
STUDENT AFFAIRS
LONG-RANGE BUDGET PLAN
2001-02 – 2010-11

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Division of Student Affairs Long-Range Budget Plan

Section One: General Description

The Planning Process

Over the next few years, the campus will complete its planned growth from about 10,000 students just a few years ago to its designated on-campus population of 15,000 students and thereby establish a new equilibrium in terms of size, composition, and balance of academic programs and support services. In its planning for the next five to ten years, the Division of Student Affairs has gone beyond the exercise of planning for additional resources and has instead planned more strategically about an equilibrium state for the division. Rather than asking managers to request resources to augment their own operations, we asked them to cooperate in identifying the major challenges the division needs to undertake as a team in support of the campus' overall strategic objectives.

The Provost's call for long-range divisional plans and budgets fits well with Student Affairs' process of continuous improvement. In recent years, the division has taken up the challenge adumbrated in *Future Vision: Student Services at the University of California* to streamline processes by focusing on satisfying students' desires for simple, easy access to information and services. The division has undertaken several reorganizations aimed at consolidating management, breaking down the barriers between service providers, establishing a one-stop service center, fostering rationality and continuity in student policies and procedures, and achieving cost savings on management salaries. For example, the newly re-structured Student Academic Support Services is designed to work collaboratively and directly with students to foster leadership, scholarship, and social responsibility. It unifies academic support services offered by Educational Opportunities Program, Services for Transfer and Re-entry Students, and Disability Resource Center.

As a result of our yearlong strategic planning process, the Division of Student Affairs has identified a major improvement in our planning process, as well as five programmatic thrusts.

An Improvement to Student Affairs Planning Process

Use Assessment, Evidence and Accountability as Standards for Planning and Program Development

Five Programmatic Thrusts

- Increase Student Enrollment, Retention, Progress to Degrees, and Graduation
- Implement Responsive, Student-Centered Ways of Doing Business
- Attract and Retain Quality Employees
- Expand, Upgrade, and Maintain Physical Resources and Facilities
- Strengthen the Student and Staff Mental and Physical Wellness

The next section will discuss each of these initiatives in more detail.

Use Assessment, Evidence and Accountability as Standards for Planning and Program Development

Within the division, we have realized that we need to improve decisions about the direction of existing programs and the content of new programs based on solid evidence that programs do what they are intended to do.

We will improve and further emphasize program assessment for measuring satisfaction and quality and for establishing the benchmarks for programmatic modifications and improvements. As a first step in improving program assessments, we will invite a national expert in program assessment to guide divisional managers through the process of developing new unit assessment plans. Each manager will draft a statement of intended outcomes and formulate ways to measure those outcomes.

We seek to establish a climate of evidence leading to clear communications of data, analysis, and information to both internal and external constituents. We will measure performance of our students and of our service-delivery units against prevailing campus, state and national standards. Within the domain of retention and academic success, we will partner with faculty, instructional support units and the office of Institutional Research (IR) in assessing retention factors and in measuring learning outcomes.

Increase Student Enrollment, Retention, Progress to Degrees, and Graduation

The campus is in the midst of a plan to increase enrollments to reach targets of 15,000 students on campus and 16,900 overall, with the addition of enrollments at off-campus centers and via distance education. The plans of academic departments and divisions and many other campus units depend upon expansion of enrollments and attendant budget augmentations as the foundation for future resources. The Division of Student Affairs bears responsibility for attracting, recruiting, and matriculating students. We maintain a sound partnership with the academic divisions for retaining and graduating students. As such, the division serves as the gateway to campus success.

Enrollment strategy at UCSC in the recent past relied on a simple but challenging central strategy: identify regularly admissible students, then recruit and admit them. But we have now entered a new era in which the pipeline into and through the campus has become increasingly complex. Consider the following complexities: broad efforts to reach out to diverse and representative populations of prospective students, selective admissions, new admissions procedures requiring comprehensive review of student qualifications, substantial off-campus enrollments, expansion of graduate programs, and management of enrollment pathways to ensure balance of supply and demand for particular academic programs.

Enrollment Management

The division will establish an enrollment management system designed for the synchronization of enrollment growth with the mix and size of academic programs by controlling flows of students. The primary flow is admissions/retention/graduation; the secondary flow is students' choices of majors; and the tertiary flow is their selection of individual courses and sections. If these flows are not managed skillfully, shortages and bottlenecks arise that can lead to discontent and frustration, decreased retention, and increased time to degree. We will evaluate the following mechanisms for managing flows of students into the campus and distributing them among divisions, majors, and courses:

- admissions to divisions or schools rather than general campus admission;
- balance of undergraduate vs. graduate students;
- mix of regular-year, on-campus students vs. off-campus and summer session;
- mix of full-time and part-time students;
- selectivity of admissions;
- preparedness of students;
- marketing of programs, particularly new programs;
- outreach to sub-populations of prospective students

The Division of Student Affairs will develop several models of enrollment management, including selective admissions, for discussion with the oversight committee, academic divisions and departments, and appropriate senate committees.

Student Diversity

The division will make UCSC the institution of choice for students from diverse backgrounds by actively recruiting and retaining a student body representing the population of the State of California. This effort will entail several strategies:

- promoting UCSC with accurate and consistent marketing messages;
- developing programs that effectively increase campus-wide sensitivity, understanding, and support for cultural differences among students, staff and faculty; and
- creating partnerships with local schools and diverse communities aimed at promoting a sense of ownership of and belonging to UCSC.

Student Life units and the Institute for Leadership Development and Social Responsibility are well positioned to take a lead role in assessing and reporting on general issues of campus climate and to foster a safe, welcoming environment for our students.

Affordability of a UCSC Education

The Division will safeguard the affordability of education at UCSC by increasing financial aid options to stay competitive with comparable institutions, ensuring that Financial Aid packages keep pace with the cost-of-living, and increasing student job options and associated wages to help supplement financial aid packages.

Retention

The division will ensure smooth transitions to university life and foster academic and social success. We will encourage meaningful, multiple connections with faculty, staff and the wider UCSC community, including:

- strengthening advising;
- providing engaging first-year experiences emphasizing faculty contact;
- increasing student involvement in experiential learning;
- establishing mentor programs; and
- fostering seamless transitions for transfer and re-entry students into UCSC.

The division will pursue strategies to increase year-to-year retention and graduation rates and decrease time to degree by:

- identifying and assessing students with academic difficulties,
- improving learning assistance programs, and
- monitoring student success and taking proactive steps to help students in difficulty.

For example, the Institute for Leadership Development and Social Responsibility provides our students with university-wide learning opportunities centered on leadership development, community service, and character building.

Registration-Fee-Supported Programs

Student Affairs staff together with the Student Fee Advisory Committee have developed a shared vision for programs and services essential to improving the quality of student life, improving retention, and ensuring high quality academic support.

Currently the University Registration Fee supports:

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| - Academic Information Systems (AIS) | - Child Care Services |
| - Accounts Receivable (Billing) | - Student Activities in the Colleges |
| - African American Student Life | - Community Rentals |
| - African American Theater Arts Troupe | - Community Service and Volunteer Programs |
| - Alcohol & Other Drugs Prevention Education Program | - Counseling and Psychological Services |
| - Asian American / Pacific Islander Resource Center | - Educational Opportunity Programs |
| - Bay Tree Conference Center Rooms & Media Support | - Facilities/Maintenance and Minor Capital Improvement Programs |
| - Campus Leadership Programs | - Student Activities at Family Student Housing |
| - Career Center | - Gay, Lesbian, Bisexual and Transgender Network |
| - Chancellor's Undergraduate Internship Program (CUIP) | - Gay, Lesbian, Bisexual, and Transgender Resource Center |
| - Chicano Latino Student Life Resource Center | - Graduate Commons |
| | - Graduate Student Association |
| | - Health Services |

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| - HIV Prevention Education | - Student Development and Community Service |
| - Native American Resource Center | - Student Fee Advisory Committee |
| - Office of Physical Education, Recreation, and Sports (OPERS) | - Student Media |
| - Quarry Plaza | - Student Organization Advising and Resources |
| - Rainbow Theatre | - Student Union Assembly |
| - Rape Prevention Education Program | - Students for Student Voices |
| - Registered Student Organization Support (Core Council & CEP) | - Technology Support |
| - Student Center/Student Union | - University Events Office and Arts & Lectures Programs |
| | - Women's Center |

We have laid the foundations for core student services and programs by: providing funding to build cultural, ethnic, and academic support resource centers; funding construction of new space in the Bay Tree Building; replenishing resources to the existing colleges; and providing staff and operating budget for the opening of two new colleges. In addition, we have begun to provide additional resources to support a growing graduate student population and developed training for students to be effective peer educators and tutors.

New registration fee funds will be used to meet workload needs as we add more students; meet the salary and price increases associated with growth; develop reserves for equipment replacement and building maintenance; and expand services. The division and the fee committee will invest in the infrastructure to sustain quality services as student enrollments increase steadily through 2011.

Implement Responsive, Student-Centered Ways of Doing Business

The Division of Student Affairs is committed to streamlining our business processes as outlined in *Future Visions: Student Services at the University of California*. We will emulate best practices from around the nation, particularly the 70/20/10 service model: meeting students' needs for information and rapid transactions by providing 70% of services via self service, 20% via generalists authorized to make necessary exceptions, and 10% via specialists trained in our most complex legal and procedural matters.

Our eagerness to improve business processes coincides with the need to replace an archaic Student Information System (SIS). The old system has become dangerously unstable and resistant to fixes. We have selected a new Academic Information System (AIS) that will update and expand our capacities for:

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|----------------------------|--|
| • Recruiting/marketing | • Curriculum management |
| • Admissions | • Class schedule |
| • General student records | • Course catalog |
| • Student academic records | • Faculty load |
| • Transfer articulation | • Accounts receivable |
| • Registration | • Financial aid |
| • Classroom scheduling | • Web-based access for students and campus officials |
| • Degree audit/advising | |

Implementation of AIS will require us to renovate our ways of doing business, thereby providing an opportunity to streamline and improve student services with the goal of becoming more responsive to student needs and more efficient overall. We will provide training to managers on how to manage change, manage projects, map processes, incorporate best practices, establish benchmarks, and assess client needs. Managers will use the resulting process maps to develop new job descriptions, determine future staffing needs, and design appropriate training to develop necessary new skills.

The division has already developing new ways of communicating with students via the web using a student portal. The portal will provide access from students' desktops to most campus resources, possibly including: course syllabi, course materials, grades and narratives, text book ordering, library catalogs, campus publications and policies, and appointments with instructors and professionals.

The new student portal will provide students with individual home pages, which they can customize to meet their information needs. For example, a Porter student majoring in Biology and receiving Financial Aid would have a page that includes links to Porter College, the Biology Department, and the Office of Financial Aid. In addition, students would be able to add links to UCSC departments and services, as well as convenient portal features such as news, movie listings, and weather reports. The portal will also serve as an entryway to TeleSlug, NES web, and other student information systems.

In addition to these features, a sophisticated messaging and calendaring system will also be bundled into the portal. The messaging system will allow staff to select demographic audiences (i.e., all Crown College juniors who are majoring in Engineering), post messages to the targeted students' web pages and post events to the students' personal calendars.

The student portal is one example of how the division will use new funds to improve student services. A sample prototype of the portal can be found at:

<http://oasas2.ucsc.edu/oasas/portal/>. (Visitors should log on as follows: User Name: *saguest*, Password: *saguest*)

Attract and Retain Quality Employees

Working with Staff Human Resources and others we can make the campus a better place to work.

The division will work with Staff Human Resources to increase the following activities:

- staff outreach, early orientation, and training to help with professional growth;
- specialized training for front-line staff and users of new technologies;
- affordable housing and childcare for faculty and staff;

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- systematic anonymous staff feedback to managers regarding working conditions;
 - staff engagement in innovation, collaboration, and excellence in management;
 - support for staff adapting to growth and change;
 - work-related options such as: flexible workload, training, mentoring, professional development, tele-commuting, and distributed worksites;
 - recruitment of diverse staff; and
 - planning for the impending baby-boomer retirements.

The division, working with relevant campus offices, can make the campus an “Employer of Choice” for the Central Coast, statewide, and nationally - thereby obtaining a competitive advantage in recruiting, hiring, and retaining employees.

Expand, Upgrade and Maintain Physical Resources and Facilities

The division will also plan and construct new facilities to meet needs for on-campus childcare as well as develop solutions for the urgent need for faculty and staff housing.

We will develop a “Master Plan for Student Housing” addressing the availability and affordability of housing within the context of plans for growth in undergraduate and graduate student enrollments. We will augment housing guarantees to include a two-year housing guarantee for new frosh and strive to provide sufficient on-campus housing for all students who want it. The division intends to meet student housing needs, including programs for: undergraduates, graduates, students with families, transfer and re-entry students, disabled students, and commuters.

In addition, the division will participate in the process to determine the number and size of the colleges and other housing configurations to accommodate planned growth. We will explore year-round housing needs and opportunities, explore opportunities for partnerships to develop privatized housing developments in inclusion areas and off-campus sites, enhance programs for assisting students with finding off-campus housing, and plan for renovation of Family Student Housing.

The division will lead in the planning for new indoor and outdoor student-life, sports, and recreational facilities to meet the needs of a student population of 15,000.

The Quarry Amphitheater, because of its proximity to the new “campus downtown,” has the potential to become a much more prominent and accessible campus venue. Student Affairs will focus further planning efforts in the redesign and expansion capacity of the Quarry Amphitheater.

The division is also planning to use the current Student Center as a new Student Academic Support Services Building (the SLUG Center) to accommodate unified and expanded student learning support services.

Strengthen the Student and Staff Mental and Physical Wellness

If resources are sufficient, the division is contemplating a new initiative to improve overall mental and physical wellness. The initiative would begin by taking inventory of existing campus and off-campus illness prevention and wellness programs. The effort would also include an analysis of existing collaborations; creating an on-line clearinghouse for the users of these services; coordinating the efforts of service providers; assessing health risks for students, staff and faculty; and providing normative data feedback using on-line technologies. Then a partnership could be formed to design programs to reduce stress for individuals and groups and promote healthy activities.

The success of the program for students would be measured in reduced time lost for academic work; reduced incidences of serious illnesses, risky health behaviors, and accidents; better health awareness; and improved mental health. Success for staff would be assessed in terms of reduced occupational injury rates, and decreased sick days.

Section Two: Space Requirements

Improving, Refurbishing, and Re-Purposing Existing Facilities

Student Academic Support Services Building (the SLUG Center)

As the current Student Life Facility Fees used to support the maintenance and operation of the Student Center building are moved to support the Bay Tree and Redwood buildings, the new Academic Support Services building will become an OMP-supported facility. In addition, we will need to remodel the facility to create additional private tutoring and advising spaces

Student Health Center Expansion

We need to redesign and expand the Student Health Center to accommodate both the increase student traffic and new services offered to those students. Our health center was designed 30 years ago for a smaller population and for different health services. We need to expand the facility by adding a second floor and to redesign the first floor that was originally a hospital.

Quarry Amphitheater Renovations

The Upper Quarry Amphitheater has the potential of becoming a much more prominent and accessible campus events/performance venue because of its proximity to the new Quarry Plaza and because of its uniqueness and beauty. We want to develop a quality outdoor space for campus programming including concerts, theatrical presentations, orientations and graduations.

Renovations to the site would include seating redesign to increase overall capacity and disability access, stage redesign and some weather protection, audio-visual-lighting-projection capabilities, restroom improvements, and concessions.

Seismic Retrofitting: Hahn Student Services, Cook House, Stevenson College, West Field House

There are several seismic renovation projects currently being proposed by the campus for which some of the actual project costs and all of the cost of relocation, moving, and possibly leasing off-campus space for the project duration will not be funded by the Office of the President.

New Construction Increasing Housing Capacity

Faculty and Staff Housing

Over the past three years the Santa Cruz campus has begun 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 Inclusion Areas A, B and C, now being studied as the "North Campus". This area will be used for faculty, staff and student housing.

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

Infill Apartments

The project will provide 640 bedspaces in 141 apartment units at Cowell, Stevenson and Porter Colleges. The apartments contain a combination of single, double, and triple bedrooms, a living/dining area, kitchen and compartmentalized bathrooms. In addition to apartments, the project provides laundry rooms, common lounge/activity spaces, maintenance spaces and housing administrative offices. Cowell College will add 42,165 ASF and 176 bedspaces; Stevenson College will add 38,785 ASF and 136 bedspaces; Porter College will add 81,170 ASF and 328 bedspaces. Completion is planned for fall 2003.

Colleges 9 &10 Residence Halls, Dining Commons and University Center

Three new residence halls at College Nine with 407 student beds will be completed for winter 2002. Three residence halls for College Ten with 413 beds are currently under construction with occupancy planned for fall 2002. The Dining Commons and University Center is an approximately 49,000 GSF complex in the center of college residential and academic facilities. The building is also planned for fall 2002 occupancy. The two and a half story building contains a combined kitchen/serving/dining area, large multipurpose room, and student recreation space. The University Center, on the top floor, includes meeting rooms, a lounge and a dining room.

Crown College Dining Hall Renovations

The Crown Dining Hall is being renovated in two phases to update, improve and recapture student-dining space. Phase I provides a pizza and grill area, with built-in seating, a coffee bar and a limited cash sales operation. The second phase will provide food platforms for sandwiches, soups, salads, and 100 seats for dining. Renovation of the 35-year-old building also addresses the need for structural seismic improvements, ADA restrooms, abatement of asbestos and compliance with current, fire, health and building codes. Completion is planned for spring 2002.

Apartments

Apartments with 420 student bedspaces to be located in sites identified in the LRDP as "Colleges and Housing." The apartments will contain a combination of single, and double bedrooms, a living/dining area, kitchen and bathrooms. In addition to apartments, the project will provide laundry, lounge, activity, maintenance and administrative facilities. Planned occupancy fall 2005.

Apartments

Apartments with 700 student bedspaces to be located in sites identified in the LRDP as "Colleges and Housing." The apartments will contain a combination of single and double bedrooms, a living/dining area, kitchen and bathrooms. In addition to apartments, the project will provide laundry, lounge, activity, maintenance and administrative facilities. Planned occupancy fall 2006.

Residence Halls

Residence halls with 800 student bedspaces to be located in sites identified in the LRDP as "Colleges and Housing." The halls will provide shared bathrooms, lounges, laundry and support spaces. A dining facility will also be included. Planned occupancy fall 2006.

Inclusion Area Apartments

Provides phased development of Inclusion Areas for apartments for undergraduate and graduate students as well as students with families. It is anticipated that Phase 1 will provide 581 student beds and 101 apartments for students with families in fall 2007. Phase 2 will provide 581 beds and Phase 3 will include 566 beds for undergraduate and graduate students, in fall 2009 and fall 2010. The apartments will have a combination of double and single bedrooms, a living/dining area, kitchen and bathrooms. In addition to apartments, the project will provide laundry, lounge, activity, maintenance and administrative facilities.

New Construction
Increased Services, Programs, Sports, and Recreation

Early Education and Child Care Center, \$6.18 million

The campus plans to expand the Child Care program. Planning is currently underway to build the new Early Education and Care Center to accommodate 128 children, from infants to kindergarten. The new center will serve the children of faculty, staff and students.

Indoor Campus Events Center, \$22 million

The campus needs an indoor center for large events. We propose a center that seating for 3000 for athletic events and 5000 for stage/auditorium events.

Student Union – \$42 Million (estimated)

We envision a new student union to replace the existing Redwood Building and possibly expand to an adjacent footprint behind the Redwood Building. Preliminary work has been completed to develop programmatic functions for a new Student Union building in the Quarry Plaza area.

Outdoor Events Stadium and Small Playing Field, \$6 million

The campus needs an outdoor stadium with capacity for 2-3,000 outdoor seating at the lower soccer field, plus support facilities including bathrooms, team rooms, equipment storage, concessions, sound and lighting equipment.

Section Three: Technology

The long term plan for use of technology in the division centers on the design and execution of three initiatives:

- Academic Information System
- Web Presence
- Workstation and Technology Support

The use of technology to support the services and activities of Student Affairs' units has evolved significantly since our first five-year plan was developed. In recent years we have focused efforts on bringing computer workstations up to current standards and have supported ergonomic initiatives. We have created specific training programs to ensure that staff is given opportunities to complement existing skill sets as they deploy and use new technology-based tools.

Technology use continues to grow more pervasive in service delivery and information management within the division. However, the methods used to deploy and manage technology haven't evolved in step with the applied use of technology. This section of the division plan discusses three major initiatives and their role in our ten-year plan.

Academic Information System

The division provides leadership and stewardship for the campus's efforts to replace the current Student Information System. A new AIS will be an interactive information engine for the entire campus—faculty, divisions, departments, staff and students. AIS will provide a broader scope of functionality and delivery in a near 24/7 environment.

Major Functionalities Supported

AIS will replace major functionality in these areas:

- Admissions
- Billing and Accounts Receivable
- Course Catalog
- Classroom Scheduling
- Financial Aid
- General Student Records
- Registration
- Student Academic Records

AIS will also offer new functionality in these areas:

- Class Schedule
- Curriculum Management
- Degree Audit / Advising
- Faculty Load
- Recruitment/Marketing

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- Transfer Articulation
 - Web-based access to information

Other Campus Business Processes Supported

In addition to these direct modules, AIS will interface to other administrative systems on campus, including the SCT Banner Finance and Alumni Development modules as well as other important systems such as Housing's Residential Management System (RMS). These interfaces are a critical aspect of system implementation and support the touch points between AIS business processes and those processes supported by other campus administrative systems.

Timeline

The AIS implementation, currently underway, is expected to take four years to complete. The current year will be spent mapping current business process, looking for process enhancements and efficiencies, and engaging in a gap analysis to determine how UCSC needs will map to the *Exeter Student Suite* software. This work will be completed by the end of 2001-02.

Beginning in 2002-03, we will begin the implementation and configuration of individual modules and will phase those modules into production. The current proposed phasing for implementation is as follows:

- Financial Aid
- Student Business Services
- Registration/Records/Curriculum
- Recruitment/Admissions

We expect implementation of these modules to take 24-30 months. At that time, AIS will be complete and SIS will be decommissioned. Once AIS is running, we intend to maintain a path of continual upgrade and service enhancement to leverage the capabilities of the system in service to the business needs of UCSC. Additional information about the AIS project can be found at <http://ais.ucsc.edu>.

Enhancing Web Presence

Use of the World Wide Web as a communication medium has evolved significantly over the past five years. Where the Web was once an interesting adjunct to traditional paper-based methods of communication, it has become the *de facto* communication medium used by students, faculty, and staff.

Student Affairs will focus its near-term efforts on transitioning our Web efforts to focus on deploying and utilizing content management tools. We seek to free staff from being required to know HTML and other technical tools, and to empower them to manage information about their units and their services.

Designing and deploying this transition will take significant amounts of collaboration, both inside the division and across campus. We will initiate this process by inventorying current content management tools on campus, then working with other web management staff to identify, design and deploy content management tools that can be used by staff with minimal technical training. Our goal is to focus staff efforts on maintaining the currency and accuracy of information presented via the web, thereby assisting students and other clients with their information needs.

Workstation and Technical Support

Delivering technology-based services and information to increasing numbers of students, faculty, and staff requires that the division devise a more effective technology support infrastructure. Our vision for divisional IT support and development structures is to combine and consolidate resources around natural clusters of need to leverage the resources already invested in IT support. We will continue to partner with CATS to improve our services.

We consolidated technology support resources for the Colleges, Housing, Dining, and Child Care Services. We will continue this process over the next five years to gain efficiencies in the way we support technology.

Consolidated support will enhance the division's capacity to:

1. Leverage the services provided by CATS;
2. Leverage future investments in new technologies and support structures;
3. Allow technical resources to specialize their knowledge in a given area of expertise and better support the exchange of information;
4. Create standards for support, which could include the ratio of clients to service provider, response time, hardware upgrade paths, server and network security mechanism, and standard budget models for technical upgrades;
5. Create standards for technical skill training and development and the organizational structure for creating career growth paths;
6. Create the capacity for backing-up personnel in the case of vacations, vacancies and unforeseen absences and providing back-up hardware when systems fail.

The Student Affairs Division will continue to implement better technical tools to gain efficiencies in our basic processes and accommodate service delivery to an increasing number of students. The 70/20/10 service delivery model requires that our staff are able to use technical tools to support our service efforts; this, in turn, requires the division to manage the technology infrastructure in a way that supports the most efficient possible use of these tools.

Section Four: Estimated Benefits and/or Impacts on Other Units

Enrollment Management

The plans of academic departments and divisions and many other campus units depend upon expansion of enrollments and attendant budget augmentations as the foundation for future resources. The Division of Student Affairs is responsible for attracting, recruiting, matriculating, retaining and graduating students. As such, the division serves as the gateway to campus success, with plans from the academic departments for bigger, and more highly regarded programs depending on our efforts.

Synchronization of enrollment growth with the mix and size of academic programs is a high priority for academic divisions and departments. That synchronization requires the careful control of the flow of students into the campus and their distribution into academic programs. The primary flow is admissions/retention/graduation; the secondary flow is students' choices of majors; and the tertiary flow is their selection of individual courses and sections. All of the academic divisions are affected by the efforts to manage these student flows. From the student perspective, if these flows are not managed skillfully, shortages and bottlenecks arise that can lead to discontent and frustration, decreased retention, and increased time to degree

We want to maximize retention and decrease time to degree through prudent enrollment management.

Academic Success

The division will continue and expand its direct support of student learning in the forms of tutoring, Modified Supplemental Instruction, and advising. These services are at the core of our efforts to improve retention and reduce time to degree and are especially important to students from under-resourced high schools. We will strengthen our partnerships with academic divisions. Any of our new initiatives in this area will affect the academic divisions as we work together to increase retention and graduation rates.

Academic Information System

Nearly every academic department and academic support unit on campus relies in some way on our student information system. This system will affect the approval of courses and printing of catalogs and schedules to scheduling of classes and classrooms to distribution of financial aid to production of class rosters and grade sheets to recording of grades and narratives to production of transcripts. The new AIS will safeguard these core functions.

The new AIS would also add functionalities, such as Degree Audit. To complement the existing personal advising process, AIS will support self-advising, allowing students to model their academic choices, to create what-if scenarios in real time, and to handle queries about topics related to their academic progress.

Degree Audit will also enable anyone engaged in the advising process - including faculty advisers, departmental staff, and preceptors - to become more effective and efficient. In addition to directly assisting students to plan their academic programs, a degree audit system can provide a powerful analytical model for examining the impact of hypothetical curricular decisions, such as the deletion or addition of programs.

A new AIS will enable faculty and staff to deal more effectively with the workload generated by our growth. Additionally, we empower students to obtain information about themselves and their courses, their bills, and their narratives, thereby reducing the number of visits required to campus offices.

Affordable Housing and Child Care

The campus goals of attracting and retaining the best and brightest faculty, students, and staff depend directly on the affordability of life in Santa Cruz. Housing and child care are, of course, among their primary concerns. If the campus is to remain competitive, or possibly to sharpen its competitive edge, Student Affairs must move forward on plans to increase affordable housing options and augment the capacity of on-campus child care.

Student Portal

The opening of the portal will be a major stepping stone in an overall strategic plan for communicating with students. It will make information and services available to many students and facilitate mass messaging to and from students with the capacity to target special sub populations. Any unit with a need to communicate with students will benefit from this important upgrade.

Section Five: Evaluation

Earlier in Section One, we underscored the importance of assessment and evaluation in setting a course for the division. Within the division, we have realized that we need to make decisions about the direction of existing programs and the content of new programs based on solid evidence that programs do what they are intended to do.

We will emphasize program assessment for measuring satisfaction and quality and for establishing the benchmarks for programmatic modifications and improvements. As a first step in instituting program assessments, we will invite a national expert in program assessment to guide divisional managers through the process of developing unit assessment plans. Each manager will draft a statement of intended outcomes and formulate ways to measure those outcomes.

We seek to establish a climate of evidence leading to clear communications of data, analysis, and information to both internal and external constituents. We will measure performance of our students and of our service-delivery units against prevailing campus, state and national standards. Within the domain of retention and academic success, we will partner with faculty, instructional support units, the office of Institutional Research (IR), and the Planning and Budget office in assessing retention factors and in measuring learning outcomes.

Section Six: Student Affairs Budget Executive Summary

Our division will accommodate growth by providing adequate space and facilities, utilizing technology to improve processes, and focusing on the development of staff and students. To meet divisional objectives, we must leverage multiple resources to maximize central fund support, such as:

- 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; and
- allocating one-time funds strategically to support initiatives such as staff and student development initiatives and on-line service expansion.

As part of the budget call, the division received notice that it could expect incremental funding in the range of \$1.5 million to \$1.9 million per year. Being a unit that provides direct services to students, especially the routine processing of transactions and records, the division is feeling pressure to increase services associated with expanding enrollments. Our front-line staff face more students each year. The division will use incremental funding to keep pace with enrollment growth. But in addition, the division has identified three important thrusts that require substantial resources.

Thrust 1: Enrollment Management

The division is the primary agent responsible for attracting, recruiting, admitting, and enrolling students. In addition we form important partnerships with all academic divisions in order to retain and graduate students. We have been charged with responsibility for increasing the number of applicants to the campus, while simultaneously raising their academic preparedness and diversity. The numbers of applicants, matriculations, and course enrollments is rising sharply and steadily, leading to increases in workload to all our offices. Moreover, we are being required to consider modifications to admissions – comprehensive review and selectivity – both of which have the potential to multiply the work required for each admission. We are also developing plans to manage enrollment paths to bring them into equilibrium with academic offerings.

Thrust 2: Academic Success

The division provides direct learning services in the form of tutoring, Modified Supplemental Assistance, mentoring, peer counseling, and professional advising. Professionals with our learning support offices and colleges encourage students to become engaged in the learning process and to commit to succeeding academically. These services are at the core of our efforts to improve retention and reduce time to

degree and are especially important to students from under-resourced high schools and community colleges. We will use new resources to increase our academic support services, primarily by hiring and training our students as peer mentors and tutors in order to provide the additional needed services to the growing number of new students. In addition, the division is proposing an academy to teach leadership skills that will have application in the classroom, on campus, and in the community.

Thrust 3: Infrastructure: Space, Technology, New Ways of Doing Business

The division cannot move forward without a solid foundation of buildings, computing systems, and effective and efficient ways of transacting business. We are therefore putting forward a short list of infrastructure projects that we deem necessary to continue our near-term progress. *Note: We will not discuss the Academic Information System in the central divisional budget proposal; rather we will treat that initiative as a separate discussion.*

Division of Student Affairs Budget Items Enrollment Management

As the campus enters a new phase of strategic enrollment management, several investments are necessary to insure its success. Strategic enrollment management is a comprehensive approach to campus decision making. The process of moving from tactical enrollment management to strategic enrollment management requires a commitment of resources and a cooperative planning process.

The division proposes that we bring a consultant to the campus to assist in the creation of an overall strategic enrollment management plan. By utilizing a consultant the campus can build upon best practices of institutions across the country and accelerate the move to strategic enrollment management by at least a year.

As we become selective, we will compete with our more selective sister campuses for more highly qualified students. We need to make a significant investment in additional communications and marketing strategies, including in-person, in-print and electronic approaches. The division requests \$400,000 to augment recruitment efforts.

As we move into selective admissions and implement the comprehensive review process, we will need to read thousands of application files, not by one person, but by at least two people. The number of applications will continue to increase by several thousand applications each year. The Admissions Office must create an entirely new process of evaluation, involving full-time, part-time and volunteer readers from among staff and faculty, and possibly selected professionals from the community. The campus must invest in this process if we are to succeed in building a class to meet our needs. The division requests \$450,000.

Academic Success

Disability Resource Center

As the number of students grows so does the need to provide additional academic accommodation services for disabled students. These services include notetakers, sign language interpreters, test proctors and access to varied adaptive technologies. The demand for DRC services has increased each year. The campus needs to invest in meeting those needs because of the federal mandate to provide academic accommodation for these students. The division requests \$200,000.

Expanded Learning Center

Building upon the investment in learning support services, which the campus made in 2001, the division of student affairs will expand and integrate a variety of academic support programs including:

- Modified Supplemental Instruction
- advanced academic reading, writing and research
- individual tutoring for students from across the campus
- academic mentorships for selected students
- increased student study/tutoring opportunities
- one-stop learning support services information center
- peer mentors and tutors in the colleges

The investment we seek will enable the services to continue to expand beyond its traditional base of Educational Opportunities Program, Disability Resource Center, Oakes, and Crown students. With enhanced funding, the division can establish a permanent resource base for the activities of the coalition for student academic success, services to students of color, and the academic/retention efforts of the student organizations and resource centers. The division requests \$200,000.

Faculty-in-Residence Program

The program will enhance the scholarly atmosphere of the college residences and the intellectual life of the college. This program would serve to complement the Student Affairs residential education programs and academic programs in each college. The program would be a 2-year appointment. The Faculty fellows would be recruited from new faculty hires, visiting faculty, and research faculty. This would be a collaborative effort with Student Affairs, the academic divisions, and the college provosts. This program will be split-funded between housing and general funds.

We propose to provide a total of ten housing units for these Fellows. The division requests \$250,000 to be used for co-curricular programming and housing costs.

Collaborative Relationships with Academic Departments and Divisions.

This program would significantly increase the academic partnerships within the residential colleges. We seek to improve the living-learning environments while at the same time improving the overall academic experience of our students by developing new residential efforts in the following areas:

- Expansion of residential language learning communities beyond the present limited French and Spanish speaking communities;
- Support for residential research communities drawing upon special interests of faculty and students - like the interest in a migratory bird resident research program;
- Development of special academic service/learning residential communities for students who are engaged in programs of field study or volunteer service;
- Creating peer mentoring programs for students pursuing specific professional or graduate education programs - i.e. residential pre-law, pre-medicine or pre-engineering programs;
- Expand the honors programs that exist in the colleges.

We seek funding of these partnerships in order to improve the living/learning environments of our students. The division requests \$200,000.

Infrastructure: Space, Technology, and New Ways of Doing Business

As noted previously, we will not discuss the Academic Information System in the central divisional budget proposal; rather we will treat that initiative as a separate discussion

Childcare Expansion

The campus plans to expand the ChildCare program. Planning is currently underway to build the new Early Education and Care Center to accommodate 128 children, from infants to kindergarten. The new center will serve the children of faculty, staff and students. The division requests \$175,000 in permanent funding for operating expenses, new equipment and renovation expenses that will support increased numbers of staff and faculty.

Student Academic Support Services Building (the SLUG Center)

As the current Student Life Facility Fees used to support the maintenance and operation of the Student Center building move to support the Bay Tree and Redwood buildings, the new Academic Support Services building will represent a cost to the campus as an OMP-supported facility.

In order to provide funds for the maintenance, custodial, and utility costs, we are requesting permanent funds of \$129,709 (Student Center MGSF 14,684 x \$8.53 new building maintenance rate).

In addition, the campus will need to invest in the remodeling some existing first floor space to provide additional confidential office spaces for students to meet with their advisors. A very preliminary estimate of this remodeling cost is \$250,000.

Summary of proposed project:

- ☐ Proposed timeline: summer 2002
- ☐ Proposed funding sources: One-time campus funds for remodeling costs; on-going campus funding for building maintenance and custodial.
- ☐ Approximate costs: \$129,709 on-going, \$250,000 one-time.

Student Health Center Expansion

After more than 30 years of service the Cowell Student Health Center building, which accommodates both Student Health Services and Counseling and Psychological Services, is simply too small and outdated to serve the needs of a student population twice the size it was originally built to serve. As the professional staffs of both departments expand to meet the needs of the expanding student population, there will be insufficient space in which to provide the additional clinical services. Additionally, changes over the past 30 years in what constitutes a suitable clinical environment have left our main floor care areas seriously compromised in terms of patient privacy, efficiency of functional layout, and overall appearance. Other facility needs include quarters for the information technology systems used in clinic operations, and space for the expanded Health Promotion activities now undertaken by all modern college health services.

These facility needs can be addressed most economically and expeditiously by constructing a 5,000 ASF second story over the rear wing of the existing Cowell Student Health Center. The feasibility of this project was shown in a spring 2001 engineering study. The Health Center would also renovate 8,000 square feet on the main floor.

Summary of proposed project:

- ☐ Addition of second story to rear wing of Student Health Center: 5,000 ASF
- ☐ Remodel of main floor areas: 8,000 ASF
- ☐ Proposed timeline: Design completed by July 2003, construction completed by winter 2004
- ☐ Proposed funding: Student Referendum and Gift Funding (if possible)

The division requests \$100,000 in one-time planning money. In addition, \$500,000 in one-time seed money to initiate a campaign to encourage students to vote for a referendum and mount a private giving campaign in support of renovations to the health center.

Seismic Project

The division requests one-time funds of \$700,000 to cover the actual costs of the project not covered by Office of the President criteria, relocation and moving expenses and possible lease of campus facilities.

Quarry Amphitheater

The division requests one-time funds of \$200,000 for the site analysis, renovation consultation, feasibility studies for renovating and increasing the capacity of the Quarry Amphitheater. The Quarry Amphitheater, because of its proximity to the new “campus downtown,” has the potential to become a much more prominent and accessible campus venue.

Inclusion Area D - Bridge Loan

We seek an internal loan of \$750,000 to be repaid at end of construction. This project includes 95 rental and for sale homes for faculty and staff. Bridge loan funding is necessary to keep this project moving forward. These costs do not include the Habitat Conservation Plan (HCP) costs.

Faculty/Staff Housing Opportunity Funds

We seek one-time funds of \$1.75M to support the renovation of current faculty rental properties, purchase off campus properties for university use and increase housing stock for sale and rental properties to support Faculty and Staff housing needs. This is the remainder of the portion needed for an equity contribution from the University for the purchase of the property for which we are currently in negotiations. *Note: The financial analysis suggests that, without this equity buy down, the cost of the property could not be covered by reasonable market rates for both rental and sales.*

**STUDENT AFFAIRS
BUDGET REQUEST SUMMARY:**

| | ONE-TIME REQUESTS | PERMANENT REQUESTS |
|--|------------------------------|-------------------------------|
| ENROLLMENT MANAGEMENT: | | |
| Augment Recruitment Efforts | | \$400,000 |
| Selectivity and Comprehensive Review | | \$450,000 |
| ACADEMIC SUCCESS: | | |
| Disability Resource Center Academic Accommodation | | \$200,000 |
| Learning Center Programming | | \$200,000 |
| Creation of 10 Faculty Fellows-in-Residence Program (match \$250,000 Housing Funds) | | \$250,000 |
| Enhanced Retention Initiatives within Colleges | | \$200,000 |
| SPACE, TECHNOLOGY, AND NEW WAYS OF DOING BUSINESS | | |
| Childcare Expansion | | \$175,000 |
| Student Academic Support Services Building (SLUG Center) OMP | | \$129,709 |
| Student Academic Support Services Building remodeling | \$250,000 | |
| Student Health Center Expansion (Planning Money) | \$100,000 | |
| (Campaign Initiation and Construction Seed Money) | \$500,000 | |
| Hahn Seismic Project | \$700,000 | |
| Quarry Amphitheater site analysis, renovation consultation and Preliminary Construction (estimate) | \$200,000 | |
| Inclusion Area D – Bridge Loan | \$750,000 | |
| Opportunity Funds –Renovation of current faculty rental properties, purchase off-campus properties for university use an increase housing stock for sale and rental properties to support faculty and staff housing needs | \$1,750,000 | |
| TOTAL Permanent Request | | \$2,004,709 |
| TOTAL One-Time Request | \$4,250,000 | |

Appendix 1 Answers to Questions

Question 1: I expect that the December Submission will indicate both the requested funding for your proposed directions, as well as the funding sources for these.

Response: See section six – Student Affairs Budget Request.

Question 2: AIS is a cornerstone in the plans and the “70-20-10” model for student services. How will SA contribute to this, through internal reallocations of through levying fees? What incentives are there for SA to contribute?

Note: We will not discuss the Academic Information System in the central divisional budget proposal; rather we will treat that initiative as a separate discussion

Question #3: Are there realignments of some aspects of SA responsibilities that should be discussed?

Response: Yes. When Winston Dolby, the UCLA Vice Chancellor of Student Affairs, spoke in August at the division’s strategic planning conference, he recommended that the division focus consistently on a single objective – student success. Our organizational structure should be subordinate to that objective. The division is pursuing best practices from around the nation to break down hierarchies and silos and to focus the entire organization on student success.

In the areas of outreach, admissions and student academic services, the division is pursuing two consolidations of management. With the appointment of Kevin Browne as the Executive Director of undergraduate admissions and registrar, the division began the consolidation of several silo-based organizations into an integrated structure to recruit, admit, orient and enroll students. The new office of undergraduate admissions and registrar combines the outreach and application processing units of admissions with the orientation program and the registrar’s office with the goal of seamlessly providing services from first contact through graduation.

The division is ready to take the next step by consolidating orientation, Educational Opportunities Program, Services for Transfer and Re-Entry Students, and Disability Resource Center under the banner of “Student Academic Support Services.” With a new physical space in the SLUG center, the unified delivery center will no longer require students to seek out separate service centers to meet their needs. With the organizational and physical consolidation of these units into the SLUG center, students can walk into or virtually enter a center providing a full range of services for all student populations.

During the period of 1999-2001, the division reviewed the organizational plan for the Colleges, and Housing, Dining and Child Care Services. These efforts began at the Student Affairs Divisional level with the naming of the Associate Vice Chancellor

and the concurrent reorganization of the Colleges and Housing, Dining and Child Care Services (CHDCCS) under one umbrella organization. Transformation of the CHDCCS organization continues with the consolidation of a single Business Service Center, consolidated Information Technology Service Center, and a centralized core for administrative services. These consolidated offices will serve the entire organization, which now includes all of Housing, Dining, Child Care and the Colleges. The new organizational plan for will serve as a platform for growth and expansion and will support the implementation of new programs, services, facilities and sites (both on campus and off campus). We are currently conducting assessment and strategic planning as the foundation for organizational plans for: Facilities and Maintenance Services, Residential Programs, Student Life Programs, etc.

Question 4: There is considerable discussion now about comprehensive application review. What are the cost estimates for design and for operations? What is the status of the planning? Are there implications for growth/enrollment targets? This year funding was provided to hire an “Admissions Evaluator.” How is the recruitment progressing, and will this individual start the process to transition to comprehensive review?

Response: Based partially upon experiences at both UC Davis and UC Santa Barbara and our own current situation; the increased cost for on-going implementation of comprehensive review is expected to be approximately \$850,000 in permanent funding per year - \$400,000 for marketing, recruitment and yield efforts; and \$450,000 to fund Office of Admissions efforts and new expenses for in-depth application review.

Both CAFA (Committee on Admissions and Financial Aid) and the Office of Admissions have been reviewing this issue since last summer. These discussions prompted the scheduling of two admissions forums for the campus community early in the winter quarter 2002. The work undertaken by the BOARS representative Dr. Karen McNally last summer has laid a foundation for Santa Cruz’s role in UC admissions policy development. UCSC has been involved in the ongoing BOARS discussion on Comprehensive Review.

Faculty conversations with prospective students and their parents improve the effectiveness of our outreach efforts and the success rate of admissions. The division needs to engage the entire university community in a coordinated plan to maximize enrollment, retention, and graduation rates. The division will explain to our applicants and new students the importance of UCSC colleges’ comprehensive programs for academic and personal development. We also need to continually evaluate and improve our retention efforts.

With growth in applications associated with Tidal Wave II expected to exceed available spaces in our entering classes, the division will have to prepare in the near term for selective admissions. If the state continues to support enrollment growth and

if our recruitment and retention efforts continue to improve, we may need to consider selective admissions very soon.

The division will consider using new resources associated with enrollment growth to enhance existing outreach programs, with an eye towards boosting the quality of our incoming students.

The Admissions Evaluator position was filled on November 4, 2001, and the incumbent has begun an intensive one-year training period. This position fills a current need, rather than addressing new workload and complexities associated with comprehensive review and selectivity.

Question 5: Is the “Enrollment Management Group” sufficient for addressing the enrollment management issues that face the campus - selective admissions, admissions to majors, etc. How does the Enrollment Management Group relate to ASPC? Who is providing leadership? Who is chair? What is the coordination between the academic divisions and the recruitment efforts that are now in place? Is there any effort to coordinate admissions advising with programmatic enrollments and capacity?

Response: The implementation of strategic enrollment management should be handled by a top-level committee chaired by the Chancellor or the campus provost and comprising deans, vice chancellors, and senate leaders - an arrangement similar to the Quality Enrollment and Retention Committee of 1995-6. The campus provost can delegate analytical and policy studies to appropriate committees, such as Academic Planning Committee and Academic Support Planning Committee. The Enrollment Management Committee should rely on student affairs staff for information and analysis.

Currently, the Admissions Office convenes regular meetings with the academic divisions, and on an annual basis, the Director of Admissions attends departmental chair meetings to discuss applications, admits, and enrollment goals. In the last five years, the Office of Admissions has increased the level of communication and cooperation with the Academic Divisions and supported additional efforts of departments and divisions to communicate with perspective students by direct mail, phone, and electronic means

The campus is in the midst of a plan to dramatically increase enrollments to reach targets of 15,000 students on campus and 16,900 overall (with the addition of enrollments at off-campus centers and via distance education). The plans of academic departments and divisions and many other campus units depend upon expansion of enrollments and attendant budget augmentations as the foundation for future resources.

Enrollment strategy at UCSC in the recent past relied on a simple but challenging central strategy: identify regularly admissible students; then recruit and admit them. But we have now entered a new era in which the pipeline into and through the campus has become increasingly complex. Consider the following complexities:

broad efforts to reach out to diverse and representative populations of prospective students, selective admissions, new admissions procedures requiring comprehensive review of student qualifications, substantial off-campus enrollments, expansion of graduate programs, and management of enrollment pathways to ensure balance of supply and demand for particular academic programs.

We need to establish an enrollment management system designed for the synchronization of enrollment growth with the mix and size of academic programs by controlling flows of students. The primary flow is admissions/retention/graduation; the secondary flow is students' choices of majors; and the tertiary flow is their selection of individual courses and sections. If these flows are not managed skillfully, shortages and bottlenecks arise that can lead to discontent and frustration, decreased retention, and increased time to degree. We will evaluate the following mechanisms for managing flows of students into the campus and distributing them among divisions, majors, and courses:

- admissions to divisions or schools rather than general campus admission;
- balance of undergraduate vs. graduate students;
- mix of regular-year, on-campus students vs. off-campus and summer session;
- mix of full-time and part-time students;
- selectivity of admissions;
- preparedness of students;
- marketing of programs, particularly new programs;
- outreach to sub-populations of prospective students

The Division of Student Affairs plans to develop several models of enrollment management for discussion with the Enrollment Committee, academic divisions and departments, and appropriate senate committees. The plan should include key measures of accountability - such as improving retention and graduation rates – and designate the official responsible for reaching those goals.

Question 6: Are there design, execution/construction/ and management of housing administratively appropriate? Are there policy/administrative issues with BAS?

Response: Yes. As a national practice in higher education, responsibility for university housing is consistently placed in student affairs divisions. More than providing facilities and business services, housing programs provide the foundation for the living-learning experience. Nowhere in higher education is this foundation more developed than at UC Santa Cruz. The interface between our Colleges and Housing Services (construction, facilities maintenance, finance, business services, IT services, etc.) has historically been woven into every aspect of our organizational plan. Our organizational effectiveness relies on on-going assessment used to determine reorganization of reporting lines, services, and work teams.

While there is a variance across the UC campuses, higher education research and the

Association of College and University Housing Officers International (ACUHO-I) support an integrated model, wherein Residential Services, Facilities and Business Services are teamed together under the umbrella of Housing Services. In turn, Housing Services is a critical cornerstone in the foundation of the Student Affairs mission.

Business and Administrative Services (BAS) is a primary partner with CHDCCS in several domains: planning and construction of new facilities; major maintenance and renovation of existing facilities; project management; preventive maintenance; and general infrastructure support (Fire Department, EH&S, Police, TAPS, etc). CHDCCS is one of BAS's largest clients.

Question 7: The “Leadership Development and Social Responsibility” program: what is its cost, and what is the size of the UG population you expect to serve (few or many)?

Response: The following staff and programming budgets reflects projected cost of Institute for Leadership Development and Social Responsibility Program at build-out.

Projected Cost for staff support for Institute:

| | |
|-------------|--|
| \$44,400.00 | One Student Affairs Officer IV @ 1.00 FTE (Director) |
| \$ 9,190.00 | Benefits |
| \$28,200.00 | One Assistant II @ 1.00 FTE (Coordinator) |
| \$ 7,505.00 | Benefits |
| | |
| \$ 8,000.00 | Two CUIP Interns |

\$13,000.00 Team of six student employees for Leadership and Citizenship support (@ \$6.50/hour, 10 hours/week). Community Service Program currently funds two students for Student Volunteer Program.

Total staff support cost: \$110,295.00

Projected cost for programming support:

| Programming | Civic Engagement | | |
|---|------------------|--------------------|----------|
| | Cost | Population Reached | |
| Civic Engagement Workshops | \$800 | 200 | Annually |
| Comprehensive Hate/Bias Training (Response Team members, Orientation leaders, Residence Life staff) | \$3,500 | 200 | Annually |
| Hate/Bias Peer Response Team | \$2,500 | 30 | Annually |
| Town Hall Topical | \$1,500 | 200 | Annually |
| NIF Forums | \$200 | 120 | Annually |

Community Service

| <u>Programming</u> | <u>Cost</u> | <u>Population Reached</u> | |
|--------------------------------------|-------------|---------------------------|----------|
| Campus & Community Involvement Fairs | \$2000 | 800 | Annually |
| Community Service Project Funds | \$12,000 | 25 | Annually |
| Alternative Spring Break | \$3000 | 40 | Annually |
| Web-based directory | \$1000 | 4000 | Annually |
| Student Volunteer Connection | \$5000 | 1500 | Annually |

Leadership Development

| <u>Programming</u> | <u>Cost</u> | <u>Population Reached</u> | |
|---|-------------|---------------------------|----------|
| LeaderShape | \$25,000 | 120 | Annually |
| Leadership Conference | \$10,000 | 800 | Annually |
| Backpacking Trip | \$3,000 | 40 | Annually |
| University Leadership Certificate Program | \$10,000 | 40 | Annually |
| Leadership Workshops | \$2,000 | 200 | Annually |

Total Programming Costs: \$81,500 8,000+ contacts

Total Cost of Institute: \$191,795.00

8) How does the “Community Service Program” relate to other internship experiences (e.g., fieldwork courses for Community Studies)? Should these be coordinated?

Response: The Community Service Program addresses community-service and service-learning needs of the campus and the greater Santa Cruz community. Programs (such as the Student Volunteer Connection, Community Service Project Fund, the Involvement Fair, and the web-based directory) provide students with opportunities to connect with local agencies.

The Student Volunteer Connection currently addresses social issues by recruiting student “project directors” to focus on specific areas of service (i.e., hunger and homelessness, mentoring, environment, and elder care). Using student fee funds designated specifically for supporting community service-related projects, the Volunteer Connection is able to provide mini-grants to students who submit proposals for funding.

There is currently little coordination with “academic” internships (i.e. Community Studies or Environmental Studies), college-based service programs, and the internal and external internships (paid or volunteer) publicized on the Career Center’s internship web site. The Student Affairs Associate Vice Chancellor and Vice Provost/Dean of Undergraduate Education have committed to bringing more campuswide coordination to internship and community service programs this year. Both agree to (1) to make the service opportunities more accessible to students, (2) to

respond expeditiously to organizations sponsoring internship and service opportunities; and (3) to better quantify the UCSC service contribution.

Question 9: The Staff Development initiative lists several laudatory goals (e.g., increase staff retention). How does this relate to SHR or AHR? What has your Staff Development Task Force recommended, and what will be the cost of this? This is a general statement, and I would like this to be detailed with budget, specific actions, and accountability measure for Dec. 3 submission.

Response: In collaboration and consultation with Staff Training and Development, the Student Affairs division has initially focused staff-development efforts on the following:

- Front-line staff development program, i.e. the “Administrative Excellence” training series;
- Division managers’ staff development series; and
- Technical training program for all staff.

“Administrative Excellence” Training and Development Series

In response to a recommendation made by the Staff Development Task Force (SDTF), the Student Affairs Division allocated \$20,000 for staff development of administrative support staff. The (SDTF) recommendations were based on the results of a needs- assessment survey distributed to 154 designated “front-line” employees in the division.

According to survey responses, the top six general categories rated as “extremely important” or “very important” to performing their job duties were:

- Access to Technology Courses (97.6%)
- Communication and Conflict Management (88.5%)
- Customer Service (78.1%)
- Teamwork and Collaboration (75.9%)
- Access to Career Development Opportunities (73.3%)
- Organizational and Time Management (72.4%)

In collaboration with Training and Development, we developed and sponsored an “*Administrative Excellence*” training series that upon completion within one year leads to employee certification. The curriculum includes:

4 “Core” courses in following general areas:

Communication and Conflict Management
Customer Service
Teamwork and Collaboration
Organizational and Time Management

Twenty two students enrolled for the 2001 fall session of the “Administrative Excellence” program, with 15 students completing all 4 courses, and therefore qualifying to receive the “Administrative Excellence” certificate. Currently 22

students have pre-enrolled for the Winter 2002 session that is scheduled to offer the first course in January 10, 2002. Our goal is provide access to the “Administrative Excellence” training program to all administrative support staff (approximately 154 employees). We also plan to address the career roadblocks reflected in the survey findings. By providing the program free of charge, in three different quarters, and with a morning and afternoon session, we addressed two of the three main training and development roadblocks identified by staff in the needs-assessment survey: release time and lack of unit budget. The other roadblock was lack of incentive. We recommended that our Human Resources hiring practice include the completion of the Administrative Excellence Series or equivalent certificate as a “preferred” qualification when conducting employee recruitments. We explored this recommendation with Staff Human Resources and they support the idea, provided we revise the preferred statement to “Completion of the *Administrative Excellence* series or equivalent.”

Management Development Series

In response to a request from managers during the 2000-01 Student Affairs Retreat, the Student Affairs division sponsored a monthly “Management Team Development Series” focusing on informational items and topics pertinent to the day-to-day functions of managers in the Division. This year, the monthly management series continues with a focus on “Best Practices”. The topics scheduled thus fare are:

| | |
|---------------------------|--|
| November 27 | "Dialogues with Gifted Practitioners" |
| | Kay Goddard (guest) |
| December 13 th | Enrollment Management |
| | Jim Black (guest) and Michael Thompson |
| January 14 th | Program Assessment |
| | Gary Hanson (guest) and Ernie Hudson |
| February 25 th | TBD |
| March 18 th | Leadership Development |
| | Barry Posner (guest) |
| April 29 th | Best Practices – Social Technology |
| | Francisco Hernandez – UCCP, Gateways, Student Portal |
| May 13 th | TBD |

Technology Training:

Based on the responses to the needs-assessment survey, the Staff Development Task Force recommended and the Vice Chancellor approved \$10,000 to fund technology training courses for all staff in the division. The needs-assessment survey listed the following as the top classes in which staff would like to receive additional training:

- Power Point Introduction
- Word-Intermediate and Advanced
- EXCEL – Introduction and Intermediate
- Word Advanced
- Dreamweaver
- FileMaker Pro Intermediate and Advanced

-
- Pagemaker – Introduction

In consultation with Staff Training and Development, an informal request for proposal has been distributed to three technical training companies. A formal interview and final vendor selection is scheduled for early January 2002 with implementation of the technical training program tentatively scheduled for February 2002.

According the *A UC 2010 - A New Business Architecture Report*, “to sustain and grow our organization and our workforce, UC will need to invest deeply in a different kind of employee training and development for both academic and non-academic personnel throughout the University”. Student Affairs has made its initial investment in this effort.

Question 10: 70/20/10 from the New Business Architecture sounds very good. Push it.

Response:

The 70-20-10 Service Delivery Model:

Initial research of student service delivery models at institutions throughout the nation indicates that there are several emerging “best practices” based on the “70-20-10 high-touch/high-tech” service delivery concept, wherein:

- 70% of a student’s interactions with service units are in a technology based self-service mode,
- 20% of the students needs can be handled by generalists who have a broad overview of student services, and
- 10% of students in the most complex situations are referred to specialists.

Implementing Best Practices at UC Santa Cruz:

In October 2001, as the campus began planning the implementation of the new Academic Information System (AIS), the division convened a cross-functional team (Enrollment Services units and Student Business Services) in order to respond to the question:

“How should enrollment services at UC Santa Cruz implement the 70-20-10 high-touch/high tech service delivery model?”

and charged them with:

“...developing recommendations for processes that should become “self-service” those services that should be provided by a generalist and those where a specialized knowledge base is needed to support the student.”

To meet their charge, the team is researching “best practices.” Best Practices provide examples of improvements through technology, process, or organizational changes.

Best practices can be used in response to changing demographics, student expectations, advances in information technology, and the imperative to remain competitive.

Specific Deliverables for the UC Santa Cruz Best Practices Project:

- Recommendations for changes to processes in three categories: “quick-fixes”, mid-range (achievable in 1-2 years), and long-term (10 years out);
- Processes that should become “self-service” with the implementation of the new AIS;
- Processes or services that should be delivered by generalists and specialists;
- Analysis of the “one-stop-shop” or “ask-anyone-anywhere” model for self-service and generalist functions.

Funding:

Using \$25,000 allocated by Campus Provost/Executive Vice Chancellor Simpson in the 2001-2002 budget cycle, and matched by Vice Chancellor Hernandez, the team, facilitated by a national expert in student services delivery models, will examine nationally recognized as examples of best practices. The knowledge gained by the participants of this team will be shared throughout the division. This will be accomplished by making team members available to guide and facilitate other groups within Student Affairs (and the campus) as they examine best practices within their functional areas.

Question 11: Colleges 11 and 12? Where is planning for this, and what are decision points for go/no go? What did this summer's task force recommendations do to this direction? If comfortable with planning/recommendations should be part of Long-Range-Plan.

Response: Recommendations from the Task Force on Colleges 11 and 12 initially concluded that: the campus does not need an additional college(s) for undergraduate students; additional upper-division housing should be included in the north campus plan; and we should proceed with development of a Graduate College, possibly by consolidating existing offices and services. The report still needs the imprimatur of Vice Chancellors, Deans, and senate committees. The Colleges 11 and 12 recommendation could have direct impact on the following: north campus planning, resource planning, academic planning, enrollment planning (college assignments) and construction (including housing, academic space, child care, services).

Question 12: What is the status of planning efforts for the “Campus Downtown,” including the Quarry? How are these being funded, and how are they coordinated with the Growth and Stewardship Task Forces work.

Response: As of this date, the Student Union Governance Board is working on the logistics of moving operations from the original student center to the former bookstore and Redwood buildings. A Student Life Facilities Fee (approved by

students in a referendum in 1988 to support the construction and operation of the Student Center) will be used to fund the maintenance and operation costs of the former bookstore and Redwood buildings once they become the “Student Union.”

The Governance Board has also submitted a one-time funding proposal requesting that a portion of the Student Life Facilities Fee Reserve be allocated for the necessary safety, ADA, and interior remodel of the new Union. Funding for proposals beyond life safety and ADA are still under consideration. We have requested more detailed costing information and are currently awaiting revised estimates from PP&C.

We believe that the Quarry Amphitheater has been historically underutilized and could, with substantial upgrading, become a local (and even regional) venue for a variety of entertainment, special ceremonies, and lectures. The current funding request is for the study and conceptual drawings only. It is likely that a student fee referendum (in combination with campus and gift funding) will need to be approved in order to fund redesign of the amphitheater.

The undergraduate Student Union, in its new location, is poised to offer service to students, faculty and staff, such as: recreational amenities, gathering and meeting space, college and organization programming space, and direct student organization support and one-stop information services. To quote Chancellor Greenwood, the Union could provide an “esprit de corps” that is much needed on our geographically dispersed campus. As the campus’ commuter student population rises, the Union provides a connection and a sense of belonging to the campus. The Union will offer visible and accessible service center for students.

Space will be a critical issue, as the current space is insufficient to house all the programs and services needed for current students, much less additional students of the future. However, as noted in our Facilities section, to accommodate student enrollment at build-out, we must plan for a new, much larger and modern Student Union. Students have expressed a need for additional student organization offices with 24-hour access, along with additional recreational amenities, a ballroom, more eating facilities, a movie theater, study rooms and computer labs. This type of Union expansion will rely upon the approval of a student fee referendum and the development of major gifts.

The addition of the Union and an improved amphitheater to Quarry Plaza will create a campus hub for graduate and undergraduate students, including: the bookstore, ethnic student resource offices, Career Center, Student Development and Community Service, the Leadership Institute, and student organizations.

Question 13: You note in your conclusions that Student Affairs will “cautiously and judiciously increase the use of fee for service as appropriate.” What do you have in mind for possible support from this source?

Response: Student Health Services and our Sports and Recreation programs (in OPERS) rely heavily on registration fees and are most impacted by the static state of the fee. In these areas, we are unable to provide per capita increases to accommodate increased student demand for services. As a result, in order to maintain quality, we have slowly introduced fees for service for our recreation programs and medical services (especially for those areas covered by mandatory student health insurance).

Question #14. SA was funded to support expansion of the Community Rental services to faculty and staff. AHR is moving in this direction, to provide housing information and assistance. These should be considered.

Response: Yes. This additional funding provides opportunities for expansion of current services available to faculty and staff and the necessary resources to develop distinctive new services. A closer collaboration with Academic Human Resources and the Faculty Housing Office will promote and coordinate services - particularly those services that help to meet the relocation needs of new faculty and staff families.

(Please note that the EVC Simpson question document did not include questions numbered #15, 16, 17 and 18.)

Question 19: What are plans for the reduction (2M) in State outreach funding for this year?

Response: We cut \$329,000 from the School University Partnership programs, resulting in a narrowing of strategic goals.

The following reductions are being considered:

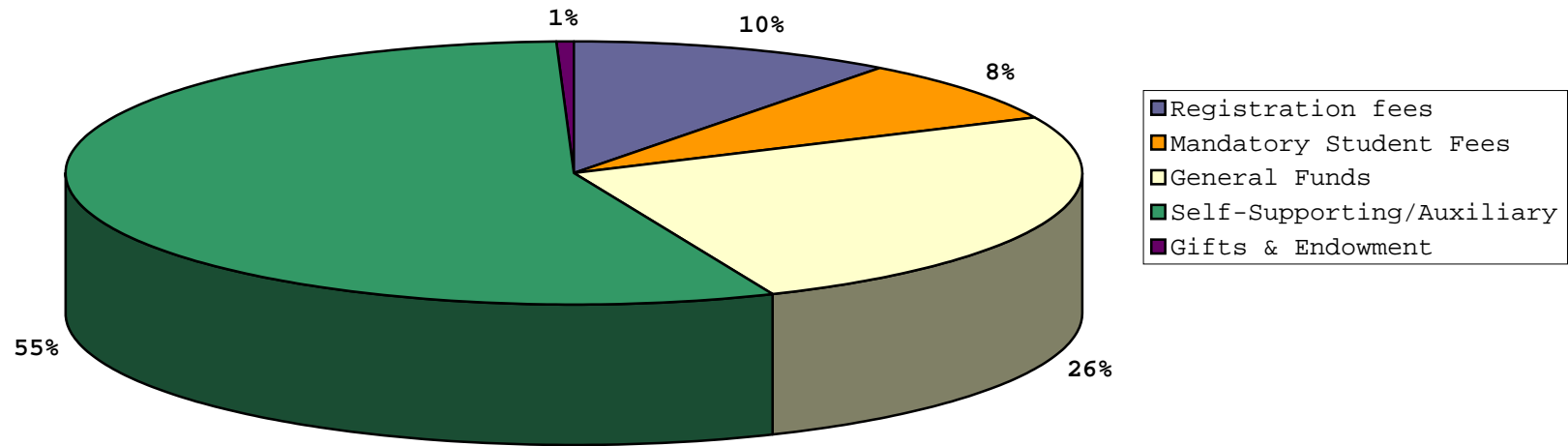
- Funding to all partner schools has been reduced by 20%
- Summer residential programs are being reviewed for reduction.
- Specific schools, regions and/or grade levels will be considered for elimination of services and programs.

Final decisions on the implementation of the State funding reductions will be made in December.

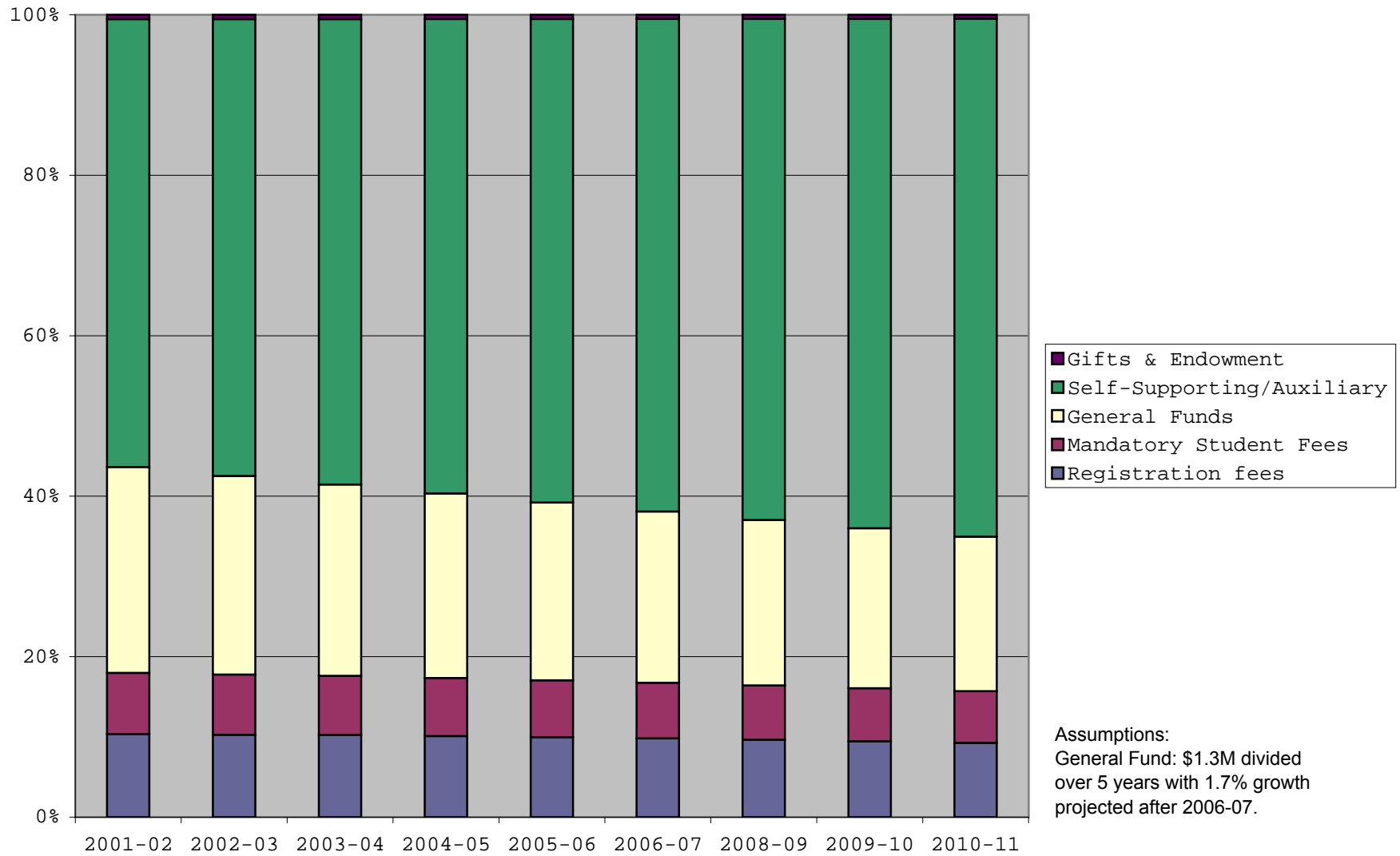
The cut to Admissions was \$62,500, the campus share of the informational outreach reduction. A provision was created to coordinate campus visits and regional support. We have not yet determined how to implement this reduction. The cut to the graduate mentorship programs of EOP is being restored from Associate Vice Chancellor funds.

Appendix 2: Budget Sources

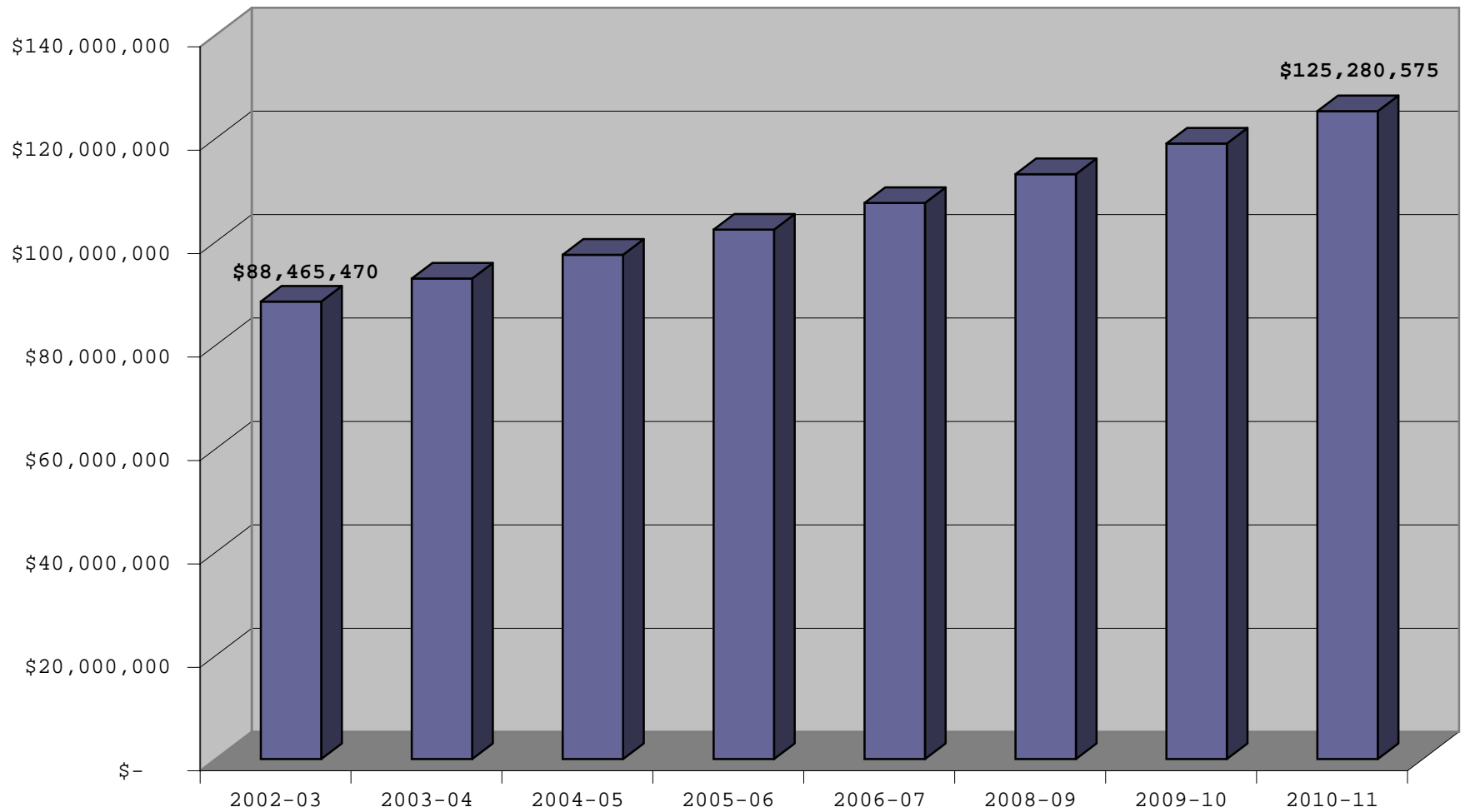
2001-02 Student Affairs Budget



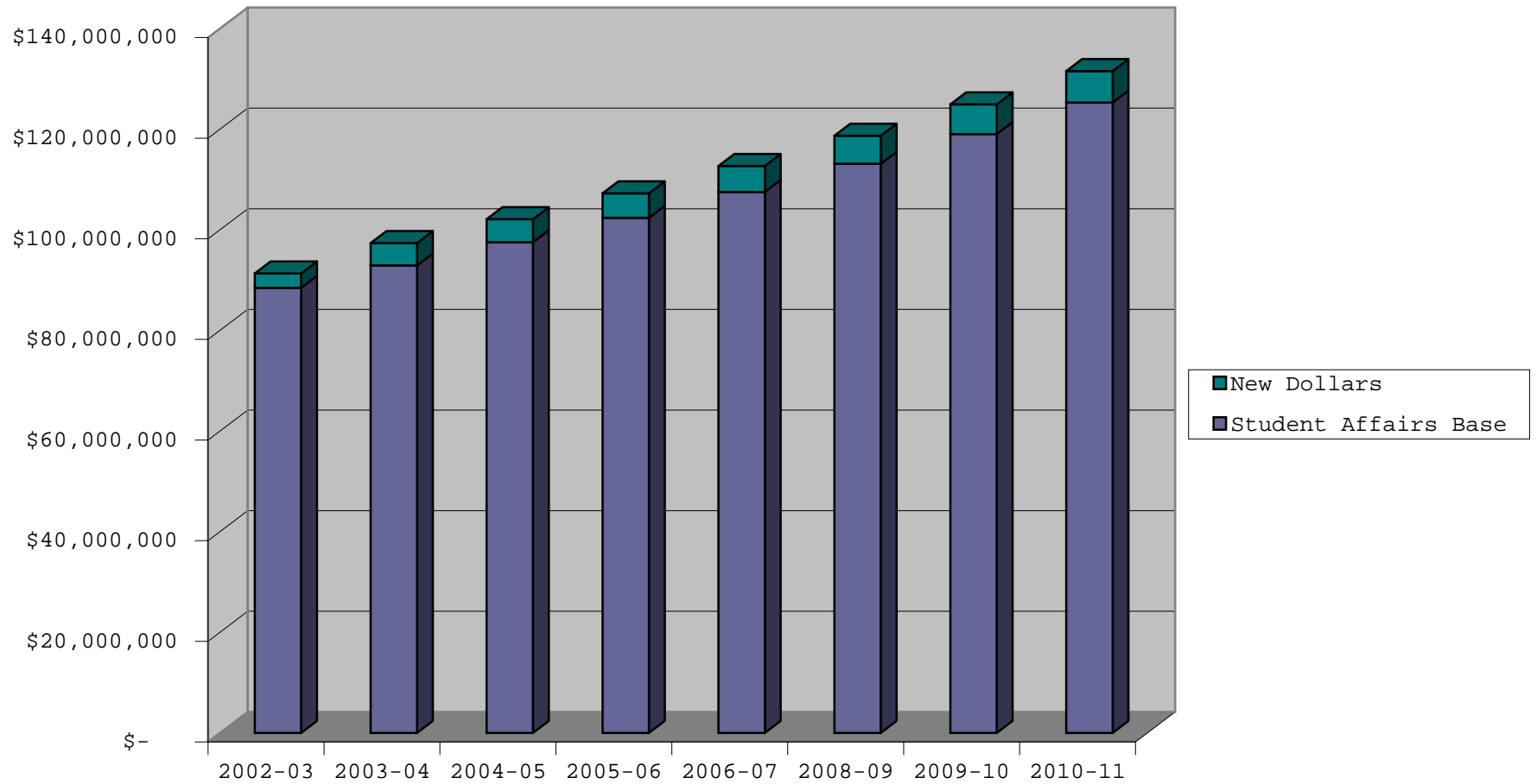
10 Year Projection



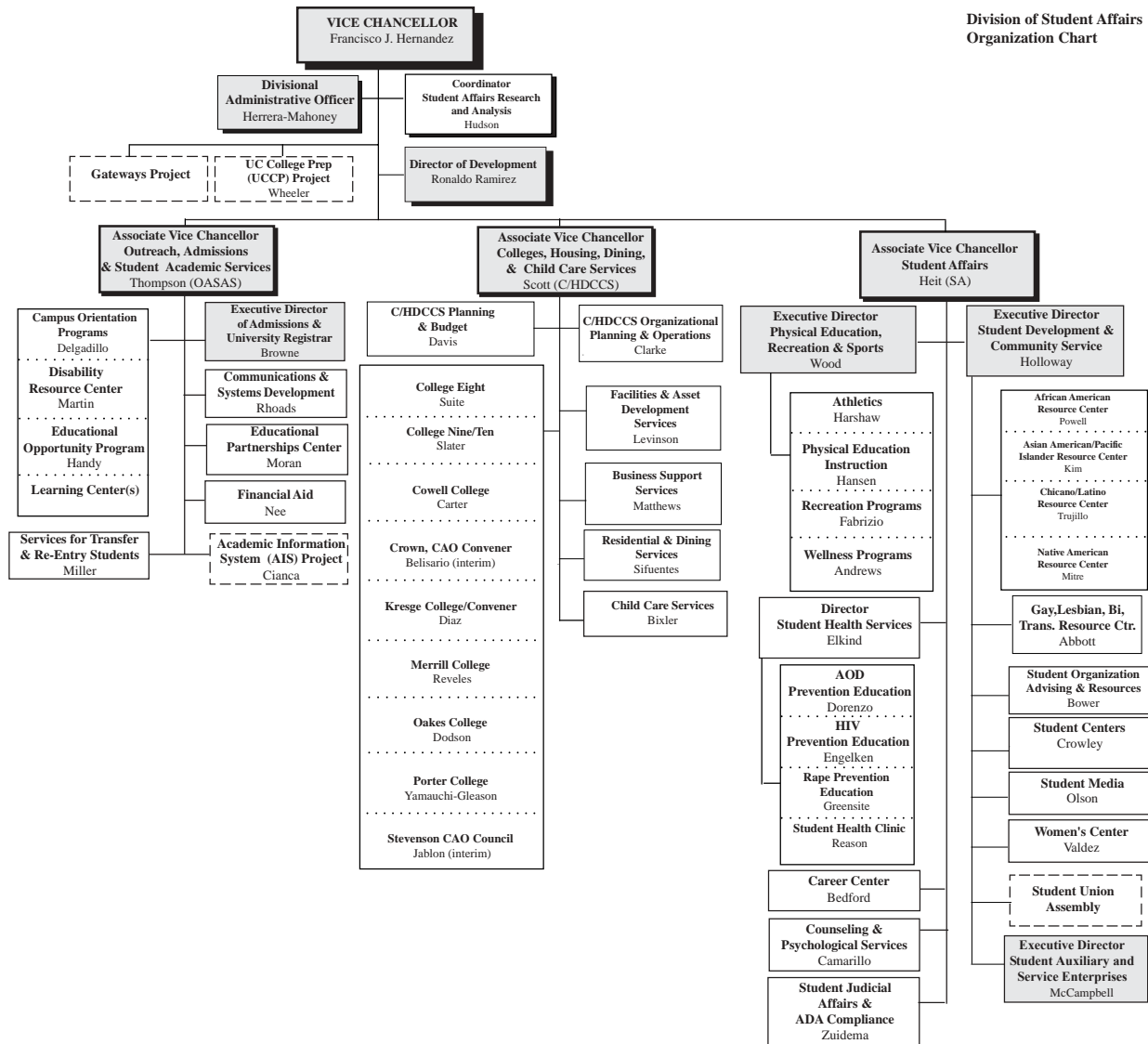
Student Affairs Projected Base Budget
(all funds)



Projected New Dollars



Appendix 3: Student Affairs Organization Chart



Appendix 4: Divisional Strategic Plan

DRAFT 12/3/01

STRATEGIC ISSUE 1

***INCREASE STUDENT ENROLLMENT, RETENTION, PROGRESS TO DEGREES,
AND GRADUATION***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|--|---|
| 1. Meet the campus enrollment growth target of 16,900 students by 2010. | <ol style="list-style-type: none">1. Meet the enrollment target for on-campus, regular-year programs of 15,000 students by 2010.2. Meet enrollment targets for off-campus programs and expanded state-funded summer operation.3. Meet the campus goals for a balance of graduate and undergraduate students, working with the Graduate Division and other offices.4. Determine appropriate levels of student services at the new Silicon Valley Center and begin implementation.5. Plan and implement a smooth transition from current summer operation to state-funded summer session beginning summer 2002 and growing to accommodate 40% of fall enrollments by 2010. | <ol style="list-style-type: none">1. Develop a clear timetable for growth of divisional offices and services necessary to provide the gateway for campus enrollment growth (by 2002).2. Assist the Graduate Division to meet their enrollment targets.3. Develop plans for delivering support services at off campus sites, possibly by providing remote access to services or by training generalist to deliver all or several support services (e.g. Admissions, financial aid, academic advertising, learning support services) [by June 2002].4. Develop a service delivery plan (including advising, registrar, learning support, housing and student activities services) for state-funded summer quarter by January 2002. |

STRATEGIC ISSUE 1***INCREASE STUDENT ENROLLMENT, RETENTION, PROGRESS TO DEGREES,
AND GRADUATION***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|--|
| 2. Develop an enrollment management plan to synchronize enrollment growth with the mix and size of academic programs, working in concert with academic divisions and departments. | <ol style="list-style-type: none">1. Develop several models for managing the flow of new and continuing students into programs.2. Develop a plan to increase ethnic/racial diversity of incoming students. | <ol style="list-style-type: none">1. Analyze the effectiveness of various mechanisms for influencing the flows of students to meet defined institutional objectives and implement as necessary:<ul style="list-style-type: none">• Marketing of programs, particularly new ones, especially via effective web site designs;• Outreach to prospective students emphasizing the strengths and appeals of particular programs;• Balance of undergraduate vs. graduate students;• Mix of regular-year, on-campus students vs. off-campus (Silicon Valley, Monterey, DC) and summer session;• Mix of full-time and part-time students;• Mix of students from diverse backgrounds;• Selectivity of admissions;• Preparedness of students;2. Review the following options for managing flows of students into academic programs in partnership with academic divisions and colleges:<ul style="list-style-type: none">• Admissions to divisions or schools rather than general campus admission;• Modifications of general education requirements and departmental requirements;• Tinkering with lists of courses that satisfy requirements;• Using instructional technology to increase the capacity of gateway courses;• Affiliation of students to colleges and the affiliation of colleges to divisions;• College curricular requirements;• Maximum capacities for over-subscribed programs and criteria for entry into those programs; and• Freshmen seminars and popular introductory courses to attract students into esoteric and under-subscribed majors. |

STRATEGIC ISSUE 1***INCREASE STUDENT ENROLLMENT, RETENTION, PROGRESS TO DEGREES,
AND GRADUATION***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|--|---|
| 3. Make UCSC the institution of choice for student from diverse backgrounds by actively recruiting and retaining a student body representing the population of the State of California. | <ol style="list-style-type: none">1. Develop an effective plan for coordinating outreach and recruitment efforts for students of color among ethnic organizations, Admissions, Student Development, Colleges, and Community Services.2. Promote UCSC with accurate and consistent marketing messages.3. Develop programs that effectively increase campus wide sensitivity to understanding of and support for cultural differences among students, staff and faculty. | <ol style="list-style-type: none">1. Expand the alumni of color outreach program and the cadre of trained alumni who assist in the recruitment process.2. Expand the mentoring and support programs sponsored by Educational Opportunities Program and Services to Students of Color.3. Coordinate the outreach efforts of the Educational Partnership Center with Admissions, Student Development and Community Service.4. Create partnerships with local schools aimed at creating a sense of ownership of and belonging to UCSC.5. Create partnerships with diverse communities aimed at creating a sense of ownership of and belonging to UCSC. |

STRATEGIC ISSUE 1***INCREASE STUDENT ENROLLMENT, RETENTION, PROGRESS TO DEGREES,
AND GRADUATION***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|--|---|---|
| 4. Plan for selective admissions, in anticipation of the near-term possibility that applications from qualified students will exceed available spaces. | <ol style="list-style-type: none">1. Develop several models of selective admissions and analyze their relative merits for implementation at UCSC, working with the Committee on Admissions and Financial Aid.2. Implement the best plan for selective admissions as necessary.3. Develop a staffing plan to handle the additional workload presented by selective admissions. | <ol style="list-style-type: none">1. Prepare a marketing and public relations campaign to educate high school and college counselors and prospective students on the issue of selective admissions (by June 2002).2. Provide information on the process of selectivity and potential characteristics of new students to academic departments, divisional deans and college provosts to assist in curriculum development and planning (one year prior to implementing selective admissions).3. Develop a plan for supporting the academic success of dual-admissions community college students.4. Develop expanded academic support programs to be delivered during summer quarter for new admits, who, though fully eligible for admission, need skill development in specific areas. |
| 5. Safeguard the affordability of education at UCSC. | <ol style="list-style-type: none">1. Increase financial aid options in order to compete with comparable institutions. | <ol style="list-style-type: none">1. Ensure that Financial Aid packages/wages keep pace with the cost-of-living.2. Increase student job options and associated wages to help supplement financial aid packages. |

STRATEGIC ISSUE 1***INCREASE STUDENT ENROLLMENT, RETENTION, PROGRESS TO DEGREES,
AND GRADUATION***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|--|---|
| 6. Ensure smooth transitions to UCSC and foster academic and social success by encouraging meaningful, multiple connections with faculty, staff and the wider UCSC community. | <ol style="list-style-type: none">1. Strengthen comprehensive academic advising through a team approach utilizing EOP, academic advisors and faculty.2. Increase engaging first-year experiences emphasizing faculty involvement in the colleges and elsewhere.3. Increase student involvement in experiential learning, such as: leadership opportunities, community service, undergraduate research opportunities, and career-related internships. | <ol style="list-style-type: none">1. Increase fundraising to support student scholarships and cultural, social, and residential programs.2. Increase student involvement in student activities and organizations through the efforts of the colleges and Student Development Community Service.3. Expand faculty and staff involvement with student organizations.4. Foster a seamless transition for transfer students into UCSC by developing partnerships among Admissions Outreach, Transfer Partnership Program, Orientation, Financial Aids, STARS, and faculty. |

STRATEGIC ISSUE 1***INCREASE STUDENT ENROLLMENT, RETENTION, PROGRESS TO DEGREES,
AND GRADUATION***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|---|
| 7. Increase year-to-year retention and graduation rates and decrease time to degree. | <ol style="list-style-type: none">1. Identify and assess students with academic difficulties.2. Improve learning assistance and retention support programs. | <ol style="list-style-type: none">1. Establish a university wide learning support program through creating effective partnerships with academic departments, student organizations and Student Affairs units by 2003.2. Implement mentoring programs for all at risk students in all colleges by fall 2003.3. Invite experts on student success from other campuses to a campus-wide workshop on effective retention strategies.4. Collaborate with Institutional Research to identify meaningful measures of student success and retention and develop regular AIS reports to display those measures (<i>see Strategic Issue 6</i>)5. Identify curricular bottlenecks and work with departments to ensure smooth flow from admission to graduation. <i>Strategic Issue #2</i>) |
| 8. Increase the supply of affordable student housing. | (<i>See Strategic Issue 5 – Facilities</i>) | |
| 9. Define in operational terms the meaning of the phrase “uncommon commitment to undergraduate education” with regard to SA student support services. | <ol style="list-style-type: none">1. Extend learning support services provided by Learning Center to more programs and courses.2. Make more effective use of assessment data on student success. | <ol style="list-style-type: none">1. Provide campus-wide distribution of the evidence of success achieved by the new Modified Supplemental Instruction and other programs.2. Develop linkages between Student Affairs staff (EOP, college advisors) and faculty involved in the Center for Teaching Excellence to discuss how to provide more effective curricular support for learning, both inside and outside the classroom.3. Develop a university-wide student-leadership recognition program for students who excel in community service, leadership in organizations, and co-curricular endeavors. |

STRATEGIC ISSUE 2***IMPLEMENT RESPONSIVE, STUDENT-CENTERED WAYS OF DOING BUSINESS***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|--|--|---|
| 1. Assess how divisional units currently deliver services to students and modify those processes to bring them into alignment with “Future Visions: Student Services at the University of California.” | <ol style="list-style-type: none">1. Increase opportunities for managers to learn about best practices at other institutions of higher education..2. Increase assessment of students’ needs for support services. | <ol style="list-style-type: none">1. Assign work groups charged with defining models of service delivery for various student service “types” in fall 2001.2. Send one staff member from each unit to a nation-wide conference during 2001-2002 to learn what peer institutions are doing in the areas of benchmarking, best practices, and re-engineering.3. Use student focus groups in ensure that the re-design of processes meets students needs and concerns.4. Organize workgroups to define models of service delivery appropriate for various student service ‘types.’ |
| 2. Implement a new Academic Information System (AIS) | <ol style="list-style-type: none">1. Execute a phased implementation plan introducing the following functionalities in priority order:<ul style="list-style-type: none">• Recruiting/marketing• Admissions• General student records• Student academic records• Transfer articulation• Registration• Classroom scheduling• Degree audit/advising• Curriculum management• Class schedule• Course catalog• Faculty load• Accounts receivable• Financial aid• Web-based access | <ol style="list-style-type: none">5. <i>See AIS Implementation Plan</i> |

STRATEGIC ISSUE 2***IMPLEMENT RESPONSIVE, STUDENT-CENTERED WAYS OF DOING BUSINESS***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|--|--|---|
| 3. Improve student services throughout the division with the goal of delivering 70% of services via self service (especially on line), 20% via generalists (possibly in a single location), and 10% via specialists. | <ol style="list-style-type: none">1. Implement 70/20/10 models, where appropriate.2. Reduce or eliminate information “shadow” systems.3. Implement a practice of “peer reviews” in which each student affairs unit is reviewed at least once every 5 years by an outside team. | <ol style="list-style-type: none">1. Assess the effectiveness of current services and processes by 2002 in preparation for implementing AIS.2. Complete initial identification of new models and maps of streamlined processes by winter 2002 for implementation in October 20033. Map business processes, showing both “before AIS” and “with AIS” to document major changes.4. Create an ongoing mechanism for review and adjustment of models and processes by 2003.5. Working from new process maps, revise job descriptions for affected personnel, obtain reclassifications when appropriate, and provide training (by October 2003).6. Annually measure student satisfaction with their service delivery and/or feedback on service options on an ongoing basis (<i>see Strategic Issue 6</i>). |

| | |
|--------------------------|---|
| STRATEGIC ISSUE 2 | <i>IMPLEMENT RESPONSIVE, STUDENT-CENTERED WAYS OF DOING BUSINESS</i> |
|--------------------------|---|

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|--|--|
| 4. Successfully manage the transformation of organizational processes | <ol style="list-style-type: none"> 1. Provide division-wide leadership, authority, support and resources to manage the organizational changes needed to achieve transformation in service delivery. 2. Provide training to managers on how to manage change, manage projects, map processes, incorporate best practices, establish benchmarks, assess client needs, and train staff to master new tasks. | <ol style="list-style-type: none"> 1. Teach student affairs staff the concepts of change management . 2. Establish reward structures to acknowledge the efforts of staff who initiate positive changes. 3. Work with HR Staff Development and/or consultants to develop on-campus training in program assessment by 2003. |
| 5. Collaborate with other campus units (such as Staff Human Resources, Information Technology, etc.) in designing new ways of doing business. | <ol style="list-style-type: none"> 1. Identify where implementation of new processes implies realignment of services or offices to new reporting lines or reclassification of employees. | <ol style="list-style-type: none"> 1. Consult with related units, prioritize collaborations, and reach agreements by May 2002. |

STRATEGIC ISSUE 3***ATTRACT AND RETAIN QUALITY EMPLOYEES***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|---|
| 1. Make the division an “Employer of Choice” for the Central Coast, statewide, and nationally in order to obtain a competitive advantage in searching for, hiring, and retaining employees. | <ol style="list-style-type: none">1. Provide staff outreach, early orientation and training to help with professional growth.2. Increase the supply of affordable faculty and staff housing.3. Develop a campus childcare master plan aimed at increasing the supply of affordable childcare. | <ol style="list-style-type: none">1. Develop a Student Affairs recruitment brochure and marketing templates that explain the importance of our work and points out the qualities that make SA an exciting organization to work for and work with, qualities such as the diversity of our community and our commitment to students (by Spring 2002).2. Develop a peer-mentoring program to ensure that new SA employees are properly introduced and connected to the division (by December 2001).3. Work with Staff Human Resources on a study of salary information for Student Affairs positions by July 2002.4. Provide training to managers of how to design jobs that engage employees by creating generalists, swapping responsibilities, and avoiding burnout.5. Implement systematic exit interviews for employees to learn their reasons for leaving (by August 2003).6. Identify goals for meeting childcare needs and standards and evaluate them annually.7. Prepare an annual report on the state of divisional employment for distribution to the campus community.8. Provide staff with a systematic anonymous opportunity to provide feedback to managers regarding working conditions. |

STRATEGIC ISSUE 3***ATTRACT AND RETAIN QUALITY EMPLOYEES***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|---|
| 2. Increase staff receptivity to and engagement in innovation, collaboration, and excellence in management. | <ol style="list-style-type: none">1. Support staff needs for adapting to growth and change.2. Increase job attractions, such as: flexible workload, parking, childcare, training, mentoring, professional development, tele- commuting, and distributed worksites3. Collaborate with Staff Human Resources on employee development and training. | <ol style="list-style-type: none">1. Develop clear trigger points for funding additional staff positions to keep pace with growth (by March 2003).2. Develop SA divisional “Principles of Staff Development” program that incorporates internships, mentorships, training opportunities with built in reclassifications, and performance rewards (by December 2002).3. Develop process for regular feedback from staff to help identify career and professional needs and issues by September 2004.4. Appoint a taskforce to look at non-salary perquisites to assist with employee retention.5. Develop competency and evaluation standards for managers and review them annually by December 2003.6. Continue commitment to staff development programs, including: identifying funding for staff development, and assessing the success of existing staff development programs.7. Create unit staff development plans with accompanying budgets identifying creative strategies for expanding roles and responsibilities and building additional skills.8. Review employees’ technology and ergonomic needs, in collaboration with Staff Development and Training and EH&S by December 2002. |
| 3. Increase recruitment and retention of diverse staff representative of the population of the State of California. | <ol style="list-style-type: none">1. Support staff participation in both on-campus and off-campus professional organizations and career development programs based on ethnicity, race, gender or sexual preference.2. Improve methods of identifying diverse recruitment pools.3. Increase campus awareness of cultural, ethnic and gender diversity. | <ol style="list-style-type: none">1. Utilize ethnicity- and race-based professional networks to advertise employment opportunities and broaden recruitment pools.2. Offer training in cultural literacy, in collaboration with Staff Development and Training.3. Share applications from promising candidates across units.4. Update ethnic categories on employment forms and in databases and make information readily accessible by 2004. |

STRATEGIC ISSUE 3***ATTRACT AND RETAIN QUALITY EMPLOYEES***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|--|
| 4. Preserve institutional memory and minimize disruptions from retirements. | 1. Develop plan for replacing the coming wave of retirements. | <ol style="list-style-type: none">1. Analyze SA staff demographically and project planned retirements, career changes, etc. by January 2002.2. Create part time positions to attract retirees and other workers wanting more flexible schedules by December 2003.3. Create succession /rehire plans to ensure continuity and institutional memory, possibly using internships to encourage younger employees to grow into roles vacated by retirees. |

STRATEGIC ISSUE 4***STRENGTHEN THE STUDENT AND STAFF MENTAL AND PHYSICAL WELLNESS***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|--|
| <ol style="list-style-type: none">1. Promote among students, staff and faculty activities that increase mental and physical well being by fostering a balance between a healthy work environment and healthy activities and lifestyles outside the workplace. | <ol style="list-style-type: none">1. Take inventory of existing campus and off-campus health prevention and wellness programs and collaborations; create an on-line clearinghouse for the users of these services; coordinate the efforts of service providers.2. Evaluate the health of our campus (using the criteria established by NASPA, World Health Organization, and the Center for Disease Control Healthy People 2010).3. Work with campus staff and student organizations to develop individualized wellness programs emphasizing specific risks and providing individual and group programs to decrease health risks. | <ol style="list-style-type: none">1. Complete wellness programs inventory and update the UCSC Work/Life web site, including links to all health and wellness programs by spring 2002.2. Administer the American Health College survey for students by spring 2002, with result feedback by fall 2002.3. Design and implement individual and group programs based on normative data beginning fall 2002.4. Conduct a Health Risk Assessment survey for students, staff and faculty and provide normative data feedback.5. Work with Dining Services to coordinate nutritional awareness advertising and programs.6. Coordinate educational and wellness related activities with Student Health Center (including the HIV, AOD, and Rape Prevention, blood testing, and exercise stress tests for those over the age of 35).7. Create on-line, ongoing Health Risk Analysis emphasizing prevention available to individual students, staff and faculty.8. Collect voluntary and anonymous data related to health risk behaviors of various student, faculty, and staff populations and design specific programs to reduce health risks of these individuals and groups. |

STRATEGIC ISSUE 4***STRENGTHEN THE STUDENT AND STAFF EXPERIENCE WITH PROGRAMS THAT SUPPORT MENTAL AND PHYSICAL WELLNESS***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|-------------|--|---|
| (continued) | <ol style="list-style-type: none">6. For individual students and student groups, design programs to reduce stress, encourage recreational and fitness pursuits in balance with work.7. Reduce, to below the national average, the percentage of undergraduate students who engage in the risky behaviors.8. Decrease UCSC occupational injury rates to below systemwide average, in cooperation with occupational health and safety programs.9. Decrease the number of sick days for employees. | <ol style="list-style-type: none">10. Work with North Campus Planners to insure wellness facilities are considered.11. Work with academic units to improve the health of their staff and faculty by providing workshops, health assessments, and tailored programs.12. Maintain website with on-line health risk assessments with links to student portal.13. Work with Academic Human Resources to provide a link to Wellness website from their Campus Welfare website.14. Work with Health Care providers to utilize their services related to wellness:<ul style="list-style-type: none">Health fair assistancePortable displaysPre packaged programs: allergy, colds/flu, low fat diets, women's health, etc.On-line resources15. Coordinate programs and activities with the campus Employee Assistance Program and Vocational Rehabilitation Services. |

STRATEGIC ISSUE 5***EXPAND, UPGRADE AND MAINTAIN PHYSICAL RESOURCES AND FACILITIES***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|--|--|
| 1. Develop and maintain superior facilities that help enrich the student experience, create a sense of belonging, and build community spirit. | <ol style="list-style-type: none">1. Conduct an assessment of the functionality and effectiveness of SA facilities.2. Identify space needed to accommodate additional divisional administrative staff and support functions.3. Identify community space for use by all students. | <ol style="list-style-type: none">1. Conduct ACUHO-I EBI benchmarking survey to assess overall physical resource cost/effectiveness ratio by 2003.2. Develop plan to address space needs for divisional administrative and support staff by 2002.3. Allocate existing and new office, shop, storage and other space to best accommodate current needs and planned growth by 2005.4. Develop a construction & planning mitigation team, working with Physical Planning & Construction to ensure clear communications among affected units and minimize disruptions to normal business (by 2002).5. Work with Student Development and Community Service to explore space opportunities in the newly proposed downtown center by 2002.6. Work with local agencies and community and campus partners to develop a resource conservation plan by 2003. |

STRATEGIC ISSUE 5***EXPAND, UPGRADE AND MAINTAIN PHYSICAL RESOURCES AND FACILITIES***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|--|--|
| <p>2. Develop facilities and programs to meet student housing needs, including programs for:</p> <ul style="list-style-type: none">• Undergraduates• Graduate students• Students with families• Transfer students• Re-entry students• Disabled students• Commuter students• Students living off-campus | <p>1. Develop a “Master Plan for Student Housing” addressing the availability and affordability of housing within the context of plans for growth in undergraduate and graduate student enrollments.</p> <p>2. Augment housing guarantees to include a two-year housing guarantee for new frosh and strive to provide sufficient on-campus housing for all students who want it.</p> <p>3. Participate in process to determine the number and size of the colleges and other housing configurations to accommodate planned growth.</p> <p>4. Explore year-round housing needs and opportunities.</p> <p>5. Explore opportunities for partnerships to develop privatized housing developments in inclusion areas and off-campus sites.</p> <p>6. Enhance programs for assisting students with finding off-campus housing.</p> <p>7. Continue planning for renovation of Family Student Housing.</p> | <p>1. a) Work with internal and external partners to develop a “Master Plan for Student Housing” by June, 2002.</p> <p>b) Complete Colleges 9/10 and Porter, Cowell and Stevenson infill projects by 2003-04.</p> <p>c) Work with campus and community partners to develop plans for housing and other facilities in the North Campus area and begin construction by 2007.</p> <p>d) Evaluate long-term student housing target figures and include in Master Plan.</p> <p>2. Provide two-year guaranteed housing for new frosh by 2005.</p> <p>3. Work with the Academic Planning Committee and other campus partners to implement the recommendations of the Advisory Group on the Colleges. Ongoing.</p> <p>4. a) Finalize procedures for transitional and alternative housing by June 2002.</p> <p>b) Create plan to support year-round housing needs for students by Fall, 2002.</p> <p>c) Continue to develop alternative housing opportunities to help enhance revenue and address unmet needs by 2003.</p> <p>5. Consult with community leaders, local agencies and private development companies about construction prospects by Fall, 2003.</p> <p>6. Provide dedicated funding to enhance programs for assisting students with finding off-campus housing by Fall, 2003.</p> <p>7. Complete planning for Family Student Housing renovations by 2002; complete all renovations by 2005.</p> |

STRATEGIC ISSUE 5***EXPAND, UPGRADE AND MAINTAIN PHYSICAL RESOURCES AND FACILITIES***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|---|
| 3. Review college and housing operations and develop models for delivering essential services effectively and efficiently. | <ol style="list-style-type: none">1. Review maintenance/grounds keeping/custodial programs in residential facilities.2. Review college and housing business services. | <ol style="list-style-type: none">1. Develop a plan that assesses the delivery of centralized maintenance, grounds keeping and custodial services to colleges and housing by 2003.2. Implement a plan for centralized business services for the colleges and housing and evaluate by June 2002. |
| 4. Develop programs and facilities to meet needs for on-campus child care. | <ol style="list-style-type: none">1. Develop a "Master Plan for Campus Child Care." | <ol style="list-style-type: none">1. Open a new child care facility by 2004.2. Work with building committee and architects to design and construct a new facility to meet campus child care needs. |
| 5. Raise funds to help expand and improve facilities and programs. | <ol style="list-style-type: none">1. Set fundraising targets for colleges, child care, campus events center and other SA facilities. | <ol style="list-style-type: none">3. Work with University Relations to set specific fundraising goals by June 2002 and to integrate SA goals into the overall campus priority list for fundraising. |
| 6. Encourage continued collaboration between Student Affairs and other parts of the university to develop and maintain new and existing residential, academic, administrative, and recreational facilities. | <ol style="list-style-type: none">1. Implement the recently adopted "College House Management Plan".2. Develop a plan for sharing infrastructure costs for the development of the NW campus.3. Support Admissions and Educational Partnership Center K-12 summer outreach efforts.4. Support faculty and staff conferences and programs that enhance the university's research and academic mission. | <ol style="list-style-type: none">1. Assess success of College House Management Plan by August 2002.2. Determine the mix of academic, residential and other facilities for the NW campus and agree on a strategy for sharing infrastructure costs by August 2002.3. Work with campus partners to identify housing, classrooms, teaching labs, computer labs and other necessary resources to support outreach efforts. Ongoing.4. Complete the conversion of the UCSC Inn and the University Center by 2003. |

STRATEGIC ISSUE 6***USE ASSESSMENT, EVIDENCE AND ACCOUNTABILITY AS STANDARDS FOR
PLANNING AND PROGRAM DEVELOPMENT***

| GOALS | OBJECTIVES | ACTIONS/DATES |
|---|---|---|
| 1. Establish a climate of evidence leading to clear communications of data, analysis, and information to both internal and external constituents. | <ol style="list-style-type: none">1. Use both qualitative and quantitative measures to assess needs, service delivery, student satisfaction, campus climate, and related issues.2. Coordinate studies to maximize our ability to compare data across programs and time periods and to minimize duplication and intrusion on survey respondents.3. Partner with faculty, instructional support units and the office of Institutional Research (IR) in assessing factors associated with retention and academic success and in measuring learning outcomes. | <ol style="list-style-type: none">1. By 2002, work with IR to publish an annual "Student Profile" containing all basic descriptive data on the student population with electronic links to relevant reports and databases.2. Participate in the National Survey of Student Engagement biannually.3. Participate in national, regional or systemwide studies, as needed.4. Assist in the development and analysis of campus-based studies as needed.5. Provide a more comprehensive retention research effort, including a more comprehensive exit interview and retention study, and disseminate the results across the campus. |
| 2. Measure performance against prevailing campus, state and national standards of accountability; focus on measurable outcomes. | <ol style="list-style-type: none">1. Conduct regular, ongoing assessments to identify unit and campus needs, evaluate program effectiveness, and infer appropriate programmatic modifications and improvements.2. Assess clients' expectations and attitudes towards program developments and strategic interventions.3. Explore and identify exemplary practices in the delivery of student support services to serve as benchmarks for comparative analyses of UCSC performance. | <ol style="list-style-type: none">1. Each SA unit will identify elements of their services that can be expressed as desired outcomes translated into sets of periodic measurements or qualitative assessments by 2002.2. The division will provide each unit with affordable and accessible training in program assessment methods by 2002-03, either delivered on campus or by attending national workshops.3. By 2003, each SA unit will provide, as part of their annual report, findings of measurable outcomes relative to the prior year's data and management's expectations.4. By 2003, the division will include evidence of accomplishments as part of budgetary deliberations and allocation decisions. |