OSI Mission

To continuously advance the framework for UC San Diego’s sustainable excellence by identifying opportunities and providing solutions that improve overall service, dedication to people, and financial stewardship.
Overview

Staff Session

~40 attendees

May 16

May 17

May 22

Campus Partners & Faculty Session

8 Attendees

Student Session

~23 attendees

~402 Total Responses
SWOT Matrix
WEAKNESSES

Something we lack or need to improve
- Gap in skills or knowledge
- Gaps in services or delivery
- Financial issues
- Reputation
- Location
- Organizational structure
- Staff motivation and involvement
- Disadvantages compared to alternative offerings

STRENGTHS

What we are the best at and where we’re highly valued
- Capabilities and resources that enable us to excel
- Tangibles (assets) and intangibles (innovation capabilities or a strong brand)
- Reputation
- Location
- Organizational structure
- Core competencies
- Staff motivation and involvement
THREATS
Events or forces outside of our control that may negatively affect us
- Broad-reaching changes (such as shifts in demographics) and more-narrow events (such as the entrance of new alternatives)
- Rising costs
- New competition (Alternatives to SA)
- Changes in technology

OPPORTUNITIES
Trends, forces, and events that we can capitalize on
- Broad-reaching trends and more-narrow forces
- Niche market
- Strategic Alliances
- New Potential Service Offerings
- Innovation and Technology Developments
- Infrastructure and Growth
EXISTING DATA SUMMARY

HELPFUL

- Knowledgeable Staff
- Understands my needs and facilitates problem resolution
- Moving in a positive direction

CAUTIONARY

- Understands my needs and requirements
- Moving in a positive direction

INTERNAL

- New technologies (AI)
- Data-driven processes and services
- New trolley
- New Infrastructure

EXTERNAL

- Decreased funding (State/Federal)
- National/political climate- Public skepticism and mistrust in higher education
- Increase in Americans questioning the cost and value of a degree
- Increase in legislation regarding campus free speech
- AI and new technologies may impact or replace current processes and services (e.g. customer support)

SOURCES:
1. UC San Diego Student Satisfaction, Staff at Work, and Customer Satisfaction Surveys
3. CrisisTrends.org
**Student Input Synthesis**

**HELPFUL**
- Leadership support/inspiration (Colleges)
- Diverse student organizations
- SHS provides valued services, health insurance, friendly staff, and efficient care
- Recreation: Athletics, jobs, athletic resources
- Food pantry
- Diverse student resources (ArtPower, OASIS, Resource Centers)

**CAUTIONARY**
- Students aren’t able to be seen for mental health & wellness support due to high demand
- UCSD apps aren’t innovative or helpful
- Perception of student distrust in leadership regarding action taken upon student feedback. Lack of communication regarding reasoning for actions
- Email overload and inability to unsubscribe/subscribe prevents students from receiving the emails they want.
- Lack of study space and late hours for studying
- Reputation as UC Socially Dead
- Transportation- E-Bus pass causing issues. Limited parking results in students unable to attend class/events.

**INTERNAL**
- New mental health courses and services
- Transfer Resource Center and Spaces
- Environment- Increased lighting and safety features across campus
- Increase student internships at local resource centers (Salk, Sanford), businesses (Illumina), and hospitals (Scripps, Rady’s)
- Partner with organizations that effectively engage with underrepresented communities
- Increase family housing and day care options.
- Increase training/courses on financial aid

**EXTERNAL**
- Increase in cost of living throughout San Diego
- Increase demand for parking and easy public transportation to access UCSD and community for internships or jobs
- Lack of funding for mental health services
- Increasing needs and services for transfer students
- Cultural and religious inclusivity (Halal and Kosher accommodations, space for prayer)
- Lack of “green” space
- UCSD relationship with local La Jolla Community (e.g. Greek Life)
Campus Partners

HELPFUL

- Caring leadership and staff
- SPACES, OASIS advocacy and programs
- University Centers’ engagement of students in critical decisions.
- Trained and educated staff

CAUTIONARY

- Staff are burned out
- Lack of execution of policies to support staff
- Perpetuating reputation of "UC Socially Dead".
- EDI - lack of diversity in staff
- Graduate Students- Percection that they don’t need SA services

INTERNAL

- Technology- Increase application of technology to support after hour student needs
- New services and offerings for graduate students
- Connect students with jobs and professional opportunities before and after graduation
- Understand the evolving needs of students
- Forge partnerships with faculty and Academic Affairs to apply scientific and data driven methodologies throughout Student Affairs

EXTERNAL

- Cost of living for students (housing, parking) and impact on students requiring additional jobs to pay for school
- Wellbeing- School and workload balance both increasing
- Student schedules too busy for SA
- EDI- Potential for students of color unable to attend UCSD.
- New technologies replacing face-to-face interactions.
<table>
<thead>
<tr>
<th>CAUTIONARY</th>
<th>HELPFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of diversity in professional staff</td>
<td>• A holistic approach and commitment to student development</td>
</tr>
<tr>
<td>• Staff retention and salaries</td>
<td>and support of all student needs</td>
</tr>
<tr>
<td>• Mental and emotional support services.</td>
<td>• Caring and welcoming staff</td>
</tr>
<tr>
<td>• Leadership- Perception that leaders aren’t equipped to develop staff</td>
<td>• Highly motivated, driven, focused students who want to be here.</td>
</tr>
<tr>
<td>and strategically lead units. Staff feel undervalued by their leaders.</td>
<td>They give back to the community and lead the way for basic needs</td>
</tr>
<tr>
<td>• Duplication of services and work.</td>
<td>initiatives.</td>
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<tr>
<td>• &quot;Transactional&quot; relationship with students in order to meet high</td>
<td>• Encourage innovative programs (pilot programs).</td>
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<tr>
<td>demand</td>
<td>• Knowledgeable and passionate staff that value social justice.</td>
</tr>
<tr>
<td>• Brand Confusion – Unclear definition of Student Affairs.</td>
<td>• Encourages collaboration with other units.</td>
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<td></td>
<td>• OASIS staff provide a “home away from home” with caring staff</td>
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<tr>
<td></td>
<td>and holistic support for our students</td>
</tr>
<tr>
<td>• Increase in student mental health issues and decrease in resources and</td>
<td>• Management- Provide more flexible work arrangements, focus on</td>
</tr>
<tr>
<td>trained mental health staff</td>
<td>strengths based practices in staff work, and increase professional</td>
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<tr>
<td>• Expected growth of student population not proportionate to growth in</td>
<td>development</td>
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<td>staffing/support.</td>
<td>• Build a stronger community affiliation, sense of belonging</td>
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<tr>
<td>• Economic: Increased cost of living near campus (impact on commute,</td>
<td>• Increase in community coming to UCSD via trolley; increase in</td>
</tr>
<tr>
<td>event attendance, etc.)</td>
<td>serving community needs.</td>
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<tr>
<td>• Increased enrollment of underserved students with stagnant funding.</td>
<td>• Tailored services and support for unique student needs (first</td>
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<td>• Fear of school/mass shootings</td>
<td>generation students, transfers, commuters).</td>
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<td></td>
<td>• Advocating for student space in new buildings (Triton Pavilion,</td>
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<td></td>
<td>7th College) and convert currently unused spaces</td>
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<td></td>
<td>• Facilitate cross collaborations amongst staff and faculty. Partner</td>
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<td>with faculty to increase the opportunities for diverse faculty</td>
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<td>mentorships.</td>
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</tbody>
</table>

**INTERNAL**

- Staff Input Synthesis
- SOTW
- OASIS staff provide a “home away from home” with caring staff and holistic support for our students

**EXTERNAL**

- A holistic approach and commitment to student development and support of all student needs
- Caring and welcoming staff
- Highly motivated, driven, focused students who want to be here. They give back to the community and lead the way for basic needs initiatives.
- Encourage innovative programs (pilot programs).
- Knowledgeable and passionate staff that value social justice.
- Encourages collaboration with other units
- OASIS staff provide a “home away from home” with caring staff and holistic support for our students

- Management- Provide more flexible work arrangements, focus on strengths based practices in staff work, and increase professional development
- Build a stronger community affiliation, sense of belonging
- Increase in community coming to UCSD via trolley; increase in serving community needs.
- Tailored services and support for unique student needs (first generation students, transfers, commuters).
- Advocating for student space in new buildings (Triton Pavilion, 7th College) and convert currently unused spaces
- Facilitate cross collaborations amongst staff and faculty. Partner with faculty to increase the opportunities for diverse faculty mentorships.
**Common Themes and Considerations**

**HELPFUL**
- A holistic approach and commitment to student development
- Caring, knowledgeable, and welcoming staff
- Diverse student organizations and resources (ArtPower, OASIS, Resource Centers)
- Highly motivated, driven, and intelligent students

**CAUTIONARY**
- Brand Confusion – Unclear who Student Affairs is
- Student demand for mental health & wellness support outpacing service availability and resourcing.
- Graduate Students- Perception that they don’t need SA services
- Communication- Email overload and inability to unsubscribe/subscribe prevents students from receiving the emails they want.
- Lack of study space and late hours for studying
- Reputation as UC Socially Dead

**INTERNAL**
- Partner with departments, local communities, and alumni to increase offerings, internships, and employment
- Tailor services and support for unique student needs (first generation students, transfers, commuters).
- Advocate for student space in new buildings (Triton Pavilion, 7th College) and convert currently unused spaces
- Increase communication –SA will listen and take action on constituent input

**EXTERNAL**
- Increasing cost of living (housing, parking)
- Increase in student mental health issues and decrease in resources and trained mental health staff
- Regional and online educational alternatives
- Decreased funding (State/Federal)
- National/political climate- Public skepticism and mistrust in higher education
- Control vs. autonomy of student organizations and events
- Perception of “UC Socially Dead”
Session Photos
Discussion
Thank You

Kristin Kielich
Engagement Manager
Operational Strategic Initiatives, UC San Diego

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Student Votes: Strengths

- Individual colleges/college Deans of Student Affairs for support/inspiration.
- Diversity of student orgs.
- SHS: Health insurance; friendly staff; case to student needs; quick.
- Recreation: Athletics, jobs, athletic resources.
- Food pantry.
- Study abroad options (UCEAP, etc.).
- Securing empowering commencement speakers.
- Resource centers: Women's, SPACES, HUB, RAZA center.
- OASIS: very helpful for students.
- Residence Life: RA are well trained to handled various issues, but also very friendly.
- Variety of ways for students to get involved.
- AEP: Research programs, scholarships, friendly, knowledgeable staff.
Mental health support services (CAPS has long waits).

Distrust in leadership. Lack of visible actions from leadership regarding student input and not communicating reasoning.

Inability for students to have the sticker and e-bus passes.

Inability to enroll in classes, constant waitlists. Some classes are only available in certain quarters so students have to be a student for another year.

UCSD app is useless. There are six apps and none are helpful.

Parking: many of my peers can't go to class because they can't find parking.

Negative stigma and animosity around Greek Life.

Study Space: Library hours on weekends too limited.

La Jolla community not welcoming of students or encouraging of campus culture.

Transfer students kicked out of current housing.

Lack of enterprise-grade event center (concerts).

E-bus pass glitches and refuses access, stranding students.

Bad graphic design and info not tailored for students.
Student Votes: Opportunities

- Transfer Resource Center and Spaces.
- Installation of more lights and help/emergency posts around campus.
- Family housing and day care.
- UCSD student internships at local resource centers (Salk, Sanford), businesses (Illumina), and hospitals (Scripps, Rady’s).
- Partner organizations who engage in outreach efforts of underrepresented students.
- Increase familiarity of financial aid among undergraduate students through a course or program.
- More mental health awareness: mandatory well-being classes, learning sustainable well-being (psych 88), Dr. Karen Pobleins.
- Longer working breaks (10 mins not enough).
- Controversial social justice issues: create open discussion space on campus and train students to be facilitators and lead inclusive and productive conversations.
- More programs designed to support foster youth, undocumented students, and formerly incarcerated folk.
Gentrification: Recruitment and retention will be harmed by rising costs of the region/campus with more constructions.

Lack of fluid and quick transportation to internships/volunteer opportunities in San Diego.

Lack of Transfer Center to attract transfers like all the other UCs have, for so many other universities too.

Provide more funding for mental health org (Active Minds) on campus so they can offer students more resources.

Being more culturally/religiously inclusive: offering more Halal and kosher only dining spaces/market; giving Muslims place to pray.

Lack of green space.

Campus is not friendly towards the disabled community (Muir/Price Center).

New technology: not as user friendly (ProSam); Degree Audit user friendliness.

Disabled parking lot limited.

Lack of research funding for arts, humanities, and social sciences.

Increase in commuters. Need to be friendly: having longer hours of operation for commuter fridge; nap pods, more lockers.
Campus Partners & Faculty Input
Students use advocacy within community centers/SPACES/OASIS.

University Centers is very engaging with students on how their student union should operate and what it offers students.

Some leaders promoting diversity.

Highly trained and educated staff.

High energy from Leadership.

The perception that leadership all care.

Caring staff.

Leadership cares.

Leadership program opportunities.
CP Weaknesses Votes

- Staff motivation--they are exhausted! Leadership needs to prioritize and edit. We cannot do everything all at once.
- Lack of execution of policies to support staff.
- Perpetuating reputation of "UC Socially Dead".
- Lack of diversity in staff and are missing important perspectives.
- Lack of study spaces.
- Perception that grad students don’t need SA Services-case management.
- Gap in grad financial support between departments.
Increase application of technology to meet student needs after 5 PM.

EDI Requirements edited to ensure inclusive literature and curriculum.

Utilizing the technology available to meet students after hours (possibly a virtual org for advising).

Create more employment opportunities for graduate students to provide student support services (writing more work logos).

Lack of emphasis on graduate students support services.

Engaging students as leaders examples or to inform services.

Use scientific research on persistence and student success to forge partnerships with Academic Affairs and increase understanding between faculty (communicate science in student affairs).

Experimental learning opportunities between students, faculty, & construction projects.

Office of Disabilities & Caps collaboration with Internship (Student employment to build self efficiency).
CP Threats Votes

- Staff motivation—they are exhausted! Leadership needs to prioritize and edit. We cannot do everything all at once.
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- Gap in grad financial support between departments.
Staff Input
Staff Votes: Strengths

- Willingness to try and develop new limitations to support student development and needs.
- Caring and welcoming staff.
- Our students are highly motivated and want to be here. They have clear purpose and give back to the community.
- Leading the way for Basic Needs initiatives.
- Encourage innovative programs; lots of pilot programs.
- Expertise knowledgeable.
- Passionate social justice minded staff.
- Encourage collaboration with other units.
- Holistic approach.
- All student services are grounded in student development and education, as opposed to administrative or punitive (e.g. student conduct, coaching, etc.).
- Making them aware of opportunities that are available to them.
- Support and encourage student academic success (English lessons and food support).
- Help students from different backgrounds (undergrad, 1st gen, etc.).
- Lots of alumni who work at UCSD.
- Coaching: Career, involvement, life.
- Staff know lots about the campus.
- Program level, emphasis on assessment and evaluation.
- First Forward.
- We listen.
- Get students involved in research, which helps them participate in one of the strengths of UC San Diego.
- OASIS validates their identity and cultural experiences.
Staff Votes: Weaknesses

- Diversity of professional staff.
- Staff salaries and challenge of retaining experienced staff to better serve students.
- Emotional support services.
- Absence of leadership and staff feeling undervalued.
- Duplication of services and work.
- "Transactional": so many students on campus that 1:1 relationships suffer driven by the numbers and drive students away.
- Building empathy, listening, and communicating with our students as staff.
- Supervised directors are ill equipped to develop their staff and manage direction of a unit.
Staff Votes: Weaknesses (2-4 votes)

- No partnership with faculty to improve current undergrad transition and feel like a priority and not on their own.
- Resistance to change.
- Not communicating across student affairs offices and university.
- Focusing on 1st gen without having critical conversations around undergrad and under supported groups, and difficult conversations around identities.
- Confusion around finding research opportunities (scramble in engineering).
- Need to support student sense of belonging to campus and sense of community.
- Faculty confusion/devaluation.
- Transition of IT/programming support out of SA.
- Weak connection with development and alumni.
- The focus on 4 year graduation is making us offer less quality service, more transactional.
- Graduate students: unique needs for career development; masters=mid career or industry; PhD=faculty at liberal arts colleges is different from RI.
- More students, less staff.
- Overall cultural competence/fluency training.
- Have to check many places for relevant tutoring (STEM and Engineering).
- Creating an inclusive environment.
- Keeps growing with influx of students; staff population not growing with student population.
- Lack of focus on the holistic understanding/goal of student.
- Not a shared language or understanding of key student development ideas (EDI, Student-centered).
- Knowledge of best practices when working with first-generation and Latinx students.
- Lack of aligned assessment and measurement in student affairs program.
- Lack of data access.
Increase in mental health issues in younger populations.

Increased living cost of living near campus.

Increase mental health issues, decrease in resources and trained mental health staff.

Increase # of students without corresponding staff increases.

Governmental policies that are distinct student populations Veterans and undocumented services.

Increase enrollment of underserved students with stagnant funding.

Increased cost of living -- Grad students.

Pressures from OP to graduate, allows for more students to go underserved.

Increased skepticism of value of a degree.

School/mass shootings creating fear.

Trolley would allow for an open campus.

State budget cuts reduce staffing.

Increased enrollment of students with greater psychological tendencies and basic needs.

Campus population leads to stronger staff resources and student direction.

Location drawing students away who are undocumented.

Rising housing costs - take into consideration the already high living cost in La Jolla.

Time to Degree policy will affect underserved populations.

Terrorist attacks that reduce study abroad participation.

Keeping up with students expected needs with growth over the next few years.

Political climate.
| Flexible work arrangements. | 9 |
| Increase support for first generation students. | 7 |
| Focus on strengths based practices in our works. | 6 |
| Community coming to UCSD via trolley; increase in service community needs. | 6 |
| Opportunities to build a stronger community affiliation sense of belonging. | 6 |
| Funds for professional development. | 6 |
| Micro mobility across campus for campus programs. | 5 |
| Becoming a HIS community engagement and outreach. | 5 |
| Opportunity to build a 1st generation success center. | 5 |
| Extension campus. | 5 |
| Latinx/Chicanx. | 5 |
| Facilitate cross collaborations and help folks meet colleagues in SA on campus. | 5 |
| Connectivity: opening up UCSD and area via trolley. | 5 |
| Binational/cross cultural learning (US/Mexico). | 5 |
| Social Mobility Ranking is high - great press. | 5 |
| Student Active Hub and access to date needs. | 5 |
| Increase transparency of how student fees are allocated. | 5 |
| Sixth College Identity reconfigured. | 5 |
| Creation of/Support SA/Services positions that address graduate student needs (writing/career support). | 5 |
| Increased support for international students. | 5 |
| Expanded community service opportunities/resource center. | 5 |
| Room to build arts. | 5 |
| Tax advice for students. | 5 |
| Advocate for new ways to motivate/reward staff contributions. | 5 |
| Opportunities to be explicit in our values as a division. What do we want our students to become? | 5 |
| Building a Chancellor's Pavilion opportunity for student centric spaces. | 5 |
| Transfer students. | 5 |
| Impacting san Diego community and more through student volunteer services. | 5 |
| Increased support for commuter students. | 5 |
Current Data
FINANCIAL AID

In 2018-2019, approximately 71% of all undergraduate students are expected to receive some type of financial assistance from a wide variety of programs including federal, state, UC, and institutional sources in the form of loans, grants, work-study and scholarships. This includes need and non-need students.

SCHOLARSHIPS

For the 2018-2019 academic year, UC San Diego estimated allocating approximately $71 million in scholarship support to undergraduate students from UC and gift and endowment sources. This includes $1.5 million in Regents Scholarships.

Notable awards to graduate students in 2018 included 102 National Science Foundation fellowships and 42 U.S. Public Health Service* traineeships.

*Includes individual NIH NIAID fellows and NIH institutional training grant trainees.

STUDY ABROAD

During the 2017-2018 academic year, 943 students were abroad participating in academic and experiential programs in over 42 foreign countries through the University’s Global Seminars, University of California Education Abroad Program, Opportunities Abroad and departmentally hosted programs. UC San Diego students received over $650,000 in scholarships and aid to support their study abroad experiences.

CAREER CENTER

In 2017-2018, the Career Center had a total of 9,355 on-campus, internship and co-op job listings (does not take into account students remaining in position from previous year or interns). A few of the top hiring companies of our recent graduates include Amazon, Northrop Grumman, General Atomics, Informa and UC San Diego.

STUDENT PROFILE 2018-2019

86%

88%

TIME TO DEGREE

On-campus residents. The average time to degree for students who entered UC San Diego as freshmen. For information on students who transferred, please see page 34.

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FINANCIAL INSECURITY

How concerned are students about paying for their undergraduate education next year?

- Somewhat Concerned: 30%
- Very Concerned: 29%
- Concerned: 22%
- Not Concerned: 19%

35% Took a job for the first time at college to meet college expenses.

21% Asked the Financial Aid Office to reevaluate their application.

22% Increased the debt they carry on their credit card.

Survey Source: 2018 University of California Undergraduate Experience Survey (UCUES)
ucues.ucsd.edu
A Changing Student Population

UC Transfer Pathway: Potential Increase in CA Community College Students
• Improved transfer path from community college to University of California
• How will this impact SA and our services for transfer students?

Latinx/Chicanx- fastest growing population
• Latinx/Chicanx students are among the fastest growing population in California.
• To advance its goal of inclusive excellence, UC San Diego has launched the Latinx/Chicanx Academic Excellence Initiative... to unify and expand services dedicated to attracting and supporting a diverse faculty, staff, and student community.
Student Mental Health Trends

New opportunities
• New Strategies for Addressing Mental Health Support on Campus
  • https://www.naspa.org/rpi/reports/strategies-for-addressing-mental-health-support-on-campus

Service Design
• Are our SA mental health programs and services meeting the needs of our students?
National Crisis Textline indicates out of 100M+ crisis texts, the majority of anxiety related texts are sent after 8-5PM. What does this mean for our services/support?

Out of the top 35 words used in these texts, School is commonly referenced.
Student Satisfaction Survey Data

The overall average satisfaction score for VC SA Units is increasing.
Student Satisfaction Survey Overview

21 Participating Units

- Intercollegiate Athletics
- Recreation
- ArtPower
- Associated Students Food Pantry
- Associated Students Graphic Studio
- Associated Students SPACES
- Associated Students Student Government
- Center for Student Involvement
- Graduate Student Association
- Guardian Newspaper
- Student Legal Services
- University Centers
- University Events Office
- Academic Enrichment Programs
- Chancellor's Associates Scholars Program
- International Students and Programs Office (ISPO)
- OASIS
- Student Success Coaching Program
- Student Veteran's Resource Center
- Study Abroad (formerly Programs Abroad Office)
- Undocumented Student Services

Sample Unit’s Strength Opportunity Matrix
• PO’s vary amongst the VCSA Units. Some of the POs are seen as ISs for other units.
Customer Satisfaction Survey Overview

10 Participating Units:
- Academic Enrichment Programs
- Global Education Dean's Office
- Intercollegiate Athletics
- International Faculty Scholars
- International Students and Programs Office (ISPO)
- Recreation
- Study Abroad
- University Centers
- Primary Opportunities
- Influential Strengths

Sample Unit’s Strength Opportunity Matrix

Customer Satisfaction Surveys are ONLY sent to staff and faculty customers of a specific unit.
• “Moving in a positive direction” and “Understands my needs and requirements” were the most frequent POs in the CSS survey data.
• The most common influential strength, according to faculty and staff customers, is “Responds to requests within an acceptable time”.

LEGEND
Understands my Needs and Requirements
Accessible to Customers
Responds to Requests Within an Acceptable Time
Facilitates Problem Resolution
Knowledgeable Staff
Courteous and Helpful Staff
Effectiveness of Website to Communicate
Moving in a Positive Direction
### 2018 - UC San Diego Staff@Work Survey

**232 respondents**  
74% of 314 invited

**2017**  
208 respondents  
70% of 299 invited

**2016**  
209 respondents  
73% of 286 invited

#### 4.06 mean score for 54 questions (scale 1-5)

15 questions in the excellent range (4.3 or greater)

<table>
<thead>
<tr>
<th>Influential Strengths</th>
<th>Primary Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>47 Feel Valued by Department</td>
<td>2 Valued Member of UC San Diego</td>
</tr>
<tr>
<td>46 Enjoy working with coworkers</td>
<td>40 Total Compensation</td>
</tr>
<tr>
<td>28 Sufficient Freedom</td>
<td>8 Career Advancement</td>
</tr>
<tr>
<td>27 Recommendations Without Fear</td>
<td>42 Good Use Of Skills</td>
</tr>
<tr>
<td>23 Participate In Decisions</td>
<td>7 Have Voice on Campus</td>
</tr>
</tbody>
</table>

Overall, I am a satisfied UC San Diego employee.

- **Strongly Agree**: 25.7% (59)
- **Agree**: 60.9% (140)
- **Neutral**: 6.5% (15)
- **Disagree**: 6.5% (15)

Mean = 4.05, Std Dev = 0.79

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### Dimension Mean Score Trending

- **Satisfaction with UC San Diego**
  - 3.76 (2016)  
  - 3.76 (2017)  
  - 3.80 (2018)

- **Department - Mission and Goals**
  - 4.07 (2016)  
  - 4.10 (2017)  
  - 4.24 (2018)

- **Department Effectiveness**
  - 3.85 (2016)  
  - 3.94 (2017)  
  - 3.99 (2018)

- **Supervisor Effectiveness**
  - 4.05 (2016)  
  - 4.11 (2017)  
  - 4.24 (2018)

- **Employee Effectiveness**
  - 3.83 (2016)  
  - 3.92 (2017)  
  - 3.91 (2018)

- **Department - Diversity & Climate**
  - 4.13 (2016)  
  - 4.17 (2017)  
  - 4.16 (2018)

---

### Employee Net Promoter Score (eNPS)

"Overall, I am a satisfied employee..." by "How likely is it that you would recommend..."

<table>
<thead>
<tr>
<th>Likelihood to Recommend</th>
<th>Total</th>
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<td>2</td>
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<td>5</td>
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</tbody>
</table>
Session Attendance
OSI/VCS SWOT Session Sign In
May 17, 2019
111A

Alison Herr
Andrea Kraus-Lozano
Ben Wilson
Beverly W. Ward
Dulce Dorado
Fann Keflezighi
Heather Belk-HOP
Eric Ayala Swindell
James Carranza
Jason Thibodeaux
John Weng
Jordan Peimer
Ken Tomory
Kristen Kung
Kristen Disbro-KD
Lindsay Romasanta
Lisa Trahan
Lori Weiner
Luis Legaspi
Maria Zuniga
Mario Garibay
Melissa Campbell
Moises Alvarado-Garcia
Priscilla Jones
Ricky Paniagua
Ronecia Curtis
Sarah Clavell Storer
Shawna Hook-Held
Tamar Schaps
Thadom Rottier
Trish Scott

Bria Haulet
Michelle Liao
Doug Sheiner
Emily Trask
Tyler Pan
Juliane Johnson
Jim Galvin

Student Success
Student Success Programs
Case Management
Student Life
Global Education
Marshall
Associated Students
Veterans
Student Success Programs
Muir
Associated Students
Student Life
Student Success Programs
Academic Enrichment
Student Life
Student Success Programs
Jacobs
Case Management
Global Education
Student Success Programs
Warren
TLC
Student Success Programs
Sixth
International Students & Programs
Case Management
CAPS
TLC
Graduate Division
Recreation
ERC

Health Promotion (Health Science)

OASIS
ISFD
CSI

Study Abroad
Campus Partners & Faculty
Session Sign-In Sheet

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Porsia Curry</td>
</tr>
<tr>
<td>Karyn Spiedel</td>
</tr>
<tr>
<td>Maribel Gomez</td>
</tr>
<tr>
<td>Yvonne Hernandez-Friedman</td>
</tr>
<tr>
<td>Omar Padilla</td>
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<tr>
<td>Kathleen Johnson</td>
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<tr>
<td>April Bjornsen</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Sarve Khorramshahi</td>
</tr>
<tr>
<td>Hung Nguyen</td>
</tr>
<tr>
<td>Colin Feeney</td>
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<tr>
<td>Terrie Tran</td>
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<tr>
<td>Zshabiya Nuruddin</td>
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<td>Allison Kramer</td>
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<td>Emma Chan</td>
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<td>Mercedes Gonzalez</td>
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<tr>
<td>Mari Kojima</td>
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<tr>
<td>Rebecca Caputo</td>
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<tr>
<td>Sayna Eghdami</td>
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<tr>
<td>Kirstin Planalto</td>
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<tr>
<td>Alicia Yancey</td>
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<tr>
<td>Dalixa Chuquillanqui</td>
</tr>
<tr>
<td>Matthew Alfaro</td>
</tr>
<tr>
<td>Israel Orozco</td>
</tr>
<tr>
<td>Rabia Syed</td>
</tr>
</tbody>
</table>
Organizational Chart