2016-2017
STUDENT AFFAIRS
Assessment & Evaluation Report
# TABLE OF CONTENTS

Message from Vice Chancellor-Student Affairs ................................................................. 4

## ABOUT US

UC San Diego Student Body Overview ................................................................................. 7
Vice Chancellor-Student Affairs Organization Chart ......................................................... 8
Vice Chancellor-Student Affairs Directory ........................................................................ 9

## SPOTLIGHT: STRATEGIC GOALS

Recruitment & Yield ........................................................................................................... 13
Retention .............................................................................................................................. 14
Learning ............................................................................................................................... 15
Community Building .......................................................................................................... 16
Wellbeing & Safety ............................................................................................................ 17

## ENROLLMENT MANAGEMENT

Mission ................................................................................................................................. 21
California Student Opportunity & Access Program (Cal-SOAP) ........................................ 23
Financial Aid and Scholarships Office .............................................................................. 24
Office of Admissions .......................................................................................................... 25
Parent & Family Programs ................................................................................................. 26
Registrar’s Office ............................................................................................................... 27
Student Affairs Technology Services (SATS) .................................................................. 28

## STUDENT RETENTION & SUCCESS

Mission ................................................................................................................................. 31
Academic Enrichment Programs (AEP) ............................................................................. 33
Chancellor’s Associates Scholars Program (CASP) ............................................................ 34
International Students & Programs Office (ISPO) ............................................................ 35
Office of Academic Support & Instructional Services (OASIS) .......................................... 36
  Summer Bridge .................................................................................................................. 36
  OASIS Early Warning System (EWS) ............................................................................. 37
Student Success Coaching Program .................................................................................. 38
Student Veterans Resource Center .................................................................................... 39
Study Abroad ..................................................................................................................... 40
Undocumented Student Services ....................................................................................... 41

## STUDENT LIFE

Mission ................................................................................................................................. 45
ArtPower .............................................................................................................................. 47
Associated Students .......................................................................................................... 48
Center for Student Involvement .......................................................................................... 49
  Communication and Leadership ...................................................................................... 49
  Community Service ......................................................................................................... 50
  Greek Life .......................................................................................................................... 51
Student Legal Services ....................................................................................................... 52
University Centers ............................................................................................................. 53

## RECREATION

Mission ................................................................................................................................. 57
Recreation ............................................................................................................................ 59

## INTERCOLLEGIATE ATHLETICS

Mission ................................................................................................................................. 63
Intercollegiate Athletics ...................................................................................................... 65

## OFFICE OF STUDENT CONDUCT

Mission ................................................................................................................................. 69
Office of Student Conduct .................................................................................................. 71
MESSAGE FROM VICE CHANCELLOR - STUDENT AFFAIRS

Student Affairs continues to contribute to UC San Diego’s stature as a leading public research university by supporting the enrollment, academic success, and wellbeing of every student. Our 2016-2017 Student Affairs Assessment and Evaluation Report provides a sample of the breadth and depth of the work accomplished by our talented staff.

We have witnessed another outstanding year as our student body continues to grow in size and composition. In Fall 2016, UC San Diego welcomed 8,630 new freshmen and transfer students to its undergraduate student body, an 8% increase from the previous year. Of the new incoming students, 23% came from historically underrepresented groups and 32% were the first in their family to attend college. Of the 28,127 total undergraduate students enrolled in 2016, 75% were California residents.

UC San Diego’s world-class status can be attributed to our exceptional students, faculty, and the diligent work of more than 400 Student Affairs staff and 1,500 student employees. In the past year, Student Affairs enhanced outreach and recruitment efforts to broaden access to diverse, high-achieving prospective students. In 2017, UC San Diego received 52% of all freshman applications to the UC system and the second highest number of applications among all nine undergraduate University of California campuses for Fall 2017.

This past year we developed innovative support programs such as the Student Success Coaching Program, a new program that connects incoming first-generation college students to a Success Coach in their undergraduate college. During its inaugural year, program participants completed more units and achieved higher GPAs than similar students who were not part of the program. We also expanded academic success efforts such as the Office of Academic Support and Instructional Service’s Early Warning System, an intervention system for students at risk of dropping out or failing their STEM courses. Program participants performed consistently better in their courses compared to students who were invited but chose not to participate in the program. Evidence of program impact and success are possible through our staff’s diligent assessment and evaluation practices. By engaging in these important processes, we seek to improve student learning, programming, and service delivery, and work to demonstrate that our contributions to student success is in alignment with and in support of the university’s strategic goals.

As Vice Chancellor, I am extremely proud of Student Affairs’ collective effort to impact students’ lives and contribute to the mission of UC San Diego. This report provides a brief snapshot of our units, services, and programs. It highlights the work our dedicated staff conduct daily in support of current and prospective students, as well as the broader community. As UC San Diego continues to expand access to students of all backgrounds, Student Affairs will continue to broaden access, increase retention, and improve student success outcomes.

Thank you for your unwavering support in our collaborative work to ensure all of our students have a successful experience at UC San Diego.

Go Tritons!

Juan C. González
Vice Chancellor – Student Affairs

November 2017
ABOUT US
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.

CORE VALUES  

Inclusivity  

Personal Growth and Engagement  

Wellbeing  

Accountability  

Excellence  

As student affairs professionals, we strive to live by the same values that we promote to our students.
UC SAN DIEGO
STUDENT BODY OVERVIEW
FALL 2016

FALL 2016 UNDERGRADUATE ENROLLMENT

- 52% male
- 48% female
- Total: 28,127

NEW STUDENT ENROLLMENT

- 67% freshmen
- 33% transfer students

AVERAGE HIGH SCHOOL GPA FOR 2016 COHORT: 4.05
AVERAGE TRANSFER GPA: 3.51

FINANCIAL AID

- 60% of UC San Diego undergraduate students receive some type of financial assistance
- 34% of UC San Diego undergraduate students receive Pell grants

UNDERGRADUATE ENROLLMENT BY ETHNICITY

- Asian: 46%
- Caucasian: 20%
- Mexican-American: 13%
- Other/Undeclared: 9%
- Filipino: 5%
- Latino/Other Spanish: 3%
- African-American: 2%
- Native-American: <1%

OUT-OF-STATE AND INTERNATIONAL STUDENTS

25%

IN-STATE (CALIFORNIA RESIDENT) STUDENTS

75%

UNDERGRADUATE GEOGRAPHIC ORIGIN

- California resident students: 75%
- Out-of-state and international students: 25%

FINANCIAL AID

- 60% of UC San Diego undergraduate students receive some type of financial assistance
- 34% of UC San Diego undergraduate students receive Pell grants

AVERAGE HIGH SCHOOL GPA FOR 2016 COHORT: 4.05
AVERAGE TRANSFER GPA: 3.51

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

CHANCELLOR
Pradeep K. Khosla

EXECUTIVE VICE CHANCELLOR
ACADEMIC AFFAIRS
Elizabeth H. Simmons

VICE CHANCELLOR
STUDENT AFFAIRS
Juan C. González

DIRECTOR
INTERCOLLEGIATE
ATHLETICS

CHIEF OF STAFF

ASSOCIATE VICE CHANCELLOR
ENROLLMENT MANAGEMENT

- Office of Admissions
- California Student Opportunity & Access Program (Cal-SOAP)
- Financial Aid and Scholarships Office
- Parent & Family Programs (PFP)
- Registrar’s Office
- Student Affairs Technology Services (SATS)

ASSISTANT VICE CHANCELLOR
STUDENT LIFE

- ArtPower
- Associated Students (AS)
- Center for Student Involvement (CSI)
- Graduate Student Association (GSA)
- Student Legal Services
- University Centers
- University Events Office (UEO)

ASSISTANT VICE CHANCELLOR
STUDENT RETENTION & SUCCESS

- Academic Enrichment Programs (AEP)
- Chancellor’s Associates Scholars Program (CASP)
- International Center
- Office for Academic Support & Instructional Services (OASIS)
- Student Success Coaches
- Student Veterans Resource Center (SVRC)
- Undocumented Student Services (USS)

SENIOR DIRECTOR
FINANCE, FACILITIES & OPERATIONS

- Recreation
- Resource Management

DIRECTOR
STUDENT CONDUCT

DIRECTOR
ASSESSMENT & EVALUATION
VICE CHANCELLOR - STUDENT AFFAIRS DIRECTORY

ENROLLMENT MANAGEMENT

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (CAL-SOAP)
Linda Doughty
ldoughty@ucsd.edu
sandiegocalssoap.com
(858) 569-1866

FINANCIAL AID AND SCHOLARSHIPS OFFICE
finaid@ucsd.edu
fao.ucsd.edu
(858) 534-4800

OFFICE OF ADMISSIONS
admissionsdirector@ucsd.edu
admissions.ucsd.edu
(858) 534-4831

PARENT & FAMILY PROGRAMS
parents@ucsd.edu
parents.ucsd.edu
(858) 534-7273

REGISTRAR'S OFFICE
registrar@ucsd.edu
registrar.ucsd.edu
(858) 534-3150

STUDENT AFFAIRS TECHNOLOGY SERVICES (SATS)
Anitra Willis
adwillis@ucsd.edu
TritonLink.ucsd.edu
(858) 534-8018

STUDENT LIFE

ASSOCIATED STUDENTS
Heather Belk
hbelk@ucsd.edu
as.ucsd.edu
(858) 534-1611

ARTPOWER
Jordan Peimer
jpeimer@ucsd.edu
artpower.ucsd.edu
(858) 534-4092

CENTER FOR STUDENT INVOLVEMENT
Emily Trask
getinvolved@ucsd.edu
students.ucsd.edu/student-life/involvement/
(858) 534-4482

STUDENT LEGAL SERVICES
Jon Carlos Senour
sls@ucsd.edu
sls.ucsd.edu
(858) 534-4374

UNIVERSITY CENTERS
(PRICE CENTER & STUDENT CENTER)
ucen@ucsd.edu
universitycenters.ucsd.edu
(858) 822-4987

UNIVERSITY EVENTS OFFICE
Anthony Tran
ueo@ucsd.edu
ueo.ucsd.edu
(858) 534-3080

UNIVERSITY CENTERS
(PRICE CENTER & STUDENT CENTER)

STUDENT RETENTION & SUCCESS

ACADEMIC ENRICHMENT PROGRAMS
David Artis
aep@ucsd.edu
aep.ucsd.edu
(858) 534-1774

CHANCELLOR'S ASSOCIATES SCHOLARS PROGRAM (CASP)
Belinda Zamacona
casp@ucsd.edu
casp.ucsd.edu
(858) 534-8366

INTERNATIONAL CENTER
Kirk Simmons
global@ucsd.edu
icenter.ucsd.edu/deans-office
(858) 822-0464
VICE CHANCELLOR - STUDENT AFFAIRS DIRECTORY

OFFICE OF ACADEMIC SUPPORT & INSTRUCTIONAL SERVICES
Charles Lu
clu@ucsd.edu
oasis.ucsd.edu
(858) 246-2680

STUDENT SUCCESS COACHING PROGRAM
Lindsay Romasanta
successcoaching@ucsd.edu
successcoaching.ucsd.edu
(858) 822-3011

STUDENT VETERANS RESOURCE CENTER
Chryssa Jones
cjones@ucsd.edu
svrc@ucsd.edu
(858) 534-5460

UNDOCUMENTED STUDENT SERVICES
Daniel Arturo Alfaro Arellano
d1alfaro@ucsd.edu
undoc.ucsd.edu
(858) 534-4388

RECREATION
recreation@ucsd.edu
recreation.ucsd.edu
(858) 534-3557

INTERCOLLEGIATE ATHLETICS
Wendy Taylor May
wstaylor@ucsd.edu
UCSDTritons.com
(858) 534-8417

STUDENT CONDUCT

OFFICE OF STUDENT CONDUCT
Ben White
studentconduct@ucsd.edu
studentconduct.ucsd.edu
(858) 534-6225
SPOTLIGHT:
STRATEGIC GOALS
<table>
<thead>
<tr>
<th></th>
<th>SPOTLIGHT: STRATEGIC GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RECRUITMENT &amp; YIELD</td>
</tr>
<tr>
<td></td>
<td>Attract and enroll highly capable and diverse California, out-of-state, and international students</td>
</tr>
<tr>
<td>2</td>
<td>RETENTION</td>
</tr>
<tr>
<td></td>
<td>Increase the academic success, persistence, and timely graduation of all students</td>
</tr>
<tr>
<td>3</td>
<td>LEARNING</td>
</tr>
<tr>
<td></td>
<td>Provide learning experiences that develop the skills and character needed to lead, innovate, and solve problems</td>
</tr>
<tr>
<td>4</td>
<td>COMMUNITY BUILDING</td>
</tr>
<tr>
<td></td>
<td>Build a welcoming, engaging, safe, and inclusive community to create a sense of belonging for all students</td>
</tr>
<tr>
<td>5</td>
<td>WELLBEING &amp; SAFETY</td>
</tr>
<tr>
<td></td>
<td>Deliver programs and services to facilitate a culture of health, safety, and wellbeing of students</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL: RECRUITMENT & YIELD

Cal-SOAP seeks to increase the number of students who avail themselves of postsecondary opportunities by advising, motivating, and informing students regarding college admissions and financial aid information, and to academically assist students to achieve college potential.

OFFICE OF UNDERGRADUATE ADMISSIONS
The Office of Admissions works to increase the presence and awareness of UC San Diego through marketing, promotional and recruitment activities to prospective students and their parents, high schools, community colleges, and the general public.

FRESHMAN APPLICATIONS: UC SAN DIEGO
From Fall 2016 to Fall 2017 UC San Diego Freshman applications increased 5% (4,246 students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2017</td>
<td>88,456</td>
</tr>
<tr>
<td>FALL 2016</td>
<td>84,189</td>
</tr>
</tbody>
</table>

Source: MyApplications database

FRESHMAN APPLICATIONS: ALL UNDERGRADUATE UC CAMPUSES

<table>
<thead>
<tr>
<th>University</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC San Diego</td>
<td>88,456</td>
</tr>
<tr>
<td>UC Merced</td>
<td>20,000</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>40,000</td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>60,000</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>80,000</td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>100,000</td>
</tr>
</tbody>
</table>

Source: University of California, Office of the President

CALIFORNIA STUDENT OPPORTUNITY & ACCESS PROGRAM (Cal-SOAP)

Cal-SOAP seeks to increase the number of students who avail themselves of postsecondary opportunities by advising, motivating, and informing students regarding college admissions and financial aid information, and to academically assist students to achieve college potential.

Students With Academic Goals (SWAG) is a three-week intensive SAT Prep, coaching, and mentoring program for high school students.

<table>
<thead>
<tr>
<th>SAT Section</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING AVERAGE</td>
<td>516</td>
<td>550</td>
<td>+34</td>
</tr>
<tr>
<td>MATH AVERAGE</td>
<td>494</td>
<td>563</td>
<td>+69</td>
</tr>
<tr>
<td>WRITING AVERAGE</td>
<td>2.5</td>
<td>3</td>
<td>+.5</td>
</tr>
</tbody>
</table>

Students With Academic Goals (SWAG) is a three-week intensive SAT Prep, coaching, and mentoring program for high school students.
STRATEGIC GOAL: RETENTION

The Student Success Coaching Program connects a cohort of first-generation college students to a professional success coach in their undergraduate college. The student and the coach work in partnership to design a personalized success plan focused on skill development and goal setting.

Students assigned to the Student Success Coaching Program earned an average of 12.9 units per quarter. In comparison, similar students who were not part of the program earned an average of 12.3 units per quarter.

The Center for Student Involvement facilitates rich opportunities for learning, community building, and engagement outside the classroom through involvement opportunities in student organizations, campus events, Greek Life, communication and leadership programs, and community service initiatives.

Triton Community Leadership Institute (TCLI) is a leadership and mentoring program with a 3-day summer residential experience for incoming first-generation freshmen.

**FALL 2016 - SPRING 2017 TOTAL UNITS PASSED**

<table>
<thead>
<tr>
<th></th>
<th>Coaching Participants</th>
<th>Non-Participants*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2016</td>
<td>11.2</td>
<td>10.9</td>
</tr>
<tr>
<td>WINTER 2017</td>
<td>13.5</td>
<td>12.4</td>
</tr>
<tr>
<td>SPRING 2017</td>
<td>14.1</td>
<td>13.7</td>
</tr>
</tbody>
</table>

*Note: These are similar students who were not part of the coaching program.

Source: Student Research and Information, Institutional Research, Academic Affairs

**First-Year Retention Rate, 2014 Cohort**

<table>
<thead>
<tr>
<th></th>
<th>TCLI Freshman Cohort</th>
<th>4th/5th Quintile Freshmen</th>
<th>All UCSD Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>91%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>95%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Second-Year Retention Rate, 2013 Cohort**

<table>
<thead>
<tr>
<th></th>
<th>TCLI Freshman Cohort</th>
<th>4th/5th Quintile Freshmen</th>
<th>All UCSD Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>94%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>86%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>90%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The first-year retention rate of 2014 TCLI Cohort and the second-year retention rate of the 2013 TCLI Cohort were higher than their UC San Diego comparison groups (first-generation, 4th/5th quintile, and all freshmen).
STRATEGIC GOAL: LEARNING

15

The OASIS Early Warning System (EWS) is an intervention system for students at risk of dropping or failing their STEM courses by providing students with a resource to build the knowledge and skills necessary to succeed in their STEM courses and majors. Eligible students are identified and offered targeted support through peer led, collaborative tutoring.

OFFICE OF ACADEMIC SUPPORT & INSTRUCTIONAL SERVICES (OASIS)

The OASIS Early Warning System (EWS) is an intervention system for students at risk of dropping or failing their STEM courses by providing students with a resource to build the knowledge and skills necessary to succeed in their STEM courses and majors. Eligible students are identified and offered targeted support through peer led, collaborative tutoring.

STUDENT CONDUCT

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.

Students who participate in the EWS program perform consistently better compared to students who had the option to participate, but ultimately chose not to participate.

Percentage of students who agreed or strongly agreed that the process...

Helped them learn about the importance of community standards

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped them learn about the importance of community standards</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Helped them gain a greater understanding of the impact of their behavior on others.

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped them gain a greater understanding of the impact of their behavior on others</td>
<td>79%</td>
<td>77%</td>
</tr>
</tbody>
</table>

EWS: Summary of Passed Rates

<table>
<thead>
<tr>
<th>Course</th>
<th>2016-2017</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 6A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 6B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 6C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who participate in the EWS program perform consistently better compared to students who had the option to participate, but ultimately chose not to participate.
STRATEGIC GOAL: COMMUNITY BUILDING

CENTER FOR STUDENT INVOLVEMENT – COMMUNITY SERVICE
Alternative Breaks @ UCSD are national or international co-curricular service-learning trips that cultivate lifelong socially active and globally conscious leaders through direct service, education, diversity, reflection, and investigation of social justice issues.

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

REASONS PEOPLE JOINED AB@UCSD
As a result of participating in a student engagement activity that included discussions of race, gender, and identity:

- 7% to travel
- 34% to volunteer
- 31% to make friends and build a community
- 25% other reasons
- 2.6% to build a resume
- 81% of respondents agreed or strongly agreed that they had a greater understanding of a culture other than their own.

AB@UCSD has completely shifted my perspective of service and how critical social justice, education, and reflection are to enacting meaningful, sustainable change.

–2016-2017 participant
STRATEGIC GOAL: WELLBEING & SAFETY

ASSOCIATED STUDENTS
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 (lack of consistent access to healthy and affordable food). This is a free service open to all registered undergraduate and graduate students.

TRITON CONCERN LINE
In Spring 2016, UC San Diego unveiled the Triton Concern Line, a 24/7 resource for faculty and staff to centrally report students of concern. Reports generated from the calls are routed within one business day to the appropriate college point of contact for follow up. Calls that require an immediate response or campus activation are routed to the UC Police Department and an on-call person.

CENTER FOR STUDENT INVOLVEMENT – GREEK LIFE
The Greek Life Equity, Diversity and Inclusion Peer Educator Program was developed to expand Greek students’ understanding of Equity, Diversity and Inclusion (EDI) topics, help students learn to apply bystander intervention strategies, and build an inclusive Greek community.

After the EDI workshop, participants indicated that they agreed or strongly agreed with the following:

- 99% understand how implicit biases could impact how they treat others
- 97% are confident that they can be an ally to a marginalized group

TOP 3 CONCERN TYPES
1. Student wellbeing
2. Academic
3. Interpersonal

10,413 visits overall
347 average number of visits per week
150 boxes of produce distributed each week

“i see value in having peer led workshops on topics of diversity in Greek Life.”
—2016-2017 participant
THE UC SAN DIEGO STUDENT VETERANS ORGANIZATION PARTICIPATES IN THE ANNUAL TRITON 5K
ENROLLMENT MANAGEMENT

The UC San Diego Student Veterans Organization participates in the Annual Triton 5K.
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
Registrar’s Office
Student Affairs Technology Services (SATS)
Cal-SOAP seeks to increase the number of students who avail themselves of postsecondary opportunities by advising, motivating, and informing students regarding college admissions and financial aid information, and to academically assist students to achieve college potential. Cal-SOAP primarily serves students from low income households, families in which they would be the first to attend college, and schools and geographic areas with documented low eligibility or college participation rates.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

Students With Academic Goals (SWAG) is a 3-week intensive SAT Prep, coaching, and mentoring program for high school students. It introduces students to the new SAT test, and encourages them to take the PSAT test in Fall 2016 and at least two SAT tests. In addition to test preparation, the program offers day-long field trips to UC San Diego and San Diego State University. SWAG also provides an overnight trip to Point Loma Nazarene University where students receive college classes and live in the residence hall. SWAG was created to provide students with a competitive edge for admittance to UC San Diego and San Diego State University.

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

- To improve students’ scores by providing an intensive 24 hours of SAT test prep over a three-week period.
- To provide students with qualified SAT instructors who would work with students in a classroom setting.
- To provide an additional 24 hours of tutorial support using college students who would be in the role of coaches.

**DATA COLLECTION & METHODS**

Students in the SWAG Program are required to take an SAT pre-test several weeks before the program begins and to take an SAT post-test at the end of the program. The program partners will also consider if student GPA has an impact on determining if the three-week program can improve SAT scores. Currently, SWAG students must have a minimum GPA of 2.8 and be enrolled in “a-g” courses at their high schools.

**SUMMARY OF FINDINGS/RESULTS**

In 2016, a total of 91 students participated in the program. Of the 91 students, 89 students improved their scores in the SWAG Program. The average increase between the pre- and post-test was 105 points.

The program saw participant score gains in all sections of the exam, with the largest gains in the math section.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING AVERAGE</strong></td>
<td>516</td>
<td>550</td>
<td>34 pts.</td>
</tr>
<tr>
<td><strong>MATH AVERAGE</strong></td>
<td>494</td>
<td>563</td>
<td>69 pts.</td>
</tr>
<tr>
<td><strong>WRITING AVERAGE</strong></td>
<td>2.5</td>
<td>3</td>
<td>.5 pts.</td>
</tr>
</tbody>
</table>

*The writing section is scored differently than the previous year. There are 3 different areas assessed in writing on a scale of 1-4 (1=inadequate, 2=partial, 3=proficient, 4=advanced).

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

Based on these results, the program partners (Cal-SOAP, UC San Diego, San Diego State University, and Bayview Baptist Church) have decided to continue the program. Additionally, the GPA requirement will increase from a 2.8 GPA to a 3.0 GPA in the next recruitment cycle.
The Financial Aid and Scholarships Office (FASO) offers various financial literacy programs throughout the academic year to provide training and resources to students in order to educate them on becoming fiscally responsible adults. Topics include creating a spending plan, repaying student loan debt, as well as building savings and planning for the future.

**Goal:** Further develop the financial literacy program.

**Metric:** Increase the number of financial literacy events and overall attendance by 35% from approximately 20 events and 295 students in 2015-2016 to 27 events and 400 students in 2016-2017.

Data were collected through spreadsheets, recording events, and student attendance.

The Financial Aid and Scholarships Office increased overall attendance to financial literacy events by 100% from 295 students in the 2015-2016 academic year to 589 students over 18 events in the 2016-2017 academic year.

A total of 234 students attended workshop events and 355 students received information from tabling events.

**TOTAL STUDENT WORKSHOP PARTICIPANTS:** 234

**FIRST-GENERATION WORKSHOP PARTICIPANTS:** 132 (56%)

**CLASS LEVEL:**

- FRESHMEN: 4
- SOPHOMORES: 26
- JUNIORS: 28
- SENIORS: 160
- GRADUATES: 16

The campus community is aware of the financial difficulty of managing the cost of attendance for some of our students. We are hopeful that our financial literacy program assists students in learning to budget funds effectively and helps them avoid food and housing insecurities. During the next academic year, FASO will continue to offer financial literacy workshops and enhance outreach efforts by using new tools such as: tabling in high-traffic areas of campus; publicizing the workshops throughout campus through signage; using social media; and providing food, gifts and prizes for attendance and participation.
The Office of Admissions provides programs, activities, and services to recruit, admit, and enroll freshman and transfer students who are academically prepared and represent the broad diversity of thought, talents, culture, and perspective that UC San Diego seeks.

PROGRAM, SERVICE, OR EVENT DESCRIPTION
The Office of Admissions works to increase the presence and awareness of UC San Diego through marketing, promotional, and recruitment activities to prospective students and their parents, high schools, community colleges, and the general public.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC
Goal: Grow the freshman applicant pool.
Metric: UC San Diego will receive at least 55% of all freshmen applications to the UC System.

DATA COLLECTION & METHODS
Data were supplied by queries against the MyApplications database.

SUMMARY OF FINDINGS/RESULTS
For Fall 2017 UC San Diego received 52% (88,456) of all freshman applications to the UC System. Although we fell short of our goal this year, we received a record number of applications (up 5% from Fall 2016), and the second highest number of applications among all nine undergraduate University of California campuses.

FRESHMAN APPLICATIONS: UC SAN DIEGO
From Fall 2016 to Fall 2017 UC San Diego freshmen applications increased 5% (4,246 students)

<table>
<thead>
<tr>
<th></th>
<th>FALL 2017</th>
<th>FALL 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC San Diego: Applications</td>
<td>88,456</td>
<td>84,189</td>
</tr>
</tbody>
</table>

Source: MyApplications database

IMPACT OF THE ASSESSMENT AND/OR EVALUATION
These results will be used for future benchmarking around continued efforts in this area.
Family Weekend is a traditional event that welcomes all families to experience UC San Diego in a fun way, assists them in visualizing their student’s college life, and provides a space for family bonding.

As a result of attending Family Weekend, parents and families will be able to

- List campus resources or information that are helpful to them or their student
- List campus resources or information for supporting their student
- Have a better connection to UC San Diego

Participating families were invited to participate in the online survey. The survey was sent to 678 unique registrant email addresses and 247 (36%) completed the survey.

73% of participants agreed that “as a result of attending Family Weekend, I feel more connected to UC San Diego.”

“When I visited RIMAC, I learned that my son could have complimentary access to a physical therapist for his shoulder, as he’s on the UC San Diego Club Baseball team.” – Parent

“We now see where my student spends his time and where the resources are for him to make the best of his time at UC San Diego.” – Parent

This report will serve to support planning the 10th Annual Family Weekend in 2017 and will be used to articulate to committee members and partners our approach to planning a successful Family Weekend event.
REGISTRAR’S OFFICE

The Registrar’s Office 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

The Engaged Learning Tools suite helps students discover, capture, review, and share their experiences and skill development.

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

The Registrar’s Office will continue to develop and launch the Engaged Learning Tools including the Co-Curricular Record (CCR), the Enhances Electronic Transcript, and the electronic ordering and fulfillment via Parchment for both records.

Objective:

• Increase electronic PDF delivery of transcripts produced by 55% (from 7,577 to 11,744) by June 30, 2017
• Increase the number of activities, such as internships or student athlete leadership positions, approved to be available in the Co-Curricular Record (CCR) database from 250 in 2016 to 1,000 in 2017
• Increase the number of students with CCRs from 1,056 to 3,000 by June 30, 2017

DATA COLLECTION & METHODS

Data supplied by queries against the databases for these tools.

SUMMARY OF FINDINGS/RESULTS

The Registrar’s Office exceeded this objective by producing 14,561 electronic PDF delivery transcripts by June 30, 2017, a 92% increase from the previous year. Additionally, the Co-Curricular Record now hosts a total of 946 opportunities, and 4,491 students now have Co-Curricular Records on file.

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

Exceeding our goal to increase electronic PDF delivery of transcripts is a result of market demand to receive information electronically versus paper. The Co-Curricular Record efforts need to be strengthened by increasing awareness of campus opportunities. What we offer is unique among the UCs and among many institutions, as the notion of a comprehensive student record is a fairly new development in higher education. The Registrar’s Office will partner with other offices to ensure this information is being shared in the appropriate spaces and conversations.
PROGRAM, SERVICE, OR EVENT DESCRIPTION

SATS has 21 career employees who provide support to 400 career and 1,500 student employees within Student Affairs, in the following areas: Server Administration and Operations, Website CMS Development, SharePoint Portal, TritonLink Portal Support, Application Development, Desktop Support, Project Management, and Technical Consultation.

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

Four primary goals were assessed: timely communication, excellent customer service, providing innovative tools to enhance and streamline business unit work processes, and supporting students through the student TritonLink portal.

DATA COLLECTION & METHODS

Data were collected from two sources:
1. 2017 Campus Student Satisfaction Survey, which asked students about TritonLink.
2. Point of Service Surveys: These surveys are sent to stakeholders once a service request has been completed.

SUMMARY OF FINDINGS/RESULTS

2017 Campus Student Satisfaction Survey - 7,136 students responded to the 2017 Student Satisfaction Survey.

AREAS OF STRENGTH:
- Triton Link is a clean, easy to use, central place

AREAS OF IMPROVEMENT:
- Make more services available 24/7 and provide more mobile-friendly tools

Nearly all of the comments suggest that students have high expectations for the technology available to them.

Point of Service surveys

Between January and June 2017, 119 Point of Service surveys were completed between January and June 2017. 113 respondents rated their overall customer service rating as Excellent.

95% of respondents rated their overall customer service as excellent.

AREAS OF STRENGTH:
- Customer needs addressed quickly and challenges were communicated clearly

AREAS OF IMPROVEMENT:
- Incomplete resolution to a problem, a delay in responding to a request

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

The campus implemented 24/7 support in June 2017. SATS continues to relay student feedback to our business and technology partners across campus to facilitate improvements. Responses from the Point of Service surveys are being used to guide training improvements for SATS employees.
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 and Success (SRS) will eliminate obstacles and improve pathways for students and faculty to achieve their academic and professional goals. SRS 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
STUDENT RETENTION & SUCCESS

Academic Enrichment Programs (AEP)
Chancellor's Associates Scholars Program (CASP)
International Center
Office for Academic Support and Instructional Services (OASIS)
Student Success Coaching Program
Student Veterans Resource Center
Undocumented Student Services
ACADEMIC ENRICHMENT PROGRAMS (AEP)

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

PROGRAM, SERVICE, OR EVENT DESCRIPTION
Summer Research Program (SRP) participants conduct faculty-mentored research and receive professional development training. This high-touch program provides students, particularly those who are underrepresented, low-income, and/or first-generation, with skills to become scholars and stimulate their serious consideration of postbaccalaureate education.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC
The assessment was designed to identify the number of 2016 SRP participants who subsequently engaged in several different activities designed to enhance their progress towards graduation and advanced education. These activities included enrolling in research-related courses and attending AEP-organized conferences.

DATA COLLECTION & METHODS
One hundred thirty students participated in the 2016 SRP and continued at UC San Diego the following year. We examined enrollment in Special Studies courses (offering academic credit for conducting research). We also examined participation in five AEP-sponsored conferences.

SUMMARY OF FINDINGS/RESULTS
The participants in the SRP represent a diverse population in terms of ethnicity, first-generation status, and academic discipline. For instance, 49% of the SRP participants are first-generation students (neither parent graduated from a four-year college), higher than the overall percentage at UC San Diego of first-time freshmen and new transfer students who are first-generation (29% and 38%, respectively).

Of the 130 SRP alumni enrolled at UC San Diego following the SRP, 49 (38%) participated in at least one of the activities of interest. The activity with the greatest number of SRP alumni participating was independent study via coursework, which provides students with the opportunity to earn course credit while delving into topics in greater depth.

The results reveal that a considerable portion of the SRP participants continue to be engaged in research-related endeavors. The findings of this assessment also raise a number of questions, and this preliminary data will be useful for developing future assessments that will allow us to understand the effect of being involved in the SRP in greater depth, including students’ continued interest in research, potential barriers, and overall experience.
The Chancellor’s Associates Scholarship was created by Chancellor Pradeep K. Khosla in 2013, and the Chancellor’s Associates Scholars Program (CASP) was implemented in 2014 to provide an additional level of support and campus commitment to equip scholars with the tools and information necessary to be academically successful.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**
CASP recognizes and supports talented local students with great potential, financial need, and motivation to academically succeed at UC San Diego. Our foci for building a strong institutional foundation to supporting student success are: transition, mentorship, academic support, community building, student development, and access.

**LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC**
Our program components include a focus on students’ first year transition, structured check-ins, and methodized programming in the subsequent years of students’ undergraduate careers. We retain students through establishing a strong set of varied skills in their first year with the goal to remain in good/excellent academic standing, and define what success means to them.

**DATA COLLECTION & METHODS**
This information was compiled through a query request to Student Affairs Technology Services, with data computations completed by CASP staff.

**SUMMARY OF FINDINGS/RESULTS**
As a whole, the majority of all program participants remained in Good Academic Standing or obtained Provost Honors (academic standing for the purposes of this report were generated based on term GPA for the Spring 2017 quarter).

![Bar chart showing academic standing for each cohort]

**IMPACT OF THE ASSESSMENT AND/OR EVALUATION**
CASP will continue concentrating efforts during students’ first summer and first complete academic year to prepare scholars with a strong foundation for academic success, and overall student wellbeing. We will also leverage existing collaborations with campus-wide programs and services (e.g. 2Excel, OASIS, Supplemental Instruction, Career Services, Academic Enrichment Programs); utilize different tracking methods to map out where students are utilizing resources and where additional support is needed; and continue to meet one-on-one and provide individualized support for students in academic jeopardy, and students facing transitional challenges to the university.

**Provost Honors:** To be eligible, a student must complete at least 12 graded units and receive a minimum grade point average of 3.5 or above.

**Good Standing:** The student’s term and cumulative grade point average (GPA) are 2.0 or higher.

**Academic Probation:** The student’s term GPA is at least 1.5, but less than 2.0 or the cumulative GPA is less than 2.0 and the student is not Subject to Disqualification.

**Subject to Disqualification:** The student’s term GPA is less than 1.5 or the student completed two successive terms on Academic Probation and the cumulative GPA is below 2.0.

*Withdrawn or leave refers to a student withdrawing from either a quarter, or from the university, or taking a leave of absence.

**Provost Honors:** To be eligible, a student must complete at least 12 graded units and receive a minimum grade point average of 3.5 or above.

**Good Standing:** The student’s term and cumulative grade point average (GPA) are 2.0 or higher.

**Academic Probation:** The student’s term GPA is at least 1.5, but less than 2.0 or the cumulative GPA is less than 2.0 and the student is not Subject to Disqualification.

**Subject to Disqualification:** The student’s term GPA is less than 1.5 or the student completed two successive terms on Academic Probation and the cumulative GPA is below 2.0.

*Withdrawn or leave refers to a student withdrawing from either a quarter, or from the university, or taking a leave of absence.
ISPO provides comprehensive immigration and cross-cultural advising services and programs that support more than 9,000 international students in achieving their academic, professional, and personal goals, as well as serving the University’s departments and units in pursuit of their missions.

**SUMMARY OF FINDINGS/RESULTS**

Metric Result: The average time-to-degree for first-time international freshmen who entered UC San Diego in Fall 2010, 2011, or 2012 was 3.73 years. The average time-to-degree for international transfer students who entered UC San Diego in Fall 2011, 2012, or 2013 was 1.96 years.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

ISPO facilitates international students’ academic and personal success, fosters intercultural engagement and exchange, supports the University’s diversity initiatives, complies with mandatory federal regulations governing international students, and promotes campus retention, graduation, and time-to-degree goals.

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

**Goal:** Increase international undergraduate students’ retention and graduation rates and reduce their time-to-degree.

**Metric:** For international undergraduates who graduated between 2010–2011 and 2015–2016, the time-to-degree will be at most five years for those that entered as freshmen, and at most three years for those that entered as transfers.

**DATA COLLECTION & METHODS**

Structured query language programs written and executed to extract relevant quantitative student data from the Data Warehouse.

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

This project’s findings will be used to further refine and improve the design of ISPO’s student learning outcomes, plus the design, implementation, and/or delivery of its programs and services which are intended to promote retention, on-time completion, and graduation rate of UC San Diego’s international students.
Summer Bridge (SB) is a summer academic and residential program with an extensive, integrated academic year follow-up for admitted UC San Diego freshmen. SB participants consist of students from 4th or 5th quintile high schools (“educationally disadvantaged environments”) including Chancellor’s Associates Scholars Program students.

**Goal:** SB aims to make a significant contribution to student’s first year GPA.

**Metric:** SB students will achieve GPA distribution rates that meet or exceed those for a cohort of first-year freshmen with similar characteristics such as high school quality, SES, first-generation college students, and ethnicity.

**Summary of Findings/Results**

SB students’ pre-college and first year UC San Diego data were compared with that of all other 4th and 5th quintile freshmen enrolled in Fall 2016. Summer Bridge students entered the institution with a lower average SAT composite score and a lower average high school GPA.

Despite lower pre-college achievement scores, Summer Bridge students nearly achieved their predicted average Fall quarter GPA (2.63 v. 2.68). Additionally, the majority (73.5%) of Summer Bridge students achieved a GPA between 2.0 and 3.49, compared to 70.4% of their 4th/5th quintile peers.

### Predicted v. Actual Fall Quarter GPA

<table>
<thead>
<tr>
<th></th>
<th>Predicted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total freshmen</td>
<td>3.14</td>
<td>3.16</td>
</tr>
<tr>
<td>4th/5th Quintile</td>
<td>2.78</td>
<td>2.69</td>
</tr>
<tr>
<td>Summer Bridge</td>
<td>2.68</td>
<td>2.63</td>
</tr>
</tbody>
</table>

### Impact of the Assessment and/or Evaluation

The findings indicate that the SB program is working to help students from the 4th/5th quintile population succeed academically. Despite entering the university with lower SAT composite scores, Bridge students are performing on par with other 4th/5th quintile students who did not participate. In the future, we recommend exploring the number of units attempted and passed in the Fall quarter.
PROGRAM, SERVICE, OR EVENT DESCRIPTION

The OASIS Early Warning System (EWS) is an intervention system for students at risk of dropping or failing their STEM courses by providing students with a resource to build the knowledge and skills necessary to succeed in their STEM courses and majors. Eligible students are identified and offered targeted support through peer led, collaborative tutoring.

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

Outcomes were determined by examining the percentage of pass rates in CHEM 6A, 6B, and 6C between eligible participants and students who actually participated.

DATA COLLECTION & METHODS

The academic records of each of the participants as well as eligible non-participants were gathered through the “Find a student” tool on the Blink portal.

SUMMARY OF FINDINGS/RESULTS

**EWS: Summary of Program Participants**

<table>
<thead>
<tr>
<th>Eligible Students Identified</th>
<th>784</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Interested</td>
<td>413</td>
</tr>
<tr>
<td>52% of students identified</td>
<td></td>
</tr>
<tr>
<td>Student Participants</td>
<td>195</td>
</tr>
<tr>
<td>47% of students interested</td>
<td></td>
</tr>
</tbody>
</table>

**EWS: Summary of Passed Rates**

<table>
<thead>
<tr>
<th>Course</th>
<th>Eligible Non-Participants</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 6A</td>
<td>25%</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>89%</td>
</tr>
<tr>
<td>CHEM 6B</td>
<td>36%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>CHEM 6C</td>
<td>75%</td>
<td>88%</td>
</tr>
</tbody>
</table>

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

The findings of the Early Warning System during the 2016-2017 academic year echo its past success in the previous years it has been conducted. The students who participate in the program perform consistently better compared to students who had the option to take advantage of the program, but ultimately chose not to participate. In the future, we would like to expand beyond the Chemistry department and forge partnerships with Math, Physics, and Biology. This year’s data demonstrate that 25% of students eligible for EWP actually participated in the program; as such, we would also like to explore the factors that explain why students invited to EWP chose not to participate.
The Student Success Coaching Program connects a cohort of first-generation college students to a professional success coach in their undergraduate college. The student and the coach work in partnership to design a personalized success plan focused on skill development and goal setting.

In its first year, the Student Success Coaching Program sought to meet the following goals:

- Establish programmatic expectations of the Student Success Coaching Program.
- Support the academic progress of students assigned to a Success Coach (measured by units earned and average GPA).

To gather student satisfaction, the Student Success Coaching Program participated in the campus wide Student Satisfaction Survey. A total of 119 first-year students participated in the survey, yielding a 30% response rate. Academic progress data was provided by Student Research and Information, Institutional Research, Academic Affairs.

The Student Success Coaching Program is encouraged by the early indicators of academic success and positive feedback from program participants. As a new program, our initial goals were focused on establishing program expectations and supporting early academic progress of our cohort, which we accomplished. Additionally, these data provide the opportunity for reflection and initial lessons learned, and also equips us with information on ways to continuously refine our program activities and services to meet the needs of first-generation college students at UC San Diego.

90% of students who completed the UC San Diego Student Satisfaction Survey agreed or strongly agreed that they were satisfied with their interaction with the coaching program. The Student Success Coaching program received an overall satisfaction score of 4.47 - the highest for any program across campus.

"I love how there is someone there for me on campus. There are so many resources on campus to the point where it feels overwhelming, but in the meetings, my coach narrows them down to my specific needs and I appreciate that so much."

Source: Student Research and Information, Institutional Research, Academic Affairs.

Note: These students were identified as a suitable comparison group but did not participate in the program.

<table>
<thead>
<tr>
<th>FALL 2016 - SPRING 2017 TOTAL UNITS PASSED</th>
<th>Coaching Participants</th>
<th>Non-Participants*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2016</td>
<td>11.2</td>
<td>10.9</td>
</tr>
<tr>
<td>WINTER 2017</td>
<td>13.5</td>
<td>12.4</td>
</tr>
<tr>
<td>SPRING 2017</td>
<td>14.1</td>
<td>13.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 2016 - SPRING 2017 GPA COMPARISON</th>
<th>Coaching Participants</th>
<th>Non-Participants*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2016</td>
<td>2.76</td>
<td>2.58</td>
</tr>
<tr>
<td>WINTER 2017</td>
<td>2.72</td>
<td>2.53</td>
</tr>
<tr>
<td>SPRING 2017</td>
<td>2.78</td>
<td>2.57</td>
</tr>
</tbody>
</table>
The Student Veterans Resource Center (SVRC) facilitates the academic, transitional, and social support of military-affiliated students. In collaboration with university partners, the SVRC seeks to identify and mitigate the barriers to success that are unique to military-affiliated students and foster a veteran-friendly campus climate.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

The SVRC provides a safe and inclusive space for military-affiliated students to study, relax, socialize, and access a comprehensive range of services such as peer mentoring, group study, information, workshops, and referrals. The SVRC collaborates with partners to provide in-center access to veteran education benefits, disability accommodations, coaching, counseling, and more. It also houses the student veterans’ organization, and coordinates programs that increase awareness and sensitivity among the larger UC San Diego community.

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

The SVRC sought to understand the following information for baseline knowledge about military-affiliated students at UC San Diego:

- Reasons for military-affiliated students to visit the SVRC.
- Level of satisfaction with services and programs provided by the SVRC, grouped by military affiliation.

**DATA COLLECTION & METHODS**

Data were gathered through the following methods:

- Visitor and SVRC engagement data
- The 2017 campus-wide Student Satisfaction Survey

**SUMMARY OF FINDINGS/RESULTS**

In 2016-2017, the SVRC served 418 unique visitors over a total of 5,607 visits, for an average of 13 visits per person over the year, or an average of 29 visits per day.

**2016-17 VISITOR TRAFFIC**

<table>
<thead>
<tr>
<th>Top 3 reasons for visits</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socialize</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean scores on the 2017 Student Satisfaction Survey from prior-service veterans and military family members indicated an overall satisfaction score in the "excellent" range, while mean scores from active and reserve military students indicated a "good" overall satisfaction with some room for improvement.

**2017 STUDENT SATISFACTION SURVEY, Mean Scores**

![Graph showing mean scores for Prior Service Veterans, Active/Reserve Military, and Military Family Members.]

Our findings indicate that the combination of programs, services, and resources available at the SVRC are satisfactory, and that students primarily use the center to study. Going forward, the SVRC will continue to prioritize study-related resources while working to identify and mitigate institutional barriers to student veteran success. Additionally, the SVRC will seek additional feedback from students who are currently serving in the military, to find out how to better support their specific and unique needs and improve student satisfaction.
The UC Education Abroad Program (UCEAP), one of several different ways students can study abroad from UC San Diego, allows UC San Diego students to earn academic credit while completing coursework, studying a language, interning, or conducting research abroad.

The assessment was designed to measure the impact of participation in UC Education Abroad Programs on overall graduation rates, and across specific demographics including Pell Grant recipients, first-generation students, and low-income students.

Student Research and Information, Institutional Research, Academic Affairs provided a graduation rate analysis of the 2010 cohort. The cohort consisted of 2,324 freshman students. Prior to graduation, 252 students in the cohort participated in a UC Education Abroad Program and 2,072 students did not participate in a UC Education Abroad Program.

The results of the data analysis indicate a positive impact of study abroad programs on student participants and dispels the myth that participation in a study abroad program delays degree completion. The results will be used in marketing and outreach efforts to educate students about the benefits of participating in study abroad programs during their undergraduate career.
Undocumented Student Services (USS) serves undocumented students at UC San Diego through a holistic service and programmatic approach that nurtures health and wellbeing, retention, academic success, and professional development. USS believes in providing high-quality, high-touch services that prioritize students and their particular needs. In addition to services, USS provides a physical space, the Undocumented Student Services Center, where students can study and socialize. The Center provides free printing, basic school supplies, computers, calculators, and sufficient food for basic meals.

During 2016-2017, USS sought to understand the unique needs of UC San Diego undocumented students in order to support their retention and academic progress.

To better understand the needs of UC San Diego undocumented students, an in-house needs assessment survey was developed and e-mailed to 301 undocumented undergraduate students receiving CA Dream Act Financial Aid. A total of 201 students completed the assessment, a 67% response rate. Additionally, data about USS was gathered through the 2017 UC San Diego Student Satisfaction Survey.

The mission of the Undocumented Student Services is to augment the retention and timely graduation of undocumented students through holistic support services and to nurture a more inclusive UC San Diego.

**SUMMARY OF FINDINGS/RESULTS**

**TOP RESOURCE NEEDS**

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration Services</td>
<td>83%</td>
</tr>
<tr>
<td>Scholarship Assistance</td>
<td>80%</td>
</tr>
<tr>
<td>Career Advising</td>
<td>75%</td>
</tr>
<tr>
<td>Services for Parents</td>
<td>57%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>55%</td>
</tr>
<tr>
<td>Faculty and Staff Training</td>
<td>50%</td>
</tr>
</tbody>
</table>

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

Results from the USS needs assessment indicate that undocumented students are in need of comprehensive support services in order to succeed at UC San Diego. USS will continue to focus its services and program development to address the top resource needs.

"The Undocumented Student Services Center is a very inviting place. Staff have successfully made a huge effort to assist and motivate students."
CHANCELLOR’S ASSOCIATES SCHOLARS PROGRAM (CASP) RECIPIENTS ARE HONORED AT THE END OF THE YEAR
STUDENT LIFE

CHANCELLOR'S ASSOCIATES SCHOLARS PROGRAM (CASP) RECIPIENTS ARE HONORED AT THE END OF THE YEAR
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 for 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)
Graduate Student Association (GSA)
Student Legal Services
University Centers
University Events Office (UEO)
Program, Service, or Event Description

ArtPower is the presenting arts organization showcasing artists in the genres of chamber music, jazz, global music, dance, contemporary music, 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

Through artist-led student engagement activities (e.g., workshops, lectures, ArtTalks, and master classes) ArtPower will create opportunities for meaningful campus discussions around gender, identity, and race in an effort to promote cross-cultural understanding and acceptance.

Data Collection & Methods

Online survey distributed to students who participated in ArtPower activities.

Summary of Findings/Results

ArtPower presented 32 student engagement activities open to all UC San Diego students (2,756 students attended). Student engagement activities connect artists to students beyond the stage performance and include events such as workshops, master classes, lectures and demonstrations. Of the 32 student engagement activities, 10 student engagement activities included discussions around gender, identity, and race. Of all the students who attended ArtPower activities throughout the year, 113 students participated in a survey that asked about their experience.

Participant Feedback:

As a result of participating in a student engagement activity that included discussions of gender, identity, and race:

- 81% of respondents agreed or strongly agreed that they had a greater understanding of a culture other than their own.
- 100% of respondents agreed or strongly agreed that they were inspired to learn more about a culture other than their own.

As a result of attending an ArtPower program:

- 63% of respondents agreed or strongly agreed that they felt more connected to people that are different from themselves.

Impact of the Assessment and/or Evaluation

Survey results exceeded ArtPower’s expectations for the impact of its programs on cross-cultural understanding in the student population. As a result, ArtPower will continue to program artists and develop student engagement activities that address these important issues in the future.
PROGRAM, SERVICE, OR EVENT DESCRIPTION
In collaboration with the Vice Chancellor of Student Affairs, University Centers, Financial Aid and Scholarships Office, and the colleges, 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 40% of students may be food insecure. 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 identification card scan also collects the following student information: graduate/undergraduate standing, class year, on campus/off campus resident, and college affiliation.

SUMMARY OF FINDINGS/RESULTS

BY THE NUMBERS

<table>
<thead>
<tr>
<th>Metric</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual students served</td>
<td>2,661</td>
</tr>
<tr>
<td>Total visits to the Triton Food Pantry</td>
<td>10,413</td>
</tr>
<tr>
<td>Boxes of produce distributed each week, in partnership with Garden of Eden</td>
<td>150</td>
</tr>
<tr>
<td>Students attended the eight Triton Food Pantry cooking demonstration programs produced in partnership with Housing, Dining, and Hospitality Services</td>
<td>89</td>
</tr>
<tr>
<td>Students attended the four Triton Food Pantry meal preparation demonstration workshops</td>
<td>59</td>
</tr>
<tr>
<td>&quot;Pop-up pantries&quot; took resources to new geographical areas on campus areas to ensure access was made widely available</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on enrollment of 35,816 in Fall 2016, 7.4% of the student population is utilizing the Triton Food Pantry, compared to 4.6% in Fall 2015. The pantry is not expected to be a permanent solution to resolving food insecurity; the hope is to address food insecurity from a holistic approach.

ASSOCIATED STUDENTS

Our mission is to facilitate and encourage students to grow and develop through their involvement in student government, its services, and auxiliaries (i.e., Student Sustainability Collective and Student Promoted Access Center for Education and Service). We promote student engagement in all areas of campus life through leadership, advocacy, and service in order to build and strengthen our community.

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. Furthermore, the 2016-2017 data was used to inform budget projections for both food and staff resource needs for the 2017-2018 academic year; while also providing insight used tailor education and resource awareness efforts.
PROGRAM, SERVICE, OR EVENT DESCRIPTION

Triton Community Leadership Institute (TCLI) is a leadership and mentoring program with a summer residential experience for incoming first-generation freshmen. TCLI provides students opportunities to build relationships, learn about campus resources and involvement opportunities, and learn about leadership and social justice.

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

Compare first quarter GPA, first-year retention rate, and second-year retention rates of TCLI participants to all UC San Diego students from 4th and 5th quintile schools and first-generation students. Assess self-reported learning outcomes gains as measured by pre- and post-surveys during the summer retreat.

DATA COLLECTION & METHODS

GPA and retention rates for all 116 TCLI participants were calculated using data from Student Affairs Technology Services and compared with data for students from 4th and 5th quintile schools (607 students) and first-generation students (1,658 students) provided by Student Research and Information, Institutional Research, Academic Affairs. Of the 116 TCLI participants in the 2016 cohort, 114 completed the pre-survey and 115 completed the post-survey.

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

Results from our pre-assessment and post-assessment surveys indicate that students who participate in TCLI feel more prepared for their first year of college. During the academic year, TCLI will offer further support by creating opportunities for students to build community, engage with campus resources, and develop their leadership skills. Additionally, students will have ongoing meetings with TCLI mentors to facilitate their holistic development, connect them with resources, and promote retention.

LEARNING OUTCOMES GAINS

Percentage of respondents who agreed or strongly agreed that as a result of attending TCLI, they:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Post</th>
<th>Pre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have an intentional plan for getting involved in my first year of college</td>
<td>97%</td>
<td>69%</td>
</tr>
<tr>
<td>Feel supported by staff and admissions</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>Have strong relationships with my TCLI peers</td>
<td>99%</td>
<td>27%</td>
</tr>
</tbody>
</table>

ACADEMIC PERFORMANCE

TCLI program participants’ Fall 2016 quarter GPA was 2.98, exceeding those of UC San Diego freshman students from 4th and 5th quintile schools.

Additionally, the first-year retention rate of 2014 TCLI cohort and the second-year retention rate of the 2013 TCLI cohort were higher than their UC San Diego comparison groups (first-generation, 4th/5th quintile, and all freshmen).

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>2014 Cohort</th>
<th>2013 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>TCLI Freshman Cohort 100%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>4th/5th Quintile Freshmen 91%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>All UCSD Freshmen 95%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Fall 2016 First Quarter Avg. GPA:

- TOTAL TCLI: 2.98
- TCLI (4th/5th Quintile): 2.99
- All 4th/5th Quintile Freshmen: 2.69
- Total UCSD Freshmen: 3.18
**Program, Service, or Event Description**

Alternative Breaks @ UCSD are national or international co-curricular service-learning trips that cultivate lifelong socially active and globally conscious leaders through direct service, education, diversity, reflection, investigation of social justice issues, and reorientation.

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

- Number of trips
- Hours of service

**Data Collection & Methods**

Of 169 Alternative Breaks participants, 96 (57%) responded to the end of the year online survey. Survey invitees included: student leaders, student participants, community advisors (staff or community partners), and alumni participants involved for at least one quarter.

**Summary of Findings/Results**

**By the Numbers**

- **8,868** Hours of Direct Service
- **10,060** Hours of Education, Orientation, & Training
- **20** Service Trips

**Reasons People Joined AB@UCSD**

- To volunteer: 31%
- To travel: 25%
- To build a resume: 7%
- Other reasons: 3%
- To make friends and build a community: 34%

"AB@UCSD has completely shifted my perspective of service and how critical social justice, education, and reflection are to enacting meaningful, sustainable change." - 2016-2017 participant

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

AB strives to inspire lifelong active citizenship. Given 31% of respondents joined AB to make friends and build a community, we will increase the focus on community building and developing meaningful friendships in program marketing materials in an effort to recruit students who may not have otherwise considered volunteering.
The Greek Life Equity, Diversity and Inclusion Peer Educator Program was developed to expand Greek students’ understanding of equity, diversity and inclusion (EDI) topics, help students learn to apply bystander intervention strategies, and build an inclusive Greek community. During the 2016-2017 academic year, Greek Life Equity, Diversity and Inclusion Peer Educators facilitated trainings for 3,398 Greek students, including new members and student leaders.

After attending an EDI workshop students will:
- Gain a greater understanding of implicit bias and how subconscious thought may influence behavior
- Gain a greater understanding of how to be an ally to a marginalized group
- Identify bystander intervention strategies from the IDEAS 2.0 model that they feel comfortable employing

During Spring 2017, Peer Educators completed 32 workshops in chapter meetings representing all three Greek councils (Interfraternity, Multicultural, and Panhellenic). A total of 1,000 workshop attendees completed paper surveys after the trainings.

After the workshop, respondents indicated that they agreed or strongly agreed with the following statements:

- I understand how implicit biases could impact how I treat others: 99%
- I feel confident that I can intervene by using IDEAS 2.0: 97%
- I am confident that I can be an ally to a marginalized group: 97%
- I see value in having peer-led workshops on topics of diversity in Greek Life: 96%

IMPACT OF THE ASSESSMENT AND/OR EVALUATION
Each quarter, Peer Educators develop, implement, and assess new workshop curriculum. Assessment results for Spring 2017 will be shared with the incoming peer educators and will inform development of the Fall 2017 workshop.
PROGRAM, SERVICE, OR EVENT DESCRIPTION
The Winter Quarter 2017 Discover the Law program featured a series of 36 workshops on 29 distinct legal topics. Students who attended at least four workshops and completed a pre- and post-program assessment questionnaire received a “Certificate of Achievement,” while students who attended eight or more workshops and completed the questionnaires earned a “Certificate of Special Recognition.” The Discover the Law program is open to all undergraduate and graduate students at UC San Diego. Students do not receive academic credit for participating in the program.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC
As a result of participating in Discover the Law, students will:
• Better understand what steps to take to make informed legal decisions;
• Be able to summarize 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 should seek help from a legal professional; and
• Learn about resources on campus and in the community available to them if they encounter legal issues.

DATA COLLECTION & METHODS
For Winter Quarter 2017, 660 students initially enrolled in the program and completed the pre-program questionnaire. Of these, 176 students attended at least four workshops and completed the post-program questionnaire, thereby meeting the minimum program requirements. Both questionnaires were administered in electronic form via Baseline, and results were analyzed using Campus Labs.

SUMMARY OF FINDINGS/RESULTS
Percentage of participants who agreed or strongly agreed with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my rights and responsibilities regarding the legal topics that were discussed in the workshops I attended.</td>
<td></td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>I am more aware of on-campus and community resources available to assist me if I need to address a legal problem.</td>
<td>26%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>I know what steps to take in order to make informed legal decisions.</td>
<td>41%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

“It going to these workshops definitely helped me expand my knowledge about the law and revitalize my interest in the law.”

“I learned that we have a lot of help and very friendly attorneys on campus to help us with legal issues.”

IMPACT OF THE ASSESSMENT AND/OR EVALUATION
As with previous iterations of the Discover the Law program, the findings of assessment efforts are consistent with a positive effect that the program has on the development of student participants, as well as achievement of programmatic learning outcomes.
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 and Student Center) is the heart and soul of UC San Diego, a beacon for student life; it is the Student Union. Numerous gathering spaces, meeting rooms, entertainment venues, study lounges, computer labs, resource centers, eateries, student organizations and activities create a dynamic experience for more than 33,000 guests each day.

LEARNING/PROCESS/OPERATIONAL OUTCOME AND/OR GOAL & METRIC
University Centers provides a place for students to connect, belong, and engage while creating lifelong skills and memories. The goal is to provide quality services, resources, employment opportunities, excellent customer service, and to be able to adapt to the needs of the 'customer' — the student.

DATA COLLECTION & METHODS
Through attendance, usage rates and feedback presented to the University Centers Advisory Board (UCAB), a student-led advisory board whose role is to be a unifying force among students, University Centers can track the campus community’s response to services, programming, and resources and adapt to facilitate change.

SUMMARY OF FINDINGS/RESULTS

BY THE NUMBERS

**SERVICES**
- **3,2 M** Meals served
- **118,974** Hours of use in computer labs (59 computers)
- **4,559** Registered users signed up to use the Off-Campus Housing Directory
- **602** Locker rentals
- **340** One Button Studio reservations (a free video presentation preparation resource)

**MEETING ROOM & EVENT RESERVATIONS**
- **11,628** Student organizations
- **9,132** Campus departments
- **175** Off-Campus organizations
- **20,935** Total reservations

*Estimated student & community attendance = 973,542*

**STUDENT ENGAGEMENT**
- **16,976** Students attended University Centers sponsored events
- **1,547** Students attended Commuter Appreciation Week
- **1,168** Students attended faculty/student engagement programs
- **170** Campus partnership events

**RUNNING THE STUDENT UNION**
- **103,271** Student employment hours
- **221** Student staff
- **48** Career staff
- **9** Student-elected representatives, University Centers Advisory Board (UCAB)

IMPACT OF THE ASSESSMENT AND/OR EVALUATION
University Centers will continue to track usage, to allow the student union to adapt, innovate and grow in order to best support the increasing population of the UC San Diego community.
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.
RECREATION
RECREATION
Mission
Recreation is dedicated to providing co-curricular activities and modern facilities that promote physical health, mental wellness, and overall student success through fitness, competitive sports, and instructional programs.
RECREATION

Programs
Instructional Classes  Outdoor Adventures
Fitness and Wellness  Youth Camps
Competitive Sports

Facilities
RIMAC  Track and Field Stadium
Main Gym  Triton Ballpark
Canyonview Aquatic Center  Spanos Athletic Performance Center
Natatorium  Climbing Center
Playing Fields  Challenge Course
Outdoor Courts
Recreation is dedicated to providing co-curricular activities and modern facilities that promote physical health, mental wellness, and overall student success through fitness, competitive sports, and instructional programs.

**PROGRAM, SERVICE, OR EVENT DESCRIPTION**

Recreation supports campus through programs and facilities. Including hosting major campus events like Sun God Festival, Convocation, Capital Campaign, and Commencement. Major programs include Fit Life, Intramural Sports, Sport Clubs, Instructional classes, and Outdoor Adventures.

### BY THE NUMBERS

<table>
<thead>
<tr>
<th>STUDENTS SERVED</th>
<th>COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Participants</td>
<td>6,700</td>
</tr>
<tr>
<td>9th Annual Meet the Beach</td>
<td>3,500</td>
</tr>
<tr>
<td>Instructional Recreation Classes</td>
<td>6,819</td>
</tr>
<tr>
<td>30 Sport Club teams</td>
<td>1,323</td>
</tr>
<tr>
<td>RIMAC</td>
<td>10,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT ORGANIZATIONS SERVED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>122 individual student orgs</td>
</tr>
<tr>
<td>1,100 bookings</td>
</tr>
<tr>
<td>50,000 estimated student attendance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVENTS HOSTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUN GOD FESTIVAL</td>
</tr>
<tr>
<td>CONVOCATION</td>
</tr>
<tr>
<td>CAPITAL CAMPAIGN KICK-OFF EVENT</td>
</tr>
<tr>
<td>ALL CAMPUS COMMENCEMENT</td>
</tr>
<tr>
<td>GRADUATE DIVISION COMMENCEMENT:</td>
</tr>
<tr>
<td>DALAI LAMA COMMUNITY EVENT:</td>
</tr>
<tr>
<td>KNOCK AROUND SUMMER CAMP</td>
</tr>
</tbody>
</table>

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

Recreation aims to reinforce the quality of both instruction and participant experience while continuing to explore new opportunities as recreational interests evolve.
STUDENTS LEARN THE ART OF SILKS ACROBATICS DURING AN AERIAL SILKS RECREATION CLASS
STUDENTS LEARN THE ART OF SILKS ACROBATICS DURING AN AERIAL SILKS RECREATION CLASS
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

Men's
Baseball
Basketball
Cross Country
Fencing

Golf
Rowing
Soccer
Swim & Dive

Tennis
Track & Field
Volleyball
Water Polo

Women's
Basketball
Cross Country
Fencing
Rowing

Soccer
Softball
Swim & Dive
Tennis

Track & Field
Volleyball
Water Polo
**Program, Service, or Event Description**

Triton Intercollegiate Athletics provides a comprehensive Student-Athlete Development Program that begins during a student athlete’s freshman year and continues through post-graduation plans.

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

Student Athlete Development Program prepares student-athletes for success as engaged citizens who are leaders in a diverse world.

**Data Collection & Methods**

Surveys of participants were conducted following each student-athlete development event.

**Summary of Findings/Results**

| Freshmen – New Student-Athlete Orientation (NSAO) is the Athletic Department’s formal introduction to incoming student-athletes and is required for both freshmen and transfers. | 97% of incoming student-athletes strongly agreed or agreed that NSAO gave them a better understanding of where to go for specific issues. |
| Sophomores – Rising Junior Workshop is held during the spring quarter for sophomore student-athletes in preparation for registering for Fall classes. This workshop helps student-athletes become aware of changes to the NCAA academic progress requirements as they move into their junior year. | 96% of participants strongly agreed or agreed that they now understand the NCAA academic progress requirements that will impact them in their junior year. |
| Juniors – A resume workshop is required for all junior student-athletes. The workshop specifically addresses the unique skill set student-athletes develop by way of their athletic careers and how to market those skills on their resumes/applications. | 100% of student-athletes indicated they understood how to utilize social media as part of a job-search. |
| Seniors - Triton Student-Athlete Career Night provides student-athletes a forum to address the issues associated with their transition from their current life as a student-athlete. A panel of UC San Diego alumni-athletes share their personal experience and advice on how to navigate the professional world. | 86% of participants consider it important to talk with alumni-athletes about how to transition into a career and life after college. |

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

Feedback from assessments conducted following student-athlete development events is utilized to continually update the presentations and ensure the learning outcomes for each session.
Student-athletes maintain GPAs comparable to the general student body (2016 cohort)

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>Non-Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.05</td>
<td>3.17</td>
</tr>
</tbody>
</table>

Student-athletes have higher six-year graduation rates compared to the general student body (2010 cohort)

- **90%** Student-Athletes
- **87%** Non-Student-Athletes

Student-athletes’ time-to-degree is comparable to the general student body (2010 cohort)

- **4.3 years** Student-Athletes
- **4.2 years** Non-Student-Athletes

Source: Student Research & Information, Institutional Research, Academic Affairs
Student-athletes maintain GPAs comparable to the general student body (2016 cohort):

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>Non-Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.05</td>
<td>3.17</td>
</tr>
</tbody>
</table>

Student-athletes have higher six-year graduation rates compared to the general student body (2010 cohort):

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>Non-Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>87%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student-athletes' time-to-degree is comparable to the general student body (2010 cohort):

<table>
<thead>
<tr>
<th>Student-Athletes</th>
<th>Non-Student-Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 years</td>
<td>4.2 years</td>
</tr>
</tbody>
</table>

Source: Student Research & Information, Institutional Research, Academic Affairs.
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 as a result of going through the process, how they’ve changed their behavior, and whether they believed they were treated fairly by the Student Conduct Officer.

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

Students will:
• Gain greater understanding and awareness about the impact of their behavior on themselves and members of the campus community,
• Gain a greater understanding and awareness of the Student Conduct Code, the Principles of Community, and relevant polices,
• Learn practical tools for being a positive member of the campus community,
• Participate in educational programs and sanctions appropriate to their violation(s).

DATA COLLECTION & METHODS

The survey was distributed via student conduct resolution letters emailed to students after their meeting with a Student Conduct Officer. We compiled the survey results from Baseline and reviewed the statistics/narrative answers from each question to determine any important trend.

SUMMARY OF FINDINGS/RESULTS

Out of nearly 2,200 students who received the survey, about 700 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.

Percentage of students who agreed or strongly agreed that the process...

- Helped them learn about the importance of community standards.
  - 2016-2017: 78%
  - 2015-2016: 76%
- Helped them gain a greater understanding of the impact of their behavior on others.
  - 2016-2017: 79%
  - 2015-2016: 77%
- Resulted in their positive behavior change.
  - 2016-2017: 84%
  - 2015-2016: 81%

“I have learned that my negative behavior does not just have a negative effect on me, but everyone involved in the incidents. I now realize that I need to be extremely careful of the decisions that I make and the impact that they can have on me and others.”

“My incident did not represent my character, judgment, or morals. However, I learned a lot from this mistake and will understand how to act in other situations where I have to choose between right and wrong.”

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.

IMPACT OF THE ASSESSMENT AND/OR EVALUATION

The increased agreement in student responses illustrate that students learn about the impact of their behavior and the resulting consequences through the student conduct process. The responses also show the impact of the conversations students are having with Student Conduct Officers in their resolution meetings. Additionally, we are continuing to address student concerns about how long the process takes and the impact it has on their learning after the incident.
STUDENT VOLUNTEERS LEND A HELPING HAND
STUDENT VOLUNTEERS LEND A HELPING HAND

ASSOCIATED STUDENTS GRAPHIC STUDIO AND CENTER FOR STUDENT INVOLVEMENT JUMP FOR JOY AT TRITON DAY