2017–2018
ASSESSMENT & EVALUATION REPORT
ASSESSMENT & EVALUATION – STUDENT AFFAIRS
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MESSAGE FROM VICE CHANCELLOR - STUDENT AFFAIRS

The Division of Student Affairs is proud to play an integral role in the success and wellbeing of UC San Diego’s remarkable student community. Through our important collaborations, outstanding departments, committed student leaders, and talented staff members, Student Affairs contributes to UC San Diego’s mission to be a Student-Centered community of transformational learners and leaders.

This annual report celebrates our contributions and highlights points of pride from the 2017-18 academic year. We strive to deliver a premier student experience and believe this report captures our commitment toward this aspiration. For example, the important implementation of programs and services to address our students’ basic needs through The Hub, our new campus food pantry, and related services to decrease housing insecurity is an essential student service. Also worth highlighting is UC San Diego’s designation as a Changemaker Campus from Ashoka U—we are the only campus in the UC system to have such a prestigious designation! We are also proud of the programs that foster educational equity to advance social mobility through Success Coaching, Socio-Cultural Advising, and Leadership development. In addition, we are excited to collaborate in laying the groundwork to become a Hispanic Serving Institution (HSI) in the near future. Athletics stands ready to uphold its commitment to student academic success as we move to Division I in the NCAA. As a division, Student Affairs works to make sure that all UC San Diego students benefit from high impact practices such as faculty mentoring, participation in research opportunities, and global education. We are delighted to work alongside committed colleagues and stakeholders that include the Associated Students and Graduate Student Association. In Student Affairs, we provide programs, spaces, and services that contribute to a student’s sense of connection to UC San Diego, enriching their education beyond the classroom and informing their life in deep and meaningful ways.

We hope you will enjoy learning about the collective accomplishments of the UC San Diego Student Affairs team. And, please know we welcome feedback about our work and hope it inspires additional opportunities for student-centered collaborations.

Go Tritons!

Alysson M. Satterlund
Vice Chancellor–Student Affairs

December 2018
CORE VALUES

As student affairs professionals, we strive to live by the same values that we promote to our students.

Inclusivity
Personal Growth and Engagement
Wellbeing
Accountability
Excellence

MISSION VISION

Student Affairs supports the enrollment, academic success, and wellbeing of every student by developing their intellectual, social, and moral growth.

To develop every student to lead, innovate, solve problems, and contribute to the betterment of the world.
UC SAN DIEGO UNDERGRADUATE STUDENT BODY OVERVIEW FALL 2017

FALL 2017 UNDERGRADUATE ENROLLMENT

50.6% male
49.1% female
Total: 28,587

0.3% DATA UNAVAILABLE

UNDERGRADUATE GEOGRAPHIC ORIGIN

OUT-OF-STATE AND INTERNATIONAL STUDENTS 25%
CALIFORNIA RESIDENT STUDENTS 75%

NEW STUDENT ENROLLMENT

33.5% TRANSFER STUDENTS
66.5% FRESHMEN

2,869 TRANSFER STUDENTS
5,699 FRESHMEN

4.08 AVERAGE HIGH SCHOOL GPA FOR 2017 COHORT
3.46 AVERAGE TRANSFER GPA FOR 2017 COHORT

UNDERREPRESENTED MINORITIES (URM)

URM 22%
Net URM, 77%

FIRST GENERATION COLLEGE STUDENT

First Generation 39%
Not First Generation 59%

PELL GRANT RECIPIENTS

Pell Grant 36%
No Pell Grant 64%

FINANCIAL AID

60%
OF ALL UNDERGRADUATE STUDENTS ARE EXPECTED TO RECEIVE SOME TYPE OF FINANCIAL ASSISTANCE FROM A WIDE VARIETY OF PROGRAMS INCLUDING FEDERAL, STATE, UC, AND OUTSIDE SOURCES IN THE FORM OF LOANS, GRANTS, WORK-STUDY, AND SCHOLARSHIPS.

Source: Student Research and Information, Institutional Research, Academic Affairs
VICE CHANCELLOR - STUDENT AFFAIRS DIRECTORY

ENROLLMENT MANAGEMENT

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PARENT & FAMILY PROGRAMS (PFP)
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STUDENT RETENTION & SUCCESS

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SPOTLIGHT: STRATEGIC GOALS
1. **RECRUITMENT & YIELD**
   Attract and enroll highly capable and diverse California, out-of-state, and international students

2. **RETENTION**
   Increase the academic success, persistence, and timely graduation of all students

3. **LEARNING**
   Provide learning experiences that develop the skills and character needed to lead, innovate, and solve problems

4. **COMMUNITY BUILDING**
   Build a welcoming, engaging, safe, and inclusive community to create a sense of belonging for all students

5. **WELLBEING & SAFETY**
   Deliver programs and services to facilitate a culture of health, safety, and wellbeing of students

**SPOTLIGHT: STRATEGIC GOALS**
SPACES hosts the Student Initiated Access Programs and Services (SIAPS) track Overnight program, a 3-day, 2-night program which pairs admitted high school seniors with a current undergraduate student and provides them an opportunity to experience the university environment, campus life at UC San Diego; network with other admitted high school seniors and current students; and learn about campus resources.

69% accepted UC San Diego’s admission offer (of the 140 SIAPS-track Overnight program participants)

<table>
<thead>
<tr>
<th>140 Overnight Attendees</th>
<th>Accept Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican/Mexican American/Chicano</td>
<td>75%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>73%</td>
</tr>
<tr>
<td>Other Spanish-American/Latino</td>
<td>50%</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>57%</td>
</tr>
<tr>
<td>Chinese/Chinese-American</td>
<td>50%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>100%</td>
</tr>
<tr>
<td>Filipino/Filipino-American</td>
<td>33%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>100%</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL: COMMUNITY BUILDING

Triton Fest is UC San Diego’s event series aimed at providing free weekend and late-night events as an alternative to drinking and other high-risk behaviors. The series provides alcohol education as well as a platform for students to connect as a community.

93% of respondents “agreed” or “strongly agreed” that, “I felt like part of the UCSD community at the Triton Fest events I attended”

As a student-centered organization, University Centers supports the UC San Diego community with quality facilities, services, and programs that foster and enrich the campus experience and student learning.

1,514 Students attended Welcome Week, First Friday events
19,419 Students attended University Centers sponsored events
1,168 Students attended Faculty/Student engagement programs
The Student Success Coaching Program facilitates the transition and promotes the success of a cohort of incoming and continuing first-generation students at UC San Diego. Students are part of a collaborative, holistically supportive, and validating environment that applies a strengths-based approach.

93% of students “agreed” or “strongly agreed” that, “They saw themselves as part of the success coaching community”
Financial Avenue arranges learning into courses, each of which require students to complete pre-and post-tests, the results of which are used to assess student learning. The results are also used as a gauge for overall student need for financial literacy education.

The OASIS Chemistry Early Warning System (EWS) is an early alert intervention system for students who are struggling in their Chemistry 6 series courses mid-way through the quarter. EWS provides students with resources, including a tutor, which will help them strengthen the knowledge and skills necessary to succeed in their course.

### Percentage of correct responses by module

<table>
<thead>
<tr>
<th>Loan Guidance</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54%</td>
<td>92%</td>
</tr>
<tr>
<td>Credit &amp; Protecting Your Money</td>
<td>58%</td>
<td>91%</td>
</tr>
<tr>
<td>Spending &amp; Borrowing</td>
<td>65%</td>
<td>92%</td>
</tr>
</tbody>
</table>

### CHEM 6 Series Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>EWS Participant</th>
<th>Eligible Non-Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>B</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>C</td>
<td>19%</td>
<td>39%</td>
</tr>
<tr>
<td>D, W, or F</td>
<td>31%</td>
<td>46%</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL: WELLBEING & SAFETY

In collaboration with the Vice Chancellor of Student Affairs, University Centers, Financial Aid, and the colleges, Triton Food Pantry opened in February 2015 with the mission to provide services to students experiencing food insecurity. This is a free service open to all registered undergraduate and graduate students.

STUDENT LIFE
ASSOCIATED STUDENTS

- 4,380 individual students served
- 19,938 total visits to the Triton Food Pantry
- 4.3 visits on average per student
ENROLLMENT MANAGEMENT’S PARENT AND FAMILY PROGRAMS WELCOMES UC SAN DIEGO FAMILIES AT THE 10TH ANNUAL FAMILY WEEKEND
ENROLLMENT MANAGEMENT
ENROLLMENT MANAGEMENT

Mission

Enrollment Management provides leadership, expertise, analysis, and coordination for undergraduate enrollment efforts, including recruitment and outreach; application and admission; financial aid and scholarships; classroom scheduling; and recording and maintenance of grades and other academic records.
ENROLLMENT MANAGEMENT

California Student Opportunity & Access Program (Cal-SOAP)
Financial Aid and Scholarships Office
Office of Admissions
Parent & Family Programs
Office of the Registrar
Student Affairs Technology Services (SATS)
Cal-SOAP supports college planning and awareness by providing the Intrusive Advisement Program to support high school seniors. Partner schools in San Diego include: Junipero Serra, Lincoln, Mission Bay, Morse, Will C. Crawford, and O’Farrell Charter School.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC

- Collect information from seniors in the fall and track them as they navigate the college-going process.
- Identify students who need intrusive advisement services, are thinking about college but confused about the process, or need help navigating the process.

DATA COLLECTION & METHODS

Two surveys were administrated using school computers, iPads, and personal smart phones.

SEPTEMBER 2017 SURVEY
1,399 PARTICIPANTS

JANUARY 2018 SURVEY
1,266 PARTICIPANTS

STUDENTS:

- Need support earlier to understand college costs and financial aid;
- Want more interaction with local colleges;
- Are considering starting at a community college.

89% wanted Cal-SOAP to share their information with college partners

39% need additional support from Cal-SOAP

<15% know about the Community College Promise

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

Cal-SOAP will use the survey responses to develop and inform strategic advisement plans for high school students. Cal-SOAP will continue to review and edit survey questions to meet the needs of the program. The Intrusive Advisement Program will be replicated in two Imperial County high schools.
The Financial Aid and Scholarships Office strives to ensure all admitted and continuing students have access to attend UC San Diego regardless of their financial circumstances. The office plays a critical role, from recruitment through enrollment.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

Financial Avenue is an on-line financial education tool. Courses are self-paced and provide key personal finance concepts in short, easily-digestible sound bites.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**

By completing Financial Avenue courses students will be able to:
- Evaluate the influence of his/her financial choices
- Examine personal habits, strengths, weaknesses, and values about money
- Recognize the relationship between completing the FAFSA and getting financial aid
- Identify components of a spending plan

**DATA COLLECTION & METHODS**

Financial Avenue includes real-time scoring of pre-and post-tests. It also tracks student usage, learning progress, course interest, and success of the program.

**SUMMARY OF FINDINGS/RESULTS**

20,000 undergraduates were sent an email invitation to use Financial Avenue. Between July 2017 and June 2018, there were a total of 965 registered users. Of registered users, 180 (19%) completed at least one course, with a combined total of 581 courses taken.

<table>
<thead>
<tr>
<th>Module</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan Guidance</td>
<td></td>
<td>54.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>91.7%</td>
</tr>
<tr>
<td>Credit &amp; Protecting Your Money</td>
<td></td>
<td>57.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.6%</td>
</tr>
<tr>
<td>Spending &amp; Borrowing</td>
<td></td>
<td>65.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>91.7%</td>
</tr>
</tbody>
</table>

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**

The assessment provides data to support the continued use of Financial Avenue, as the results indicate improvement in student knowledge. The results from the Loan Guidance course suggest that staff should spend more time advising students about their loans.
PROGRAM, SERVICE, OR EVENT DESCRIPTION

Triton Summer Academy is a free one-week residential program highlighting UC San Diego and aimed at increasing the underrepresented student population. Rising seniors from target high schools and community-based organizations participated August 7-12, 2017.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC

The goals of the program are to increase:
• Awareness of UC San Diego;
• Knowledge of admission and financial aid;
• Number of program participants who apply, are admitted, and ultimately enroll at the university each year.

DATA COLLECTION & METHODS

A 25-question electronic survey was developed for each track of the Summer Academy, STEM, and Arts & Humanities. Participants completed the survey on the final day of the program prior to departure. Of the 89 participants, 85 completed the survey. The survey consisted of questions to identify participant demographics and collect baseline information, rate aspects of the program on a Likert scale, as well as open ended responses.

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

Findings were used to inform the 2018 program. Survey responses were reviewed to develop strategic approaches for improvement. For example: using greater collaboration with all campus partners to increase awareness of all academic offerings, increasing exposure to financial aid resources, more intentional outreach to increase program participant diversity, and providing mentors that more closely identify with participants to address reasons participants cited for being undecided if offered admission.
The UC San Diego Office of the Registrar supports the instructional mission of the University by providing core enrollment service to students, faculty, colleges, academic departments, professional schools, and Summer Session in the areas of academic records, class scheduling, registration, and degree audits.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**
UAcheive/DARS 2.0: a new version of the degree audit software.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**
The goal of the survey was to answer the following questions:
- How easy to use is the new audit?
- What is confusing about the audit?
- How do students feel about using the audit?

**DATA COLLECTION & METHODS**
Of 350 students who participated in the DARS 2.0 pilot, 50 participated in the survey.

**SUMMARY OF FINDINGS/RESULTS**

| Percentage of responses to the question, "What is confusing about the audit?" |
|-----------------|-----------------|
| Navigation      | 32%             |
| No Confusion    | 22%             |
| Layout          | 12%             |
| Class Options   | 12%             |
| Requirements    | 12%             |
| Progress Charts | 10%             |

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**

The difficulty students reported with navigating the tool has provided guidance towards the development of the training materials to ensure that this point is thoroughly covered.
Family Weekend was October 19-21, 2017. Parents and undergraduate students participated in a weekend-long event featuring research presentations, educational sessions, and live entertainment.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**

- Parents will articulate something they learned supporting their student's college experience.
- Parents will report how they understand their student's life on campus.
- Parents will describe the effect of attending Family Weekend.

**DATA COLLECTION & METHODS**

Online surveys. Of the 655 survey invitations sent, 225 surveys were completed.
- Fee waiver families*: 36 out of 73 (49%) completed the survey.
- Non-fee waiver families**: 189 out of 582 (32%) completed the survey.

*Fee waiver: Families with need who received financial assistance to participate in Family Weekend.

**Non-fee waiver: Families who did not express financial need.

The findings helped PFP initiate an invite-only session for fee-waiver parents during Family Weekend, which included partnerships with colleagues across campus, with the goal of forming a network of parents of low-income and first-generation students. The findings will be used to raise the value Family Weekend, to advocate for financial support for families in need, and to educate colleagues on the engagement of families of low-income and first-generation students.
PROTOCOL, SERVICE, OR EVENT DESCRIPTION
Scrum Agile Methodology is a framework intended to increase productivity and efficiency outcomes of technical teams.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC
The goal of the review was to determine if using the Scrum Agile Methodology could double the number of completed projects while also reducing the time required to launch those projects. Primary questions were:

- What is the improved time to develop and release applications?
- How many applications were developed and released in the fiscal year?

DATA COLLECTION & METHODS
The review assessed the performance outcome of 11 staff members across the three teams within the Application Development unit. Data were collected from each project's system release notes.

SUMMARY OF FINDINGS/RESULTS
The Application Development unit completed twice as many projects as compared to the previous cycle. 13 projects were completed:

- Calling Campaign
- English in Action
- FAO Summer Session
- FAS Estimator Application update
- FTO
- Holistic Review tool updates
- Interpreter Services
- iPortal
- McNair
- OASIS Modifications to 2Excel
- Registration Fee Management
- Student Success Plan
- Transfer Selection Tool Phase 2

IMPACT OF THE ASSESSMENT AND/OR EVALUATION
The assessment confirms that the Scrum Agile Methodology has significantly improved overall productivity of the Application Development unit and validates its continued use for increasing productivity. Additionally, the assessment surfaced the potential benefit of training for team building as a future project.
STUDENT RETENTION & SUCCESS
STUDENT RETENTION & SUCCESS

Mission
Provide leadership, enhance services, and foster student, faculty, and staff collaboration to advance our collective responsibility for the academic success of all students.

Vision
Student Retention & Success will eliminate obstacles and improve pathways for students and faculty to achieve their academic and professional goals. Student Retention & Success will further establish UC San Diego as a campus where all students graduate with personal and professional competencies to lead in our global society.

Values
Accountability, Creativity, Equity, Integrity, Student-Centered
PROGRAM, SERVICE, OR EVENT DESCRIPTION

The McNair Program, which is funded through the U.S. Department of Education, provides opportunities in research and professional development for first-generation college students from low-income households and those from underrepresented ethnic groups. The general aim is to diversify the professoriate.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC

The project assessed the impact of the McNair Program on the participating students in two areas: (1) the students' perceptions of their own abilities to implement a research project and to communicate their findings, and (2) the students' self-perceived ability to gain admission to PhD programs in their chosen field.

DATA COLLECTION & METHODS

The McNair Program cohort was invited to participate in 3 surveys.

January Survey
35 students invited, 31 participated

July Survey
30 students invited, 25 participated

Post-Survey: July
30 students invited, 24 participated

The office of Academic Enrichment Programs (AEP) provides undergraduates with opportunities to conduct faculty mentored research, present their findings at local and national conferences, conduct stipend-supported summer research, and prepare for research careers, health, and other professions through extensive faculty, peer, and other mentoring contacts.

Encouragingly, program participation appears to have increased self-confidence in the three areas assessed. These results imply that the McNair Program helps students develop confidence and competence in the skills that will allow them to excel in graduate school and elsewhere. However, the fact that there were only marginal improvements in students' self-rated likelihood of applying to PhD programs and gaining admission to their top-choice programs indicates that the program does not significantly impact their career plans, which may reflect the fact that most participants were already planning to apply for PhD programs before their participation in the program.

SUMMARY OF FINDINGS/RESULTS

Students rated their level of confidence on a 4-point scale.

<table>
<thead>
<tr>
<th>Area</th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing a research project</td>
<td>2.8</td>
<td>2.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing a research paper</td>
<td>2.6</td>
<td>2.3</td>
<td>-0.3</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3.1</td>
<td>3.3</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Students reported an increase in confidence. Students' likelihood of applying to and being admitted to PhD programs improved marginally.

STUDENT RETENTION & SUCCESS

Academic Enrichment Programs (AEP)
Chancellor's Associates Scholars Program (CASP)
Office for Academic Support and Instructional Services (OASIS)
Student Success Coaching Program
Study Abroad
PROGRAM, SERVICE, OR EVENT DESCRIPTION

The McNair Program, which is funded through the U.S. Department of Education, provides opportunities in research and professional development for first-generation college students from low-income households and those from underrepresented ethnic groups. The general aim is to diversify the professoriate.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC

The project assessed the impact of the McNair Program on the participating students in two areas: (1) the students’ perceptions of their own abilities to implement a research project and to communicate their findings, and (2) the students’ self-perceived ability to gain admission to PhD programs in their chosen field.

DATA COLLECTION & METHODS

The McNair Program cohort was invited to participate in 3 surveys.

January Survey
35 students invited, 31 participated

July Survey
30 students invited, 25 participated

Post-Survey: July
30 students invited, 24 participated

SUMMARY OF FINDINGS/RESULTS

Students rated their level of confidence on a 4-point scale.

Students reported an increase in confidence

Completing a research project
Writing a research paper
Public Speaking

Likelihood of applying to PhD programs improved marginally

Likelihood of being admitted to PhD programs

Encouragingly, program participation appears to have increased self-confidence in the three areas assessed. These results imply that the McNair Program helps students develop confidence and competence in the skills that will allow them to excel in graduate school and elsewhere. However, the fact that there were only marginal improvements in students’ self-rated likelihood of applying to PhD programs and gaining admission to their top-choice programs indicates that the program does not significantly impact their career plans, which may reflect the fact that most participants were already planning to apply for PhD programs before their participation in the program.
The CASP course is a small seminar course taken by CASP students during their first quarter at UC San Diego. The purpose of the course is to help students transition to the university and learn about campus resources, the history of higher education, develop their own sense of purpose and goals, and to foster a sense of community.

Assessment Questions:
• Is the course fulfilling its SLOs of creating a sense of community, helping students transition to college, and teaching students about on-campus resources?
• What do the students value about this course and do they see value in it?

DATA COLLECTION & METHODS
The survey was distributed on the last day of class to all students in attendance. For those students unable to complete the survey in class, an on-line version was created and sent to the students. Of the 202 students enrolled in EDS 50 and 150, 66% completed the survey.

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Based on the student responses, the following will be taken into consideration when developing the course in the future: 1. more student engagement, 2. the importance of the program to transfers, and 3. the importance of support and validation for underrepresented, non-traditional, and first-generation students.
The OASIS Chemistry Early Warning System (EWS) is an early alert intervention system for students who are struggling in their Chemistry 6 series courses mid-way through the quarter. EWS provides students with resources, including a tutor, which will help them strengthen the knowledge and skills necessary to succeed in their course. Eligible students who choose to participate in EWS are placed in a peer-led, collaborative tutoring study group with three to four other students from their course.

The assessment project explored the effectiveness of EWS, specifically:
• How many students were eligible for and how many students participated in EWS?
• What were their course grades?
• What were their perceptions of EWS?

Grades were gathered through Blink and students participated in an online survey.

These findings indicate that the EWS program is successful and we will continue to implement the program. Based on some of the feedback, we will implement some changes: 1) More tutors are needed because there were times when study groups met without a tutor and attendance began to drop during those sessions. 2) Study groups should be no more than ~5 people. This model seems to be effective and is not currently done elsewhere on campus.
The Student Success Coaching Program connects a cohort of first-generation college students (~800 students) to professional and peer coaches. Together, students and their coaches work in partnership to design personalized success plans focused on the student’s personal, professional, and academic goals.

The program goal linked to this assessment project is to foster a sense of belonging amongst student participants. This assessment defines sense of belonging as an individual’s feelings of morale associated with membership in the program.

Survey and focus group. 400 first-year, first-generation college students were invited to participate in this assessment project. Of the students invited, 101 (25%) completed the survey. Focus groups were conducted in which 22 students participated.

Percentage of students who “agreed” or “strongly agreed” that:

- They felt a sense of belonging to the success coaching program: 97%
- They felt that they were a member of the success coaching community: 94%
- They saw themselves as part of the success coaching community: 93%

“My Peer Coach and Professional Success Coach make me feel welcomed and they inspire me to go beyond my limits and excel at any task I am faced with!”

“My success coach provides embodies the meaning of a safe space. I feel a sense of empowerment in growing as a student and in reaching academic excellence as well... I feel incredibly able to persevere because I have a support system that cheers me on and keeps reminding me that I belong here, and I can do it.”

As a new program and promising practice on campus, the Student Success Coaching Program intends to use the findings from this assessment project to maintain our high-touch, personalized approaches of care, validation, and success coaching principles to support student success. In the upcoming school year, we are interested in dissecting how sense of belonging and community building to success coaching is related to their affinity to the larger campus.
Study Abroad UC San Diego (Study Abroad) is committed to making international academic and co-curricular experiences accessible to our diverse student population through a student-centered advising model to foster meaningful academic and career benefits for our students.

### PROGRAM, SERVICE, OR EVENT DESCRIPTION
Latinx undergraduate student participation in Study Abroad programs below:
- UC Education Abroad Program (UCEAP); system-wide study abroad programs
- UC San Diego Global Seminars;
  - UC San Diego faculty-led summer programs
- Opportunities Abroad Program (OAP);
  - UC San Diego affiliated partner study abroad programs

### LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC
- How does Latinx participation compare to other study abroad participants?
- Does program type, location, or cost affect participation rate of Latinx students?

### DATA COLLECTION & METHODS
Data were collected through Study Abroad UC San Diego application database, TritonsAbroad, and individual budgets for Global Seminars’ cost of attendance.

### IMPACT OF THE ASSESSMENT AND/OR EVALUATION

Based on the identified gap in program costs between Spanish and Portuguese speaking countries and other programs, Study Abroad will endeavor to create targeted scholarships in the amount of $850 - $1,000. The availability of targeted scholarships in concert with improvements in services, outreach, and recruitment will help Study Abroad to ensure cohorts representative of the general campus demographics will participate in all Study Abroad programs.

### SUMMARY OF FINDINGS/RESULTS

#### LATINX STUDENTS:

14% of all UC San Diego Study Abroad participants are Latinx

<table>
<thead>
<tr>
<th>Latinx Participation by Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Seminars</td>
</tr>
<tr>
<td>UCEAP</td>
</tr>
<tr>
<td>OAP</td>
</tr>
</tbody>
</table>

**Latinx student participation in Global Seminars:**
- Latinx students account for 18% of Global Seminar participants.
- Latinx students participate with more frequency in Global Seminar programs in Spanish and Portuguese speaking countries.
- Latinx students participate in lower cost programs. Global Seminar program cost range between $5,585 - $8,063.
CELEBRATING UC SAN DIEGO
FIRST GENERATION COLLEGE GRADUATES
STUDENT LIFE
STUDENT LIFE

Mission

Along with student programs originating in the colleges, and in cooperation with UC San Diego's Associated Students and the Graduate Student Association, the Student Life team is responsible for the scope and quality of student cultural, social, and civic life at UC San Diego.

The purpose of Student Life is to:

• Foster the development of students beyond the classroom
• Build community on campus
• Encourage involvement in student life
• Meet the daily needs of students through the provision of services and facilities
• Advocate the needs of students to campus leaders
• Foster student pride and affiliation with UC San Diego
• Assist the university in its efforts to recruit and retain students
STUDENT LIFE

ArtPower
Associated Students (AS)
Center for Student Involvement (CSI)
Student Legal Services
University Centers
University Events Office (UEO)
ArtPower at UC San Diego engages diverse audiences through vibrant, challenging, multi-disciplinary performances by emerging and renowned international artists. The program aims to foster learning and self-discovery, supplement and enhance the academic experience, and contribute to the community’s artistic and cultural life.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

ArtPower is the presenting arts organization showcasing artists in the genres of chamber music, jazz, global music, dance, and spoken word. Through extensive partnerships, ArtPower also provides exciting opportunities for research, participation, and the creation of new work.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**

**Goal:** Connect UC San Diego to the world through performing arts, through the presentation of and connection to culturally diverse, innovative, high quality performing arts.  
**Metric:** Based on the 2016-2017 season, grow attendance by 5%.  
**Metric:** Offer at least 15 artist engagement programs.

**DATA COLLECTION & METHODS**

Data were collected through ticketing reports and attendance tracking for every event during the 2017-2018 season.

**SUMMARY OF FINDINGS/RESULTS**

ArtPower exceeded its target and grew attendance by 20%

**PROGRAM ATTENDANCE:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>6,722</td>
</tr>
<tr>
<td>2017-2018</td>
<td>8,067</td>
</tr>
</tbody>
</table>

**UP 20% INCREASE**

ArtPower offered 29 artist engagement programs exceeding its target of 15 artist engagement programs. A total of 1,169 students attended those programs throughout the year.

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**

ArtPower will develop diverse programming that is accessible to a wide variety of communities to continue to grow audiences in all genres. ArtPower will also seek out new faculty partners to create artist engagement programs in order to increase program offerings, as well as to complement students’ academic pursuits.
Our mission is to facilitate and encourage students’ growth and development through their involvement in student government, its services, and auxiliaries. We promote student engagement in all areas of campus life through leadership, advocacy, and service to build and strengthen our community.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

In collaboration with the Vice Chancellor of Student Affairs, University Centers, Financial Aid, and the colleges, the Triton Food Pantry opened in February 2015 with the mission to provide services to students experiencing food insecurity (lack of consistent access to healthy and affordable food). This is a free service open to all registered undergraduate and graduate students.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**

The UC Cost of Attendance survey indicated more than 28% of students report experiencing food insecurity. The Triton Food Pantry works to decrease that number by offering free and nutritious food for students who do not have adequate access.

**DATA COLLECTION & METHODS**

Students must scan their identification card during each Triton Food Pantry visit, thus recording the number of visits per quarter/academic year. The Student Life Scanner System, along with Institutional Research, provides breakdowns on class standing, college affiliation, gender, on-campus/off-campus residency, transfer status, and Pell-eligible status.

**SUMMARY OF FINDINGS/RESULTS**

**BY THE NUMBERS**

- **4,380** individual students served
- **19,938** total visits to the Triton Food Pantry
- **401** visits to enhanced pop-up pantries
- **46%** of pantry users are commuter students
- **40%** of users visited 1 time
- **4.3** visits on average per student

Based on the enrollment of 36,624 in Fall 2017, 12.5% of the student population utilized the pantry compared to 7.4% in Fall 2016.

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**

Through assessment, Associated Students determines the number of students utilizing the Triton Food Pantry, and compares it with data collected by the University of California Undergraduate Experience Survey. This survey asks students if they “are worried food will run out before they have money to buy more” and if they “very often or often skip meals because there was not enough money for food”. Through comparison, we will determine how we are contributing to meeting student need and be able to make intentional budget decisions for the following year.
**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

SPACES hosts the Student Initiated Access Programs and Services (SIAPS) track Overnight program, a 3-day, 2-night program which pairs admitted high school seniors up with a current undergraduate student and provides them an opportunity to experience the university environment and campus life at UC San Diego, network with other admitted high school seniors and current students, and learn about campus resources.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**

Students will demonstrate an increased interest in UC San Diego as measured by a 5% increase in yield.

**DATA COLLECTION & METHODS**

Students who apply to SPACES Overnight program apply through a program that joins their information with their applicant profile. This allows for yield tracking after the fact.

**SUMMARY OF FINDINGS/RESULTS**

Of the 140 SPACES Overnight program participants, 69% accepted UC San Diego’s admission offer. This is 27 percentage points higher than 2017.

<table>
<thead>
<tr>
<th>Acceptance Rate by Ethnicity</th>
<th>Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican/Mexican American/Chicano</td>
<td>75%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>73%</td>
</tr>
<tr>
<td>Other Spanish-American/Latino</td>
<td>50%</td>
</tr>
<tr>
<td>African-American/Black</td>
<td>57%</td>
</tr>
<tr>
<td>Chinese/Chinese-American</td>
<td>50%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>100%</td>
</tr>
<tr>
<td>Filipino/Filipino-American</td>
<td>33%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>100%</td>
</tr>
</tbody>
</table>

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**

Given the high number of first-generation students that accepted UC San Diego’s offer, the SPACES team will send targeted messaging to the incoming Overnight cohort about the dedicated programs designed to support first-generation students. Further, the Overnight planning team will engage in intentional conversations about ways to better support identity groups that had 50% or less acceptance rate.
**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

Triton Community Leadership Institute is a leadership and mentoring program primarily for incoming first-generation freshmen. Beginning with a 4-day summer residential experience, students participate in workshops, peer mentoring, and resource seminars throughout the year.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**

This assessment project measured the academic success by comparing first quarter GPA for program participants with UC San Diego freshman from 4th quintile, 5th quintile and Local Control Funding Formula (LCFF) schools, and first-generation students.

**DATA COLLECTION & METHODS**

First quarter GPAs of 2017-2018 TCLI participants (117 students) were compared to larger campus populations:
- First-generation Freshmen (1,624 students)
- Freshmen who attended 4th quintile high schools (394 students)
- Freshmen who attended 5th quintile high schools (308 students)
- Freshmen who attended LCFF schools (916 students)

**SUMMARY OF FINDINGS/RESULTS**

In the 2017-2018 academic year, the first quarter GPAs of TCLI participants exceeded the first quarter GPAs of the comparison groups first-generation freshmen, 4th quintile freshmen, LCFF freshmen, and 5th quintile freshmen.

<table>
<thead>
<tr>
<th>Fall 2017 First Quarter Avg. GPA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TCLI</td>
<td>2.97</td>
</tr>
<tr>
<td>First-Generation</td>
<td>2.94</td>
</tr>
<tr>
<td>4th Quintile</td>
<td>2.75</td>
</tr>
<tr>
<td>LCFF Freshmen</td>
<td>2.66</td>
</tr>
<tr>
<td>5th Quintile</td>
<td>2.49</td>
</tr>
</tbody>
</table>

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**

Throughout the academic year, TCLI offers ongoing support by creating opportunities for students to build community, engage with campus resources, develop their leadership skills, and meet with TCLI mentors who facilitate their development, connect them with resources, and promote retention. The higher first quarter GPAs compared with peer comparison groups may indicate that the TCLI model may be helping students acclimate to the academic environment.

“TCLI helps individuals strengthen their personal identity and motivates students to take action in order to change community. Not only do students learn useful information and resources, but they develop a sense of belonging and attachment to the school. I personally feel a lot more confident and eager to start my new school year at UCSD.”

-TCLI Participant
The Greek Life Equity, Diversity, and Inclusion Peer Educator Program was developed to expand Greek members’ understanding of equity, diversity, and inclusion (EDI) topics, help students learn to apply bystander intervention strategies, and build an inclusive Greek community. During the 2017 – 2018 academic year, the Greek Life Equity, Diversity, and Inclusion Peer Educators facilitated trainings for 3,926 Greek members.

After attending the Spring Quarter EDI workshop, students will:
- Gain a greater understanding of the historical context and roots of colorism
- Gain a better understanding of how colorism affects the larger Greek community
- Be able to articulate at least one example of discrimination based on skin color
- Identify one action step to address colorism in the community

During Spring 2018, Peer Educators completed 34 workshops in chapter meetings representing all three Greek councils (Interfraternity, Multicultural, Panhellenic). A total of 812 of the 1,164 Spring attendees completed the paper survey after the workshops.

The results for Spring 2018 will be shared with the incoming new peer educators and will inform development of future workshops. These evaluations have indicated deep engagement by fraternity and sorority members. They have also highlighted the challenges of presenting to every chapter and working on a condensed time frame. We will use this data to inform our facilitation approach in future workshops as we balance these constraints with meaningful dialogue experiences.
The Winter 2018 Discover the Law ("DTL") program is offered by SLS. Students who attended at least four workshops and completed a pre- and post-program assessment questionnaire received a certificate acknowledging their participation.

As a result of participating in DTL, students will:
• Know what steps to take to make informed legal decisions;
• Understand their rights and responsibilities related to the legal topics covered in the workshops they attended;
• Be able to critically consider options for resolving a legal problem;
• Be aware of circumstances under which they might seek help from a legal professional; and
• Learn about on-campus and community resources that can support students facing legal issues.

313 students initially enrolled in the 2018 program and completed the pre-program questionnaire. Of these, 103 students attended at least four workshops and completed the post-program questionnaire, thereby meeting the minimum DTL program requirements.

The findings reflect a continuing positive effect that the program has on the learning of student participants. The findings reaffirm the value of the program to students and justify the substantial time and effort that Student Legal Services expends on implementing and executing the program.
As a student-centered organization, University Centers supports the UC San Diego community with quality facilities, services, and programs that foster and enrich the campus experience and student learning.

**Program, Service, or Event Description**

University Centers (Price Center & Student Center) is UC San Diego’s student union, a welcoming space for students to learn, thrive, and balance their campus life experience. The student union offers numerous gathering spaces, meeting rooms, entertainment venues, study lounges, computer labs, resource centers, eateries, engaging activities, and so much more.

**Learning/Process/Operational Outcome and/or Goal & Metric**

University Centers provides a place for students to connect, belong, and engage while developing professional skills and creating lifelong memories. The goal is to provide quality services, resources, employment opportunities, excellent customer service, and to be able to adapt to the changing needs of the students.

**Data Collection & Methods**

University Centers will continue to evolve and make changes to better serve students and the campus community, through surveys, attendance, usage rates, and feedback presented to the University Centers Advisory Board (UCAB).

**Summary of Findings/Results**

**By the Numbers**

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals served</td>
<td>3.3 M</td>
</tr>
<tr>
<td>Hours of computer labs use</td>
<td>68,128</td>
</tr>
<tr>
<td>Registered users Off-Campus housing directory</td>
<td>7,868</td>
</tr>
<tr>
<td>Academic classes held in Price Center</td>
<td>672</td>
</tr>
<tr>
<td>Commuter locker rentals</td>
<td>602</td>
</tr>
<tr>
<td>Hours One Button Studio usage (free video rehearsal prep resource)</td>
<td>308</td>
</tr>
</tbody>
</table>

**Meeting Room & Event Reservations**

<table>
<thead>
<tr>
<th>MEETING ROOM &amp; EVENT RESERVATIONS</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Organizations</td>
<td>12,316</td>
</tr>
<tr>
<td>Campus Departments</td>
<td>8,981</td>
</tr>
<tr>
<td>Off-Campus Organizations</td>
<td>201</td>
</tr>
<tr>
<td>Total Reservations</td>
<td>21,498</td>
</tr>
</tbody>
</table>

*Estimated student & community attendance = 963,327*

**Student Engagement**

<table>
<thead>
<tr>
<th>STUDENT ENGAGEMENT</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students attended University Centers sponsored events</td>
<td>16,419</td>
</tr>
<tr>
<td>Students attended Welcome Week, First Friday events</td>
<td>1,514</td>
</tr>
<tr>
<td>Students attended Faculty/Student engagement program</td>
<td>1,168</td>
</tr>
<tr>
<td>Campus Partnership events</td>
<td>170</td>
</tr>
</tbody>
</table>

**Running the Student Union**

<table>
<thead>
<tr>
<th>RUNNING THE STUDENT UNION</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student employment hours</td>
<td>105,768</td>
</tr>
<tr>
<td>Student Staff</td>
<td>391</td>
</tr>
<tr>
<td>Career Staff</td>
<td>47</td>
</tr>
<tr>
<td>Student-elected representatives, University Centers Advisory Board</td>
<td>9</td>
</tr>
</tbody>
</table>

*“I gained so much more than just a job...I’ve made really great friends and connections...and feel a lot closer to campus.”*

**Impact of the Assessment and/or Evaluation**

University Centers will continue to track usage trends to identify areas of demand, and will review customer service surveys to assess how we might better serve the increasing population of the UC San Diego community.
93% of the respondents “agreed” or “strongly agreed” that, “I felt like part of the UCSD community at the Triton Fest events I attended”.

SUMMARY OF FINDINGS/RESULTS
Out of 7,534 students who received the survey invitation, 1,160 provided a response to the 2017 Fall Triton Fest Survey. Of the respondents “agreed” or “strongly agreed” that, “I felt like part of the UCSD community at the Triton Fest events I attended”.

PROGRAM, SERVICE, OR EVENT DESCRIPTION
Triton Fest is UC San Diego’s event series aimed at providing free weekend and late-night events as an alternative to drinking and other high-risk behaviors. The series provides alcohol education as well as a platform for students to connect as a community.

LEARNING/PROCESS/OPERATIONAL OUTCOME OR GOAL/METRIC
The University Events Office aims to understanding how our event programming and event marketing that contributes to a student’s sense of belonging while attending the Triton Fest event series.
Goal: 90% of students will agree or strongly agree with the post-series assessment statement, “I felt part of the UCSD community at the Triton Fest events I attended”.

DATA COLLECTION & METHODS
The 2017 Fall Triton Fest attendee survey was emailed to students that attended at least one Triton Fest event.

IMPACT OF THE ASSESSMENT/EVALUATION
With attendees indicating that Triton Fest events made them feel a part of the UC San Diego community, our team believes there is opportunity for us to embrace and expand upon the series to reaffirm this sense of community. Specifically, we can strive to grow this series in the Winter quarter to reinforce the momentum created through our Fall program.
RECREATION

Mission

Recreation engages students and the campus community to pursue lifelong wellbeing, growth, and success.

Vision

To inspire all Tritons to lead an active life.

Values

Inclusion – Respecting and valuing diversity, creating an environment that is inclusive of all
Fun – Welcoming, friendly, and fun
Service – Providing excellent service with pride
Integrity - Embodying the highest level of integrity
Leadership – Demonstrating leadership with character and purpose
Community – Creating and cultivating community
RECREATION

Programs
Instructional Classes
Fitness & Wellness
Competitive Sports
Outback Adventures
Youth Camps

Facilities
RIMAC
Main Gym
Canyonview Aquatic Center
Natatorium
Playing Fields
Outdoor Courts
Track & Field Stadium
Triton Ballpark
Spanos Athletic Performance Center
Climbing Center
Challenge Course
Recreation engages students and the campus community to pursue lifelong wellbeing, growth, and success.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**
Each year Recreation employs more than 650 UC San Diego students in leadership positions throughout the department.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**
As a result of working at Recreation, student employees will:
- Improve their time management skills
- Experience increased sense of community
- Improve their personal confidence

**DATA COLLECTION & METHODS**
Student staff completed an online survey at the end of the academic year.

**SUMMARY OF FINDINGS/RESULTS**
Students reported working at Recreation had a positive or very positive impact on their sense of community, time management skills, and personal confidence.

Students reported that working at Recreation had a “positive” or “very positive” impact in the following areas:

- **Sense of Community**: 90%
- **Time Management**: 86%
- **Personal Confidence**: 82%

**COMMENTS**
Favorite part of working for UCSD Recreation?

**BY THE NUMBERS**
- **800,000+** overall visits in 2017-2018
- **67%** of the Undergraduate and
- **49%** of the Graduate students visited a Rec facility

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**
The assessment provided valuable feedback for our career staff that supervise students and identified areas of strength and opportunities for improvement. These results will be incorporated into the new All Student Staff Training to kickoff Fall 2018.
STUDENTS KAYAK AT MEET THE BEACH
INTERCOLLEGIATE ATHLETICS

Mission

UC San Diego Intercollegiate Athletics enhances the physical, intellectual, and personal development of students, enriching overall student life experiences and campus pride. Athletics builds community and collegiate loyalty among a diverse set of constituencies; from students, faculty, and staff, to alumni, community members, and neighbors. Athletics engages all parts of the University through a sense of shared allegiance and a desire for overall competitive excellence. UC San Diego sponsors a broad base of men’s and women’s intercollegiate sports, providing a laboratory for the personal development of participants. Lessons learned through collegiate athletics are many and enduring: fostering the pursuit of excellence, strength of character, teamwork, ethical conduct, perseverance, accountability, sacrifice, responsibility to others, and an understanding of diversity. As such, UC San Diego Athletics is inextricably linked to the educational mission of the University and the high standards to which it aspires.

Vision

As the University and UC San Diego Athletics continue to grow and evolve, we envision ourselves as being one of the premier NCAA athletics programs in the nation; setting the standard in all aspects of competitive success, academic excellence, ethical conduct, student-athlete experience, campus spirit, the development and retention of coaches and staff, and the establishment of lifelong relationships. We will continue to pursue opportunities to participate with fellow UC campuses and to compete against similar, top public research institutions. We will enhance campus, alumni, and community pride while fostering collaborations that increase our profile within the University and visibility throughout the region.
## INTERCOLLEGIATE ATHLETICS

<table>
<thead>
<tr>
<th>Men's</th>
<th>Women's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Basketball</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Fencing</td>
</tr>
<tr>
<td>Fencing</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>Soccer</td>
</tr>
<tr>
<td>Rowing</td>
<td>Swim &amp; Dive</td>
</tr>
<tr>
<td>Tennis</td>
<td>Track &amp; Field</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Water Polo</td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Intercollegiate Athletics enhances students’ physical, intellectual, and personal development, as well as enriches overall student life experiences and campus pride by: fostering the pursuit of excellence, strength of character, teamwork, ethical conduct, perseverance, accountability, sacrifice, responsibility to others and an understanding of diversity.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**
Graduating student-athlete surveys completed once they exhausted their eligibility.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**
To gather a holistic experience of the life of a Triton Student Athlete.

**DATA COLLECTION & METHODS**
40 graduating student athletes completed the online survey.

**INTERCOLLEGIATE ATHLETICS IMPACT OF THE ASSESSMENT AND/OR EVALUATION**
To ensure student-athletes at UC San Diego are having a positive experience and to make any adjustments based on the feedback given by the graduating student-athletes.

**SUMMARY OF FINDINGS/RESULTS**

94% of graduating seniors would recommend UC San Diego to a future recruit.

**Student Athlete Academic Performance**

- **Cumulative GPA end of Spring 2018:** 3.12
- **4-Year Graduation Rate:** 89%

**Top 5 Majors of Student-Athletes**

1. Biology
2. International Studies
3. Engineering*
4. Cognitive Science
5. Psychology

*Includes all majors under Jacobs School of Engineering
KING TRITON SHOWS UC SAN DIEGO SPIRIT
WITH INTERCOLLEGIATE ATHLETICS
OFFICE OF STUDENT CONDUCT

Mission

The Office of Student Conduct provides leadership for the student conduct process through its central coordinating, training, and advising role. We adhere to UC San Diego’s Principles of Community and work to administer a thorough, transparent, and fair student conduct process that encourages campus community participation while holding students accountable for their actions.
PROGRAM, SERVICE, OR EVENT DESCRIPTION

We assessed students’ experience with the non-academic student conduct process, including: what they learned after participating in the process, how they’ve changed their behavior, and whether their case was resolved in a reasonable amount of time.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC

As a result of their resolution meeting with a Student Conduct Officer, students will have greater knowledge, awareness, and understanding of our standards of conduct and consequences for violations.

DATA COLLECTION & METHODS

The 23-question assessment was distributed to students via student conduct resolution letters emailed to them after their Administrative Resolution meeting with a Student Conduct Officer.

SUMMARY OF FINDINGS/RESULTS

Out of nearly 1,800 students who received the survey, 745 submitted responses. The majority of students who responded indicated the process helped them gain a greater understanding of the impact of their behavior on others, resulted in their positive behavior change, and helped them learn about the importance of community standards.

The increased agreement in student responses continues to illustrate that students learn about the impact of their behavior and the resulting consequences through the student conduct process. The responses also illustrate the positive impact of the conversations students are having with Student Conduct Officers in resolution meetings. Additionally, we continue to address student concerns about the length of the process and the impact it has on them after the incident.
MEET THE NEWEST GROUP OF TRITON COMMUNITY LEADERSHIP INSTITUTE - TCLI STUDENTS