

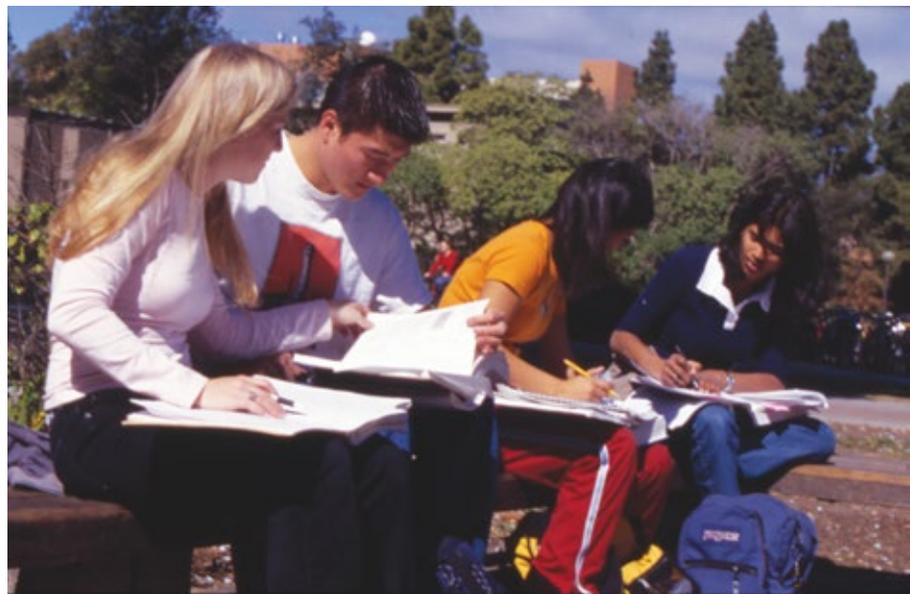
Student Affairs Annual Report

UC SANTA BARBARA

2021 – 2022



**Looking Back to Move Forward:
Anchoring on Our Mission to Serve**



CONTENTS

UCSB Student Affairs

The Division of Student Affairs advances the education, research, and service mission of the University by providing programs and services that contribute to students' academic achievement, personal development, well-being, and success.

As dedicated, compassionate, and collaborative professionals, we cultivate lifelong leaders and learners who recognize and appreciate the dignity of individuals and communities.

Our Values

- Inclusion
- Compassion
- Dedication
- Collaboration

Our Priorities

- Strengthen academic partnerships.
- Foster a safe, healthy, and supportive learning community.
- Advance access, equity, and inclusion.
- Maximize the potential in students and staff.
- Invest in our future (budget, technology, staff, and space).

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LETTER FROM THE VICE CHANCELLOR



DEAR FRIENDS OF STUDENT AFFAIRS,

Similar to previous years, when COVID-19-related public health measures were at their peak, the 2021-22 academic year was another year where we had to adapt to serving students in considerably different contexts.

- **Students** themselves were different than before the COVID-19 pandemic emerged. As a group, they had encountered unexpected changes in their high school, community college, and university educational experiences, giving rise to unique academic and wellbeing needs.
- **Departments** had to resume services for in-person students while implementing lessons learned from pandemic operations, including students' preference for remote or virtual services in some Student Affairs specializations.
- **All of us** had to be flexible as public health guidance evolved in the face of changing COVID-19 dynamics, which delayed our return to in-person instruction in the early weeks of Winter 2022.

Dynamic Responses

Fortunately, Student Affairs' values, vision, skillsets, and past experiences served us well in facing a second year of earnest adaptation in response to changing circumstances. In fact, it is a fundamental practice to change our work in response to the evolving needs of students. And those changes have proven almost constant, from generational changes, to current events, to new societal trends.

This year's department reports are demonstrative of three themes that were essential to our effectiveness this academic year: adherence to our mission, practicing innovation, and providing a warm welcome to students—especially those coming to campus for the first time.

You will see several examples of how our **mission** guided our service to students. The *Office of Financial Aid and Scholarships* dramatically increased work-study wage subsidies in order to maintain and expand student employment opportunities even in challenging economic conditions. The *Alcohol and Drug Program*, guided by its harm reduction philosophy, offered non-judgmental information and support through clinicians and student peers and CARE served survivors of interpersonal violence with compassion-forward advocacy regardless of a student's location. Departments like the *MultiCultural Center* and the *Resource Center for Sexual and Gender Diversity* worked both individually and in collaboration to facilitate interpersonal connections, maintain and build community, and create culturally relevant and spiritually restorative spaces for students.

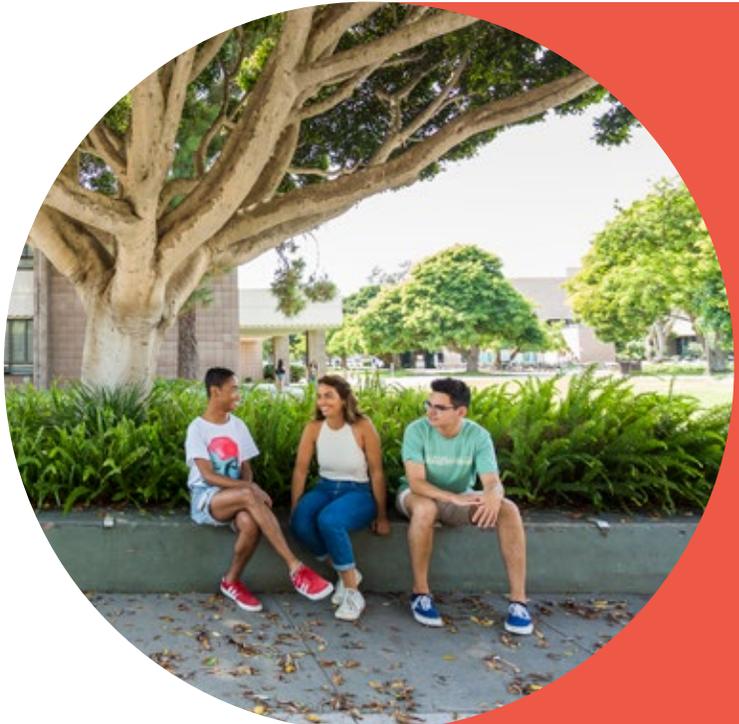
You will witness how units **innovated** in response to the changing needs of students and other constituents who we serve. The *Office of Admissions* hosted a new, virtual transfer outreach program that yielded 100% course-work eligibility among participants—and a 90% UC application rate. The *Disabled Students Program* worked with Systemwide and disability accommodation experts to establish policies and procedures for remote instruction access as an academic accommodation—a new approach made possible by advances made during the pandemic. *Orientation Programs and Parent Services* created immersive Spanish language offerings for parents and families through two one-day sessions. And the *Recreation Department* expanded student access to supplemental trainings, certifications, and other programs by providing scholarships to income-eligible students.

And finally, you will see how we made **special efforts to welcome our second-year students** who were new to navigating our campus through a variety of collaborative efforts. *Academic Initiatives* worked with Summer Sessions to hold our first annual Second-Year Summer program. And the *Office of the Dean of Students* hosted a special second-year student luncheon in Storke Plaza, which kicked off a mentorship program.

Countless more examples are described in the pages that follow. Thank you for taking the time to review the 2021-22 Student Affairs Annual Report. We appreciate your interest in and support of our work!



Margaret Klawunn, Ph.D.
Vice Chancellor for Student Affairs



"Looking Back to Move Forward: Anchoring on Our Mission to Serve"

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We asked our Student Affairs colleagues to "look back" on lessons learned and innovations put into practice over the past year. They responded with a plethora of services, programs, and stories about their pandemic changes. For many, this was the first chance they had to think about all the adaptations and hard work of the last two years.

The following pages provide small glimpses into the year of hybrid services, mixing what has worked in the past with what students need right now. For some, this was the year we went back to fun, thought about what to wear again, explored more places, and worried less. With a campus like ours, it is hard to discount what the loss of our physical spaces had on our mental and social lives. For others, this was a year of recalibration, getting back to basics, and applying lessons learned. This is an *Annual Report* for the ages, designed to capture the changing of the university from those who know it best. We asked our Student Affairs colleagues to reflect on the last year, and they responded with examples of innovation and excellence.

On behalf of the Student Affairs Assessment Initiative team, we share this edition in awe. We dedicate it to the helping professionals, serving Student Affairs and beyond.



CELEBRATING STUDENT AFFAIRS SCHOLARS

Practitioner researchers are all around us

BY Mark Shishim

The Student Affairs Assessment Initiative is on a mission to build assessment practices across the Division. Our ongoing efforts are intended to measure the outstanding service of professional staff — sharing their stories of impact and thus improving our practices. In addition to this annual report, and assigned assessment consultants for each department, our team leads quarterly trainings known as Community of Practice (COP) sessions. They are recorded in the ever-growing library of COP resources on our website, serving colleagues on campus and across the country.

From sharing promising practices to assessment methods training to technological analysis, COP sessions are lively discussions about how the university is changing from those who are changing it. Since 2015, more than 30 faculty and staff have presented from departments across campus to Student Affairs staff. This year, our series highlighted three recent doctoral graduates serving at the Office of the Registrar, Student Information Systems & Technology, and the Educational Opportunity Program. Their dissertation projects were unique lenses into the science of Student Affairs.





Keri Bradford-Gomez, Ph.D.

Keri Bradford-Gomez (Choctaw), American Indian Student Services Coordinator and Communications Coordinator for SIS&T, reported on her research project, *The Higher Education Experiences of Native American Students: A Qualitative Study of Historical Trauma, Identity, and Institutional Support*. Participants recognized Native students' perceptions of the history of Indian Education, how they feel connected to that historical trauma, and interpreted Native students' perceptions of ways university staff, faculty, and administrators could better serve Native students.



Brenda Curiel, Ed.D.

Brenda Curiel, Assistant Director of Educational Opportunity Program (EOP), reported on her research project, *Building Bridges Between Transfer Students and Financial Aid Awareness*. Participants were able to explain the measurable impacts the Summer Transfer Transition Program (STTP) had on student participants' Financial Literacy and Financial Aid Awareness and proposed various implications for higher education institutional practices and policies.



Sara Cook, Ed.D.

Sara Cook, Associate Registrar, reported on her research project, *Transfer Student Time-to-Degree in a California Public University*. Participants identified transfer student time-to-degree issues, recognized how transfer shock and academic progress impact time to degree, and analyzed how to support transfer student success.

A CHANGING UNIVERSITY

New Services for Second-Year Students

Academic Initiatives is committed to collaborations with our faculty colleagues. Our unique courses, scholarships, events, and research projects are designed to improve the student experience and inform the innovations of our university.

This year, we took on a unique project with our friends at Summer Sessions and Housing, Dining, & Auxiliary Enterprises; the first-ever *Second Year Summer (2YS)* program. We came together to welcome “sophomores” to our beautiful campus after what one focus group respondent described as “grieving the loss of their first year” online. 2YS provided a residence hall community, student mentors, and a common course: INT 95C *The Second Year Experience* for 200 new students. Nine months later, we hosted a series of focus groups with 2YS participants; listening and learning from their unique experience and circumstances. Clear trends emerged:

1. 2YS students’ needs are very different from those of first-year students—their primary interest is in who they are becoming.
2. 2YS students recognize that knowing about resources is different than using them.

By the Numbers

329

Students participated in INT 95 ABC courses over fall, winter, and summer quarters

14

New Lucas and Kennedy/Graves scholars contributed to their fields as student researchers

142

Faculty, staff and students participated in two in-person Faculty Night events



INT 95C sections met outside during summer 2021

- Respondents agreed that asking for help is hard, but important for growth. They want to know about the benefits of reaching out, not just the “ifs” and “whens”.
3. 2YS students reflected on the power of the summer and small groups to make friends. They described the social support they gained as the basis for their academic discipline and motivation. One student said clearly, “My friends give me the confidence and motivation to learn.”
 4. 2YS students describe “college success” as a constant balancing act. By spring, the time management skills they developed in summer had led to more focused, reflective involvement. The four-year planning tools of the INT 95C course were working!

What started as a reaction to a unique challenge has provided important insights for all of us to consider. As one student eloquently said, “This is the year I really need resources, this is the year I’m deciding which direction I’m going.”

ACCESSIBILITY IN ADMISSIONS

Transfer Initiatives Ease Transition into the UCs

UCSB Office of Admissions is home to the UCSB Transfer Prep program, a UC system-wide outreach program that supports, promotes, and advises students on the transfer path to the University of California. We have offered two main programming options for students: Transfer Making It Happen (TMIH) and the Transfer Preparation Academy (TPA). TMIH focuses on early transfer outreach for high school seniors and the TPA is a multi-day summer program for transfer-ready students applying to UC campuses in fall. These programs primarily serve first generation, income-eligible, and/or underrepresented students, including students who participate in other UC outreach programs such as EAOP, MESA, Puente, and UC partners like Umoja and Underground Scholars. This report will focus on the Transfer Preparation Academy.

The Transfer Preparation Academy started in 2019. In 2020 and 2021, we had to pivot to a virtual only program due to the COVID-19 pandemic. In 2020, we had 37 participants. The qualitative feedback from the program was very impactful, and indicated success in terms of measurable outcomes in transfer preparation. Due to the positive response we received in 2020, the 2021 TPA was planned to accommodate more students in two separate sessions, serving a total of 73 participants.

During the program, students fortified their knowledge and preparation about all things transfer, including information on the Transfer Admission Guarantee and the UC Application. Given the virtual format, we provided Grubhub or Doordash gift cards to all program participants so that they could buy themselves food during the program's meal breaks. This was an important factor to consider and



The Office of Admissions is dedicated to helping prospective students move through the admission process

implement given the unknown status of students' access to basic needs. We created space for community building by having each professional staff member lead a team of students, used personalized zoom backgrounds, utilized break out rooms for goal setting and discussions, and concluded each program with a Kahoot quiz. In addition, every participant had a 1-on-1 transfer admission advising session with a counselor, which provided for individualized direct academic support. Looking ahead, we are optimistically planning both an in-person and a virtual Transfer Preparation Academy next summer.

In total, 73 students were assessed on program goals.

100% completed 30 semester transferable units, and Math and English requirements.

67% submitted a financial-aid application for the following academic year.

88% of the UC-eligible program participants applied to the UC for enrollment the following academic year.

ROOTED IN CONNECTION

Returning Home to Student Health

CONNECTION TO STUDENT HEALTH

The return to campus life brought some important changes for the Alcohol and Drug Program (ADP) as the program returned to its roots in the Student Health Service (SHS) building. Gauchos For Recovery remains at Embarcadero Hall in Isla Vista providing harm reduction services and support meetings while all other ADP clinical, program staff and peer educators are now located in the Student Health building.

CONNECTION TO STUDENTS

ADP offers care that strengthens the impact of harm reduction support, the compassion of the Motivational Interviewing approach and the positive outcomes of Cognitive Behavioral and Dialectical Behavioral interventions. To respond to student needs, ADP now offers Digital Wellbeing workshops to help students establish a healthy balance. ADP is part of the "On Call Behavioral Health Team" for Student Health and can quickly connect students to

What We Hear...

"I did not know what to expect but it was cool that it was supportive and confidential. They didn't tell me what to do or not to do — they just cared that I was being safe"

— Anonymous Student



Gauchos For Recovery Peer Educators

By the Numbers

1,684

Alcohol and Drug Counseling Visits

534

Gauchos For Recovery Meeting Contacts

570

Naloxone Training Participants

5,745

Life of the Party: Peer Educator Contacts

other campus resources and therapeutic care—an essential step that is needed now more than ever. The continued option of telehealth allows students to access care wherever they are.

CONNECTION TO EACH OTHER

The ADP team meets weekly to share challenges and successes, discuss best practices, support clinical consultations and plan campus and community events. ADP is also teaching a class in The Gevirtz Graduate School of Education (GGSE) titled: "Substance Use Disorders and Other Addictive Behaviors" and collaborates in a practicum program for students in their Counseling, Clinical and School Psychology Program.

CREATING THE “HOW” TO ADDRESS THE “WHY”

Moving the Mission Forward with Lasting Innovations

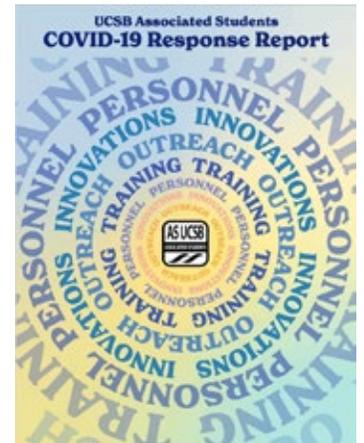
Associated Students (AS) determined early in the pandemic that anchoring its focus on the department’s “Why” (Mission to Serve) would be critical to addressing the challenges of “How.” Aligning with this year’s report theme, “Looking Back to Move Forward”, AS recognized great value in creating its COVID-19 Response Report to document and communicate how department staff and students delivered on its mission through extraordinary efforts and innovations that continue to provide significant benefits.

Report Structure

Following introductory statements by the AS Executive Director, department Directors, and the AS Student President, the report is structured to highlight a variety of areas across the department within sections that include:

- Personnel: ways AS staff and students adapted to managing employees, keeping students employed and engaged in leadership
- Training: efforts for moving training and career development to remote formats
- Innovations: approaches for addressing evolving challenges and the resulting benefits
- Outreach: creating new ways to reach students and keep them connected and informed
- Financials: reallocation of department funds to address challenges and support innovations

These sections highlight numerous case studies, including the excerpt below from the AS Program Board:



By the Numbers

60+

Groups Providing Students Services and Learning Opportunities

320+

Number of Students Employed

3,000

Students Currently Served Per Week by the AS Food Bank

CASE STUDY

As in past years, Program Board worked hard to find engaging, unique program offerings. Responding to students no longer being on campus, the board quickly shifted to providing quality programs virtually. In addition to live online music events, they offered a series of speakers, both serious and humorous, with Q&A sessions. They also launched some alternatives to their signature annual Extravaganza festival, including a live set by world renowned Gaucho alumnus DJ Steve Aoki. Students and staff learned to navigate both Zoom and Instagram Live platforms and developed operating procedures for each platform. It became evident that Program Board led the field in pivoting to online programming to the extent that they fielded calls from several other campuses wanting to know how they managed their impressive transition.

BUILDING ON A LEGACY

Rooted in Activism

The Office of Black Student Development (OBSD) serves as an affirming response to the demands of Black student activists from 1968, 2013, and the 2018 Black Student Union (BSU) Demands Teams. This year, OBSD celebrated the grand opening of its office during the All-GaUCHO Reunion Weekend. This momentous occasion connected UCSB's community of alumni, faculty, staff and students as they celebrated a crucial milestone for the department. At the opening, attendees had the opportunity to reflect on the movement led by multiple generations of student activists—advocating for increased representation, access to more resources and a physical space on campus. The event featured alumni from various years including Jena Pruitt, a 2013 BSU Demands Team Alumna. In her speech Jena stated, “The seeds for [OBSD] were planted years ago... these are just the blossoms, the flowers that we get to see now. The seeds had been long planted in rich soil.” The opening of the office represents both the physical building as a hub for the Black student community at UCSB, as well as the “building” of OBSD’s staff, programs and services.

OBSD strives to advance the experiences of all Black students, advocate for their needs, and foster their personal and academic achievement. We emerged from the pandemic throughout the 2021-2022 school year and hired three professional staff. The Office of Black Student Development continues to grow in the UCSB community, and we



2013 BSU Demands Team Alumna Jena Pruitt speaks at the OBSD grand opening

will always remember our roots—from 1968, 2013, and 2018—striving to cultivate an environment for future generations of Gauchos to blossom.

Highlights

Unique programs offered this year included an off-campus trip to Leimert Park to learn about historical and contemporary African-American art, music, and culture in Los Angeles as well as *Hiatus*, a recurring collaboration with the RCSGD created to support Black trans, gender non-conforming, and non-binary students.

Recurring programs are also offered such as *The Black Men's Barbershop Talk Series* and *A Tribe Called Sis* (a collaboration with CAPS which focuses on students' mental health and wellness), as well as the OBSD Vision Fellows (which pairs students with a faculty or staff member to work on a passion project of the student's choosing).

SURVIVOR SERVICES EXPERIENCE CONTINUED GROWTH

In-Person, Remote, & Hybrid Services—Our Work Remains the Same

CARE provides responsive and accessible services, 24 hours a day, in English and Spanish, to survivors of interpersonal violence. The fundamental practices of advocacy include crisis intervention, accompaniment, and facilitation of survivor rights. CARE supports survivors as they navigate their options and connect with resources, and serves as a trusted point of contact throughout the process. Confidential advocacy sessions with CARE supports survivors seeking emotional, academic, housing, medical, reporting, and/or financial support and guidance.

Services Provided

Academic Requests	2,424
Campus Support Referrals	337
Financial Assistance	382
Housing	372
Intake & Crisis Appointments	1,496
Law Enforcement Accompaniment	707
Legal & Criminal Navigation	726
Medical Accompaniment	210
Mental & Emotional Well-being	928
On-going Sessions	3,589
Safety Planning	67
Title IX & Student Conduct Processes	868

*AVERAGE OF 6 SERVICES PER CLIENT

Testimonials

“I made follow up appointments with my Advocate because she is incredibly reliable, and I felt genuinely supported by her and UCSB because of CARE & CAPS’ services. I am a graduating senior who worked the last 4 years to earn a degree. I deserve the degree, but I needed help with my deadlines, concentration, and healing.”

“You are doing an amazing job. I love that the advocates know who has what expertise and ask if you would like them to bring in someone else for further assistance. I felt truly supported and empowered during my appointments.”

General Department Information

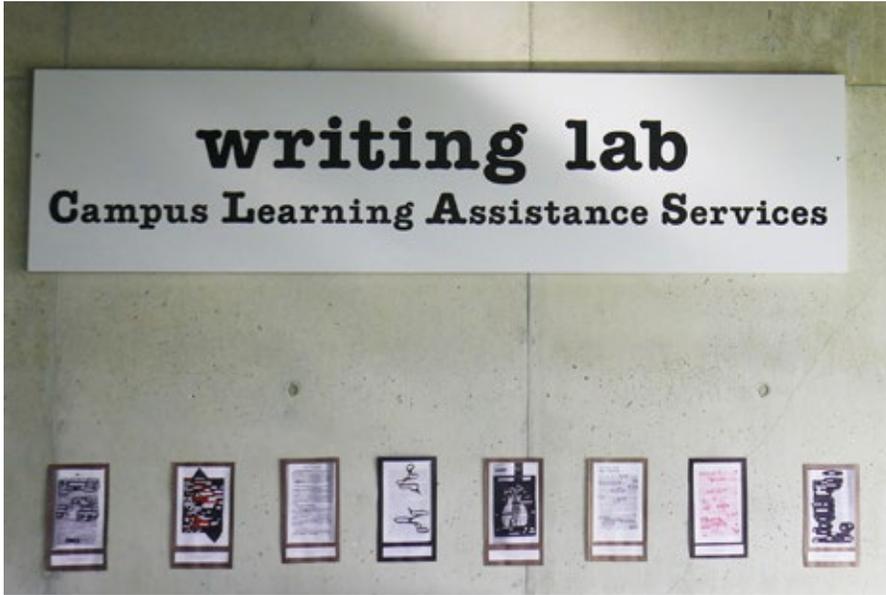
CARE’s mission is to provide professionally designed services for the prevention and intervention of sexual assault, relationship violence, stalking and harassment. All services are free and confidential and are available to students, staff, and faculty of all identities. Through policy development and community collaborations, we are committed to survivor empowerment and a public health approach for prevention.

Survivors Served

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
390	439	435	268	449

CONNECTING WITH TUTORING STAFF TO IMPROVE SERVICE

Using Self-Evaluations to Engage Tutors in the Learning Process



The tutor training that followed used Zoom breakout rooms for the specific tutoring issues revealed in the self-evaluation. This allowed participants to choose the topic they wanted to discuss with their peers, or move between topics if they wanted. At the end of the training, we closed the break out rooms to come together in a group discussion to reinforce what they had learned and share with those who might have chosen another topic.

After the training, one tutor remarked, "I really love how communicative you all are and how accessible you are for questions and concerns. It makes me feel safe and welcomed in the work environment.

I always feel comfortable voicing concerns or coming for help. I really appreciate this work environment and I just wanted to mention that!"

Developing a system that made the tutors feel supported while building community and inviting them to teach each other has reinforced our values and our mission.

Part of the CLAS mission is to engage students in the learning process and guide students towards discovering solutions to their problems. For Writing Services, CLAS saw the need for this to extend to our tutors as we provide them with professional development and skills for the future.

This year, the Writing Lab maintained hybrid services such as online appointments and in-person tutoring. This created unique challenges for our tutoring staff, such as maintaining relationships, communication, training, and adapting to change. For many tutors, their first quarter can be stressful and full of self-doubt. This inspired CLAS to rethink how we train and build community amongst the tutors.

We revised our tutor self-evaluation form to solicit feedback which yielded valuable responses and common themes surrounding Zoom fatigue, giving feedback, and active listening. We realized that organizing training around these topics would allow us to come together, normalize common feelings, and give tutoring staff tools to handle the obstacles they faced.

Writing Lab Numbers

21

Tutors

1,303

Students Served

2,520

Tutoring Sessions

TRAINING STUDENTS TO SERVE

Alumni Tracking Connects Students to Industry

Educate and empower ALL students and recent graduates to prepare for and pursue success—a lofty mission for a department of less than 20 staff members with half interacting directly with students and half supporting the department’s operations and employer engagement. How can we address the career development needs of ALL Gauchos? By empowering Gauchos themselves.

The Career Peer Advising team of 10 undergraduates and 1 graduate student provide the most appropriate and efficient career development services to UCSB students. After extensive training in helping skills and foundational career development knowledge, this team supports Gauchos to discover options, gain experience, get hired, and explore graduate school. Since Fall 2021, Career Peer Advisors have interacted with 1,000+ students and reviewed 500+ resumes and cover letters. Students are supported in-person or virtually through either pre-scheduled appointments or same-day drop-in services. The Career Peer Advisors are the most accessible career resource for students to get started on their career journey at UCSB and beyond.



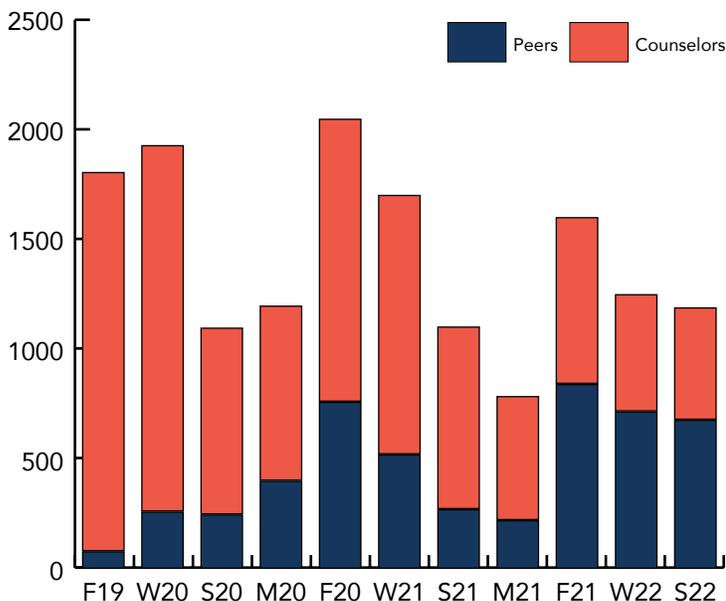
“The pandemic helped me to push the envelope and grow the diversity and depth of the services I could provide as a Graduate Career Peer to my colleagues.” —Vash Doshi

In addition to serving students directly, staff are connecting with faculty and student affairs departments across campus to reach more students. For instance, Vash Doshi, previous Graduate Career Peer Advisor and current Career Counselor, coordinated with the Office of International Students and Scholars to deliver quarterly workshops about non-academic employment for international graduate students.

With all of this effort, the Career Peer Advising team is not slowing down. They continue to add digital career content to our website for students to access 24/7 and complete UCSB’s graduate alumni tracking system that tracks every Ph.D. graduate over the past 10 years. This information will help our future students identify varied career paths available to them after graduation.

The strategies to prepare for and pursue success are already within every Gaucho. Our Career Peer Advising team helps students see that success is within reach and Career Services is here to support them.

Student Interactions



INCREASING MENTAL HEALTH

Moving Into a Hybrid Model of Care

The transition to teletherapy for Counseling & Psychological Services (CAPS) in 2020 was necessary to maintain accessibility and availability of mental health services to students. With the focus on these elements, decisions were made quickly and effectively so there was no lapse in services. In 2021, with more time to analyze data, and seek feedback from students and staff, CAPS chose to intentionally maintain most services remotely. Students were requesting stability and reliability. With the unknowns of continuing to live in a pandemic world, the department felt strongly that a teletherapy model would maintain those things for students. As the academic year progressed, it has been with an intentional focus on the future of a hybrid delivery model.

By the Numbers

2,800

Services Requests Through Online Portal

15%

of all UCSB Students Served

In 2022, staff experience, student needs, and student requests have demonstrated that a hybrid service delivery model provides students with access points that can be in-person or virtual. CAPS understands that many students have circumstances in which being able to reach their clinician in a safe, remote space, can also be a challenge. COVID-19 highlighted the many ways in which students experience inequity. CAPS wants to make sure that access to these important support services is maintained for all.

This year, CAPS has created 20-minute *Let's Talk* sessions with a clinician that can be scheduled on



Mental Health Peer Program space—lobby space and relaxation chairs.

Shoreline—the campus engagement platform. We also partnered with UWill to provide easier access to community referrals without an insurance component (costs covered for registered students). Additionally, CAPS provides privacy rooms for clients who may need a quiet, confidential space to have their teletherapy sessions, and has also re-opened the Mental Health Peer Program relaxation space.

The future of CAPS and mental health services lies in continued accessibility via a hybrid service delivery model.

FINDING OUR STRIDE POST-REMOTE LEARNING

A Triumphant Return to Reporting In-person

The 2020-2021 school year was incredibly tumultuous, but we learned just how resilient we all can be—the *Daily Nexus* was no exception.

In moments of crisis, students, staff, and Isla Vistas alike turned to the *Daily Nexus* for up-to-date information to stay safe, make informed decisions, and learn more about our vibrant community. When the campus administration announced a delay in Winter Quarter 2022 in-person instruction, over 21,000 people in one day turned to the *Daily Nexus* website for updates!

Daily Nexus reporters provided exclusive investigations covering critical topics such as the Munger Hall project and crime in Isla Vista.

Returning to in-person instruction offered even more learning opportunities. Editorial meetings and print nights brought insight and camaraderie. Our Diversity and Inclusion Chairs led newly-instituted meetings featuring identity and equity themes and how to improve coverage to better serve all communities. For the first time in two years, editors attended the Associated Collegiate Press National Media Conference and won national recognition for our coverage.

Through remote and in-person instruction, the *Nexus*' mission has remained the same: covering aspects of this unique home we call UCSB and Isla Vista, and reflecting the voices of our students.



Hannah Appel, *Daily Nexus* Production Editor, Class of 2022

By the Numbers

1,141

Weekly Newsletter Subscribers

8,450

Twitter Followers

367,000

Tweet Impressions

4,913

Instagram Followers

50,000+

Print Copies Distributed

471,000+

Website Page Views This School Year

Testimonial

“Coming back to in-person after over a year of remote work was like night and day. Being able to see our coworkers and friends makes all of us feel more connected, and has brought back the rich and vibrant environment that the *Nexus* knows and loves!”

—Hannah Appel, *Daily Nexus* Production Editor,
Class of 2022

UNIQUE SERVICES FOR UNIQUE CHALLENGES

Welcoming Second-Year Students to Campus for the First Time

After a full year of remote instruction, our second-year students were as new to the campus this past fall as our first-year students, but not quite. They had taken three quarters worth of classes and exams, had navigated academic advising and enrollment tasks—but many had never set foot on the campus, let alone experienced campus life. The Office of the Dean of Students collaborated with colleagues across campus to create a series of welcome events geared toward the unique needs of this unprecedented class.

Welcome Back Lunch for Second-Year Students

Over 1,600 sophomores and second-year transfer students joined us for a welcome lunch in Storke Plaza during Week of Welcome. They were greeted by numerous University staff, as well as the Vice Chancellor for Student Affairs. Students enjoyed lunch, a resource fair, meeting other second-years, and gifts! To build class connections, students were given a water bottle printed with their graduation year. They also received welcome packets from Associated Students, UCSB pins and stickers, face masks, and t-shirts. Tours of campus and Isla Vista were also offered to participants and were very popular. Perhaps most importantly, students registered for the event on Shoreline, using our campus engagement platform for their first in-person event.

Second-Year Flocks

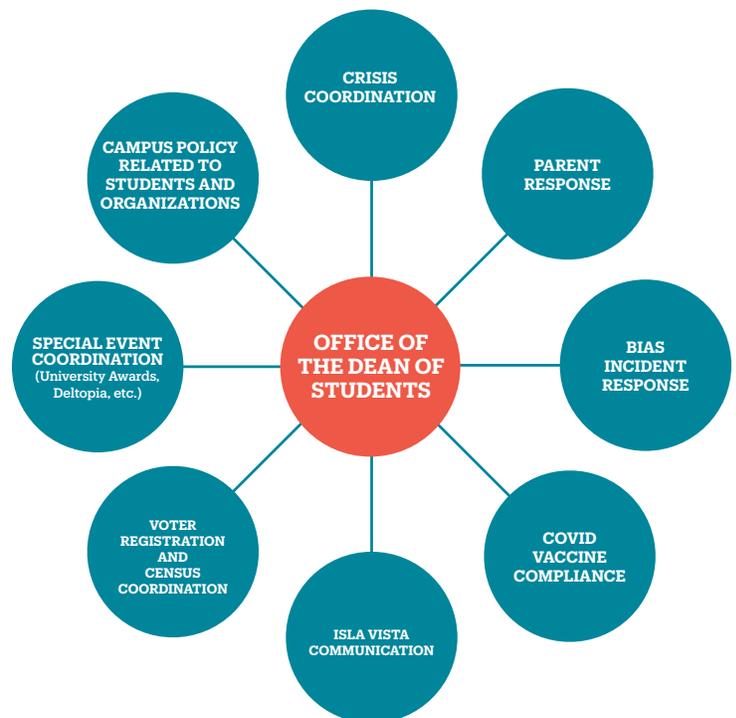
Close to 300 second-year students joined one of over 20 “flocks” this past fall. Inspired by the popular pandemic idea of “pods,” the Office of the Dean of Students partnered with colleagues across campus to offer students the opportunity to get connected to a smaller group of second-year students to build social and academic connections. Flock leaders were campus staff who were paired with an experienced student leader. They met weekly with their flocks



Second Year students were welcomed to campus for the first time at Storke plaza in Fall 2021

and discussed topics such as: time management and study skills, getting involved, community engagement, and campus resources.

The Office of the Dean of Students is made of nine high-level staff dealing with time-sensitive issues such as:



MOVING FORWARD

Remote Instruction Accommodations for Students with Disabilities

The pandemic necessitated a change in the modality of instruction. Previously, the lack of infrastructure and technology prevented remote access as a disability-related accommodation. However, the pivot to remote education during the pandemic demonstrated that faculty flexibility, technological support, and curriculum design resources were available. The return to in-person instruction compelled a reconsideration of services with new instruction modalities.

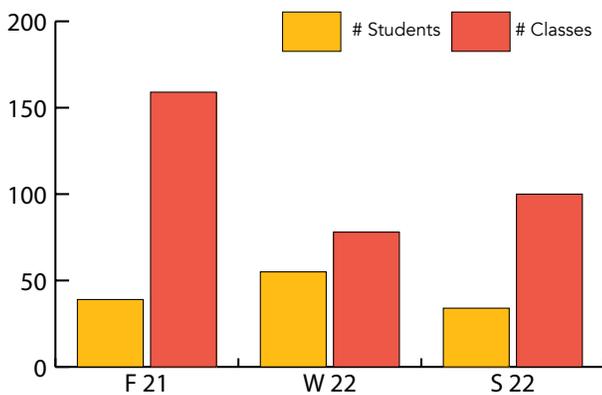
In consultation with Disability Service departments across the UC system, the Office of the President, and research on nationwide best practices, the Disabled Students Program (DSP) developed a framework for evaluating Remote Instruction and Access as an Accommodation (RIAA) requests. Beginning fall 2021, DSP began considering whether remote instruction may be the only accommodation allowing equal access to education for certain students.

reasonable accommodation when no other accommodations could provide access.

Faculty Consultation

Upon RIAA approval, the disability specialists contacted each course instructor to explore whether the accommodation would create a fundamental alteration to their course. They also discussed the logistics of remote access to allow for synchronous streaming, online attendance, participation, and exam administration. DSP implemented these processes to minimize the impact on our faculty.

RIAA 2021-2022



RIAA Evaluation

Initial contextualization of RIAA requests relied on specific RIAA forms created for students and providers. Each request required examining diagnosed conditions, symptom severity, and resulting functional limitations. Exploration of other accommodations ensured that all supports had been considered. Disability specialists determined RIAA was a



Access Ambassador Implementation

DSP deployed Access Ambassadors (AAs), student employees who attended classes equipped with a webcam-enabled device that streamed the lecture via Zoom to afford synchronous attendance. In addition, the AAs joined groups, relayed questions from the chat window, and provided detailed pictures of writing on chalkboards as needed. The AA served as in-class proxies for the RIAA student in fluid environments.

Early Academic Outreach Program

RETOOLING TO GO VIRTUAL AND BACK AGAIN

Bringing the UC to First-Generation Students and Their Families

Over the past two years, Early Academic Outreach Program (EAOP) has retooled our entire workshop portfolio. We converted to virtual platforms and recordings, and then did it all again for return to in-person instruction. Due to transitions, changes, and restrictions that directly impacted EAOP programming and staff/student engagement opportunities, EAOP also re-envisioned several of our high-impact programming. We were successful due to the talents and dedication of our staff. They have researched, developed curriculum, and used their creativity to design and update program materials.

In lieu of conducting our in-person Education Leadership and Careers Conference, we transitioned key components into a virtual event, the *Future Me* series. Instead of 21 speakers, EAOP coordinated four virtual events that allowed participants to engage directly with professionals and graduate students to learn about majors and careers in Education, Health, Sustainability, and Brain Sciences.

The long-standing SAT Prep Academies became obsolete almost overnight due to a change in admissions policies. We took this opportunity to develop a new curriculum. The first virtual EAOP Study Skills

Services Provided

AT HIGH SCHOOLS	1,421
AT MIDDLE SCHOOLS	176
COLLEGE READINESS ACADEMIES (CRA)	10
CRA PARTICIPANTS	200
CSU/UC/PRIVATE UNIVERSITY APPLICATION ASSISTANCE	360 (25.3%)



Santa Maria High School 2022 graduates and future UC students!

Academy was born and took place across all service schools with 107 participants.

Our new service model allows staff to support first-generation students and their families where they are; providing in-person services at their schools. One key in-person highlight for EAOP is UC Success Night (UCSN). UCSN celebrates UC Admitted students for their academic achievement. These events moved from a sit-down awards dinner to a DJ-playing, balloon-arched, cheerleader-drive-thru event! Drive-thru events were also implemented to recognize the academic success of students in other grade levels for being “A-G on-track”. Transitioning back to in-person services, we have new variations in our toolbox to celebrate students.

EAOP provides thousands of services each year, yet the most impactful are meeting students face-to-face and sharing critical information on the steps they need to take to achieve their higher education goals. The EAOP mission is geared towards helping first-generation students attain their higher education degree so they become economic contributors and future leaders in their communities.

PARENTING WHILE IN COLLEGE

Child Care Access Means Parents in School (CCAMPIS)

The UCSB CCAMPIS program supports the participation of parents in post-secondary education by providing campus-based child care services. The UCSB CCAMPIS Program goals and objectives are designed to promote enrollment, persistence and graduation of low-income student parents. To achieve these overall goals, the primary focus of CCAMPIS is increasing affordability, accessibility, and quality of campus-based childcare services for student parents.

The CCAMPIS program is designed to:

1. Connect with all student parents as they enter or plan to enter the UCSB system.
2. Identify student parents with highest need.
3. Assess specific needs for support.
4. Provide ongoing targeted assistance through to graduation.

Services are made available to all student parents at UCSB. The CCAMPIS program provides: childcare tuition subsidies, outreach and resource materials, partnerships on and off campus, and parent education. A program evaluation is conducted using surveys and mailing lists in order to better understand



and support the needs of our UCSB student parent population.

UCSB student parents participating in CCAMPIS self-reported that they were able to attend class, take earlier/later classes, have additional study time, obtain tutoring assistance, advising, and counseling support, spend more time in the library and computer lab, and participate in group study projects or meetings.

By the Numbers

19

Student Families Participated in CCAMPIS

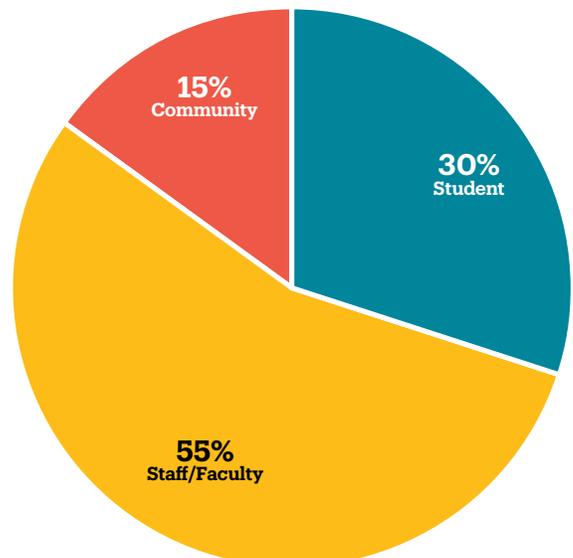
48,952

Childcare Hours were Provided with CCAMPIS Funds

\$162,120

Provided in Total Subsidies

ECCES Families



PERSISTENCE AND PERSEVERANCE THROUGH A PANDEMIC

Pivoting to the Needs of the Moment

What a year! During summer 2021 and for the second year in a row, EOP offered our signature summer programs in a virtual format. When fall quarter arrived, we shifted back to in-person student services while maintaining remote and hybrid options for our students and staff. Although we intended to continue in this fashion, COVID-19 required us to return to fully-remote services and programs during the last three weeks of January and into the first week of February. Once spring quarter arrived, we shifted again to offer our services in a hybrid format.



Pre-Enrollment Manager/EOP Counselor, Ozzie Espinoza, welcomed students and their families during a small campus open house event.

Our legacy of perseverance, coupled with our mission of service, inspires and guides us to continue providing holistic support for our students.

Amidst an ongoing pandemic—significant staffing changes, mid-year student-staff hires, and pivoting from in-person to remote, to hybrid with some in-person—student support now lives in multiple modalities. Many of our services, such as counseling, are now available in-person, on the phone, on

By the Numbers

3,447

Student appointments

272

AS/EOP Grants awarded for a total of

\$146,506

16

Basic Needs grants awarded for a total of

\$13,537

video, and even via chat. Some services returned and improved with increased access such as our hybrid Open House event: welcoming over 10,000 participants back to campus physically and on video. We reinitiated annual events such as EOP Fall Welcome, Black Family Weekend, Celebración de la Familia, and Harvest Dinner, and hosted them outdoors.

Collaborations across campus with our partners in Letters & Science, Counseling and Psychological Services, Career Services, the Office of Black Student Development, the ONDAS and Transfer Student Centers, and Financial Aid / Basic Needs services were also revitalized. Cross training, special programs, and immediate support are now provided across multiple platforms. The return to in-person events such as the EOP / First Gen Graduation and the Comunidad Latinx Graduación saw over 800 students celebrate their accomplishments! With all the adjustments, our services have transcended and transformed to meet students' needs when and where they occur.

NURTURING A STRONG FUTURE OF EMPLOYMENT

The Work-Study Program

UCSB has celebrated a longstanding tradition of collaboration through our Federal and Institutional Work-Study programs. A well-oiled machine, Work-Study is often overlooked as a routine part of our campus community life. In fact, Work-Study has faced significant disruptions and threats in recent years. It is a multifaceted entity that relies on all constituents to function. During a year when many Work-Study programs throughout the nation effectively shut down, our solid foundation held us steadfast and allowed us to innovate and grow. We were able to adapt to new and varied needs while supporting our community and ensuring a renewed future for the program.

Work-Study is one of the most exciting financial aid programs because it touches so many things we care about when supporting and employing students. The Office of Financial Aid and Scholarships (OFAS) is fortunate to administer this community-building program that provides students access to meaningful work and subsidies for employers with limited budgets.

During this past year, OFAS has invested in our campus through the Work-Study program with continued support and novel initiatives alike. Some of our most exciting endeavors have been:

- Subsidy increases for all employers to 75% of student earnings.
- Digitization of the employer and hiring processes.
- Extended timelines for hiring and for departments to complete retroactive changes.
- New reports to help departments utilize more Work-Study funding.

During this period of financial uncertainty with rising inflation and so many unknowns, we can be



Work-Study Peer Advisor in OFAS

confident our Work-Study program will continue to thrive and support our students, campus and community into a strong, new future of employment.

By the Numbers

37%

more students employed in UCSB department work-study positions (898 total)

14%

increase in students working for community employers

7

new local employers, many serving the Isla Vista community

University Award Recipients



Emily Elizabeth Lopez

Thomas More Storke Award for Excellence

A hallmark of Emily Lopez's extraordinary journey through UCSB was that she took full advantage of the intellectual vitality of the University while simultaneously devoting herself to improving the experiences of underrepresented students in her field. Entering as an eager new Creative Studies mathematician, with interests in applied mathematics, equitable machine learning, mathematical modeling, and mathematics for social justice, Emily was one of just seven other women and the only Latina in her cohort of twenty-two. Moreover, despite a perfect 4.0 GPA from her community college years, her mathematical preparation was not on par with many other students in the program. Emily was co-nominated by five faculty members for this award - showing her pride as a mathematician, barrier breaker, and model of possibility for countless others.



Michael Zargari

Jeremy D. Friedman Memorial Award

Michael used his data-driven, efficiency-focused mind to create change and improve the lives of all students. As a frosh student, Michael founded the Promise Scholar Advisory Board. He also made significant contributions to health access for students, serving on both the Student Health Advisory Committee and the Student Health Insurance Plan Advisory Committee, as well as the system-wide UCSHIP committee. He served on the Student Fee Advisory Committee (SFAC) for 3 years, 2 of them as chair. Michael also worked as a Senior Business Analyst for the Associated Students Office of the Controller. On the academic front, Michael made meaningful contributions to research at UCSB. He created and carried out a joint survey to assess student mental health before and after completion of Economics courses, compiled the findings, presented his work, and made recommendations regarding policy changes to improve student wellbeing.



Hugh Darius David Cook

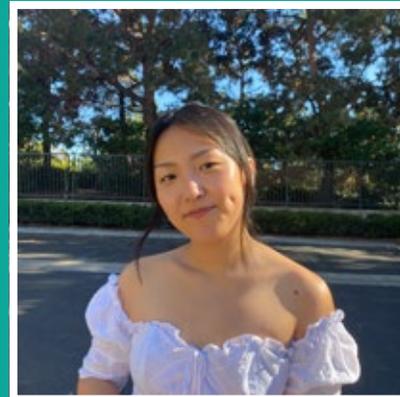
Alyce Marita Whitted Memorial Award

Known for his "thoughtful and caring heart," Hugh dedicated his time at UCSB to helping students in recovery. In his position as Peer Recovery Intern for Gauchos for Recovery, he created a safer community through overdose prevention education, mentorship of peers who were struggling or early on in their journey, and production of several poignant and far-reaching articles and blog posts for the Alcohol and Drug Program. Through working with this program, he was also able to testify in front of the California State Assembly as an advocate for the needs of college students in recovery.

Vonnie Feng Wei

Yonie Harris Award for Civility in Public Discourse

Vonnie spent their time at UCSB as an impactful change agent working with marginalized communities and identities on campus. They found their home at our MultiCultural Center (MCC), where they held a number of critical leadership positions over the course of four years. As a Jackson Scholarship Intern, Vonnie provided a platform for intersectional social justice issues to be highlighted and engaged with by diverse communities and identities on campus. In this role they helped plan the annual Social Justice Conference. Vonnie's influential spirit ensured all students could attend, find a civil and respectful place to explore their thoughts and beliefs, and feel that they had a seat at the table.



Timnit Kefela

Michael D. Young Engaged Scholar Award

Having experienced being the "first" in many categories, including being the first Black woman in the history of her Bren School of Environmental Science and Management. Her groundbreaking work in the analysis of plastic pollution has come at a time when our society faces an increasingly dire need to clean up our water and soil. She created podcasts, spoke at events, gave workshops, and found creative ways to engage in public scholarship. Not only did Timnit excel in her own pursuits, but she also dedicated an enormous amount of time to mentoring over 60 young scientists from underrepresented backgrounds, advocated for educational equity and mental health support for graduate students of color, and co-created a mentoring toolkit designed to help research mentors understand and support minoritized undergraduates in STEM.



Ryan "Flaco" Rising

Michael D. Young Engaged Scholar Award

Ryan's extraordinary service to his fellow students and this campus began three years ago when he arrived at UCSB as a transfer student with clear goals and precise plans. Never one to be afraid to stand up or ask for what he or his constituents needed, Ryan co-founded Gaucho Underground Scholars, an organization to train formerly incarcerated student activists to become leaders in the movement for social justice. The program was so successful that it garnered both donor and University support, and Ryan was eventually hired as the first Gaucho Underground Scholars program coordinator. He worked tirelessly to create upward mobility for formerly incarcerated and gang-involved individuals, while still maintaining an exceptional academic record himself. In addition to his activism and service work, Ryan was also a Raab writing fellow and a McNair Scholar.



Gaucho Tour Association Campus Organization of the Year

Margaret T. Getman Service to Students Award Recipients



ANGELA PITENIS
Materials



MICHAEL MILLER
Enrollment Services



LAURY OAKS
Feminist Studies



VIRGINIA BEAUFORT
Undergraduate
Education



TRICIA RASCON
Orientation Programs &
Parent Services



JAYNE REIMEL
Visitor Center,
Office of Admissions

William J. Villa Departmental Service to Students Award Recipients



**EARLY CHILDHOOD CARE &
EDUCATION SERVICES**



OFFICE OF THE REGISTRAR

PARTNERING TO ENHANCE STUDENT SERVICES

Connecting Donors with Departments

This year we met with every Student Affairs department to understand and assist them in reaching their program goals. Our team works with department leaders to fundraise, design appeals, and launch program-focused Gaucho Boost crowdfunding campaigns. We utilize the alumni database to invite former students to connect with departments, increase funding, and participate in events.

Our team expanded and developed new relationships with local foundations: the Mosher Foundation, the Fund for Santa Barbara, and the Santa Barbara Foundation. With these partnerships, we secured grant funding for emerging needs and new initiatives to support the Promise Scholars Program, Basic Needs and Rapid Rehousing, Gaucho Underground Scholars, Early Childhood Care and Education Services, and more.

We moved our in-person events to virtual events to improve access to donors. For example, the Rowing Team faced a financial challenge when planning to attend the American Collegiate Rowing Association's (ACRA) national competition in May 2022. We strategized with the leadership and coaching team to host an alumni Zoom to increase donor support. The team met virtually with alumni, student athletes shared their experiences of training virtually and their aspirations for attending



A group of our Promise Scholars attending an Arts and Lectures Event Spring Quarter. The Promise Scholars program empowers high-achieving students from households whose annual income is at or below the national poverty level by funding their education in full. It is the first of its kind and has provided new opportunities for over 760 students since its inception.

ACRA which helped alumni understand the need for financial support.

We also work with departments across the Division to understand and address students' immediate needs. The Undocumented Student Services leadership informed us of students' increased need for grocery vouchers just as we planned to launch a year-end appeal to donors. We shifted the message and focused on this urgent issue, and quickly raised over \$2,800 from 18 private donors to support food security.

Our team consists of four members who, in partnership with all of the Division, have helped raise over \$2 million for Fiscal Year 2021-22 for over 107 different funds within the Division of Student Affairs.

MOVING INTO A NEW HOME

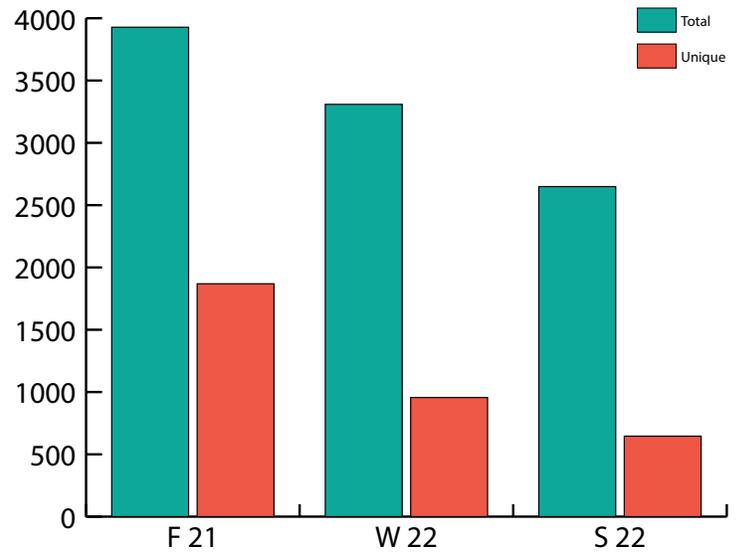
Campus Wellness Center Now Open

For 44 years, Health & Wellness was located in the Student Health Service's building. However, there was an apparent need for a more centrally located space and easily accessible wellness services on campus. With the breadth and depth of programs offered, we outgrew our original home.

Health & Wellness is now co-located with the Women's Center in the Student Resource Building. Everyday, students can find a variety of programs and services in the space. Regularly scheduled, multi-week programs include UCSB Cooks, The Body Project, Koru Mindfulness, and The Happiness Challenge Team. The center also provides free fruit, tea, snacks and drop-in wellness like guided meditations, chair massage and other stress reduction services. There is something for every student's wellness goals.

Health and Wellness hopes this center will be a place where students can connect with a supportive community for strengthening individual and collective well-being. Balance is critical to all of our success and this center will provide students with a space to rest, recharge their minds and bodies, while learning about their personal needs as well as resources available to them across campus.

Event Attendance



Director's Note

“Having a wellness center for students has been a long desired goal and we are so grateful to offer students a place focused on wellness, but also to have a physical space on campus that serves as a reminder to all of our campus community that dedicating time to caring for ourselves is essential for our overall well-being and success.”

—Sharleen O'Brien
Associate Dean & Director of Health & Wellness



Student, Genesis Hernandez enjoys the new Health & Wellness tea station

EMBRACING THE NEW NORMAL

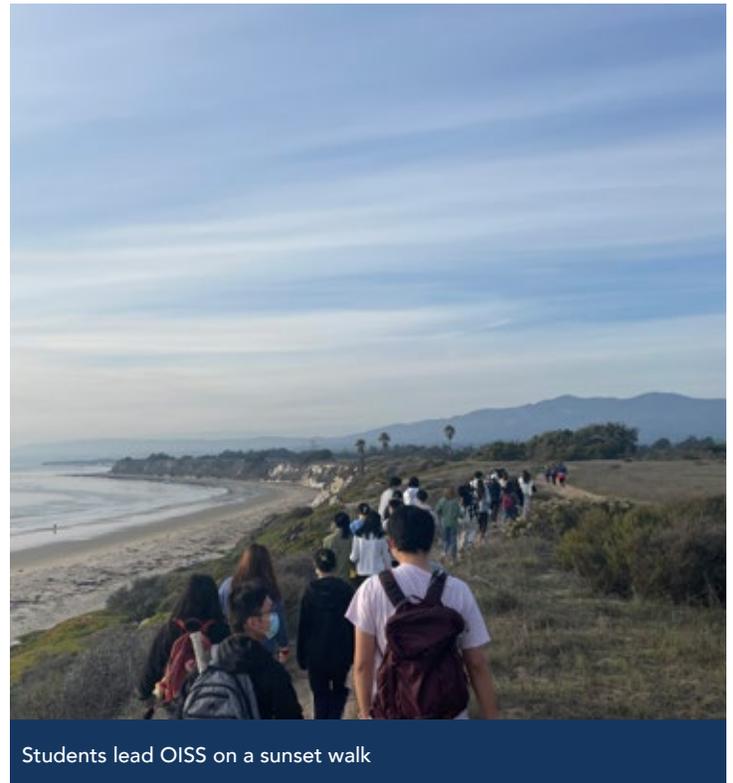
Continuing Remote Services in a Hybrid Model

During remote instruction, many international students and scholars were physically located outside of the United States. To support students from a distance, we shifted to online advising services. The Office of International Students and Scholars (OISS) implemented UCSBGlobal in February 2021. This new platform allows international students, scholars, and UCSB departments to submit, review, approve, and track requests related to their visas securely online. All UCSBGlobal users can submit requests at any time, from anywhere.

In addition to alleviating the inconveniences of submitting paper forms, the use of UCSBGlobal has increased advisors' processing efficiency. UCSBGlobal interfaces seamlessly with the government's Student and Exchange Visitor Information System (SEVIS), eliminating previous delays due to duplicated data entry. Some requests can be processed up to 50% faster using UCSBGlobal. Less time processing requests allows advisors more time for meaningful connections with students and scholars, professional development on and off campus, passion projects, increased participation in programming, and higher engagement with collaborators.

OISS also began hosting virtual front desk drop-ins to answer students' general questions, and provide immediate support. With no appointment necessary, students had direct access to an immigration advisor at different times of the day. Student and scholar appointments pivoted to Zoom meetings, negating the need to be physically present in the U.S. to meet with an immigration advisor. With the return of in-person instruction, many students continued Zoom appointments when given the choice. OISS now offers both in-person and virtual drop-ins and appointments to meet all students' and scholars' needs.

Technology has increased our ability to serve international students and scholars, whether they are already on campus or on their way.



By the Numbers

4,437

Total International Student Population

241

Total International J-1 Scholar Population

96

H-1B Scholar Population

50%

more efficient
when processing immigration requests in
UCSBGlobal versus previous operating system

COMMUNITY IS AT THE HEART

Revitalizing and Healing Our Communities

When UCSB reopened in Fall 2021, one of the primary challenges for the MultiCultural Center was creating a welcoming environment in which to bring back students. The return brought a mix of eagerness to be back in-person, along with uncertainty of how to navigate different social interactions and spaces. To address this challenge, the MCC focused on revitalizing and healing with the communities we serve and to honor new and existing connections between students, staff, and faculty.

To foster comfort, safety, and attentiveness toward access needs, we offered 50 calendar events in-person and online during the academic year, which yielded 2,964 total attendees. These options allowed everyone to engage with our services at their own pace, while providing a means to connect with the content and others in attendance. For example, while films and lectures were offered on Zoom, our Open Mic events were hosted in-person to offer attendees a space to share casual conversations, laughter, and spotlight talented community members.



Poetry as a Form of Healing Workshop with Keith Mar, MCC Fall Staff Retreat, September 2021



In collaboration with other partners, we also offered the Mindfulness for Social Justice Series, a weekly discussion for Queer, Trans, Black, Indigenous, and People of Color (QTBIPOC) students and UCSB community members. Attendees explored and developed mindfulness tools to combat burnout and promote self and community care.

We also implemented this community-centered approach for our annual student staff retreat. After working remotely as a team for the past 2 years, it was crucial that our staff and students came together to ground and center our individual selves and the collective. To better represent our communities and

programs, we immersed ourselves into 11 powerful, restorative workshops and community-building activities over two days. One student captured the general sentiment shared by those in attendance, “I am reminded of all the people and communities/spaces in my corner rooting for me and who I can turn to in times of need.”

SUPPORTING STUDENT PARENTS

Family-Friendly Activities In-Person and Remote

Student parents are one of the key constituencies served by the Non-Traditional Student Resource Center (NTSRC). Non-traditional students are defined as those who are over age 24, re-entering students, married/partnered students, veterans, and student parents. Approximately 750 students with dependent children are enrolled at UCSB. Often these students face unique challenges while balancing their academic pursuits and family responsibilities. The NTSRC routinely hosts child-friendly activities that student parents can attend with their children, meet other student parents, and find a supportive community.



This year, the NTSRC provided a variety of both in-person events and take-home activities for student parents. We held a pumpkin festival at Storke family housing, where children were provided with pumpkins, painting supplies, and Halloween-themed coloring pages and stickers. When COVID concerns increased, we offered take-home Valentine’s Day craft kits – particularly for parents with younger children who were not yet vaccinated. We returned to in-person programming with a trip to UCSB’s REEF teaching aquarium, where children learned about marine life and were able to hold lobsters, starfish, and other sea creatures. We also welcomed children, family, and friends to our graduation banquet.

Impact of Effort

NTSRC events average 30 students plus their children and family members. Attendees comment on the support, recognition, and sense of community that they experience. One student said, “This event was really fun and beautifully put together. My husband and I had a wonderful time; we felt special and seen as non-traditional students. Non-traditional students face a different set of challenges on their educational journey, and it was nice for this to be highlighted.” Student parents really appreciated the shifting strategies for take-home resources, one said, “Great! I appreciated the different crafts and supplies in the bag and my kids loved them! Thank you for organizing the event and for making it special for our children.”

By the Numbers

600

Undergraduate Students with Dependents Served

140+

Graduate Students with Dependents Served

\$14,175

Community Affairs Board Childcare Grants Awarded to Student Parents

60+

Priority Registration Slots for Undergraduate Students with Young Children

25

Weekly Coffee Hours with Academic Advisors

CREATING CONNECTIONS

Summer Program Improvements: Implementing Lessons Learned

Due to the COVID-19 pandemic, Orientation Programs & Parent Services implemented a fully online orientation program for incoming students and their families for a second summer. By attending an orientation program, students learn the academic graduation requirements they need to complete, are introduced to available support services, resources, and programs, and begin to build bonds with their fellow classmates. Going into a second summer of online programming, our department had two main goals: deepen opportunities for participants to connect with each other, and further develop programs that serve diverse communities.

To meet the first goal, training for orientation staff gave increased attention to facilitation and engagement techniques and strategies, which contributed to higher attendance at several sessions. We adjusted our advising model to place Orientation staffers into pairs for academic advising sessions, increasing the number of students each participant will meet. The second goal was achieved by creating the virtual International Freshman Online Orientation Program and the virtual Spanish Parent & Family Orientation, which better met the needs and expectations of participants and ensured they had access to important resources and information.

Implementing Lessons Learned

The online orientation experience allows access for students and families who have traditionally been unable to participate due to either visa, financial, or travel restrictions. The Spanish Parents & Family program and International Freshman sessions allows us to experiment with the co-staffer model for distributing academic advising information, foster a greater opportunity for students to meet each other, and continue to evolve with students' needs.



2021 Orientation Staffers

By the Numbers

6,700

student participants

4,905

parent participants

12

Frosh programs (2-day)

5

Transfer programs (1-day)

3

International student programs (1-day)

2

Spanish Parents & Family programs (1-day)

100+

hours of student staff training

ENSURING RECREATION ACCESS

Affordable Resources so Everyone Can Learn and Have Fun

The Department of Recreation offers thousands of hours of programming to enhance the student experience. Staff evaluated access to programming to determine if improvements could be made that would impact the department’s commitment to diversity, equity, and inclusion. Analysis suggested that identifying more funding sources for program participation would result in increased accessibility for students for whom cost was a barrier.

The Department secured funding to provide scholarships for swim lessons, sailing, SCUBA certification, and lifeguard certification as well as options for no-cost access to camping equipment rentals.

Prior to 2020, UCSB offered swim classes where students could earn academic credit. These classes were discontinued due to restructuring, leaving some students without an affordable option to learn this life saving skill. A grant from the Associated Students Coastal Fund provided financing for swim lessons to be offered at reduced prices for those demonstrating financial need.

In an effort to make camping accessible to all, UCSB Adventure Programs partnered with the student organization, Making Adventures Possible for All Students (MAPAS), and The Healthy Campus Network to provide MAPAS members with free



Swim Lesson Scholarship Applicant

Testimonial

“I can’t swim and no one in my family knows how to swim either. I think if at least I knew how to swim I might be able to help my younger siblings learn. Also, not knowing how to swim keeps me from doing so many fun activities at UCSB.”

— Jazmin M., Class of 2025

access to camping equipment. A similar partnership exists with the UCSB Earth Science Department to supply students with gear for academic field trips.

Students interested in becoming research SCUBA divers can now apply for the DIVERsity program through the Marine Science Institute where they can have costs covered for a Department of Recreation SCUBA certification class.

Through internal funding, students interested in becoming lifeguards can become certified at no cost if they commit to working as Department of Recreation lifeguards for a set amount of time.

UCSB is filled with resources to recreate, we are proud to change our systems to increase access for students.



UCSB Adventure Programs Rental Center

ANSWERING THE CALL

Providing Enhanced Service to Students

The Office of the Registrar establishes and maintains the academic records of the University, and provides students with the enrollment services necessary to attain their educational goals. As we prepared to return to campus in the Fall of 2021, we instituted additional ways for students to get in contact with our office. Prior to transitioning to fully remote work in 2020, our office offered phone, email, and in-person services. In Fall 2021, our office went live with systems for phone call-backs, phone appointments, video appointments (using Zoom), in-person appointments, in-person drop-ins, and email. To assess the effectiveness of these additional service modalities, we also implemented a three-question survey to everyone who contacted our office via phone call-backs, phone appointments, video appointments (using Zoom), and in-person appointments.



Student peers assist with questions and signing students up for QLess

By the Numbers

24,000+

Official Transcripts Ordered

91.8%

Transcripts Delivered via Secure PDF

7,000+

Diplomas Printed

2,100+

Undergraduate Students
Readmitted to Continue Their Degree

6,100+

Major Changes Processed

As of June 2022, we received almost 800 survey responses. When asked, “Based on your most recent interaction, how easy or difficult was it to get in contact with the UCSB Office of the Registrar?” 66% of respondents rated “extremely easy” or “somewhat easy.” Most students choose our phone call-back system, which accounted for 90.6% of all survey respondents. When asked, “Please rate your satisfaction with the service delivery method (phone call-back, Zoom virtual appointment, or in-office appointment)” more than 70% responded “extremely satisfied” or “moderately satisfied.”

Since these methods of contact are new for this academic year, we will continue to assess and evaluate the effectiveness of our contact modalities to continue to meet the needs of current and former students.

By offering a variety of contact modalities for students to use, the Office of the Registrar can continue to provide responsive service to all UCSB students.

REVITALIZING OUR LGBTQIA2S+ COMMUNITIES

Rebuilding Community After Remote Learning Isolation

This academic year, after returning from 18 months of remote learning, the Resource Center for Sexual & Gender Diversity (RCSGD) paid special attention to re-creating essential in-person gatherings that promote resilience, joy, healing, and bring LGBTQIA2S+ communities together again. In Fall 2021 & Winter 2022, the RCSGD hosted 110 events with an estimated total of 1,261 attendees. These events reached previously underserved and unattended-to communities, increasing the number and range of people the RCSGD is able to serve.



Trans & Nonbinary Empowerment Hours Painting the Night Away Event, Fall 2021

Testimonials

“The RCSGD has helped me to find a community of people who are intent on loving and supporting each other in all of their endeavors, something I wouldn’t have found otherwise.”

— Trans & Nonbinary Empowerment Hours
Student Feedback Winter 2022

“I loved it!! One of my fellow attendees remarked, ‘This is probably the most ace/aro people I’ve ever seen in one place,’ and I have to agree. It was remarkable, and it felt incredibly affirming!”

— Ace/Aro Coffee Meetup Event
Student Feedback Winter 2022

The RCSGD’s staff created intentional programming that addressed the needs of students from under-represented populations. The Indigenous Empowerment Coordinator began rebuilding community connections with Indigenous, Indigiqueer, Native, and Two-Spirit students through Two-Spirit Empowerment Hours. The Trans & Nonbinary Empowerment Coordinator engaged our largest ever group of trans and non-binary students and launched the RCSGD’s first-ever event dedicated to Asexual and Aromantic students, providing spaces centered on community building and healing.

The RCSGD is incredibly grateful to support such an amazing group of LGBTQIA2S+ students, staff, and faculty at UCSB this year. We hope to expand our reach and resources in the future as we continue to recover from the isolation of the COVID-19 pandemic.

STRATEGIC THINKING INTO ACTION

Technology, New Leaders, and Collaborations Move Us Forward

The pandemic, remote work, and their impact on service delivery required thoughtful analysis about mission continuity. To accomplish the respective goals of the nine departments in the Student Academic Support Services (SASS) cluster, we redefined business and service operations. What emerged was a redirection of current practice, partnerships, and deconstruction of silos.

Take Technology Forward

The shift from in-person services to greater use of informational technology (IT) allowed for students to conduct business and meet with specialists, counselors, advisors, instructors, and other staff remotely. SASS departments offered advising appointments and instruction outside of business hours for students in different time zones/areas, or in quarantine due to COVID-19. The convenience and necessity of online or after-hours access will persist. We will continue to take technology forward, and explore all IT tools available for service delivery.

Leaders Exist Throughout the Organization

Staff shifts to new work environments, and different work and home priorities necessitated new approaches and organizational collaborations. A valuable lesson we learned was that the next generation of leaders is already here. Shifting to new modalities allowed for fresh ideas, innovative collaborations and new experts to emerge and lead. We rallied together and broke department silos;



Teams Win Championships

our administrative staff showed themselves to be capable beyond measure in demanding circumstances. Staff both gave help and received help. The result is a greater awareness and practice of collaboration amongst staff.

Collaborations are Critical

As we “resume campus work life” in all of its modalities, we are prioritizing our collective efforts with a wider range of partners such as the Chancellor’s Advisory Group on Childcare, work with academic partners to explore new IT platforms, serving on the UC Students With Disabilities Work Group, and aiding our division with the campus’s new Chart of Accounts for consistency of financial analysis and business processes.

Moving from the pandemic response to updated services, we learned that getting out of silos strengthens our efforts. We both extend our reach when we collaborate and use technology.

STREAMLINED PROCESS, RESPONSE, AND CLOSURE

Utilizing Technology to Improve Processes

The Office of Student Conduct (OSC) continues its commitment to addressing social, behavioral, and academic integrity incident response. In service to the UCSB community, we implement educational sanctions and alternative-case resolutions. As on-site operations commenced in Fall 2021, OSC continued to provide efficient service by utilizing a variety of hybrid processes such as electronic disciplinary verifications and a Hearing Officer Adjudication (HOA) model. Through the implementation of these processes, the review of cases was expedited and the process of requesting formal disciplinary clearance streamlined.

OSC also developed a paperless process for affiliates requesting disciplinary clearance during remote operations. This enabled OSC to expedite responses for transfers, study abroad, and/or post-undergraduate education and employment. Often meeting same-day deadlines, OSC processed more than 400 individual requests during the 2020-21 academic year. By March 2022, OSC managed more than 130 requests for the fall 2021 quarter and first-half of winter 2022 quarter alone. Electronic processing has enabled OSC to efficiently manage this large number of requests.

Another critical change was a temporary amendment to the Student Conduct Code (effective March 2021) to address an influx of academic integrity and COVID-19 compliance matters. The temporary amendment creates an option to adjudicate matters more expeditiously than the traditional Student-Faculty Committee on Student Conduct (SFCC) adjudication. In the majority of cases, a matter can be resolved after one meeting and in under 1.5 hours. A matter that is adjudicated via the SFCC process ranges between 11 and 20 hours to complete.

Less processing time does not mean less due process! HOA is only utilized in matters that would result in Warning or Disciplinary-level sanctions that would never result in a student being suspended from UCSB. Even when HOA is deemed appropriate by staff in OSC, students may still avail themselves of appeal processes and request SFCC adjudication. OSC has found that this new process alleviates stress students feel within the conduct process and provides a faster sense of closure after an impactful incident.

By the Numbers Adjudication Cases Initiated

88

2020-2021

90+

2021-2022

Disciplinary Clearance Requests

214

2019-2020

437

2020-2021

400+

2021-2022

ADAPTING TO CHANGE WHILE PRESERVING WHO WE ARE

Student Organizations Return to Campus

Campus engagement has been simultaneously evolving and desperately needed throughout the pandemic. The past couple of years redefined how we serve students, and highlighted the tremendous importance of the work we do. With two cohorts of undergrads making their way to campus this year, for the first time, the need to connect students was even more paramount. Creating a sense of belonging is pivotal to student retention and thus student success. Student Engagement and Leadership (SEAL) has leaned heavily on our values of adaptability and flexibility by piloting new programs virtually, in a hybrid model, as well as in-person to meet the needs of the student population. Programming focuses have been centered on resilience building, getting “back to basics” regarding leadership and personal development for organization members and leaders, and on a re-education of everything this campus has to offer. For instance, peer advisors designed and led “Shark Tank” style workshops regarding the return to campus. SEAL interns also led discussions about the nuances of leading a group of peers, preparing for life after college, and graduate student resources. The department also built on our “campus involvement calculator” — matching students’ interests with campus opportunities.

Campus life looks radically different today than it did a month ago or a year ago. We work with students to hear what they need at this moment and co-create programs, initiatives and community spaces. We strive to meaningfully help students inclusive of their identities and experiences. We recognize that learning and life are different, but we celebrate this opportunity for creativity and innovation at UCSB.



Leadership training with student leaders

By the Numbers

400+

Student-Created and Led Organizations,
Including Fraternities and Sororities

933

Student-led Events

10

Peer Advisors Met Individually with
EVERY Campus Organization

7

Leadership Development Trainings
(5-days) Conducted by Professional Staff

12

NASPA Undergraduate Fellows (NUFP)
Completed their Year-Long Training to Prepare
for Careers in Student Affairs

SOLUTION-FOCUSED HEALTHCARE SERVICES

Innovative Processes Including Services Beyond Clinic Walls

Striving to find better ways for our students to access health-care and continuity in care, the past two years has been a journey of change at Student Health Service (SHS).

Synchronizing Processes

Our single point of entry is now operated by our Student Employees using a QR check-in system, helping to eliminate long lines and late appointment arrivals while maintaining safety guidelines. Qless, our virtual phone line directory, now connects all callers directly to service departments. We also transitioned our website to a new platform with a built-in side menu making it easier for users to navigate.



Student Health Employees Stephanie Raya and Kioto Shimamura showing the building entry process.

Services On-call & Beyond Clinic Walls

We now offer an Everyday Robust On-call Team, Nurse On-call consultations, Rapid Response Team, and Pharmacy services outdoors on the courtyard of Student Health Service. In addition, we added Online services for reproductive care, Education Abroad Program (EAP) consultations, Gender Care inquiries, and resumed appointments for cervical pap and pregnancy screenings.

Integrating Behavioral & Primary Care Services

To support new complexities in behavioral health brought on by the pandemic, especially substance use and eating disorders, we restructured and centrally located our Alcohol & Drug Program and Student Mental Health Coordination Service within Student Health. This Plan also required

relocating our Administrative Services Department to Embarcadero Hall.

Collaborative Efforts to hold COVID-19 Vaccination Clinics

Student Health and campus leaders formed a strategic partnership with Santa Barbara County Public Health to hold COVID vaccination Clinics at Embarcadero Hall in Isla Vista for our local community during the first three months of the year. All faculty, staff, and students who needed to get vaccinated or were booster-eligible could schedule an appointment via California Department of Public Health's vaccine website myturn.ca.gov.

As we enter the endemic phase of the pandemic, we can find much relief knowing that our campus vaccination rate is at 98.87%. This accomplishment is a critical component to campus opening up and returning to a new norm.

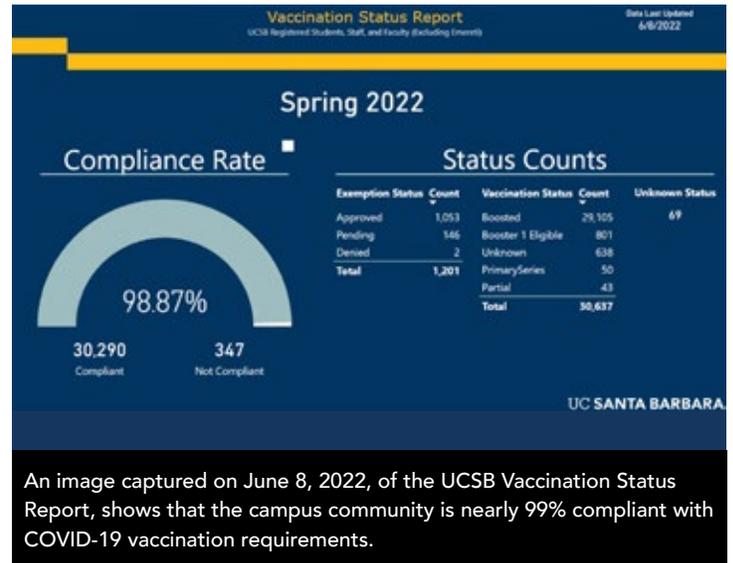
IT PIVOTAL IN RETURN TO CAMPUS

SIS&T Enabled COVID-19 Testing and Reporting

Student Information Systems & Technology (SIS&T) delivered mission-critical services to students, faculty, and staff during the March 2020 pivot to online learning, researching, teaching, and working. The pivot in 2021-22 to return to campus required just as much careful thought and planning, and SIS&T was essential in setting up the technical infrastructure necessary to bring the campus community into compliance with health and safety requirements.

For example, SIS&T provided computers, networking, and technical support for medical staff to set up multiple COVID-19 testing sites across campus, at which nearly 144,000 tests were given between June 1, 2021 and May 31, 2022. SIS&T also created the infrastructure for labs to be able to send test results electronically and securely to health partners and agencies. Aggregate data about COVID-19 cases, vaccinations, and vaccine exemptions were reported in an online dashboard created by SIS&T, which was used by the campus COVID-19 medical team to track the UCSB population's compliance with vaccine requirements. The statistics reported in the online dashboard gave campus leaders the timely and transparent information they needed to make data-informed decisions about ensuring the community's safety while delivering quality education and student services.

SIS&T also developed a daily symptoms screening survey that students, faculty, and staff were required to complete in order to receive digital clearance badges granting access to campus. Finally, SIS&T assisted with creating a marketing campaign to educate students, faculty, and staff about a statewide contact-tracing program called California COVID Notify. These are just a few examples of how SIS&T continued to deliver transformational technology solutions and operational excellence to the campus community to keep members safe, informed, and minimize further disruptions.



By the Numbers

143,940

COVID-19 tests collected and resulted into systems supported by SIS&T

1,031

COVID-19 vaccine doses recorded into the campus electronic health record system supported by SIS&T

42

SIS&T staff who work remotely. An additional 14 work on campus, and 14 work on a hybrid schedule.

32

New projects and applications completed since June 2021; 17 additional projects are still active

NEW LOCATION LEADS TO BETTER SUPPORT FOR STUDENTS

Understanding Student Needs in a Changing Campus Environment

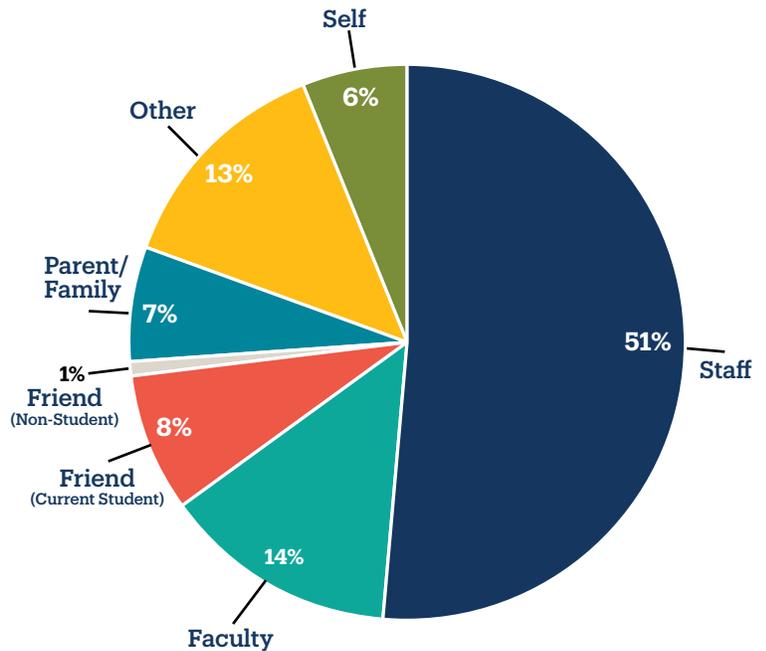
Student Mental Health Coordination Services (SMHCS) provides outreach and support to students experiencing distress for a variety of concerns including mental health, academic, financial, cultural, basic needs, and more. SMHCS is a critical part of the campus safety net that prioritizes supporting student’s wellness and the safety of the campus community.

In the past year, SMHCS has anchored itself in the mission to serve the UCSB community by exploring changes to the way we provide support to students in a dynamic hybrid environment. A huge change for SMHCS came in the form of a move to a new office location from the Student Resource Building (SRB) to inside the Student Health Service’s building (SHS). Since its inception as a department, SMHCS has faced barriers to creating an environment where students in distress feel safe engaging with staff. SMHCS is now reliably settled into the SHS building where students can seek multiple sources of support and accessible staff consultation with treatment providers. Coordination of care is now streamlined to benefit students’ wellbeing. A primary responsibility of SMHCS is being able to provide timely response to crisis situations, which is much more possible being in close proximity to staff and services in Student Health.

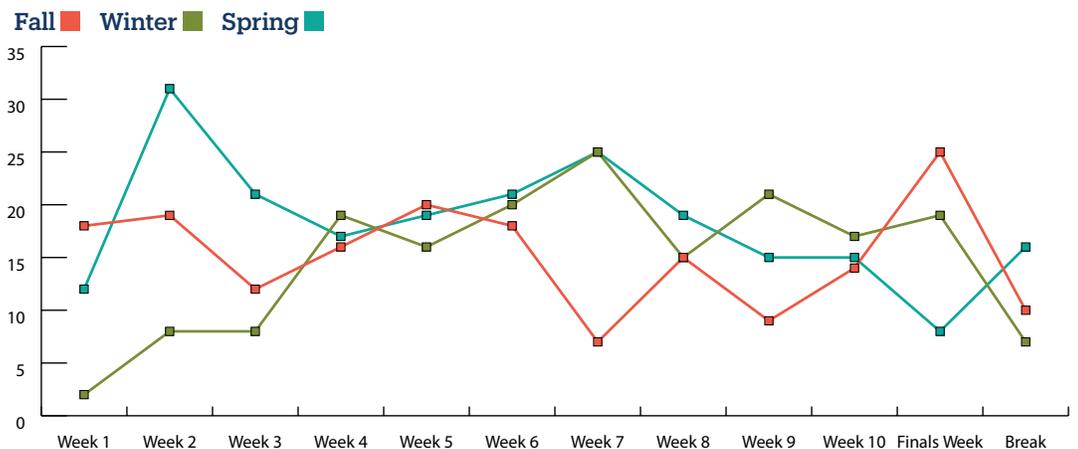
Being located at Student Health Service will also allow the SMHCS team to better manage referral flow during busy times as the ability to urgently connect with SHS’s on-call staff, and consult with mental health care providers will be available on-site. This timely interaction is especially vital serving students since the return to on-campus

instruction has re-invigorated the number of referrals that SMHCS receives on a weekly basis. With mental health concerns for college students on the rise across the country, the ability to provide timely and comprehensive follow-up support services to students in distress has never been more important.

SMHCS Annual Referrals (560)



SMHCS Weekly Referrals



REFRAMING UNDOCU-NARRATIVES

Opportunities for Undocumented Students Without DACA

Undocumented Student Services (USS) programs and services aim to support undocumented students' success despite their immigration status. Due to the legal challenges Deferred Action for Childhood Arrivals (DACA) continues to face, the number of undocumented students with DACA has decreased and will continue to do so throughout the years. Therefore, we have expanded existing programs and services to address the needs of the new generation of undocumented students. In partnership with various departments on campus, we have strengthened the following opportunities:

- Career Development through the *UndocuSuccess Program*
- Graduate School Opportunities through the *UndocuGrad Prep Program* and *Grad Exploration Program*
- Professional development and experiential learning opportunities through the *Monarch Opportunity Scholarship Program*
- Mentorship and guidance navigating UCSB and after through the *Mentorship Program*
- Income generating opportunities available to undocumented students through workshops
- Professional growth for interns through *Leadership Development Trainings*
- Raised Awareness About Mental Health, Diversity, Income Generating opportunities, scholarships, graduate school, and post-graduation life through various social media and online platforms

Impact

Students who have participated in these programs describe their experiences: "Having the guest speakers talk about entrepreneurship was inspiring since it made me realize that it's possible to have your own business and work"

— **3rd year student**

"This program has given me the opportunity to develop and enrich my communication and tutoring skills. I have had the opportunity to interact and assist students who need help with their homework while I learn from other college students' ways to help others."
— **1st year student**

75% of students who participated in the *UndocuSuccess Program* for Fall 2021 strongly agreed that they would feel confident pursuing various types of work opportunities outside of traditional employment (e.g. independent contracting).

By the Numbers

174

Grocery Vouchers Given to Undocumented Students.



Amber Spring - UCIMM attorney

1

New Immigration Attorney to Support UCSB Undocumented and Immigrant Students.

13

Student Leaders Participated in the *UndocuGrad Prep Program*

7

Student Leaders Applied to Graduate School

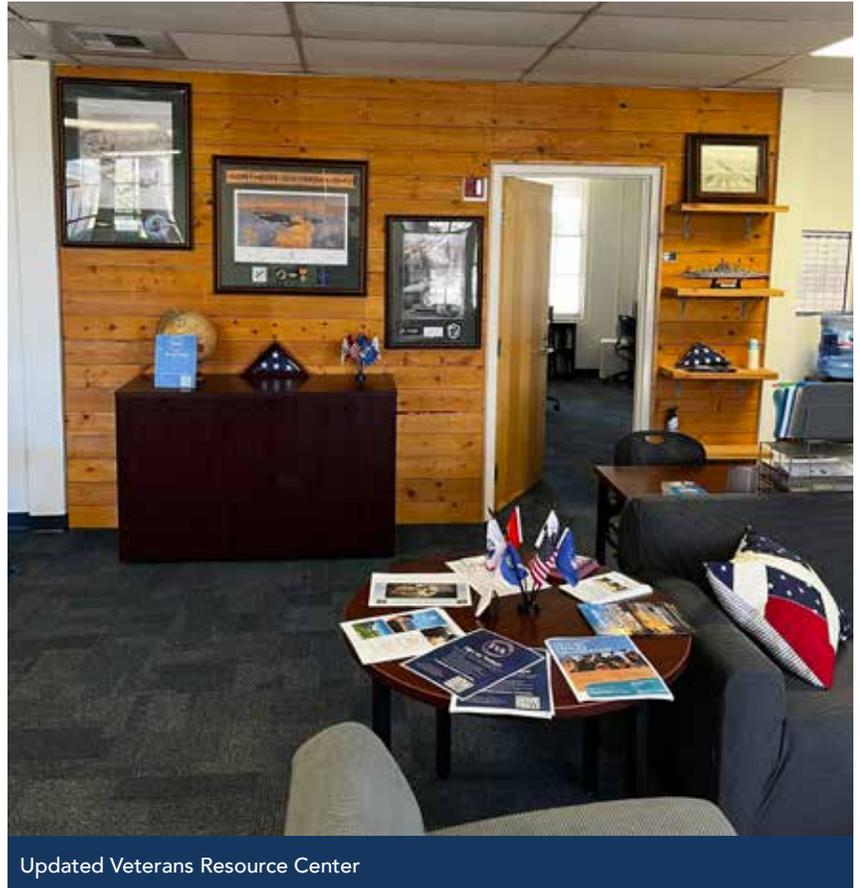
REBUILDING FOR A STRONGER TOMORROW

New Leadership and Refreshed Resource Center

Veterans and Military Services' (VMS) mission is to support, empower and assist veteran and military related students and foster the development of skills needed to succeed in their educational, personal and professional goals. We focus on increasing student recruitment, retention and completion, and provide faculty and staff with an awareness of military culture and guidance on supporting veterans on campus. We also provide advocacy, guidance, information and introductions to campus and community resources. We prioritize support for Student Veteran Organizations, offering leadership and social opportunities with registered campus organizations, many of which meet in our Veterans Resource Center—a dedicated space for students to study, relax, learn, connect with services and meet fellow military related students on campus.

To better serve our Military Related Student Community, a Director Level position was created to lead the Veterans and Military Services. After executing an extensive search, UCSB hired Mike Fogelsonger into the position in November. Mike is a Veteran of the United States Air Force where he served both domestically and abroad.

This year the Veterans Resource Center and Web Site were refreshed. The entire center was repainted and new flooring installed. We added new couches and an expanded seating area for meetings and seminars. We updated the snack bar with new coffee machines and microwave. We also added a healthy snack station, provided by the Promise Scholar Program and healthy fruit bowl provided by Health & Wellness. Upgraded computers were installed in the study area and inspirational artwork was displayed throughout the center. Our digital presence on the



Updated Veterans Resource Center

Veteran Military Services web site was also rebuilt with the new campus branding theme.

As students returned to campus, they were welcomed with a fresh space to socialize, study and participate in a wide variety of events.

Quarterly Programming at the VRC includes:

SVA (Student Veterans of America) Chapter Meetings

Lunch and learn events

Drop in office hours with career services

VA Financial aid overviews

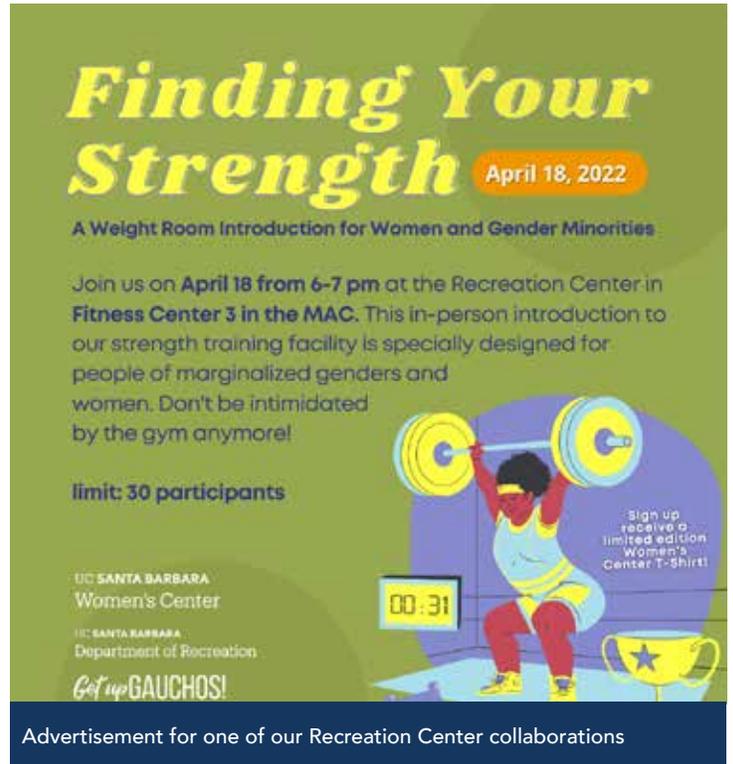
County VA representative visits

Mid term and final pizza study events

EMPOWERING MINDS AND BODIES

A Feminist Framework on Fitness

The Women's Center partnered with the Department of Recreation to create a new series of programs exploring how gender intersects with exercise, strength, and body image. With the return to campus in fall, we kicked off the series with a self-defense course for women and gender minorities. In winter, we held a yoga class that focused on body acceptance. The instructor provided many options and modifications so that people of various abilities and body types could participate. Following the yoga practice, participants engaged in a discussion about mindfulness, self-care and body acceptance. In spring, we offered a program called "Finding your Strength." This class challenged the conception that weight lifting and weight rooms are primarily for male-identified students. Our goal was to make sure that all students feel that they can access the facilities offered at the Recreation Center.



By the Numbers

40

Drop-in hours per week

13

Unique programs per year

961

Registered program participants

7

On-campus menstrual product distribution sites

13

Weekly Wednesday discussions

Impact of Effort

In total, our Recreation Center collaborations drew over 220 participants. We also received numerous email requests from students asking us to hold additional collaborations in the future. Students indicated that the courses helped them to feel a sense of belonging and empowerment. One attendee at the self-defense class described it as "super helpful and welcoming." A yoga participant stated, "I really enjoyed how the instructor set a calming and supportive atmosphere right away. I left really feeling relaxed and centered. I appreciated the reflection time at the end where everyone could connect with each other." Another similarly explained that she "liked the community feel." When asked why she attended the weight-lifting class, one participant stated, "I came because I wanted to learn in a safe space." Another described the class as "really helpful and empowering."

RETOOLING STUDENTS FOR SUCCESS

Students Serving Future Students

Student Success Initiatives Workgroup

In May 2021, the Student Affairs Executive Team convened a workgroup to explore and implement student support initiatives and to continue to lead transformational projects in pursuit of student success. The group's first charge was to help facilitate a smooth transition of students back to our physical campus in Fall 2021, which they facilitated through special communication campaigns, campus resource tours, pop-up events, and peer ambassadors. Since then, the group has been researching new technology solutions that will transform the way students explore and interact with campus departments with the goals of reducing complexity, and enhancing quality of our student services. Stay tuned for major developments during the 2022-23 academic year!

Student Affairs Student Staff Appreciation Lunch

Student employees play vital roles in the delivery of virtually all our student services—from CLAS tutors to Children's Center teaching assistants to peer advisors of all sorts. The Student Affairs Student Staff Divisional Appreciation Dinner is a longstanding tradition, interrupted by COVID-19, that gives us an opportunity to recognize some of our outstanding student staff members. When faced with ongoing pandemic mitigation strategies that would prevent the usual in-person, indoor gathering, our Goodspeed Intern Jennisa Casillas re-envisioned the event from the ground up. This year's outdoor luncheon provided opportunities to connect across departments and celebrate the contributions of student para-professionals.

Student Affairs "Success and Achievement" Series

This year, Goodspeed Intern Jennisa Casillas conceptualized, designed, and hosted a four-part educational



Left: Co-emcees SA Student Council Chair Faith Olukanmi and Goodspeed Intern Jennisa Casillas at the Student Staff Appreciation Lunch. Right: Invitation to the Student Staff Appreciation Lunch

program to be responsive to the unique needs of graduating seniors preparing to navigate post-baccalaureate life. This project brought the "Making the Most of Your College Experience" presentation that has been central to our New Student Orientation full-circle and involved candid, personal advice from four senior Student Affairs administrators.



Need help?
ASK ME!
UCSB

Hundreds of staff, faculty, and upper-division students donned 'Ask Me!' buttons to create a welcoming atmosphere for the unusually large number of students navigating campus for the first time. Information tents were staffed all across campus throughout the first week of classes to assist students with wayfinding and referrals.



