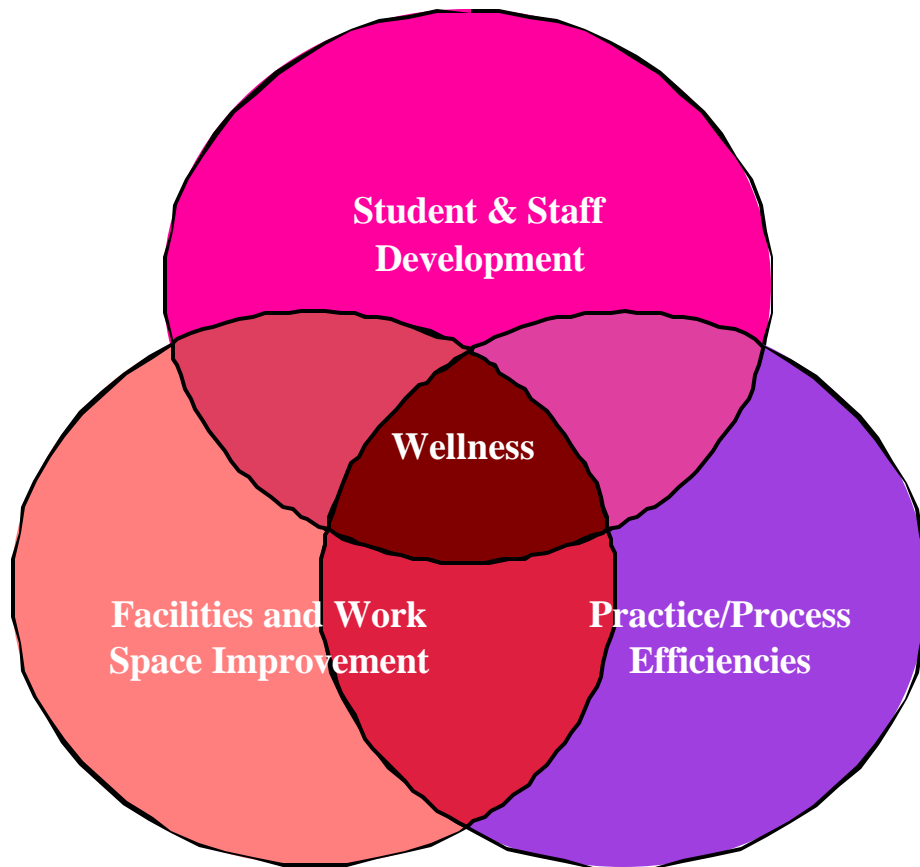
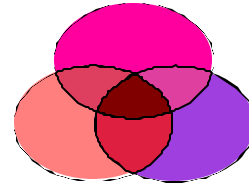


STUDENT AFFAIRS BUDGET EXECUTIVE SUMMARY



**Submitted by:
Francisco J. Hernandez
Vice Chancellor
March 15, 2001**



EXECUTIVE SUMMARY

The Division of Student Affairs is pleased to submit a response to the request for an Executive Summary and Highlights of our Divisional Plan as part of Phase 1 of the campuswide budget process.

We have conducted an extensive divisional budget consultation, and completed a preliminary draft of the updated 5-year Strategic Plan (2001-2007). Our main themes over the last five years have been **excellence and diversity**. These overarching themes will continue to guide our division over the next five years.

The following areas emerged as we contemplated the impacts of future growth and the need to maintain our quality while achieving excellence.

STUDENT AND STAFF DEVELOPMENT

Improving the student and staff experience correlates directly to improving the quality of life at the university. Our approach to this issue will require collaboration and offer benefits to all campus units.

Student Development

Student Affairs proposes to integrate and expand academic support services to increase the academic success of all UCSC students. The initial steps we have already taken include working directly with departmental faculty and staff to better coordinate all existing learning support services so students can be efficiently referred and accommodated; and expanding learning support services for all students enrolled in gateway or transitional courses. The 2000-01 initiative funds have been allocated to launch a variety of academic support programs, including Modified Supplemental Instruction, tutoring programs, new academic peer mentorship programs, and funding to provide accessible computers to students through the Learning Center. Once these steps are concluded, we propose to expand support services to additional students, including graduate students. In addition we seek to:

- Provide multiple ways for students to engage in academic and social communities
- Provide support services for under-prepared students
- Develop additional student leadership opportunities
- Increase effective working relationships with individual faculty and academic departments

- Increase access to childcare
- Increase career development opportunities for graduate and undergraduate students
- Increase internship opportunities for students

In an effort to provide students with a balanced educational experience, Student Affairs proposes to establish a focused effort on student leadership development and social responsibility. We plan to provide UC Santa Cruz students with multi-dimensional learning opportunities centered on the advancement of leadership and character-building skills. This is a comprehensive program approach to developing the “student as citizen” and is designed to integrate the university’s academic mission with issues of critical thinking, decision-making, civic responsibility, ethics, socialization, integrity, spirituality and community. Its design is based on the premise that the university has a dual purpose of producing both inspiring scholars and responsible citizens.

There are three distinctive programs that comprise the effort:

- **University Leadership Program**

The University Leadership Program has a goal of offering students a safe space to develop leadership skills through participation in four different aspects of leadership development:

- Student Leadership Certificate Program
- Emerging Leaders Conference
- Student Leadership Workshop Series
- Outdoor Leadership Retreat

- **Community Service Program**

The UC Santa Cruz Community Service Program provides students with meaningful opportunities to get involved on the campus and in broader communities. Students in this series participate in the following:

- Students for Student Voice
- Annual Student Involvement Fair
- Student Volunteer Connection
- Community Service Project Fund Distribution
- Volunteer Recognition Reception

- **Social Responsibility Program**

We will benefit UC Santa Cruz students by providing them with the tools needed to address social issues and assess their own roles in society. Students will develop a set of principles based on an ethic of personal, human, respect and responsibility, integrity, spirituality, and personal accountability. Programs supporting this facet of student development include:

- Annual Town Hall Topical Meetings
- The Responding to Hate/Bias Incidents Peer Training Program
- On-Going Diversity Education Workshop Series

Staff Development

In order to provide excellent student services and enable our organization to accommodate growth effectively, we will invest additional effort and resources to staff development, training, and wellness. Student Affairs has charged a Staff Development Task Force group with providing recommendations on how best to address staff development needs, focusing initially on “front-line” staff, and in collaboration with the Environmental Health and Safety department, Student Affairs has invested funds to address the ergonomic redesign of staff workstations.

Over the next ten years, the division will provide additional training for student services staff focusing on customer service, improving efficiency, technology needs, and improving communication. We plan to address a wide variety of factors influencing today’s staff environment including taking leadership for providing an integrated approach to campus wellness. Our goals in this area include:

- Develop an on-line health assessment for the campus community
- Improve retention of staff
- Increase productivity
- Decrease worker’s compensation claims

PRACTICE AND PROCESS EFFICIENCIES

The impact of enrollment growth and continued innovations in technology compels us to review how we deliver services to the campus. New technologies and improved business practices will provide the infrastructure, foundation and the added efficiencies necessary to accommodate our enrollment growth.

The “self-service” model referred to in the “New Business Architecture Report” highlights how technology can be used to provide expanded services, increase customer satisfaction, improve employee productivity and reduce cost. Our “70-20-10” service model goal (70% self-serve, 20% interaction with generalists and 10% interaction with specialists) also emphasizes a new “*just in time and just for me*” student expectation approach to service delivery practice.

Our first effort in this area will be to lead the implementation of the new academic information system (AIS) which will impact the entire university community (students, faculty and staff). We will continue to seek campus monetary, as well as collegial support as we move forward in our planning efforts. To prepare for the implementation of AIS and other new systems, managers need to cultivate acceptance, commit resources to redesigning business practices, and provide introductory and on-going training for employees and system users. To facilitate success and acceptance, new technologies and business practices must be simpler, more reliable, and less frustrating than their predecessors. Student Affairs plans to implement a business process review and redesign of our main “transactional” services including, but not limited to enrollment, registration,

grade processing and financial aid awards. We also plan to include other student services such as “commuter student” support needs, graduate student support needs, advising, and student employment. The goals of the practice and process redesign effort will be to:

- Improve efficiency and productivity (increasing the availability of services to “24/7”)
- Automate manual processes (room scheduling, appointment making, faculty, professional and peer advising training)
- Improve customer service (redefine the work week; increase the use of client feedback to evaluate and improve delivery of services)
- Improve quality of and access to information (tailor services to meet individual student needs via “student portal and push” technologies)
- Consolidate and standardize training (develop a curriculum for core competency levels)
- Improve intra-campus communication (develop divisional newsletters and publications)

Selective Admissions

One of the unique challenges accompanying our campus growth is the need to plan for a more selective admissions process. Currently, our admissions process consists of a test to determine whether or not a student meets minimum eligibility requirements. When the campus becomes more selective, determining minimum eligibility will be only the beginning. The “selection” part of the process will entail detailed readings and side-by-side comparisons of tens of thousands of applications. The campus will need to invest in designing a new process.

FACILITIES AND WORKSPACE IMPROVEMENT

As the campus proceeds towards meeting our enrollment targets we will need to create additional space to house our students, faculty and staff, and to provide academic support services. Our growth strategy to accommodate these additional space requirements is to continue with an aggressive building program, and to optimally maximize the space we currently have available by reconfiguring and reassigning space as necessary to meet shifting demands.

New Space

Student Housing

Student Affairs, plans to add approximately 3,000 student bed spaces by the year 2005-06. These beds will be introduced as we complete the College 9 apartments and residence halls, the “Village” relocation; College 10 residence halls; in-fill apartments at Cowell/Stevenson/Porter; and Colleges 11/12 apartments (tentative timeline for

completion is 2005-06). During this period of new bed space construction, we will also be opening the College Nine/Ten dining hall and the University Center Dining Facility.

In addition to the on campus construction program, we are also proceeding with the system-wide collaborative construction program at the UCDC Center and are partners in the development of the housing component at the Silicon Valley Center.

Locally, we have signed a 10 year master lease of the Holiday Inn in Santa Cruz that will provide 250 student bed spaces and various meeting room space beginning in Fall 2001. This additional downtown Santa Cruz site will be partnered with the University Town Center program with the goal of developing an “off-campus core” for students, faculty and staff. At this core we will be working collaboratively with partners from the campus to identify scope of services and innovative methodologies for delivery so users may access campus services and activities at the site.

Childcare Services

We also plan to expand the childcare services program. Student Affairs has borrowed funds from a state agency to acquire modular buildings for expansion of the Infant and Toddler Center and the School Age Program. We plan to build a new Campus Childcare Center to accommodate 110 children. The new center will serve the children of faculty, staff and students, plus serve some of the research needs of campus faculty.

Faculty/Staff Housing

Over the past three years the Santa Cruz campus has attempted to increase faculty housing by acquiring additional rental units and building additional for-sale homes. Currently, we are in the master plan process for the Inclusion Area D site with the goal of delivering the first units for occupancy in Fall 2003. Inclusion Area D will be a mix of for-sale and rental housing. Seventy-five percent of the housing will be for-sale 3 and 4-bedroom homes and the remaining 25% multi-family one and 2-bedroom rentals that may be converted to sell at a future date.

The campus is in the assessment process for the land resources of the area of campus that includes Inclusion Areas A, B and C, and is now being studied as the “North Campus”. We will determine whether these areas are suitable for faculty and staff housing.

In addition to the on-campus inclusion areas, we will continue to look for an assortment of off-campus housing options that include new project development and master-lease arrangements. The off-campus stock will also have a range of housing type, and a combination of for-sale and rental units.

Reconfigure/Reassign/Redesign Existing Space

Campus Downtown - “Quarry Plaza”

The Division of Student Affairs is prepared to focus a planning effort for a campus core adjacent to the new bookstore and graduate commons. The quarry amphitheater, because of its proximity to the new “campus downtown”, has the potential to become a more prominent, exciting, and accessible venue. The new campus downtown might include a multi-purpose center, a new Student Union, additional commercial shops, and meeting places. By increasing the seating capacity, and installing the lighting and stage systems, the quarry could be transformed into a campus venue for university-wide activities. Funds for this effort might come from a student referendum, registration fees, user fees, and off-campus fundraising.

Hahn Student Services Building

We plan to provide students with “One-Stop-Shopping” by relocating the Community Rentals and Housing Marketing, and Summer Session programs to Hahn, and consolidating the Student Affairs divisional administration offices in one area. Adding these services to the other services already provided at Hahn (Admissions, Registrar, Financial Aid, Housing, Cashier’s Office, Accounts Receivable and Disability Resource Center) will consolidate the number of places students have to visit on campus to transact business.

Health Center

Our Student Health Center building was created over thirty years ago to serve 6,000 students as an inpatient facility. As such, the physical design is outmoded and is very inefficient in terms of staffing and patient privacy, especially in the urgent-care clinic. Our needs in the Health Center include renovating and reconfiguring ground floor clinical space, and adding additional space to allow for expanded clinical and dental programs, psychiatry, Counseling & Psychological Services, and Health Promotion and Outreach programs. We have invested \$40,000 in two engineering and redesign studies.

SPECIAL CONSIDERATIONS

Silicon Valley Center

Though the nature of the academic programs at the center have not yet been specified, we will assume that students will require specialized services delivered on-site, as well as the ability to remotely access numerous existing campus services. As an example of traditional service delivery, we plan to expand our existing internship services to accommodate the academic and career needs of students at the center. Our goal is to have a Career and Internship Services office at the center in 2002. However, using the planning document, **Future Delivery of Student Services**, special planning efforts are underway to explore options focusing on non-traditional methods of delivering service to our students such as:

- Remote service delivery (using video-conferencing technology)
- Access to pertinent on-line student information
- Training some individuals to provide a broad range of services that span our usual organizational boundaries. For example, several generalists stationed at the Silicon Valley Center will provide course registration, financial aid services, career development, and internship placements
- Similar to what is being developed in the downtown Santa Cruz site, we will be fostering partnerships with the goal of developing an off-campus core for students, faculty and staff. At this core – we will be working collaboratively with partners from the campus to identify the scope of services and methodologies for delivery so that users may access campus services and activities at the Silicon Valley site

Year-Round Operations

Year-round operations confront the managers of student services with challenges similar to those at the Silicon Valley Center. The Silicon Valley Center poses problems because it lies forty miles away, while state-funded summer operations will fill an interval in the academic calendar when many services have traditionally been either closed or curtailed and other offices have re-focused their resources on conferences and outreach activities. Both will require managers to find creative ways to deliver a full range of services to a limited number of students in ways that do not diminish their effectiveness or increase their marginal costs. Similar to the Silicon Valley planning efforts, we plan to focus on traditional and non-traditional methods of delivering services to our students, with a principal focus being on non-traditional service delivery methods, including:

- Incorporating the “70-20-10” service model (70% self-serve, 20% interaction with generalists and 10% interaction with specialists) that emphasizes the “just in time and just for me” approach to student service delivery
- Training some individuals to provide a broad range of services that span our usual organizational boundaries
- Making prudent decisions about the level of services and office hours appropriate to the anticipated summer enrollments. (As an example, though career counseling is available eight hours per day five days a week during the regular year, that same service might be open fewer hours per day on fewer days per week during the summer.)

The current business model for operating the summer session with state funding raises some questions for support service providers. We will work closely with the Summer Session and Planning and Budget offices to develop funding mechanisms by which providers of services will be able to budget appropriately to meet student and campus needs. Student Affairs is preparing a study on appropriate levels of student services during the summer and the projected incremental costs associated with increased levels of service.

CONCLUSION

Providing adequate space and facilities, utilizing technology to improve processes, and focusing on the development of students and staff will lead our efforts to accommodate the growth of the campus. **As we grow, we will maintain our efforts to use assessment, accountability, diversity and multi-culturalism as guiding forces to shape our service delivery.**

Our funding strategy will consider the following funding options available when planning resources for the next five- and ten-year timeline:

- Carefully reviewing and realigning existing and new resources where necessary
- Cautiously and judiciously increasing the use of “fee for service,” as appropriate
- Sponsoring student referenda when opportunities exist to maximize matching resources for capital expansion
- Focusing fundraising goals to meet those outlined in our Strategic Plan
- Continuing to seek new revenue sources
- Allocating one-time funds strategically to support initiatives such as staff and student development initiatives and on-line service expansion

We look forward to the exciting and challenging years ahead. We are prepared to meet that challenge, and support the academic mission of the university.