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1.0 **GENERAL OVERVIEW**

The University of California Riverside is one of the most ethnically diverse research universities. Baseline data of the current UCR population and facilities is as such:

- Over 21,000 students (18,000 Undergraduate and 3,000 Graduate)
- Over 4,000 faculty and staff
- 101 Bachelor degree programs, 52 master’s degree programs, 42 Ph. D programs
- Campus is located on 1,200 acres
- Over 4.5 million square feet of facilities
- Revenues of over $750 M
- Operating expenditures of $725 M

2.0 **MISSION STATEMENT**

In order to constantly improve and upgrade student services and the student experience at UC Riverside, Student Affairs uses one guiding principle over and over again: What serves our UCR students best? We want students to achieve their goals in the fewest steps possible, while understanding all of their options and having rewarding interactions with university staff. Student Affairs is focused on serving students so that their time at UC Riverside is a success intellectually, emotionally, physically, socially and developmentally. Student Affairs is a department for students, and we remain committed to providing the total UCR Student Experience both inside the classroom and out.

3.0 **DESCRIPTION OF SERVICES PROVIDED BY DEPARTMENTS**

3.1 **COUNSELING AND PSYCHOLOGICAL SERVICES**

The mission of UCR’s Counseling and Psychological Services (CAPS) is to provide psychological services that enhance the mental health, interpersonal relationships, academic performance and career development of UC Riverside students, and to assist all members of the university community to develop a healthy campus environment.

### Service Provided

<table>
<thead>
<tr>
<th>Crisis Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CAPS staff provides immediate services to individuals in crisis. During operating hours, M-F, 8am-5 pm, CAPS provides walk in and telephone services in order to assess immediate concerns presented by students, staff, faculty and parents. CAPS is also responsible for assisting the campus with psychological needs stemming from any significant campus crisis, disaster or traumatic event. CAPS is a member of the Critical Student Incident (CSI) Team, who coordinate and respond to campus crises involving students. When indicated, knowledge of campus and community resources is used to make appropriate referrals, which at times may include another crisis service, e.g. hospitalization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-hours Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS provides after-hours telephone crisis counseling through ProtoCall Services. This service is available in the evenings and on weekends, providing after hours and 24-hour telephone assessment and crisis services for our students. In addition, CAPS staff are always available for consultation, generally through Student Affairs Case Manager(s) and AVC Health and Wellness, and through the Police Department dispatch.</td>
</tr>
</tbody>
</table>

1 Based on 2013-2014 data
# Service Level Agreement

## Clinical Services

**Intake Assessment** - When a client first comes to CAPS, the student is seen in an intake session. The purpose of the intake assessment is to gather information on the client’s background and presenting concerns in order to facilitate treatment planning, intervention and/or referrals on or off campus.

**Individual/Couples Counseling** - Brief individual or couples therapy is available to assist students with their personal, educational, interpersonal, and social concerns. Students may receive time limited therapy sessions per academic year as part of services covered under Student Service Fees. With the approval of CAPS Quality Assurance and Improvement Committee, additional sessions (beyond 8 per academic year) may be provided as clinically necessary. Students may also be referred off campus to community resources when appropriate.

**Group Therapy** - In group therapy, people meet face-to-face with one or more trained group therapists and process mental health and other topics of concerns. Members of the group will give and receive feedback about their interactions to each other. Offered groups may include General Process, Women’s Issues, Men’s Issues, LGBT Support, Grad Student/Dissertation Support, and other skill related groups.

## Stress Management Programs

**Biofeedback** – Biofeedback is a stress management program offered to all students on campus. Biofeedback is often used as an adjunct to the formal therapeutic process for stress-related symptoms such as tension, headaches, test anxiety, and sleep disorders. Biofeedback teaches various skills that enhance stress management, relaxation and anxiety reduction.

**StressBusters Peer Education Program** - A peer educator program with a goal of students-teaching-students about stress reduction and learning helpful strategies designed to lower stress in a student’s hectic life.

## Outreach and Consultation

**Consultation and Collaboration** - CAPS staff provides telephone and in-person consultation to faculty, staff, students, and parents who are concerned about the welfare of students, who wish to obtain information about how to make a referral, or who would like to discuss or learn about psychologically related situations or materials.

**Developmental and Outreach Programs** - Programming is offered throughout the year to enhance the personal development of students, to increase knowledge about personal and campus well-being, and to promote a healthy campus environment and working with various departments and offices across campus.

## Testing Services

**Mandated Assessment** - CAPS provides mandated assessment of students who are considered to be a potential threat to themselves or others. CAPS also provides Mandated Substance Abuse Assessments. These assessments are requested through a process involving key members of VCSA Division.

**Research** - CAPS utilized electronic survey methodology in collaboration with other UC Counseling Centers. The survey is a continuous post-appointment tool that monitors current services and compares the impact of any changes to programing or services on a client satisfaction level during any point in time.

## Training

**Internship Training** – CAPS is an APA Accredited Internship site. CAPS employs and trains three (3) doctoral psychology interns each year. This rigorous training program is committed to excellence in training and provision of psychological services by psychology interns who are supervised by licensed clinical staff.

**Peer Education Program** – CAPS has two peer educator opportunities. Undergraduates receive on the job training experience as volunteer Biofeedback technicians or can serve as StressBusters Peer Educators.
3.2 INTERNATIONAL STUDENT RESOURCE CENTER

The International Student Resource Center (ISRC) is responsible for campus compliance with immigration regulations concerning the admission and matriculation of international students, as well as the hire of international faculty and research scholars. The ISRC also supports and promotes the success, wellness, and personal growth of international students through expert advising, intercultural programming and advocacy. We create a safe and welcoming environment that respects cultural diversity and fosters intercultural skill development throughout campus and the community.

<table>
<thead>
<tr>
<th>Service Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Compliance</td>
</tr>
<tr>
<td><strong>Primary Immigration Liaison</strong> - The ISRC serves as UCR’s primary liaison to the Department of Homeland Security and the Department of State, and is appropriately charged with maintaining UCR’s approval to admit and matriculate international students in F-1 and J-1 status, as well as the campus’ approval to hire international faculty and research scholars in non-immigrant categories.</td>
</tr>
<tr>
<td><strong>SEVIS</strong> – The ISRC is responsible for ensuring that all designated UCR immigration staff (both inside and outside of the ISRC) are effectively trained in relevant immigration regulations and are meeting the reporting mandates for maintaining international student and faculty records in the inter-agency Student and Exchange Visitor Information System (SEVIS).</td>
</tr>
<tr>
<td><strong>Consultation</strong> – All new academic programs (degree and non-degree) that plan to admit international students in F-1 or J-1 status must be referred to the ISRC for regulatory review and approval.</td>
</tr>
<tr>
<td><strong>International Student Advising &amp; Advocacy</strong></td>
</tr>
<tr>
<td><strong>Counseling and Advising</strong> - The ISRC advises incoming, continuing, and alumni international students (and their dependents) on all matters related to maintaining immigration status including seeking the benefits associated with that status. At the same time we provide support with personal and intercultural adjustment and how to navigate academic and personal issues on campus and in the community.</td>
</tr>
<tr>
<td><strong>Crisis Response</strong> - The ISRC is often the first point of contact when an international student (or her/his family) has a health or safety crisis, or if there is a crisis in the student’s home country. The ISRC staff works closely with campus partners to provide support, facilitate effective intercultural communications, advise on travel issues, and devise solutions that do not jeopardize the students' non-immigrant status.</td>
</tr>
<tr>
<td><strong>Advocacy</strong> – The ISRC advocates for international student services with local providers (e.g. banks), agencies (e.g. USCIS, DMV) and campus departments to obtain the resources needed to succeed.</td>
</tr>
<tr>
<td><strong>Campus Outreach &amp; Training</strong></td>
</tr>
<tr>
<td><strong>Consultations and Collaboration</strong> – ISRC staff provides telephone and in-person consultation to faculty, staff, students, and parents who are concerned about the welfare of international students, who wish to obtain information about how to make a referral, or who would like to discuss the impact of immigration regulations on international student success.</td>
</tr>
<tr>
<td><strong>Education/Training</strong> – The ISRC coordinates workshops for faculty and staff who are interested in learning more about the international student experience and how to support the success of international students at UCR.</td>
</tr>
<tr>
<td><strong>Orientation and Immigration Programs</strong></td>
</tr>
<tr>
<td><strong>Pre-Arrival Communications</strong> – The ISRC provides newly admitted international students with information about visa acquisition, what to expect when entering the U.S., and UCR/Riverside resources.</td>
</tr>
<tr>
<td><strong>International Student Orientation and Document Check In</strong> - The ISRC coordinates mandatory international student orientation every quarter for new/incoming international students, and collects visa and immigration documents for the students’ records.</td>
</tr>
<tr>
<td><strong>Career Empowerment Workshops</strong> - In most cases, engaging in authorized employment requires international students to secure approval from the federal government through a detailed application process. ISRC advisers help international students prepare their applications and advise them on the strict deadlines associated with eligibility for employment benefits.</td>
</tr>
<tr>
<td><strong>Tax and Travel Guidance</strong> - The ISRC provides resources for international students regarding filing taxes in the U.S. and also hosts workshops regarding how immigration status impacts international travel.</td>
</tr>
</tbody>
</table>
Intercultural and Support Programming

**Peer Programs** – The ISRC coordinates several programs designed to facilitate intercultural exchange and peer support for international students. These programs include an International Peer Advisor program, designed to assist with orientation and coordinate community building events throughout the academic year; a Global Connections Program which pairs international and domestic students for weekly conversation and intercultural exchange; and weekly International Discussion Groups which provides a safe space for students to discuss international events, culture, and current issues.

**Family Programs** – The ISRC coordinates an International Spouse & Partner Program, a weekly support and activities group for the families of our international students, as well as a Friendship Families program which pairs international students with the families of UCR staff/faculty for intercultural exchange.

**Campus Programs** – The ISRC coordinates the annual International Education Week in November to highlight the global nature of our campus community and encourage all members of the population to engage in international exchange.

**Exploring Southern California and American Culture Series** – The ISRC coordinates trips to local and regional cultural sites to engage international students with American culture and Southern California. International students are also invited to participate in American and UCR traditions and holidays.

3.3 Special Services

Provide accommodations, services, information, and benefits that allow students equal access to UCR’s educational and civic opportunities.

<table>
<thead>
<tr>
<th>Service Provided</th>
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</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities Services</strong></td>
</tr>
<tr>
<td>Confidentially verify student disability status, collect and maintain appropriate documentation</td>
</tr>
<tr>
<td>Approve and arrange for academic accommodations</td>
</tr>
<tr>
<td>Academic Service Center</td>
</tr>
<tr>
<td>Advise campus departments, faculty, and staff on working with students with disabilities, as needed</td>
</tr>
<tr>
<td>Conduct trainings and programs for faculty, staff, and students regarding disability awareness, navigating the accommodation process, etc.</td>
</tr>
<tr>
<td>Refer student with disabilities to on-campus and off-campus resources, as appropriate</td>
</tr>
<tr>
<td>Coordinate fee processing for students whose registration or parking fees are sponsored by the California Department of Rehabilitation or similar agencies</td>
</tr>
<tr>
<td><strong>Student Access and Mobility Support</strong></td>
</tr>
<tr>
<td>Advise campus departments, faculty, and staff on working with students with disabilities, as needed</td>
</tr>
<tr>
<td>Coordinate award process for disability-related scholarships</td>
</tr>
<tr>
<td>Provide Listserv communication</td>
</tr>
<tr>
<td>Advise Student Disability Union student organization</td>
</tr>
<tr>
<td><strong>Veteran Services</strong></td>
</tr>
<tr>
<td>Assist eligible veterans, service members or dependents attending UCR with Federal/State educational benefit programs</td>
</tr>
<tr>
<td>Conduct student certifications for U.S Department of Veterans Affairs for all GI Bill recipients; coordinate payments/refunds of Post 9/11 GI Bill Benefits</td>
</tr>
<tr>
<td>Coordinate with Student Business Services, Financial Aid, Registrar, Housing Services and Graduate Division to ensure military affiliate students are not penalized for delays in payments from VA</td>
</tr>
<tr>
<td>Process service members who are receiving Military Tuition Assistance from the Department of Defense</td>
</tr>
<tr>
<td>Process students who are eligible for the College Tuition Fee Waiver (regulated by the California Department of Veterans Affairs)</td>
</tr>
<tr>
<td>Provide support and referrals for student veterans, service members and dependents</td>
</tr>
</tbody>
</table>
Oversee VA work-study supported peer mentors
Facilitate and support Operation Education Scholarship Program
Coordinate Veteran Support Team – liaisons from across campus who act as ambassadors for military-affiliated students when needs arise related to their respective areas, i.e., College/School offices, Financial Aid, Academic Resource Center, etc.
Assist reservists/national guards members who have received deployment orders with transitioning in/out of UCR
Provide programs/workshops
Collaborate with Career Center to offer Operation VETS, a quarter-long career development program
Provide a Veterans Lounge for veterans/service members to study, meet, socialize, etc.
Provide Listserv, Facebook, Twitter communication
Advise Association of Veterans and Service members student organization

Voter Registration
Serve as a central point for voter registration and information for UCR, as required by law
Provide polling site during general or primary elections, as needed, or when possible

ROTC Referrals
Provide information and referrals regarding Army and Air Force ROTC programs at regional university or college campus, where UCR students may enroll and participate

3.4 THE WELL

The mission of The WELL (Wellbeing, Empowerment, Life, Learning) and Student Wellness Partner Initiatives is "to create a safe, supportive, and connected campus environment by promoting healthy minds, bodies, and communities for the UCR student population."

Service Provided

<table>
<thead>
<tr>
<th>Student Wellness Partners</th>
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</thead>
<tbody>
<tr>
<td>Wellness Wednesdays - Each Wednesday during the quarter, one or more Student Wellness Partners offer a wellness focused workshop from 4 to 6pm. Wellness Wednesday programming addresses key student wellness needs with the goal of expanding student awareness of an array of wellness issues and encouraging students to take steps to continue engagement in wellness activities and overall well-being.</td>
</tr>
<tr>
<td>Collaborative Programming - The Student Wellness Partners work together to create large-scale collaborative programming focused on priority student wellness needs. These programs include the Build-a-Scotty Wellness Fair, which includes an informative presentation and interactive stuffed animal-building activity for 600 students, various speaker series programs, stress relief events, and health fairs.</td>
</tr>
<tr>
<td>Power of the Peers Training - The Power of the Peers network consists of 30 diverse programs that engage in universal training and professional development during Zero Week and ongoing throughout the academic year. These skills are used by peers to better serve UCR students.</td>
</tr>
<tr>
<td>Power of the Peers Recruitment Fair - The primary objective of the Recruitment Fair is to recruit new peer mentors and educators to each of the 30 participating peer groups in the Power of the Peers Network. A secondary objective for the fair is to make students aware of the Power of the Peers Network, the diversity of the peer groups that make up the network, and the Student Wellness Partners.</td>
</tr>
<tr>
<td>Power of the Peers Outreach and Events - Peer mentors and educators will have the opportunity to attend training sessions hosted by the network, outside presenters and on campus speakers. These sessions are scheduled throughout the academic year and include activities such as speaker series, bystander training, and recruitment fair.</td>
</tr>
<tr>
<td>Physical Health</td>
</tr>
<tr>
<td>GO! Pedometer Program - The GO! Program rewards students for getting active and moving more. Students track their steps with a free pedometer from The WELL, and earn prizes as they hit certain milestones at their own pace, including workout gear, personal training sessions, and other wellness-related prizes. Students may work out of their own, or participate in weekly, organized GO activities.</td>
</tr>
</tbody>
</table>
Alcohol and Other Drug Programming - The WELL offers at least one health education program addressing alcohol and/or other drugs each quarter, in addition to providing alcohol education workshops on an as-needed/program request basis.

Sexual Health Programming - The WELL is home to Condom Co-Op, which is a free safer sex supplies station located in an accessible, friendly area for all students. Peers and professional staff in the WELL lead multiple programs on safer sex every quarter, including speaker series, small scale workshops, request-a-programs for students in Housing, and collaborations with the LGBT Resource Center and Women’s Resource Center.

Golden ARCHES - Golden ARCHES (Advocating Responsible Choices through Health Education & Support) is a peer health education group that focuses on fitness, nutrition, sexual health, alcohol and other drugs. These peers are responsible for implementing several programs each quarter, requested by students in Housing and student organizations, for groups ranging from 5 to 30 students.

Health Fairs - The WELL and SWP coordinate at least one major health fair per academic year, with hopes to promote the Student Wellness Partners and the Power of the Peers Network.

American College Health Association (ACHA) Survey - The WELL administers the ACHA survey to undergraduate and graduate students to help identify priority needs of students, and to ensure that programming efforts are targeted towards these needs.

Mental Health

Stress Relief Programming - The Student Wellness Partners provide a quarterly stress relief program during midterms each quarter to foster a culture of wellness and support for students each quarter.

Midterm Nap Sessions – The WELL provides quiet napping rooms during midterms each quarter for students to relax, catch up on sleep, and rejuvenate between exams and studying.

Therapy Fluffies - Therapy Fluffies is a program for students to visit with certified therapy animals. Multiple studies show that interaction with therapy animals can be stress-relieving for people in various situations.

Active Minds - Active Minds is a group of peer educators whose goal is to reduce the stigma surrounding mental health. Active Minds aims to increase students’ help-seeking behavior by helping to make resources more visible and accessible, and normalizing mental health self-care.

Community Service Activities

The WELL works with various on-campus and off-campus agencies and organizations to offer volunteer projects and activities for individuals and groups on campus.

3.5 Student Conduct Programs

Student Conduct & Academic Integrity Programs (SCAIP) supports the diverse educational community at UCR by serving as a resource and educating the campus regarding issues of student conduct. We promote student development, accountability and success through consistent enforcement of student conduct policies and the commitment to a safe, secure, and supportive environment.

Service Provided

Manage reports of individual student misconduct - Receive reports, review (through interviews with complainant(s), the accused student(s) and others who may have knowledge of facts), and determine if any student conduct policies have been violated. If the review results in a finding of responsibility, then SCAIP determines if educational sanctions are appropriate.

Manage reports of student organization misconduct - Review alleged violations by student organizations with a process similar to the above and follow up as needed with appropriate action. Collaborate with Student Life in addressing related matters.

Conflict resolution opportunities - Provide resources and opportunities for student where violations of student conduct policies are not yet an issue, but could be if the situation continues or escalates.

Create and maintain records - Create and maintain records of referrals, incident reports, letters requesting meetings, outcome letters, sanction letters, and other student-related records.

Maintain a comprehensive database - Input and maintain records in an online database. Compile the year-end student conduct summary, Clery Reports, reports for higher administration, reports for grant
Service Provided

- Programs in which we participate, or other reports as requested. Routinely respond to authorized inquiries regarding University conduct records.

**Student Conduct Committee/Academic Integrity Committee** - Facilitate recruitment, selection, training, scheduling, and recognition for members of the Student Conduct and Academic Integrity Committees (approximately 60 volunteers per year).

**Advise students, faculty and staff** - Advise University and UCR neighborhood community members regarding concerns about student disruption of University educational and administrative processes and surrounding community areas.

**Develop and administer sanctions** - Develop and administer sanctions that support the educational mission of UCR while holding students accountable for violating community standards. This involves collaboration with other University programs such as libraries and the Academic Resource Center.

**Provide training presentations** - Provide training presentations on preventing violations of the Standards of Conduct for students.

**Collaborate with faculty and staff** - Establish ongoing relationships with campus departments to help them better understand their needs and resources regarding student conduct. Provide individual consultation and collaborative planning regarding incidents that arise.

**Academic Integrity seminars** - Develop content and recruit, train, and supervise peer presenters to provide a regular schedule of Academic Integrity Seminars for students who have been found responsible for academic policy violations.

**Student Conduct Advisor Program** - Recruit, train, and advise campus partners who are willing to serve as advisors for students going through the conduct process. Students who have not been able to identify an advisor for themselves can request to be matched to an advisor who is knowledgeable about the Administration of the Standards of Conduct.

4.0 SERVICE PERFORMANCE

Below are the levels of service that can be expected in the core indirect cost allocation.

4.1 COUNSELING AND PSYCHOLOGICAL SERVICES

Below are the service levels based on 2013-2014 data and current staffing levels:

- Number of visits: 366
- Number of clients: 82
- Number of individual/couple: 4,730 appointments
- Number of group appointments: 195

4.2 INTERNATIONAL STUDENTS

Below are the service levels based on Fall 2014 data and current staffing levels:

<table>
<thead>
<tr>
<th>International Student Resource Center Service Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted undergraduate international students (F 2015)*</td>
</tr>
<tr>
<td>Admitted graduate international students (F 2015)*</td>
</tr>
<tr>
<td>Enrolled undergraduate international students</td>
</tr>
<tr>
<td>Enrolled graduate international students</td>
</tr>
</tbody>
</table>
Exchange students 21
International students with employment benefits 342
Dependents of international students 165
Non-international student participants in peer programs 222
TOTAL SERVICE POPULATION 2,715

*Fall 2015 Admitted Students data are estimates based on actual Fall 2014 admits.

2013-2014 Advising and Support Programming Data

- 8,200 advising interactions (2013 – 2014)
- Fall 2013 Orientation Program: 472
- Welcome Back Lunch: 84 students
- Global Connection Partner Program: 222 total students
- International Discussion Groups: 15 programs/172 total students
- Exploring Southern California: 3 programs/169 total students

4.3 SPECIAL SERVICES

Below are the service levels based on 2013-2014 data and current staffing levels:

- 2,300 Exams Administered
- 400 Students Registered for Accommodations
- 120 Military and Veteran Students
- 520 Dependents

4.4 THE WELL

Below are the service levels based on 2013-2014 academic year and current staffing levels:

The WELL provided 136 programs and served 9,514 students in the 2013-2014 academic year. Programs are provided to all UCR students (undergraduate and graduate). In addition to program attendance, 1,721 students visited to The WELL for various reasons.

- Wellness Wednesday – 30 programs/1,200 students
- GO! Pedometer – 45 programs/2,400
- Power of the Peers Annual Training – 200 students
- Power of the Peers Recruitment Fair – 156 students
- Quarterly Stress Relief – 1,567 students
- Quarterly Therapy Fluffies – 1,322 students
- Request-a-Program – 774 students
- Community Service Activities – 398 students
- Graduate Students: 2-3 events per quarter/ 550 students
4.5 **STUDENT CONDUCT PROGRAMS**

- Recidivism rate for students who participate in assigned educational sanctions was fewer than 2% of the students who complete assigned sanctions are subsequently documented for alleged policy violations.

4.6 **STUDENT AFFAIRS CASE MANAGERS**

Below are the service levels based on 2014 - 2015 data and current staffing levels:

- Number of Case Managers: 2
- Number of meetings with students: 852
- Number of individual students: 693
- Gender Percentage: 55% Female, 45% Male
- Ethnic Group Percentages: Asian Pacific, 30%, Chicano/Hispanic, 26%, Caucasian 19%, and Black, 16%.

5.0 **INCREMENTAL SERVICES OFFERED**

[Placeholder to be reviewed internally for any incremental services offered by departments that will be funded on a recharge basis. Below are a list of services that can be provided at a higher level than the core level of service covered by the indirect cost allocation. If you are interested in these services and rates, please contact Student Affairs and Enrollment.]

6.0 **OUT OF SCOPE DEPARTMENTS**

Below is a listing of departments that are not covered by this agreement. This includes departments where one off service level agreements may exists.

<table>
<thead>
<tr>
<th>Department</th>
<th>Activity</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

7.0 **AREAS FOR POTENTIAL OUTSOURCING**

N/A

8.0 **GOVERNANCE**

[This section will be used as a placeholder to reference governance policies as determined by governance committee. This will include policies to govern modifications and updates to the service level agreement, ownership and contact information for agreement.]

9.0 **KEY PERFORMANCE INDICATORS**

[This section will be used as a placeholder for UCR to set Key Performance Indicator for the service area. Below are common KPI’s for the Higher Ed Industry relevant to this service area.]
10.0 SIGNATURES

We have read the attached contract and terms and hereby forge an agreement according to the conditions stated therein:

__________________________________________________________________________
Business Unit Representative  Date

__________________________________________________________________________
Service Provider Representative  Date

__________________________________________________________________________
Vice Chancellor  Date