindustry/etp/etpinfo.html</a></td>
</tr>
<tr>
<td>9</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Express Shuttle</td>
<td>Annual facilities/records/equipment audit. California Vehicle Codes: 34501.12, 34505.5</td>
<td>State</td>
<td>California Highway Patrol (CHP)</td>
<td><a href="http://www.leginfo.ca.gov/cgi-bin/statutes/si-2020s/index.html">http://www.leginfo.ca.gov/cgi-bin/statutes/si-2020s/index.html</a></td>
</tr>
<tr>
<td>10</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Express Shuttle</td>
<td>Requires the installation of diesel particulate traps on diesel buses</td>
<td>State</td>
<td>California Air Resources Board (CARB)</td>
<td><a href="http://www.arb.ca.gov/diesel/factsheets/in-userenfor.pdf">http://www.arb.ca.gov/diesel/factsheets/in-userenfor.pdf</a></td>
</tr>
<tr>
<td>11</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Measure S Fee Referendum</td>
<td>Expansion of the ASUCI Express Shuttle program</td>
<td>Student</td>
<td>Fee Referendum dated February 7, 2006</td>
<td>Ongoing</td>
</tr>
<tr>
<td>12</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Associated Student Fee</td>
<td>Establishment of Associated Student Fee</td>
<td>Student</td>
<td>Fee Initiative passed April 2009</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>T.G.I.F. Fee</td>
<td>Establishment of T.G.I.F. Fee</td>
<td>Student</td>
<td>Fee Initiative passed April 2009</td>
<td>Ongoing</td>
</tr>
<tr>
<td>14</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Measure U Fee Referendum</td>
<td>Establishment of New University Fee - Operations</td>
<td>Student</td>
<td>Fee Initiative passed April 2013</td>
<td>30-Jun-18</td>
</tr>
<tr>
<td>15</td>
<td>Auxiliary Services</td>
<td>Student Government &amp; Student Media</td>
<td>Associated Student Fee</td>
<td>Establishment of Associated Student Fee</td>
<td>Student</td>
<td>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</td>
<td>30-June-47 unless voted on to renew</td>
</tr>
<tr>
<td>17</td>
<td>Enrollment Services</td>
<td>Admissions</td>
<td>Articulation</td>
<td>A higher education institution must publicly disclose its transfer of credit policies, including criteria related to transfer of credit earned at another institution.</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 488(l) amends 20 U.S.C. 1092</td>
</tr>
<tr>
<td>19</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Requires comprehensive counseling to borrowers who are entering and exiting the institution</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 493 amend 20 U.S.C. 1094</td>
</tr>
<tr>
<td>20</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Insure that institution follows code of conducts when dealing with program participation and report to Education Department on the amount an employee has been reimbursed for advisory board service.</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 401 amends 20 U.S.C 1070a(b)</td>
</tr>
<tr>
<td>21</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Insure that the Pell Grant guidelines are followed</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 401 amends 20 U.S.C 1070a(b)</td>
</tr>
<tr>
<td>22</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Insure students with disabilities are granted flexibility to waive Title IV eligibility criteria.</td>
<td>Federal</td>
<td>HEOA</td>
<td></td>
</tr>
<tr>
<td>Cluster</td>
<td>Department</td>
<td>Program affected by mandate</td>
<td>Explanation of the mandate</td>
<td>Type</td>
<td>Agency</td>
<td>Website/Source*</td>
<td>End Date</td>
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<tr>
<td>23</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Requires an IHE whose cohort default rate meets or exceeds newly specified threshold percentage in any fiscal year to establish a default prevention task force to prepare a plan to remedy the situation and revise such plan if the school's failure continues for a second consecutive fiscal year. Raises, from 25% to 30%, beginning in FY2012, the cohort default rate at which IHEs become ineligible for title IV student loan programs if they meet or exceed such rate for each of the three most recent fiscal years. Raises from .0375 to .0625 the Federal Family Education Loan (FFEL) and DL participation rate index figure excepting from title IV student loan ineligibility based on its high cohort default rate any IHE that equals or falls below the participation rate index for any of the three most recent fiscal years. Requires school serving as FFEL lenders and lenders serving as school trustees to provide annual compliance audits to the Secretary. Effective 2012.</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 436</td>
</tr>
<tr>
<td>24</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Federal Work-Study (FWS) Programs. Requires IHEs receiving FWS grants to give priority to employing students in educating and training the public about evacuation, emergency response, and injury prevention strategies relating to natural disasters, acts of terrorism, and other emergencies.</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 443</td>
</tr>
<tr>
<td>25</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Requires IHEs and contractors with which the Secretary has agreements under the Direct Loan (DL) program to comply with the loan disclosure requirements imposed on lenders under the FFEL program.</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 451</td>
</tr>
<tr>
<td>26</td>
<td>Enrollment Services</td>
<td>Financial Aid</td>
<td>All</td>
<td>Revises requirements for student eligibility for title IV assistance, including requiring the IHE to determine, for each student who is not a high school graduate, that the student has the ability to benefit from the education or training it offers, upon satisfactory completion of six credit hours or the equivalent coursework applicable to a degree or certificate it offers.</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 485(a)(3)</td>
</tr>
<tr>
<td>27</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Fees</td>
<td>In-state tuition rates for armed forces members, spouses, and dependent children whose domicile or permanent duty station is in the same state and modifies the treatment of veterans’ benefits in calculating needs</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 114 amends 20 U.S.C. 1015</td>
</tr>
<tr>
<td>28</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Readmission</td>
<td>The act provides a right to readmission for veterans in certain circumstances and modifies the treatment of veterans’ benefits in calculating needs</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L. section 487 amends 20 U.S.C. 1088</td>
</tr>
<tr>
<td>29</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Records</td>
<td>Provides student right to privacy of institutional records</td>
<td>Federal</td>
<td>DOE</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>30</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Records</td>
<td>Provides public access to institutional records</td>
<td>State</td>
<td>California Government Code</td>
<td>California Information and Practices Act: California State Code 6250-6270</td>
</tr>
<tr>
<td>31</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Student Conduct</td>
<td>Governs student conduct policies and protocols</td>
<td>UC/UCI</td>
<td>Student Conduct Policies: <a href="http://www.dos.uci.edu/conduct/uci_policy.php#130.00">http://www.dos.uci.edu/conduct/uci_policy.php#130.00</a></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Final Exam Policy</td>
<td>Requires educational institutions to implement a religious accommodation policy for final exams</td>
<td>CA</td>
<td>Education Code</td>
<td>Religious Accommodation: California State Education Code section 62940</td>
</tr>
<tr>
<td>34</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Student Conduct</td>
<td>Governs various policies and regulations for students</td>
<td>UC</td>
<td>UCOP</td>
<td>UC Policies and Regulations Applying to Students: <a href="http://policy.ucop.edu/">http://policy.ucop.edu/</a></td>
</tr>
<tr>
<td>36</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Records</td>
<td>Provides students at any of the three California higher education arms to cross enroll for one course per term at another of the arms</td>
<td>State</td>
<td>SB1914</td>
<td>California Higher Education cross enrollment: <a href="http://www.education.uci.edu/calteach/pdf/CrossEnrollment.pdf">http://www.education.uci.edu/calteach/pdf/CrossEnrollment.pdf</a></td>
</tr>
<tr>
<td>37</td>
<td>Enrollment Services</td>
<td>Registrar</td>
<td>Fees</td>
<td>Governs fee payment and refund policies</td>
<td>UC</td>
<td>UCOP</td>
<td>Tuition and Fees Payment and Refund Policies: <a href="http://www.ucop.edu/operating-budget/fees-and-enrollments/other-fee-information/payment-refunds.html">http://www.ucop.edu/operating-budget/fees-and-enrollments/other-fee-information/payment-refunds.html</a></td>
</tr>
<tr>
<td>Cluster</td>
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<td>Explanation of the mandate</td>
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<tr>
<td>40</td>
<td>Student Life &amp; Leadership Programs</td>
<td>Orientation</td>
<td>Provide information to students about domestic violence, dating violence, sexual assault,</td>
<td>Federal</td>
<td>Violence Against Women Act</td>
<td><a href="http://policy.ucop.edu/dos/4000385/SHSV">http://policy.ucop.edu/dos/4000385/SHSV</a></td>
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<tr>
<td></td>
<td>New Student and Leadership Programs</td>
<td></td>
<td>stalking and disseminate policies describing the protections, resources, and services</td>
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<td></td>
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<td>available to victims to help them safely continue their education.</td>
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</tr>
<tr>
<td>41</td>
<td>Student Life &amp; Leadership Programs</td>
<td>New Student and Leadership Programs (SPOP) and International Student Orientation (ISO)</td>
<td></td>
<td>Student Affairs</td>
<td>Students Affairs</td>
<td><a href="http://www.dos.ucir.edu/orientation/">http://www.dos.ucir.edu/orientation/</a></td>
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<td></td>
<td>First year freshman students are required to attend a mandatory orientation program to</td>
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<td>receive academic advising and register for courses</td>
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<tr>
<td>42</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Create, register, validate or cancel, and update SEVIS Record for new and transfer</td>
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<td>students. Report any changes in personal info or academic status, change of address of</td>
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<td>employer, early graduation, etc. as well as report student graduation and program</td>
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<td>completion.</td>
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<tr>
<td>43</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Create, register, validate or cancel, and update SEVIS Record for new and transfer</td>
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<td>students. Report any changes in personal info or academic status, change of address of</td>
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<td>employer, early graduation, etc. as well as report student graduation and program</td>
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<td>completion.</td>
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<tr>
<td>44</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Create SEVIS Record to issue visa document</td>
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<td>45</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Register (F-1) or Validate (J-1) SEVIS initial record within 30 days</td>
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<td>46</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Cancel SEVIS record or report non-enrollment if student/scholars does not report</td>
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<tr>
<td>47</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>F-1 international students</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Active Student Report Each Quarter</td>
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<tr>
<td>48</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Update the draft transfer-in record to initial status for students and scholars</td>
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<td></td>
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<td></td>
<td>transferring from other institution</td>
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<tr>
<td>49</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>F-1 and J-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Report on initial record of transfer student or scholar</td>
<td></td>
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</tr>
<tr>
<td>50</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Report on change of status students or defer by program start date</td>
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<tr>
<td>51</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td></td>
<td>Report students graduation and program completion</td>
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<td>52</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>General: report changes in personal information or academic status, change of address</td>
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<td>of name or dependent's name, early graduation</td>
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<td>53</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>F-2 Dependents</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/schools/existing_schooll/controll.htm">http://www.ice.gov/sevis/schools/existing_schooll/controll.htm</a></td>
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<td>Issue visa documents for dependents</td>
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<td>54</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security; Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.html">http://www.ice.gov/sevis/factsheet/061605dsoreporting.html</a></td>
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<td>Update the draft transfer-in record to initial status for students and scholars</td>
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<td>transferring from other institution</td>
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<td>Cluster</td>
<td>Department</td>
<td>Program affected by mandate</td>
<td>Explanation of the mandate</td>
<td>Type</td>
<td>Agency</td>
<td>Website/Source*</td>
<td>End Date</td>
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<tr>
<td>55</td>
<td>Student Life &amp; Leadership International Center</td>
<td>P-1 and J-1 international students and scholars</td>
<td>Report on initial record of transfer student or scholar Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security, Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm">http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm</a></td>
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<tr>
<td>56</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 and F-1 international students and scholars</td>
<td>Report on change of status students or defer by program start date Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm">http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm</a></td>
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<tr>
<td>58</td>
<td>Student Life &amp; Leadership International Center</td>
<td>F-1 international students</td>
<td>Apply for reinstatement Federal</td>
<td></td>
<td><a href="http://www.ice.gov/sevis/schools/existing_schools/index.htm">http://www.ice.gov/sevis/schools/existing_schools/index.htm</a> - NAFSA Advisor's Manual Section 3.30 Reinstatement to F-1 Status</td>
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<td>60</td>
<td>Student Life &amp; Leadership International Center</td>
<td>F-1 international students</td>
<td>Report changes in employer and periods of non employment for OPT student Federal</td>
<td>US Immigration and Customs Enforcement/Department of Homeland Security</td>
<td><a href="http://www.ice.gov/sevis/schools/existing_schools/index.htm">http://www.ice.gov/sevis/schools/existing_schools/index.htm</a></td>
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<td>61</td>
<td>Student Life &amp; Leadership International Center</td>
<td>F-1 international students</td>
<td>Apply for reinstatement Federal</td>
<td></td>
<td><a href="http://www.ice.gov/sevis/schools/existing_schools/index.htm">http://www.ice.gov/sevis/schools/existing_schools/index.htm</a> - NAFSA Advisor's Manual Section 3.30 Reinstatement to F-1 Status</td>
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<tr>
<td>62</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Provide information, monitor insurance, authorize off-campus employment, report changes to status, extend or report termination or completion of program, &amp; submit annual reports on usage of DS-2019 Federal</td>
<td>Department of State</td>
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<td>63</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Apply for redesignation of J-1 Program every two years Federal</td>
<td>Department of State</td>
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<td>64</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Provide pre-arrival information Federal</td>
<td>Department of State</td>
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<tr>
<td>65</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Monitor insurance Federal</td>
<td>Department of State</td>
<td>NAFSA Advisor's Manual Section 4.9.3 Insurance requirements or C.F.R. Section 62.14</td>
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<tr>
<td>66</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Submit Annual Reports on usage of DS-2019 Federal</td>
<td>Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm">http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm</a></td>
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<tr>
<td>67</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Authorize off-campus employment Federal</td>
<td>Department of State</td>
<td>NAFSA Advisor's Manual Section 4.21.6 or 22 C.F.R. Section 62.23(g)(xi)</td>
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<td>68</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Extension of program participation Federal</td>
<td>Department of State</td>
<td>NAFSA Advisor's Manual Section 4.18 Extensions of program participation or 22 C.F.R. Section 62.43</td>
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<td>69</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Transfer in and out of UCI J program Federal</td>
<td>Department of State</td>
<td>NAFSA Advisor's Manual Section 4.19 Transfer to another exchange visitor program or C.F.R. Section 62.42, Section 62.76</td>
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<tr>
<td>70</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Apply for reinstatement Federal</td>
<td>Department of State</td>
<td>NAFSA Advisor's Manual Section 4.16 Reinstatement for substantive violations or 22 C.F.R. Section 62.45(c)(4)</td>
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<tr>
<td>71</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Report termination or completion of program Federal</td>
<td>Department of State</td>
<td>NAFSA Advisor's Manual Section 4.12 End of program procedures and Section 4.13 Terminating a J SEVIS record or C.F.R. Section 62.42, Section 62.76</td>
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<tr>
<td>72</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Apply for redesignation of J-1 Program every two years Federal</td>
<td>Department of State</td>
<td><a href="http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm">http://www.ice.gov/sevis/factsheet/061605dsoreporting.htm</a></td>
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<tr>
<td>73</td>
<td>Student Life &amp; Leadership International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Provide pre-arrival information Federal</td>
<td>Department of State</td>
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<td>Cluster</td>
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<td>74</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Monitor insurance</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor's Manual Section 4.9.3</td>
</tr>
<tr>
<td>75</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Submit Annual Reports on usage of DS-2019</td>
<td>Federal</td>
<td>Department of State</td>
<td><a href="http://ecfr.gpoaccess.gov/cgi/t/text/text-">http://ecfr.gpoaccess.gov/cgi/t/text/text-</a> -/cfr/fr/1-ecfr/id=329f7b1104616f4dd8c d4b1e6famvrn5dv&amp;5l=1&amp;textmode=22.1.0.1.7.37</td>
</tr>
<tr>
<td>76</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Authorize off-campus employment</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor's Manual Section 4.2.16 or 22 C.F.R. Section 62.23(1)(VIII)</td>
</tr>
<tr>
<td>77</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Extension of program participation</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor's Manual Section 4.18 Extinctions of program participation or 22 C.F.R. Section 62.43</td>
</tr>
<tr>
<td>78</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Transfer in and out of UCI J program</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor's Manual Section 4.19 Transfer to another exchange visitor program or C.F.R. Section 62.42. Section 62.76</td>
</tr>
<tr>
<td>79</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Apply for reinstatement</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor's Manual Section 4.16 Reinstatement for substantive violations or 22 C.F.R. Section 62.45(c)(4)</td>
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<tr>
<td>80</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Report termination or completion of program</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor's Manual Section 4.12 End of program procedures and Section 4.13 Terminating a J SEVIS record or C.F.R. Section 62.42. Section 62.76</td>
</tr>
<tr>
<td>81</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Report Site of Activity for research/Teaching</td>
<td>Federal</td>
<td>Department of State</td>
<td>NAFTA Advisor’s Manual Section 4.22.7 Employment in the Professor or Research Scholar Category or 22 C.F.R. Section 62.20(f)</td>
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<tr>
<td>82</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>J-1 Students &amp; Scholars</td>
<td>Report time J-1 is out of the country if over 30 days while conducting research</td>
<td>Federal</td>
<td>Department of State</td>
<td><a href="http://ecfr.gpoaccess.gov/cgi/t/text/text-">http://ecfr.gpoaccess.gov/cgi/t/text/text-</a> -/cfr/fr/1-ecfr/id=329f7b1104616f4dd8c d4b1e6famvrn5dv&amp;5l=1&amp;textmode=22.1.0.1.7.37</td>
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<tr>
<td>83</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Report material changes to terms and conditions of employment (hours, wages, job duties) &amp; File I-129, Petition for Nonimmigrant Worker, with supporting documentation</td>
<td>Federal</td>
<td>Department of Homeland Security / US Citizenship &amp; Immigration Services, Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 5 - Create &amp; Maintain LCA inspection n files, pg. 1 - US Employer</td>
</tr>
<tr>
<td>84</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>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 &amp; Training Administration</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 3-4 - Prevailing Wage Role &amp; pg. 1</td>
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<tr>
<td>85</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>File prevailing wage request form with State Workforce Agency</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 3-4 - Prevailing Wage Role</td>
</tr>
<tr>
<td>86</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Post notice of intent to file a Labor Condition Application</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DOL</td>
</tr>
<tr>
<td>87</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Notify Bargaining Unit of intent to file Labor Condition Application if position is represented</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DHS</td>
</tr>
<tr>
<td>88</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>File Labor Condition Application with The Employment &amp; Training Administration</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DOS</td>
</tr>
<tr>
<td>89</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>File I-129, Petition for Nonimmigrant Worker, with supporting documentation</td>
<td>Federal</td>
<td>Department of Homeland Security / US Citizenship &amp; Immigration Services, Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - US Employer</td>
</tr>
<tr>
<td>90</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>File prevailing wage request form with State Workforce Agency</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 3-4 - Prevailing Wage Role</td>
</tr>
<tr>
<td>91</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Post notice of intent to file a Labor Condition Application</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DOL</td>
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<tr>
<td>92</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Notify Bargaining Unit of intent to file Labor Condition Application if position is represented</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DHS</td>
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<tr>
<td>93</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>File Labor Condition Application with The Employment &amp; Training Administration</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DOS</td>
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<td>94</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>File I-129, Petition for Nonimmigrant Worker, with supporting documentation</td>
<td>Federal</td>
<td>Department of Homeland Security / US Citizenship &amp; Immigration Services, Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - US Employer</td>
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<tr>
<td>95</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Prepare travel documents for H-1 scholars in preparation of visa/consular appointment</td>
<td>Federal</td>
<td>Department of State</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 1 - DHS</td>
</tr>
<tr>
<td>96</td>
<td>Student Life &amp; Leadership</td>
<td>International Center</td>
<td>H-1B Scholars, Faculty and Staff Employees</td>
<td>Create and maintain LCA inspection file (Public Access Folder)</td>
<td>Federal</td>
<td>Department of Labor</td>
<td>&quot;Mandates-DOSAttachment&quot; - pg. 5 - Create &amp; Maintain LCA inspection n files</td>
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<td>97</td>
<td>Student Life &amp; Leadership</td>
<td>Office of Academic Integrity &amp; Student Conduct</td>
<td>Office of Academic Integrity &amp; Student Conduct</td>
<td>Sexual Assault/Sexual Harassment – Current case law indicates that universities to respond to sexual assault/sexual harassment cases within 30-60 days of report.</td>
<td>Federal</td>
<td>Department of Education</td>
<td><a href="http://www.ed.gov/policy.html">http://www.ed.gov/policy.html</a></td>
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<td>Cluster</td>
<td>Department</td>
<td>Program affected by mandate</td>
<td>Explanation of the mandate</td>
<td>Type</td>
<td>Agency</td>
<td>Website/Source*</td>
<td>End Date</td>
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<td>99</td>
<td>Student Life &amp; Leadership</td>
<td>Office of Academic Integrity &amp; Student Conduct</td>
<td>The protection of student speech and association rights</td>
<td>Federal</td>
<td>HEOA</td>
<td>P.L section 104 amends 20 U.S.C. 1011(a)</td>
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<tr>
<td>100</td>
<td>Student Life &amp; Leadership</td>
<td>Office of Academic Integrity &amp; Student Conduct</td>
<td>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</td>
<td>Federal</td>
<td>Department of Education</td>
<td><a href="http://www.ed.gov/admins/lead/safety/handbook.pdf">http://www.ed.gov/admins/lead/safety/handbook.pdf</a></td>
<td>page 17</td>
</tr>
<tr>
<td>101</td>
<td>Student Life &amp; Leadership</td>
<td>Veteran Services</td>
<td>Processing of educational benefits for veterans and dependents</td>
<td>Required to have a certifying official to process federal and state military educational benefits to 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.</td>
<td>Federal</td>
<td>US Department of Veterans Affairs</td>
<td><a href="http://www.vba.va.gov/">http://www.vba.va.gov/</a></td>
</tr>
<tr>
<td>102</td>
<td>Student Life &amp; Leadership</td>
<td>Veteran Services</td>
<td>Processing of Military Tuition Assistance programs by branches of service</td>
<td>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.</td>
<td>Federal</td>
<td>Department of Defense</td>
<td><a href="http://www.dodmou.com/">http://www.dodmou.com/</a></td>
</tr>
<tr>
<td>103</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Campus Assault Resources and Education</td>
<td>Assembly Bill 1088 requires that the campus provide information to all new students on Sexual Assault and Intimate Violence.</td>
<td>State</td>
<td></td>
<td><a href="http://leginfo.ca.gov/pub/05-06/bill/asm/ab_1051-1160/ab_1051_bill_20051007_chaptered.pdf">http://leginfo.ca.gov/pub/05-06/bill/asm/ab_1051-1160/ab_1051_bill_20051007_chaptered.pdf</a></td>
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<tr>
<td>104</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Campus Assault Resources &amp; Education</td>
<td>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.</td>
<td>Federal</td>
<td>Education Code Section 67390-67393</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops0-67390-67393.html">http://www.cde.ca.gov/ta/cr/cc/documents/cdops0-67390-67393.html</a></td>
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<tr>
<td>105</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Campus Assault Resources &amp; Education</td>
<td>a. 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</td>
<td>Contract/Grant</td>
<td>Department of Justice Office of Violence Against Women</td>
<td></td>
<td>Aug-11</td>
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<tr>
<td>106</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Victim advocacy and counseling services</td>
<td>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).</td>
<td>City</td>
<td>Orange County Chiefs’ of Police and Sheriff’s Association</td>
<td>Orange County Chiefs’ of Police and Sheriff’s Association Operational &amp; Procedural Protocol</td>
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<td>107</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Campus Assault Resources &amp; Education</td>
<td>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:</td>
<td></td>
<td></td>
<td><a href="http://caselaw.lp.findlaw.com/cacodes/edc/67390-67393.html">http://caselaw.lp.findlaw.com/cacodes/edc/67390-67393.html</a></td>
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<td>108</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Campus Recreation</td>
<td>1. Create a consistent &quot;response team&quot; model at all campuses</td>
<td>Student</td>
<td>Fee Referendum dated May 3, 1996</td>
<td></td>
<td>Ongoing</td>
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<tr>
<td>109</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Campus Recreation</td>
<td>2. Adopt systemwide investigation and adjudication standards</td>
<td>Student</td>
<td>Fee Referendum dated May 18, 1999</td>
<td></td>
<td>Ongoing</td>
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<td>110</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Child Care Services</td>
<td>3. Develop a comprehensive training and education plan</td>
<td>Contract/Grant</td>
<td>California Department of Education Child Developmental Division</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html">http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html</a></td>
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<td>111</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Child Care Services</td>
<td>4. Implement a comprehensive communication strategy to educate the community and raise awareness about UC programs</td>
<td>Contract/Grant</td>
<td>California Department of Education Child Developmental Division</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html">http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html</a></td>
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<td>112</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Child Care Services</td>
<td>5. Establish an independent &quot;confidential advocacy office&quot; for sexual violence and sexual assault on each campus</td>
<td>Contract/Grant</td>
<td>California Department of Education Child Developmental Division</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html">http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html</a></td>
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<td>113</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Child Care Services</td>
<td>6. Establish a comprehensive systemwide website with campus customization capabilities</td>
<td>Contract/Grant</td>
<td>California Department of Education Child Developmental Division</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html">http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html</a></td>
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<td>115</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Child Care Services</td>
<td>Program maintains Parent Survey data and conducts two parent conferences/year.</td>
<td>Contract/Grant</td>
<td>California Department of Education Child Developmental Division</td>
<td><a href="http://www.health.ucla.edu/alcoholdrugs/scs,11600.html">http://www.health.ucla.edu/alcoholdrugs/scs,11600.html</a></td>
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<td>116</td>
<td>Wellness, Health &amp; Counseling Services</td>
<td>Child Care Services</td>
<td>Program has &amp; maintains a current license issued by Community Care Licensing.</td>
<td>Contract/Grant</td>
<td>California Department of Education Child Developmental Division</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html">http://www.cde.ca.gov/ta/cr/cc/documents/cdops67390-67393.html</a></td>
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<td>Cluster</td>
<td>Department</td>
<td>Program affected by mandate</td>
<td>Explanation of the mandate</td>
<td>Type</td>
<td>Agency</td>
<td>Website/Source*</td>
<td>End Date</td>
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<td>117 Wellness, Health &amp;</td>
<td>Child Care Services</td>
<td>All</td>
<td>Program employs qualified staff according to &quot;California Code of Regulations&quot;. The Program</td>
<td>Contract/Grant</td>
<td>California Department of Education Child</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops">http://www.cde.ca.gov/ta/cr/cc/documents/cdops</a></td>
<td>Ongoing</td>
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<td>Counseling Services</td>
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<td>Director, Site Directors, and all teachers have the appropriate Child Development Permit,</td>
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<td>Education Child Development Division</td>
<td>et06.doc - page 10/VI-Staffing &amp; Professional Development.</td>
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<td>issued by the &quot;California Commission on Teacher Credentialing&quot;.</td>
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<td>118 Wellness, Health &amp;</td>
<td>Child Care Services</td>
<td>All</td>
<td>Program completes &quot;Environmental Rating Scales&quot; according to each age group. Score must be</td>
<td>Contract/Grant</td>
<td>California Department of Education Child</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops">http://www.cde.ca.gov/ta/cr/cc/documents/cdops</a></td>
<td>Ongoing</td>
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<td>Counseling Services</td>
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<td>&quot;good&quot; or better.</td>
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<td>Education Development Division</td>
<td>et06.doc - page 15-VII-Teaching &amp; Learning.</td>
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<td>119 Wellness, Health &amp;</td>
<td>Child Care Services</td>
<td>All</td>
<td>Program includes a nutritional component that provides nutritious meals &amp; snacks.</td>
<td>Contract/Grant</td>
<td>California Department of Education Child</td>
<td><a href="http://www.cde.ca.gov/ta/cr/cc/documents/cdops">http://www.cde.ca.gov/ta/cr/cc/documents/cdops</a></td>
<td>Ongoing</td>
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<td>Counseling Services</td>
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<td>Education Development Division</td>
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<td>121 Wellness, Health &amp;</td>
<td>Child Care Services</td>
<td>All</td>
<td>All rules &amp; regulations regarding Title 5. Refer to CCTR. Items 1-14 summarize many</td>
<td>Contract/Grant</td>
<td>California Department of Education Child</td>
<td><a href="http://www.cde.ca.gov/fg/aa/cf/ctfbc2008.asp">http://www.cde.ca.gov/fg/aa/cf/ctfbc2008.asp</a></td>
<td>Ongoing</td>
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<td>Counseling Services</td>
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<td>points.</td>
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<td>Education Development Division</td>
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<td>122 Wellness, Health &amp;</td>
<td>Child Care Services</td>
<td>All</td>
<td>SB 752 requires that all child care employees and volunteers be immunized for pertussis,</td>
<td>State</td>
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<td>Counseling Services</td>
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<td>mmr and flu</td>
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<td>123 Wellness, Health &amp;</td>
<td>Child Care Services</td>
<td>All</td>
<td>Health Schools Act. requires all child care employees that handle any type of pesticides,</td>
<td>Agency: CA Department of Pesticide Regulation</td>
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<td>Counseling Services</td>
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<td>including sanitizers be trained in IPM.</td>
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<td>124 Wellness, Health &amp;</td>
<td>Counseling Center</td>
<td>Counseling Center</td>
<td>Maintain ratio of one FTE professional staff member to every 1200 students.</td>
<td>Student Affairs</td>
<td>International Association of Counseling</td>
<td><a href="http://www.iaccscnc.org/Statement%20Regarding%20Ratios.html">http://www.iaccscnc.org/Statement%20Regarding%20Ratios.html</a></td>
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<td>Counseling Services</td>
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<td>125 Wellness, Health &amp;</td>
<td>Counseling Center</td>
<td>Counseling Center</td>
<td>Provided supervision by licensed staff for unlicensed/trainee staff</td>
<td>State</td>
<td>CA Board of Psychology</td>
<td><a href="http://www.pychcbard.ca.gov">http://www.pychcbard.ca.gov</a></td>
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<td>Counseling Services</td>
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<td>126 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Accommodations for students</td>
<td>Provide reasonable accommodations to equalize the playing field for students with</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.</td>
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<td>Counseling Services</td>
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<td>w disabilities</td>
<td>disabilities</td>
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<td>Act and Rehabilitation Act</td>
<td>794); (34 C.F.R. Part 104)ADA: Title II (42 U.S.C. SS12101</td>
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<td>127 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Support Services for</td>
<td>Required to provide support services</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>same as above; Architectural Barriers Act of 1968 (42 U.S. C. ss 4151 et seq.)</td>
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<td>Counseling Services</td>
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<td>students w disabilities</td>
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<td>Act and Rehabilitation Act</td>
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<td>128 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Campus Accessibility</td>
<td>Provide campus education to increase facility and program accessibility, eliminate</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>same as above; Architectural Barriers Act of 1968 (42 U.S. C. ss 4151 et seq.)</td>
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<td>Counseling Services</td>
<td></td>
<td>Resource</td>
<td>discrimination</td>
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<td>Act and Rehabilitation Act</td>
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<td>129 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Test Proctoring</td>
<td>Provide quiet location, extended time and other support services for students with</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.</td>
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<td>Counseling Services</td>
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<td>disabilities</td>
<td></td>
<td>Act and Rehabilitation Act</td>
<td>794);ADA: Title II (42 U.S.C. SS12101 et seq.)<a href="http://www.usdoj.gov/crt/ada/pubs/ada.txt">http://www.usdoj.gov/crt/ada/pubs/ada.txt</a></td>
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<td>130 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Notetaker Program</td>
<td>Provide qualified note takers for students who are unable to take notes due to disabilities</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>same as above; Telecommunications Act of 1996 (47 U.S.C. S 255,251(a)(2)</td>
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<td>Counseling Services</td>
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<td>Act and Rehabilitation Act</td>
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<td>131 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Language Interpreters for</td>
<td>Provide qualified American Sign Language or Real Time Captioning</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>same as above; Telecommunications Act of 1996 (47 U.S.C. S 255,251(a)(2)</td>
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<td>Counseling Services</td>
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<td>Deaf &amp; Hard of Hearing</td>
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<td>Act and Rehabilitation Act</td>
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<td>132 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Alternative Media</td>
<td>Provide alternative access to media for student with disabilities</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>same as above; Telecommunications Act of 1996 (47 U.S.C. S 255,251(a)(2)</td>
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<td>Counseling Services</td>
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<td>133 Wellness, Health &amp;</td>
<td>Disability Services Center</td>
<td>Telecommunications Relay</td>
<td>Provide telephone transmission services or other two way communication</td>
<td>Federal</td>
<td>Americans With Disabilities Amendments</td>
<td>same as above; Telecommunications Act of 1996 (47 U.S.C. S 255,251(a)(2)</td>
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<td>Counseling Services</td>
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<td>Act and Rehabilitation Act</td>
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