The Regents of the University of California

SPECIAL COMMITTEE ON STUDENT LIFE
AND ALUMNI AFFAIRS
June 10, 2009

The Special Committee on Student Life and Alumni Affairs was held by teleconference on the above date at the following locations: 1111 Franklin Street, Room 12322, Oakland; Founder's Room, James West Alumni Center, Los Angeles Campus; 5123 Cheadle Hall, Santa Barbara Campus; 2220 Lodgepole Circle, Modesto; 3110 Main Street, Suite 220, Santa Monica.

Members present: Regents Johnson, Reiss, Ruiz, Scorza, and Shewmake; Advisory members Bernal, Croughan, and Stovitz

In attendance: Associate Secretary Shaw, General Counsel Robinson, Vice President Sakaki, and Recording Secretary Lyall

The meeting convened at 1:30 p.m. with Committee Chair Shewmake presiding.

1.   **PUBLIC COMMENT PERIOD**

     There were no speakers wishing to address the Committee.

2.   **APPROVAL OF MINUTES OF PREVIOUS MEETING**

     Upon motion duly made and seconded, the minutes of the meeting of February 5, 2009 were approved, Regents Johnson, Reiss, Ruiz, Scorza, and Shewmake (5) voting "aye."[1]

3.   **BUILDING ALUMNI SUPPORT WITH SPECIAL ATTENTION TO STUDENT LIFE AND STUDENT EXPERIENCE**

     [Background material was mailed to the Committee in advance of the meeting, and copies are on file in the Office of the Secretary and Chief of Staff.]

     UC San Diego Vice Chancellor – Student Affairs Penny Rue reported that the Office of the President visited several peer institutions known for their effective alumni relations programs. Ms. Rue participated in these visits and described this as a powerful experience, one which helped participants recognize the importance of partnerships with current students. It is difficult to bring alumni back for University events if they have not enjoyed an engaging experience during their student years. There needs to be a coherent and cohesive relationship between offices of student affairs and alumni affairs.

     Ms. Rue discussed elements of effective alumni engagement. Many institutions make use of alumni as interviewers in the college search process. Alumni can create bonds with

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[1] Roll call vote required by the Bagley-Keene Open Meeting Act [Government Code §11123(b)(1)(D)] for all meetings held by teleconference.

students by interviewing prospective students in their own communities and participating in regional send-off ceremonies. Other ceremonies, such as convocations and welcome week events, are designed to create a formal entry into the University experience and an emotional bond. The key element is an engaging student experience at the University, one which creates a feeling of belonging to and connection with the campus, both in and out of the classroom. Commencement ceremonies should include a message that alumni will have a lifelong involvement with their campus. Young alumni programs are very important for UC San Diego. Almost one-third of living UCSD alumni are under 30 years of age. Affinity groups provide another means of alumni engagement.

Ms. Rue enumerated ways in which campuses can create a sense of community – through traditions that link generations, rites of passage, membership, opportunities for collaboration, student-administration partnerships, student-centered decision-making, and intergenerational connections. The campuses must establish connections between alumni and students. In order to create a lifelong bond for alumni, institutional identity and pride must be strong. There must be meaningful participation by alumni, with leadership opportunities, philanthropy, service opportunities, and advocacy. It is hoped that such participation will lead to alumni gratitude and loyalty and create alumni-oriented traditions as well as affinity-based engagement. During the last year, UCSD created 11 new clubs, chapters, and councils. It staged its first-ever weekend event for young alumni, Spirit Night, which drew 1,200 alumni. The UCSD Alumni Association is reaching out to over 3,000 undergraduates.

It is helpful to assess how students are currently involved in supporting the University. Students serve as tour guides on all the UC campuses and convey pride in the institution. Many campuses have a group of "chancellor's ambassadors" who assist the chancellor at public events. UCSD has a student foundation which raises money for student scholarships. Students serve as reunion and Alumni Association volunteers. The UCSD Scholars' Society brings together students whose education is funded by alumni donations. Potential partners in forming connections with students are campus student life and residence life professionals, orientation leaders, cultural organizations and bridge programs, academic student leadership groups, and parents' groups.

Student affairs-alumni affairs partnerships do not occur naturally at every institution. Student affairs can contribute to this partnership in a number of ways, including providing knowledge and expertise about students and the student experience, collaborative approaches to problem-solving, as transmitter of the institutional culture, through knowledge of the student development process, by maximizing limited financial resources, and through connections to the wider environment.

The visits to other institutions to learn about best practices showed that UC campuses have not typically focused on history and traditions, nor do they have strong policies in support of student engagement or pipelines for young alumni leaders. The University has waited until alumni have discretionary income to engage them, rather than building engagement early. Ms. Rue recounted what she and her colleagues learned from other institutions, including that traditions are critical in creating student engagement, and that

collaboration between student affairs and alumni affairs is essential in engaging students. At the same time, the approach of one institution cannot be overlaid directly on another; there must be recognition of the specific campus culture. Self-governing student groups with connections to an alumni association build student engagement. Communication should begin very early, such as during the college search process and in pre-orientation. The message of philanthropy can be communicated in many different ways. Alumni centers can serve as a welcoming place for students. Students who are actively engaged with their institution as contributors and participants continue this engagement as alumni.

The institutional visits began at the University of North Carolina (UNC) at Chapel Hill. UNC's General Alumni Association recruits students during orientation and welcome week. It offers a membership model with high-quality student programs. Of 17,000 current undergraduates, 6,000 join the Alumni Association. Thirty-five percent of those students who were members of the Alumni Association as undergraduates later make a gift to UNC; only 24 percent of students who were not members make a gift to the annual fund. Fifty-five to 60 percent of young alumni who donate to UNC also did so as students. Alumni who were phone-a-thon workers, which are work-study positions, are effective regional communicators and contribute at a higher level.

Ms. Rue referred to the UC San Diego Student Foundation annual report. She noted that UCSD adopted a program from UNC which seeks to inform students about the components of the University's budget and its budget sources by making them aware of dates in the semester by which tuition and State support no longer cover the cost of education.

The University of Virginia begins its philanthropy message early. An alumnus funds a donation of a nickel for every student seat at the university's convocation. The convocation convener tells students that the gift symbolizes investment in their education and expectation of future support. University of Virginia uses a class council approach, building from an almost universal first-year residence-based educational experience. The University of Virginia Alumni Association creates and advises the second-, third-, and fourth-year class councils, building on developmental programs for each of those populations. Class councils are co-advised by the office of the Dean of Students and the Alumni Affairs office, but receive most of their support from Alumni Affairs. Third-year council members produce most of the graduation activities for graduating fourth-year students. Fourth-year trustees serve for six years, through their fifth class reunion. This is a diverse group of students who become alumni with connections to every campus community.

Ms. Rue stated that UC has not made enough use of class identity. Students at other institutions tend to think of themselves as members of the "class of" a particular year and organize themselves around this identity. It is important to consider this class identity for the long term and for class giving. Class giving can be applied to a variety of circumstances which are important to students. The percentage giving is more important than the size of the gift.

This year at UCSD, graduating students were offered a Triton Pride Pack, which includes cap and gown rental, a frame for the diploma, a class gift, and Alumni Association membership. From last year to the current year, donors to the Senior Challenge campaign have increased from 67 to 699.

From one year to the next, attendance at the UCSD Convocation ceremony increased from 800 students to 3,800 students by branding the event. Students felt that they were part of a larger and unique entity. The Alumni Association co-sponsors the event, and there is an alumni speaker. The Convocation conveyed a class identity engagement message.

Texas A&M University demonstrates the power of the affinity model. It has a distinctive culture that cannot be easily transferred, but it provides instructive examples, such as its Association of Former Students, a broadly inclusive model – one does not have to be a graduate to join this Association. Texas A&M holds up to 60 reunions in a given year. UCSD has applied this lesson. At the most recent alumni reunion, alumni were offered support and incentives for organizing reunions. As a result, there was a first-ever gathering of former presidents of the Associated Students, and 14 of these presidents attended. It was a valuable opportunity for the current ASUCSD president to learn from predecessors. Among other groups, a Qualcomm alumni group is forming at UCSD.

Texas A&M alumni groups include class groups, affinity-based groups, and groups based on geographic location. Ms. Rue provided examples of social networking websites for these groups. Social networking sites allow alumni to raise topics of interest to them. Affinities can be tracked, and alumni engage each other, making the work of alumni affairs offices easier. The UCSD Facebook group has over 6,000 alumni actively engaged; the LinkedIn group engages 5,000; 400 are reached by Twitter.

Ms. Rue reiterated that many lessons were learned in the visits to peer institutions. Some of these lessons have been implemented at UCSD, many of which could prove useful to the other campuses. Programs must be integrated with an existing campus culture; approaches used at other institutions cannot be adopted wholesale. In some cases, UCSD is making use of partnerships. For example, Student Life and Alumni Affairs are co-advising the all-campus graduation celebration planning committee. It is important to manage the relationship between engagement efforts and philanthropy efforts. Ms. Rue cautioned against alienating young alumni who have future means but are currently unable to donate. She reiterated the importance of a pipeline for reunion and class leadership and of developmental programming, recognizing the different needs of different generations of alumni. She reported that the UCSD Career Services Center would offer a job hunting fair after graduation. Young alumni would be provided access to these resources over the summer, with financial support from the Alumni Association.

Ms. Rue noted that a willingness to offer resources is helpful in fostering partnerships and creates a more positive mindset. The message of lifelong membership should be shared at every opportunity. She emphasized the importance of learning proven strategies

from industry leaders and of a strategic alignment of efforts for significant marquee events, such as the convocation, family weekend, commencement, or reunion.

Regent Scorza asked if the approaches used at UC San Diego would be scalable for the entire UC system. Ms. Rue responded that the University is attempting to create scalable opportunities. Following a model in which students and alumni communicate what is important to them and take leadership initiative, with support from the University, many alumni can be reached with relatively little effort from the campus. This is the virtue of the affinity group model. The class identity model can function in the same manner.

Regent Scorza asked about the combination of efforts among local alumni associations. Committee Chair Shewmake responded that implementation varies by campus. He suggested that it would be useful to package the information in Ms. Rue's presentation and provide a template for each of the campuses. There were many good ideas which should be disseminated. Ms. Rue responded that she gave a similar presentation at an October 2008 meeting at UC Davis which was attended by public relations, alumni, and development professionals from all the campuses.

Regent Ruiz asked if there were data concerning the effect of these programs on student dropout rates. Ms. Rue responded that, broadly, levels of student involvement are directly linked to retention and success. She cited the work of UCLA Professor Emeritus Alexander Astin and its influence on student affairs practices.

Regent Ruiz asked about the role of sports and athletics in fostering student morale and alumni pride. Ms. Rue concurred that sports and athletics programs do perform this function. There are significant differences among the campuses and their public relations profiles in this area.

Faculty Representative Croughan noted that alumni donations are important in funding UC Berkeley's athletics program. She underscored that athletics programs can become a concern for faculty, especially at Division I schools. Faculty are concerned about the loss of resources to academic programs, and athletics departments must demonstrate that they can fund themselves and do not draw donors away from academic programs. Ms. Rue observed that some of the institutions she visited manage to maintain strong athletics programs without sacrificing support for academic programs, but that this is not easy to achieve.

Regent Johnson emphasized that student affairs and alumni affairs offices must work together. She discussed a welcome event for high school students accepted to UC Merced in which she participated; it was inexpensive and had an impact on students. She expressed the hope that this kind of event would be held again and would develop a strong following for UC Merced.

Prior to Assistant Vice President O'Neill's remarks on technology and alumni data, Committee Chair Shewmake noted that this discussion began because of the difficulty he had in obtaining data at UCSF. He explained that the various campus units did not

disclose information to each other, which made it difficult to collaborate. In addition, many of the systems that store the data are old, which presents a variety of other issues.

Assistant Vice President O'Neill noted that his presentation appropriately follows the presentation by Vice Chancellor Rue in that once student engagement is built, there has to be a method to maintain the information received. This is typically done by using a database that allows an institution to keep in contact with its alumni. He began his presentation by giving an overview of the items that he would address, which included how the University collects data on its constituents, how the University divides the data into specific cohorts and affinity groups where people have a greater identification with the institution, and some challenges in the current processes.

Mr. O'Neill outlined the different types of advancement data. For corporations and foundations, the University has basic biographical data, whereas for smaller groups such as specific donors there is more extensive data at each of the campuses. The biographic data contains basic contact and academic data including years of attendance, areas of study, current and former employment, and organizations and memberships in which people were involved as students and continue to be involved as alumni. He acknowledged that this information is crucial to obtain, as this allows campuses to notify alumni of reunions for specific areas like drama, music, and sports. In addition, this data can be used to notify former students of retiring professors and similar information.

Each campus database maintains a large number of records on thousands of individuals. This includes information related to individual awards given by corporations and the amount of their support. This type of information allows the campuses the opportunity to inform the corporations how their gifts are making a difference as well as to provide the appropriate stewardship to donors.

Mr. O'Neill reviewed the percentage of records for advancement constituents within a database by showing an example of the UC Berkeley database structure. Alumni and prior attendees made up 49 percent of the chart, friends were 24 percent, organizations were 12 percent, parents of students were 10 percent, students were 4 percent, and faculty and staff were 1 percent. The "friends" category are people who have been supportive of the institution but without a specific connection.

Mr. O'Neill explained the process by which the campuses are able to obtain data on alumni. Approximately 49 percent of alumni information is obtained through new graduate records, updates directly from alumni, fundraising offices, alumni relations, and research and data screening. The campus' Registrar's Office provides the data on new graduates, which go directly into the advancement database. Once the data are transferred, any updates to alumni data have to be done either by the alumni themselves or by information gathered from other sources. Intermittently, data managers at the campuses may search the national change of address database, as people usually forget to inform their school of any address changes. Some other outside sources used to receive change of address information are Facebook or other social networking systems.

Campuses have implemented a program to focus on increasing alumni and parent support by obtaining information earlier in the student experience. As part of the Statement of Intent to Register, the campuses try to obtain as much information as possible, including requesting that students voluntarily provide information for their parents. The majority of students supply this information, and it provides an opportunity for the campuses to contact the parents on a personal level. As an example, the campus is able to address invitations and mailings directly to the parent of admitted students on a first-name basis rather than a generic mailing with the "To the parent of" salutation.

Ms. Croughan opined that on the Statement of Intent to Register that students complete, the section regarding parent information does not look like a voluntary item. She observed that the reason for the high response rate is probably because the information looks like it is required as an emergency contact. Mr. O'Neill stated that the campuses would not want to do anything that would discourage students from providing this information, as it is vital.

Mr. O'Neill explained the various areas or cohorts that help identify students within the institutions. These include majors, residential colleges, fraternities, sororities, and student groups. This is the way in which people feel connected to the institution, and most UC campuses have reunions specific for a number of these cohorts. More alumni attend reunions in order to reconnect with friends from particular organizations with which they were involved as students than to meet new classmates. Another example of a cohort is students who participated in internships in Sacramento or Washington, D.C.; these students can build on their experiences and become advocates on the University's behalf.

Mr. O'Neill discussed the ways in which the cohorts can help identify people who are highly involved in their campus. For example, he noted that parents can be further identified as parents of freshmen. This assists the campus in segregating specific parents who might have more enthusiasm and desire to become involved at a time when their children are freshman in the institution.

Mr. O'Neill next outlined the ways in which the advancement data systems are maintained. Each campus has a central database system that is the record for all donor gifts. These systems seek to provide a 360 degree view of the relationship that constituents have with the institution. For example, the database would indicate if the alumnus or alumna is a football season ticket holder and supporter of athletics. The database would also indicate if he or she provides support to a specific academic area.

Mr. O'Neill acknowledged that significant amounts of training and clear policies are required to ensure that information contained in the databases is confidential and only used for legitimate purposes. This information is not shared outside of the institution.

Ms. Croughan raised questions concerning the policy on sharing data with outside groups. She recalled that often campuses use outside entities to assist in mailings and for fundraising purposes. Mr. O'Neill explained that there are some instances where

campuses provide limited information to an outside organization for mailings because it might be more cost-effective. However, these outside organizations never receive access to the campus databases; only limited amounts of information are provided, typically just a name and address for mailing purposes. Ms. Croughan suggested that the University may want to rethink this policy because it has backfired on occasion. She stated that UC may want to do this work internally, as that may prove to be more cost-effective in the long run.

Regent Ruiz concurred with Faculty Representative Croughan regarding how important security is within the UC system. Identity theft is a major and ongoing problem that does not seem to be getting better. He advised that the University has to ensure that the proper policies, procedures, and guidelines are in place as it moves forward. Ms. Croughan concurred and noted that she sits on the Committee on Compliance and Audit, which Regent Ruiz chairs. This Committee has been briefed on issues involving data security. Mr. O'Neill indicated that the University community is in unanimity on the matter of identity concerns and acknowledged that it is crucial to have adequate policies in place to avoid data security problems.

Mr. O'Neill outlined the various methods that campuses use in order to populate databases. Due to the large size of the campuses and the complexity of advancement databases, products must be purchased from large software vendors that are customized for use at each campus. There is not one systemwide contract at this point with a particular vendor. He recognized that the Office of the President might investigate how the University can achieve some savings in this area, but at this time this process varies and is maintained individually by campuses. Each campus' advancement database provides information related to donors, membership tickets, and many other items. The databases at most campuses can also coordinate with other database systems maintained on the same campus, including registration, financial aid, and financial services.

Mr. O'Neill then explained the many unique functions of an advancement database. These include the ability to note recurring gifts, matching gifts, event management, and online fundraising. Some administrative functions that need to be coordinated with the advancement database are student information, human resources, and financial aid. He stated that UC uses this advancement data to maintain information on gifts as well as to send correspondence to alumni and constituents when there are issues such as the current State budget. Emails can be sent to thousands of people in order to update and inform constituents. These emails are generally sent out from each campus to their particular constituents, but in some cases these can also be sent on a systemwide basis. One issue that arises due to the databases being maintained separately at each campus is that the University is not able to do proper data mining. For example, campuses cannot automatically exchange data so that they know if a student received his or her undergraduate degree from one UC campus and graduate degree from another. This information may be learned on a case-by-case basis and individual campuses can note that in their systems, but it is not something that is automatically shared from campus to campus.

Regent Scorza recalled that the Office of the President maintains a UC advocacy website and database information, but questioned the benefits of having a systemwide database. He noted the importance for the campuses to have their individual associations and databases in order to specifically target alumni.

In response to Regent Scorza's question, Mr. O'Neill noted that there would be some value to a systemwide database. He indicated that the costs associated with such a system would be quite significant and there would be some concern that it would be difficult to keep the data current. The Office of the President is currently looking into a data warehouse and not necessarily a single database. This would allow the individual campuses to maintain ownership of its own data, but the data would be shared in a larger format so that data mining can occur from campus to campus. This would also allow systemwide messages to be sent once an established protocol is followed.

In response to a question from Regent Scorza, Mr. O'Neill advised that the Office of the President has been working to assist the campuses by setting up a single contract whereby each campus can benefit from cost savings and volume discounts. Campuses would not be required to utilize a particular vendor, but they would have that option available.

Regent Scorza questioned how student affairs offices and alumni associations can work together to utilize this data in an effective way to enhance alumni and student engagement programs while being mindful of the privacy issues of donors and students.

Mr. O'Neill stated that alumni and student engagement programs mostly occur at the campus level. However, the Office of the President has provided funding to assist in the development of more programs that help make the information useful, similar to the programs that Ms. Rue previously outlined. These programs are analyzed collaboratively on an annual basis, which allows the campuses to be informed of other campus programs and to benefit from the shared knowledge. In this regard, the University has made great progress in obtaining accurate alumni data over the years. For example, large investments have been made in order to reduce the number of lost alumni. Ten years ago, the percentage of lost alumni was approximately 20 percent, whereas today it is down to 7 percent. These new programs will allow the University to find new ways to increase alumni and student engagement.

Ms. Rue opined that there should be no barrier to creating partnerships to obtain and utilize data in a responsible way. Development officers are typically protective of their data, even among their own offices, so this concern would need to be carefully addressed. Requests should target specific information or data that is needed and not request to search entire databases. For example, external relations colleagues would be happy to make available information on alumni who might provide internships in the health sciences field in San Diego.

Mr. O'Neill next presented information on UC Berkeley's extensive database, which has over one million records for individuals and organizations. The database contains 788,000 living individuals with mailable addresses, 415,000 alumni with mailable

addresses, 163,200 alumni donors with mailable addresses, and 122,600 organizations with mailable addresses. Each campus will not have such substantial data, but the methods will be similar.

Ms. Croughan indicated that the Berkeley campus must have several links within its database. She explained that her father played in the Cal Band in the 1930s and 1940s. The campus knew that her father was dying and 350 students played at a memorial service held for him while he was still living. In addition, she received her first condolence card from the Berkeley campus within 48 hours of her mother passing.

Mr. O'Neill acknowledged some of the challenges the campuses and the Office of the President are facing related to alumni databases. Campuses use different systems, and there is no consensus on the best system. Some campuses have worked with specific database systems for years and believe that they work well for their needs. In addition, specific departments or academic units often develop their own databases that serve their needs; these are referred to as shadow databases. These units are often hesitant to share that information with a campus or systemwide database because of the concern that individuals may begin to divert financial support to other areas. Another issue is that mailing and email addresses change, which makes it difficult to keep up-to-date records. Another major factor is the cost associated with a systemwide database, especially in the current fiscal environment.

Mr. O'Neill observed that despite the many challenges, campuses are able to connect with their alumni in positive ways. However, campuses and the Office of the President continue to look for ways to improve the systems that are in place. Campus data managers meet once a year to discuss the challenges and successes of their respective databases. They have been successful not only in reducing the number of lost alumni but also in the ability to receive more parent data from the students earlier, which aids in building a relationship with the whole family.

Regent Ruiz expressed that he would like to have continuity in databases and systems amongst the campuses, and he opined that the same system should be utilized throughout the University. Mr. O'Neill stated that the Office of the President is reviewing that option, but reiterated that it can be challenging to have campuses shift to a different system. The Office of the President is looking at different ways to obtain a systemwide contract that can provide benefits to campuses to move to a similar system on an optional basis. Regent Ruiz opined that the purpose of the Office of the President is to help coordinate and be more efficient in the University's processes. Committee Chair Shewmake concurred and noted that this is the reasoning behind his request for the presentation.

Regent-designate Stovitz questioned the accuracy of data received from private sources when updating addresses. Mr. O'Neill indicated that data managers typically have to work with any set of data since they are never 100 percent accurate. People may have changed their names, used their middle initial, or have a nickname, all of which can make it difficult to identify the correct person. The only truly accurate way is to use Social

Security numbers as a common identifier; however, campuses are reluctant to use this method because of the sensitive nature of that information. The University has been fortunate that there have not been any issues with advancement database breaches.

Committee Chair Shewmake opined that the University should continue to move forward to consider standardizing its systems. This process will be lengthy and expensive, but it is good to begin thinking about how the systems could be integrated. He reasoned that software must exist that can act as a bridge between different types of databases.

4.   **UNIVERSITY OF CALIFORNIA UNDERGRADUATE EXPERIENCE SURVEY OVERVIEW**

[Background material was mailed to the Committee in advance of the meeting, and copies are on file in the Office of the Secretary and Chief of Staff.]

Vice President Sakaki provided an overview of the UC Undergraduate Experience Survey (UCUES). UCUES is a collaborative research effort between faculty researchers and campus institutional researchers. It is a unique and valuable analytical tool that allows the University to gather important information on current students. The survey content is broad, covering most aspects of students' academic and extracurricular experiences. Students evaluate instruction, advising, and student services, as well as provide information on student behaviors such as study habits and use of time, and student attitudes, self-perception, and goals. UCUES also provides useful demographic information not available from other sources.

The survey has been given to students periodically since 2003. In 2008, over 63,000 students on the nine undergraduate campuses completed the survey. The 39 percent response rate exceeds the response rate of other national student surveys. The survey contains a set of core questions administered to every student. These are focused primarily on the academic program, but also cover demographics, use of time, and general satisfaction with experience on their campuses.

Faculty Representative Croughan asked why use of time was being surveyed. Ms. Sakaki responded that this information provides a sense of the levels of student involvement and engagement. UC San Diego Vice Chancellor – Student Affairs Rue noted that there is a clear correlation between how many hours students work and their level of academic engagement. Ms. Croughan noted that in her work, time estimates by individuals are often not considered reliable or valid data. Ms. Rue stated that students are asked a series of questions on this topic to help to make it more accurate.

Ms. Sakaki continued by observing that, in addition to the core questions presented to all respondents, the survey also includes four unique modules of additional questions that are randomly assigned. One module is campus-specific, and it is an important part of UCUES. The three common modules concern student life and development, academic engagement, and civic engagement.

UCUES is used systemwide to help understand and improve the undergraduate experience. UCUES data have been used to inform such groups as the Committee on Long Range Planning, the Task Force on Student Mental Health, and the Study Group on University Diversity, and it provides information for the President's accountability framework. Many campuses use UCUES data for their academic program reviews. Ms. Sakaki noted that she and Interim Provost Pitts recently received a letter of support regarding UCUES from undergraduate deans. This is significant in a time of budgetary challenges.

Ms. Sakaki presented examples of UCUES data used for the accountability framework, the University's first attempt to comprehensively assess and share UC progress in meeting key teaching, research, and public service goals systemwide. She presented data on student participation in student organizations or clubs and pointed out that nearly 30 percent of students have served as officers or leaders in a campus organization, and that 20 percent of students have spent an average of six hours per week participating in organizations or clubs. Thus, it is likely that more than 30 percent of students systemwide participate at some level in a student organization or club.

Regent Ruiz asked if there is a target percentage for this activity. Ms. Sakaki answered in the negative, but observed that students with a higher level of engagement are more successful through graduation and remain engaged as alumni. High percentages for these activities are a good sign of engagement outside the classroom. Regent Ruiz suggested that there should be a target so that the University can know whether or not it is being effective in this area.

Paula Zeszotarski, Coordinator in the Institutional Research division at the Office of the President, stated that the average participation per week in clubs reported by students in UCUES is three hours. The hour ranges in UCUES were set so that the data produced matched more closely the data produced from the Voluntary System of Accountability reports, which are used by other institutions. Ms. Sakaki commented that at the Santa Cruz campus, student organizations are less hierarchical structurally than student organizations on other campuses, which may explain the reason for low numbers for students who have served as leaders or officers of student organizations. Ms. Croughan reiterated the importance of reviewing the type of data collected and how it is collected in order to assess its reliability. Ms. Zeszotarski pointed out that the data on this topic is very consistent from year to year, and that the survey also collects data on the number of hours spent in off-campus volunteer activities.

Ms. Sakaki observed that the majority of UC students do some form of community service, but noted that UC applicants are often engaged in such activities prior to coming to the University. Regent Scorza inquired as to whether there are questions in the survey that ask how well the institution is supporting students' needs around community service and civic engagement. He opined that this is a particularly salient issue given President Obama's efforts to enhance civic engagement throughout the country. Ms. Sakaki stated that she did not believe there were specific questions on that topic, but given the national

interest in community service engagement, campuses may choose to add questions to the survey to assess students' satisfaction with community service opportunities.

The next set of indicators discussed by Ms. Sakaki involved students' overall satisfaction with their academic experience. Approximately 75 percent or more of students indicate that they are satisfied with their academic experience at UC, irrespective of the campus they attended.

Regent Ruiz reiterated the importance of using UCUES as a tool to measure performance, and strongly recommended that targets be set. Ms. Sakaki explained that this year is the first time that UC has presented campus comparisons from the UCUES data. In the past, UCUES data was primarily distributed to campuses for internal use in order to improve the undergraduate student experience on each particular campus. General Counsel Robinson asked if data from UCUES is benchmarked against data gathered at other institutions. Director Nina Robinson explained that UC strives to make the UCUES data compatible with other national surveys of student data. Ms. Zeszotarski stated that there is no one standard of student engagement that is held nationally. Setting benchmarks by comparing surveys that use different instruments and testing conditions is very difficult. Most higher education institutions are facing the challenges of how to benchmark this type of data. Ms. Zeszotarski also noted that it has only been recently that this type of survey data has been made public. She mentioned the National Survey of Student Engagement (NSSE) as an example, which is a survey instrument used nationally and with institutional participation increasing annually. Ms. Rue indicated that some UC campuses use NSSE as well as UCUES.

In order to increase UCUES participation rates among UC graduates, Ms. Croughan suggested the possibility that it be a required step before students are able to receive their diploma certificate, similar to exit surveys that all medical schools require.

Regent Scorza suggested the value of the University considering a similar survey for graduate students, and inquired about the funding required to administer such a survey. Ms. Sakaki reported that the campuses' graduate deans have been discussing ways to survey graduate students. Ms. Rue stated that the San Diego campus currently has a committee developing a campus-based student life graduate survey. Ms. Sakaki opined that it is more difficult to develop a systemwide tool with graduate education, but that individual campuses do collect graduate student data in a variety of ways.

Regent-designate Bernal inquired as to whether UCUES data could be used by professors to improve their teaching. Ms. Croughan noted that the UCUES data are too aggregated to be used at that level; it is more useful for deans and student life administrators. Faculty use teacher evaluations that are administered to students at the end of each course as the primary mechanism to receive feedback on individual courses. Such evaluations are very important to faculty members in part because the data becomes part of the faculty members' files and are used in performance and promotion reviews. Ms. Sakaki stated that there are ways that UCUES data can be used to compare satisfaction in particular colleges within the campus. Regent-designate Bernal opined that some teaching styles are

outdated and are not as effective in achieving student learning, and suggested that tools be implemented to assist faculty members to improve their teaching. Ms. Robinson stated that the campuses do provide training materials and opportunities for instructors, noting that such opportunities are voluntary.

In closing, Ms. Sakaki affirmed that UCUES provides the University with rich data on students' experience, and has been used widely and in a variety of ways throughout the University.

5.   **ACCESS AND SUPPORT FOR VETERANS AND ACTIVE DUTY MILITARY PERSONNEL**

[Background material was mailed to the Committee in advance of the meeting, and copies are on file in the Office of the Secretary and Chief of Staff.]

Vice President Sakaki stated that there is a great deal of interest and concern as to whether the University is serving its veteran students to the best of its ability; the University is very committed to this. She affirmed that there is much activity on each campus to support veterans.

Currently there are approximately 800 veterans and active-duty military personnel attending the University. Regent-designate Stovitz expressed surprise at the low number and asked whether there is confidence in its accuracy. Ms. Sakaki explained that these students self-identify as veterans or active-duty military personnel. Policy and Program Analyst Eric Heng explained that the data are collated from admissions and financial aid information. Regent Scorza opined that because the status is self-identified, and because there are limited ways to capture the data, there are likely many more veterans than reported. Faculty Representative Croughan stated that because a student may be eligible for additional financial aid if he or she is a veteran, there is a strong benefit to self-identifying. Ms. Croughan opined that the response rate for this category is accurate, or may be underreported by only a small percentage.

Ms. Sakaki reported that in March 2006, the Governor of California created a statewide "Troops to College" initiative, which is an intersegmental higher education veterans initiative. The University has been very involved with this initiative. In addition, with the passage of the Post-9/11 GI Bill, a new education benefit program has been created that rivals the World War II era GI Bill of Rights. These benefits cover much of UC's full undergraduate cost of attendance. Ms. Sakaki believed that with these new benefits going into effect in the fall of 2009, and with the growing number of veterans overall, the number of veterans at the University will increase.

Ms. Sakaki explained the importance of being informed about the needs of this group of students; the University of California Undergraduate Experience Survey (UCUES) provides a tool to collect this information. More than 90 percent of UC's veteran students come to UC as transfer students. Regarding campus climate issues, military transfers feel less free to express their political beliefs than the general student population. Regent

Scorza reiterated that many veterans do not self-identify due to a number of factors, including campus climate, the difficulty of navigating through the institution after time away, and perhaps a stigma associated with serving in an unpopular war.

Ms. Sakaki stated that military transfers tend to be more engaged in the classroom than non-military transfers according to UCUES data, and that high engagement levels continue outside the classroom, primarily in outreach activities to veterans' peers.

Campuses are reaching out to veterans in a number of ways; all campuses have veterans' services such as transition support, housing and financial aid, advisement prior to the first day of class, a special orientation program, mentoring programs, and other services. Regarding systemwide efforts, UC has been engaged in a number of efforts to improve financial support to veterans, including maximizing eligibility for financial aid by providing information to applicants in advance on the process to determine eligibility.

In response to a question from Regent-designate Stovitz, Coordinator Nancy Coolidge explained that there are penalties that veterans face regarding financial aid, one of which is the law that requires the University to reduce federal benefits to a veteran if he or she is already receiving benefits from the GI Bill. The University has, as a matter of policy, decided not to reduce University aid if the veteran is receiving benefits from the GI Bill, but is required by law to reduce the amount of federal benefit. She stated that President Yudof has signed a letter, along with other higher education leaders, asking the federal government to make changes to the law in order to remove this penalty.

Ms. Sakaki affirmed that the University is working very hard on many fronts to ensure that its student veterans are supported. Veterans have priority course enrollment on all nine of UC's undergraduate campuses, which is important because veterans' financial benefits require that certain courses be taken. Ms. Croughan pointed out that veterans' benefits are time-limited to four years. UC campuses also have been sharing best practices on veterans' services, and applying for grants to expand those services. Regent Ruiz commended UC's efforts to support veterans.

6. **ESTABLISHMENT OF THE PRESIDENT'S AWARD FOR OUTSTANDING STUDENT LEADERSHIP**

[Background material was mailed to the Committee in advance of the meeting, and copies are on file in the Office of the Secretary and Chief of Staff.]

Committee Chair Shewmake explained that this award was initiated by Regent Scorza. Regent Scorza stated that at the previous meeting of the Special Committee, members discussed the idea of creating a Regents' student leadership award for outstanding students who work on behalf of the system. Several challenges emerged regarding the award process, and it was decided, at the suggestion of the President, to make the award a President's award, to be given to students who work in support of partnerships between campuses and to student organizations that organize systemwide initiatives. He stated that President Yudof has agreed to work closely with the UC Student Association as well as

with chancellors to develop a process by which students are nominated for the award once endorsed by the campus chancellor. He believed that this award may serve to rebuild the relationships between students and the Office of the President and the Board of Regents.

In response to questions from Faculty Representative Croughan about the process and criteria for selection, Regent Scorza stated that the selection committee will be comprised of a group of student leaders that the President convenes. He affirmed that having students on the selection committee creates a partnership between the Regents, the Office of the President, and students throughout the system.

Interim Provost Pitts stated that the award is an excellent idea and thanked Regent Scorza for bringing it forward. After deliberation and consultation, it was decided that President's award was the easiest and most effective way to process the award, as opposed to a Regents' award, which would be harder procedurally to administer.

Regent Ruiz inquired why only three nominations per campus would be allowed, and whether it made sense to develop a similar award for faculty. Dr. Pitts explained that three nominations per campus seemed reasonable. Regarding a faculty award, all campuses have a variety of ways to recognize faculty leadership. Ms. Croughan called attention to systemwide awards that are bestowed by the Academic Senate. She also opined that the number of students who work on systemwide initiatives is limited, and that three nominations per campus made sense as a beginning point, subject to reexamination in the future.

The meeting adjourned at 3:40 p.m.

Attest:

Associate Secretary