Student Affairs
Annual Report
2017-18

UC SANTA BARBARA

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 life-long leaders and learners who recognize and appreciate the dignity of individuals and communities.

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Letter from the Vice Chancellor

Student Affairs: Engaged in Every Student's Success

am pleased to present the 2017-18 Annual Report for UCSB's Division of Student Affairs. Our theme for this year's report is the technological advances that help us to better serve students and the campus. We are proud of the Division of Student Affairs' collective efforts to strengthen connections through technology, and you will be able to learn more about those projects inside the report. To start, I am highlighting a few of the broader accomplishments from Student Affairs to provide a context for our systems' innovations.

Margaret Klawunn,
Vice Chancellor
for Student Affairs

We celebrated significant milestones this year, including the 50th Anniversary of the Educational Opportunity Program, 40th anniversary of the Stephen S. Goodspeed internship program in the Office of the Vice Chancellor for Student Affairs, and 30th Anniversary of the MultiCultural Center.

UC Santa Barbara received 110,200 applications for admission this year, which is a record number! Our Admissions' staff made 1,600 school visits in California and boosted the number of transfer applications by visiting every community college in the state. As a result, we are enrolling the highest achieving incoming class in the history of UCSB for fall 2018.

The resilience of our campus was tested by natural disasters in Santa Barbara County. Between the Thomas Fire in fall quarter and the mudslides in Montecito in winter quarter, students, staff, faculty, and parents alike struggled to recalibrate amidst changes and loss. Through these difficult circumstances, Student Affairs demonstrated creative and nimble problem-solving as we assisted campus leadership in managing university life and adjusting the academic calendar. We worked hard to minimize the impact on students, staff, and faculty by reprogramming financial and academic systems, and providing ongoing communication and support. During the Thomas Fire, Student Health distributed 19,500 N95 face masks and Recreation staff provided 24-hour coverage to support the university's Red Cross Shelter for 17 days. Employees in Student Affairs staffed a parent hotline, worked long hours, responded to power outages, processed travel documents for international students, and financially supported students impacted by the fires. Associated Students Coastal Fund provided over $76,000 in emergency funding to students and for water quality testing. I am immensely proud of each and

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every employee in Student Affairs for their work during the disasters. We consistently showed our deep commitment to the campus community and our strength in adapting quickly to changing needs.

In April, we were excited to host an Open House and Rededication Ceremony for the newly renovated El Centro Arnulfo Casillas. Proud and happy students, faculty, staff, alumni, and community members gathered to celebrate the re-opening of the building with its new spaces to support meeting, studying, planning, organizing, and services, as well as the possibility of hosting meals in the new kitchen and barbecue areas. We renewed the connections between students and staff in the Educational Opportunity Program, Early Academic Outreach Program, and Counseling and Psychological Services, initiating new partnerships and services to El Centro.

We expanded various services in recognition of the financial challenges students encounter related to food and housing insecurity. The Associated Students Food Bank served more than 400 students per day this year. In conjunction with the UC Healthy Campus Initiative, our Financial Aid office made a big push to enroll students in CalFresh, formerly known as the food stamps program. This effort has led to more than 2,200 students enrolling and putting more than $5 million worth of food dollars into their pockets. Thanks to the initiative of former Goodspeed Intern, Christian Ortiz Gonzales, Electronic Benefit Transfer cards will be accepted at campus stores for food purchases. The Financial Crisis Team, a collaborative effort to help students during financial emergencies, assisted 375 students who were served with broad-ranging assistance from academic advising to help paying rent. For next year, we are looking at expanding our ability to assist with housing insecurity by providing housing vouchers.

We value an inclusive campus climate and grew our skills and capacity to promote and support the diversity of the UCSB community. We expanded legal services for our undocumented students and their families. The Monarch Lounge, an important gathering place for the community of undocumented students, faculty, and staff, was permanently established. We provided opportunities for staff to build skills through trainings by the National Conflict Resolution Center on "The Art of Inclusive Conversation" by Theater Delta on microaggressions, and by Dr. Jamie Washington on the inclusive workplace. The Multicultural Center and the Division of Student Affairs continued the series "Living Lives of Resilient Love in a Time of Hate" and had a full house in Campbell Hall in May for Dr. Kimberle Crenshaw speaking on the importance of understanding intersectional identity.

We take the physical safety of our campus seriously. This spring, the Dean for Student Wellness hosted 80 community, UC, and campus partners at UCSB for an Advanced Threat Assessment Training conducted by national expert, Dr. Reid Meloy. This training improves our capacity to identify the potential for violent action before it occurs.

This year, we developed a new mission statement and refined our vision for the Division. With input from over 600 students and staff within Student Affairs, we crafted five priorities to better embody our commitment to serving the student body and the campus community.

These are a few of our accomplishments for 2017-18 that can provide a helpful context for learning more about the technological advances in the Student Affairs' division. We hope you enjoy the report, and thank you for your interest in Student Affairs.

Sincerely,

Margaret Klawunn,
Vice Chancellor for Student Affairs

COURTESY PHOTO

Division of Student Affairs
Strategic Planning Framework

Vision
Student Affairs:
Engaged in Every Student's Success

Values
Inclusion
Compassion
Dedication
Collaboration

Mission
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.

Divisional 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, space, staff, and technology)

Criteria for Assessing Initiatives
- Is it student-centered?
- Is it sustainable?
- Does it make an impact on the unit, department, division, or institution?
- Does it advance social justice and equity?
- Is it forward thinking?
- Are outcomes clear and is an assessment process established?
- Does it avoid duplication of efforts?
- Does it leverage opportunities to collaborate with other units in the Division, on campus, or in the community?
- Does it promote professional development?
- Is it using technology in the best possible way?

"Reaching Students Where They Are"

Technology is an ever-growing industry. The importance of staying abreast of its development is that the diversity of IT applications, software, social media platforms, and Business Intelligence tools allow Student Affairs professionals to have higher quality interactions with students (Junco, 2015). In higher education, the entire student life cycle from prospect to alumni uses technology to communicate, engage with students, and conduct business processes (Sabado, 2015). As a division — whose goal is to engage in every student's success — technology allows Student Affairs to reach each individual student. Even better, it allows us to reach students where they are using the technology that they use every day (Junco, 2015).

References

Junco, R. (2015). "Engaging students through new and emerging media." Leadership Exchange, 12:4.

Sabado, J. (2015, December 9). Student Affairs Digital Technology for Student Success. Retrieved from http://joesabado.com/2015/12/student-affairs-digital-technology-for-student-success.

In this Edition ...

The Student Affairs Executive group and Assessment Initiative team selected technology as the theme for this year's annual report to highlight the innovative and diverse IT tools that departments use to provide services and interact with students and partners. Whether it is through building community, providing resources 24/7, communicating information, using predictive analytics, or offering efficient business operations, the balance of in-person and online services combine in a "hybrid model" of service delivery that helps Student Affairs achieve its mission to serve students.

In this year's annual report, you will learn about new and existing ways in which we use technology to help students navigate services and/or engage in the university.

Yours in Assessment,

Lupe Navarro-Garcia
Student Affairs Assessment Initiative, Chair

Assessment Initiative Team

Diana Antova, Student Information Systems & Technology

Keri Bradford, Student Information Systems & Technology

Sara Cook, Office of the Registrar

David Dunlop, Disabled Students Program

Ignacio Gallardo, Career Services

Jason Hopkins, Office of International Students & Scholars

Lupe Navarro-Garcia, Chair, Student Academic Support Services

Mark Shishim, Academic Initiatives

Gary White, Disabled Students Program

Technology Weaves a "Constellation of Services"

An interview with **Joe Sabado**
Written by **Lupe Navarro-Garcia**

"It wasn't terribly long ago when Instructional Technology (IT) was primarily understood to be a utility" (O'Brien, 2018). Today, leaders must help shift from this legacy thinking to an organizational culture that enables and empowers the use of technology as part of the service model. To understand the paradigm shift to include IT as a core function in higher education and student service delivery, I spoke with a higher education IT leader, our very own Joe Sabado, Student Information Systems & Technology (SIS&T) Executive Director and Student Affairs Associate Chief Information Officer (CIO).

After discussing UCSB's IT past, present, and future, we agreed that IT is a growing and important "player" in higher education services and leadership. Joe stated, "Technology, integrated into our service model, is the thread that weaves across all parts of the institution." It is a tool for Student Affairs and its respective departments to interact with the entire campus and align with the mission of university. Although Student Affairs has many partners, it primarily serves students. At UCSB, Student Affairs has approximately 26 units, each with their own unique service and pedagogy that Joe describes as "a constellation of services that all need to talk to each other and to the campus."

SIS&T's key partners are the Office of the Chief Information Officer, Enterprise Technology Services (ETS), Letters & Science Instructional Technology (LSIT), Administrative and Residential Services IT (ARIT), and the Library. These IT entities oversee the campus' key administrative and academic IT needs to include instruction needs and Virtual Spaces that allow students to interface with faculty and Teaching Assistants. Overall, integrating services and collaborating on campus projects is critical for the various IT entities in higher education settings.

Divisional leadership saw early on that IT could transform the way we do business and deliver services to students. In 1994, SIS&T was established to maintain hardware and software, but it has since evolved into an organization that provides information technology, data, and communication services to enable and transform the business processes of the units it serves. Looking at the infrastructure of IT design since 1996, SIS&T's work has included an eye for innovation in student services. Educational Opportunity Program's (EOP) advising system helps the department to determine how many staff are needed for advising on the first week versus ninth week. Counseling and Psychological Services' (CAPS) Point and Click Solutions (PnC), an electronic medical record system, replaced the paper system. PnC made the business transactions more efficient so that CAPS can instead focus more time on personal interactions with students. Office of International Students & Scholars' (OISS) Student and Exchange Visitor Information System (SEVIS) decreased the documentation completion process time from weeks to hours. Office of Financial Aid & Scholarships' partnership with Campus Logic replaced the long line during week

one with a one-minute Campus Logic transaction, which allows students to view their aid application for missing documents and upload documentation online. These are just a few examples of how IT aligns with the student service mission of the division and ultimately improves in the delivery of business processes for student services.

Joe also shared some interesting facts about IT history at UCSB. He was a student-user during the earliest IT developments. In 1991 at UCSB, he enrolled in classes through Registration By Telephone (RBT) and saw the rise of email and the World Wide Web. As internet speed became faster and the university infrastructure became more robust, there was a shift to move more business processes online. Gaucho On-Line Data (GOLD) went live in 1998 and was initially limited to 66 campus log in stations. With 19,000 students at that time, it is hard to imagine having only 66 registration network stations.

Although UCSB offers a hybrid environment of in-person and online services, IT has, in fact, transformed the way we do business. Gone are the days of an 8 a.m. to 5 p.m. business model. SIS&T collaborates with ETS to offer real-time business services that ensure 24/7 access to resources and to the university. Student Affairs communicates through the web and social media platforms. Power outages during the Thomas Fire showed us how important IT is for disaster recovery and business continuity. Although we had initial difficulty communicating with students, staff and faculty, we found that we were able to offer online services and work remotely.

When asked about predictions for the future of IT, Joe mentioned the rise in use of data and predictive analytics and their ability to further transform how we personalize services and create early alert systems. We no longer need to wait to see student outcomes — we have more real-time data touch points that show how students are engaging in activities,

KERI BRADFORD PHOTO

Joe Sabado, second from right, received the SIS&T Spirit Award for teams, alongside members of the Thomas Fire/Emergency Response Team, in June.

performing in classes, and utilizing services. Another innovation to consider is how IT integrates voice-enabled interfaces that we now see on the rise, such as Alexa, Siri, and Cortana. In the Internet of Things (IoT), voice-enabled interfaces are going to be a part of our future. Changing technology, coupled with workforce and student demographics who are increasingly dependent upon technology, helps evolve our service-focused mode of delivery.

IT is an ever-changing field. The challenge will continue to be how we replace and update systems and how we integrate new technologies into our student service business model. Part of moving IT forward is an expectation that both staff and leadership need to be tech-competent and as savvy in IT use as our students. As our Vice Chancellor Margaret Klawunn states about using IT to communicate and understand the student experience, "If you are not engaging online, you are missing half of the conversation."

Reference

O'Brien, J. (2018, March/April). IT: The new strategic imperative. *Trusteeship Magazine*. Retrieved from https://www.agb.org/trusteeship/2018/marchapril/it-the-new-strategic-imperative.

Data Prioritizes Initiatives

Understanding faculty service, motivations

Academic Initiatives (AI) employed several tools for assessment of and outreach to faculty and first-generation students.

Technology Efforts

AI created and launched the first Student Affairs Faculty Survey using Qualtrics software. Led by AI Director Mark Shishim and faculty partner Dr. Ralph Armbruster-Sandoval (Chican@ Studies), 284 faculty responded to the human subjects-approved survey. It was designed to help us understand faculty motivations, barriers, interests, and suggestions for engaging with changing student demographics in and out of the classroom.

GauchoGoals was also launched. It is an online module that places a user-friendly directory of campus resources onto the Gauchospace home page (UCSB's Moodle-based course management tool where all students access their academic course materials). *GauchoGoals* was developed by former Michael D. Young intern, Antony Del Castillo Schickram with support/input from Shishim and campus partners. *GauchoGoals* directly addresses AI's mission and its core goal to integrate Student Affairs and academic services.

Other efforts included a survey of INT 95 students using Gauchospace, and a review of analytics from quarterly emails sent to all faculty using the Emma email platform.

Impact of Technology Efforts

The faculty survey generated focus groups and conference presentations. Ongoing analysis of anonymous faculty responses and qualitative inputs will drive future initiatives.

Faculty Engaging Students Outside the Classroom

Currently doing

Values shown: 62, 35, 51, 21, 7, 152, 101, 37
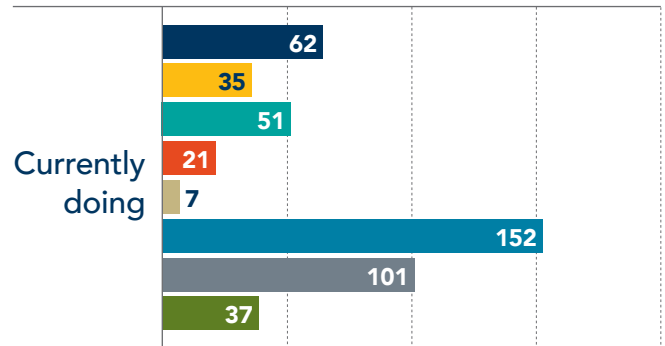
- ■ Participate in an internship or field experience
- ■ Supervise student teaching or clinical placement
- ■ Hold an advisor role in a student organization
- ■ Participate in a learning community (2+ classes)
- ■ Participate in a study abroad program
- ■ Work with undergraduates on a research project
- ■ Oversee a culminating senior experience
- ■ Participate in a community-based project

By the Numbers

182 & 107

Number of students and faculty, respectively, who participated in Faculty Nights discussions

61

Number of students, faculty, and staff engaged in the Black Student Engagement Program

GauchoGoals will allow students to find campus services within their course-enrollment websites and serve as a platform for improving future Student Affairs integration into campus systems and communication with students, faculty, and staff. Findings from these efforts will inform future outreach for the division.

CRM Hosts Communication

TargetX CRM helps Admissions communicate with multiple audiences and track results

Admissions uses the TargetX CRM (customer relationship management) platform to send email communications to many audiences including students, educators, and parents (new for fall 2018). Through the CRM, Admissions communicates with students as they navigate the admissions process. The CRM allows Admissions to advertise helpful events and webinars, keep students updated on important dates and deadlines, and notify them of UCSB news and services. The CRM also acts as Admissions' event scheduling platform.

Email communications began in March 2017 to prospective applicants for fall 2018 admission. These emails serve as the first communication that students receive from UCSB and help students stay up-to-date as they apply and prepare to attend UCSB. Admissions also assists other departments in sending emails to students including Summer Sessions, Financial Aid, the Music department, the Dance department, the College of Engineering, the College of Creative Studies, Housing, and the Veterans Resource Team.

During the 2017-18 cycle:
- The CRM list of fall 2018 prospective freshman and transfer students totals to 143,865. The list of counselors totals 73,420.
- 90-100 emails sent to students, ranging from 30 to as many as 123,560 recipients. The average recipient size is 16,777 students.
- Average open rate for communications to prospective freshman and transfer students is 50% with an average click rate of 10%. Average open rate for emails to counselors is 25%.
- Admissions gathers student data and imports it into CRM through a variety of technology vendors including Cappex, PlatformQ, Ruffalo Noel Levitz, Hobsons, YouVisit and more.

By the Numbers

110,189
Number of fall 2018 applications

1,600
Number of visits to high schools and community colleges in fall 2017

50,000
Number of annual visitors that tour UCSB

UCSB is committed to serving transfers — our campus reps visit EVERY California community college each fall

Providing Safety Education Through Technology

Utilizing online assessments and social media platforms to encourage healthy behaviors

The Alcohol and Drug Program (ADP), operating within the Student Health department, offers education, prevention, and counseling services to all students, and incorporates the use of technology to proactively support student safety and well-being throughout the academic year. All incoming first year and transfer students are required to complete an online substance use prevention training called AlcoholEdu which is paired with Haven, an online sexual assault and violence prevention module. Throughout the academic year, strategically themed and timely email messages are distributed weekly to alert students to alternative events, identified risks, and community information that supports safety and well-being. Students are regularly introduced to technology applications that continue to support healthy choices regarding alcohol and drug use and can be integrated into an increasingly digital-oriented lifestyle.

All 6,200 frosh/transfer students completed AlcoholEdu in fall 2017

Technology Efforts

The Alcohol and Drug Program utilizes two specific assessment tools to inform its program services and priorities:

- The **National College Health Assessment**: Survey distributed every two years to undergraduate and graduate students. ADP utilizes the survey's data regarding alcohol and drug related behaviors to better prioritize its resources and programming.
- **AlcoholEdu**: Provides pre- and post-training data, including drinking behaviors and knowledge and use of risk reduction strategies. Data obtained from AlcoholEdu indicates that providing relevant safety information during the first six weeks of a student's first year is critical to the development of healthy and safe socializing behaviors.

Integration of Technology

Alcohol and Drug Program utilizes the following technologies to reach students regarding program services and messaging that supports healthy and safe behaviors:

- Website offers free, confidential support via online self-assessments and referral information
- Facebook, Instagram, Twitter, Snapchat
- Emma email platform: Weekly email blasts sent to 6,000 students
- Online surveys: Fraternity and Sorority workshops, College Alcohol and Substance Education groups
- Phone Apps: Blood Alcohol Content calculators, mindfulness services, stress reduction tools

Growing Student Engagement

*Investing in diverse technologies
to serve students across campus*

Technology Effort

Associated Students provides a wealth of services to the campus community. These services are enhanced by the department's continued efforts to implement technology initiatives, including the exciting development of the Living History project.

The Living History project is a collective work by UCSB students, alumni, staff, and faculty that documents the impact of student agency on campus, in Isla Vista, and around the greater Santa Barbara community.

Using crowdsourcing technologies to capture moments in time, the Living History project takes a non-hierarchical approach to recording past events by illustrating the interconnectivity of event influencers. Through its formation, the project offers unique professional development opportunities for students as they hone skills in areas such as multimedia production, community outreach, and marketing. With a broad subject matter, the project also offers participation opportunities to a wide range of campus departments and entities.

Impact of Technology Effort

As an open-source searchable database, the Living History project embraces nonlinear approaches to organizing information in a way that is intuitive and engaging for users. Tailored to individual research interests and purposes, information can be organized by different factors such as time, place, person, organization, and broad themes of student-driven initiatives including student government, diversity and retention, food insecurity, and freedom of the press.

By the Numbers

701
Number of events on AS-hosted Events & Tickets website (https://events.ucsb.edu)

229
Number of computers and devices managed by the AS IT team

18
Number of free media-skills workshops provided by the AS Media Center (https://mediacenter.as.ucsb.edu)

COURTESY PHOTO

AS Student Videographers capture historical knowledge for the Living History Project.

The Living History project provides greater context and continuity to the most pressing issues at the university. This, in turn, helps students and administrators with understanding history and making new decisions. The Living History Project can be found at https://livinghistory.as.ucsb.edu.

Online Violence Prevention with "Haven"

Evidence-based program addresses stalking, sexual assault, and relationship violence

CARE offers free, confidential advocacy and resources to students, staff, and faculty impacted by dating and domestic violence, sexual assault, or stalking. CARE also facilitates primary prevention education through Haven, an online educational experience that increases students' violence prevention knowledge. All incoming undergraduate and transfer students participate in Haven. The below survey data creates a picture of student experiences and their acquired violence prevention knowledge.

Technology Effort

In 2017, a total of 5,770 students completed Haven and answered surveys regarding the experiences they had with violence before they attended UCSB. Of the total surveyed:

- 14% experienced unwanted sexual contact
- 8.5% experienced abuse or threats of abuse by a current or former partner
- 13% experienced repeated unwanted attention or harassment

Collecting data on student experiences helps facilitate CARE's mission to develop accessible services and reduce barriers faced by survivors.

Impact of Technology Effort

By participating in Haven online, students have a greater awareness of resources available to them. As a learning tool, over 70% of students rated the following as

COURTESY PHOTO

"Strongly Agree" or "Agree":

- Helped me identify characteristics of healthy and unhealthy relationships
- Made me more confident to intervene when I see concerning behavior
- Increased my understanding of school policies related to issues of consent, sexual assault, relationship violence, sexual harassment, and stalking
- Gave me information about sexual consent that I plan to use if I choose to be sexually active

Overall, Haven's data allows CARE to tailor prevention efforts to build upon students' existing knowledge and skills.

A Queue Worth Waiting For

Software organizes students and promotes department learning objectives

Campus Learning Assistance Services (CLAS) provides tutoring and academic guidance to undergraduate and graduate students through their subject-specific instructional groups and drop-in centers, academic skills workshops, and individualized tutoring. The Math Science Engineering (MSE) Drop-in Center is used by over 2,200 students each academic year. Open 54 hours a week, it serves 27 simultaneous courses, accommodates 40 students, and is staffed by 3-4 tutors each hour. The center's greatest challenge is minimizing student wait time while ensuring effective tutoring services.

Technology Effort

The center's new queue system, in development for over a year, solves this problem. The queue system is an easy-to-use sign-in system that allows students to check in and see if the course they need help with is currently being served in the center. Additionally, they can see if their course is designated as a "Priority Course," which allows their needs to be addressed more immediately. The queue system also displays upcoming Learning Community sessions organized by specific instructors or for specific courses.

Impact of Technology Effort

The new queue system allows CLAS to collect analytics on student usage, and the data is used to improve student services and tutor training. Moving to an online system minimizes the use of paper, making the queue system an environmentally friendly option.

Improvements for Students
- Easy to use, paperless sign-in

LEE DeANDA PHOTO

By the Numbers

9,971
Number of students served at CLAS

208,895
Number of student contacts

- At-a-glance view of courses currently being serviced
- Priority Course time notification
- Quick access to information about Learning Communities
- Allows for collaboration with other students

Improvements for Tutors
- Places Priority Course students first
- Identifies Learning Community students
- Communicates which courses are currently being tutored
- Easy sign-in/out procedure frees up staff time for instruction

Opening New Doors

Introducing Handshake, a state-of-the-art student and employer engagement platform

Technology Effort

In June 2017, Career Services adopted a new, dynamic recruitment platform that enhances how students search for jobs and internships, and interact with employers. Handshake connects students with over 200,000 top employers (including 100% of Fortune 500 companies) looking to hire undergraduate and graduate students.

With Handshake, students are able to:

- Quickly and easily find the best part-time, on-campus, work-study, or off-campus jobs and internships
- Store resumes, cover letters, transcripts, and other professional documents
- Strategically promote themselves to employers through a rich, customizable student profile
- Network with recruiters in a virtual space to learn about job and internship opportunities, company culture, campus visits, and more.

Impact of Technology Effort

With the help of a targeted marketing campaign during the summer and fall of 2017, Handshake's launch with UCSB students was a huge success. In its first full quarter of implementation, over 10,000 students used the system! This year, over 14,608 students have used Handshake, representing a 7% increase in engagement compared to our previous system. Students engaging with Handshake have far more job and internship opportunities at their fingertips than ever before. Over 35,800 job and internship postings have been listed on Handshake for

Job Postings Increase in 1 Year

| | 2016-17 postings in old system | 2017-18 postings in Handshake |
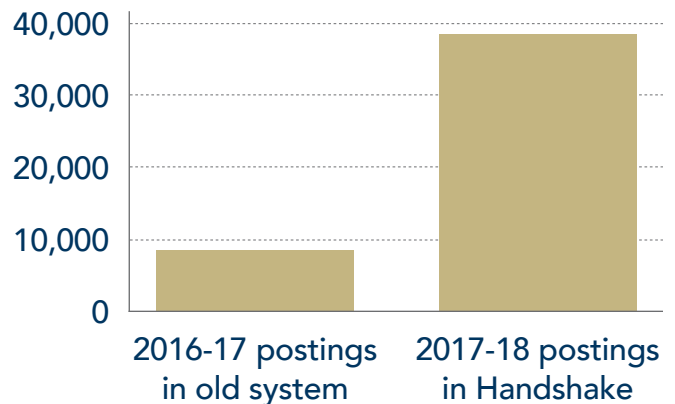
"By using the amazing "follow" feature for my favorite employers, I was notified about a new job posting within seconds of it being added to Handshake. I applied right away and got the job!"

— Junior, Computer Science major

UCSB students in our first year, representing an increase of over 315% compared to our previous system.

Handshake's analytics allow Career Services to share relevant job and employer data with academic departments, thereby helping faculty and departmental staff better understand and respond to the professional needs of their students. Overall, Career Services is confident that Handshake will increasingly serve as a catalyst to further strengthen ties with academic departments, employers, and students.

Adapting to Ever-Changing Needs of the Student Body

Technology use increases prevention, education

Technology Efforts

In winter 2016, the Mental Health Peer Program (MHPP) gathered information from students regarding perceptions of mental health via an anonymous survey. In this data, a majority of students expressed that while they have interest in learning more about mental health and connecting with resources, they feel that they do not have the time to do so. Students also expressed a desire for more available online resources and flexible scheduling for counseling services.

Impact of Technology Efforts

These results prompted the Mental Health Peer Program to quickly develop and launch their new website, http://www.ucsbmhp.com. It offers content that relates to particular student populations, such as first generation or transfer students, while also catering to the larger student body on topics such as stress management and building resiliency. Additionally, the website provides tools on how to talk to a friend who may be struggling and easily connects to the larger CAPS website for crisis support information. Ultimately, the information offered to students helps them navigate difficulties, develop coping strategies, and understand their limits to better know when to seek support from campus resources.

CAPS has also increased its use of technology by offering anonymous online screenings for students:

- **Stress & Depression Questionnaire**: Confidential screening sent to a CAPS clinician for review and an individualized response. Students have the ability to anonymously dialogue online with the clinician, and many choose to identify themselves and make an appointment.
- **Mental Health Screenings**: Anonymous screenings in six categories: depression, anxiety, alcohol or substance use, disordered eating, PTSD, and bipolar disorder. Students receive a score and are linked to local and national resources.

By the Numbers

40,000
Number of page views on CAPS' website

800
Number of Stress & Depression Questionnaires completed

600
Number of Mental Health Screenings conducted

16
Number of unique MHPP-led programs and workshops offered spring 2018

Staying Connected Through Technology

Student journalism strengthened with social media and online presence

The *Daily Nexus* connects students to news, arts, and entertainment relevant to their day to day life here on campus and in the community. The *Daily Nexus* prints 4,000 copies of its newspaper weekly and distributes it to the campus and local community. The *Daily Nexus* utilizes technology through its presence on social media platforms and its continuous distribution of new content.

"Student journalism is a critical and irreplaceable aspect of the university setting. We tell honest stories of their community to better inform the changing world around them."

— **Maura Fox**, Editor in Chief (pictured)

Technology Efforts

Social media and the online edition make it easy for readers to share stories across their networks, further expanding the news source's reach and engagement with alumni, faculty, and other universities. According to website analytics, 18,121 comments have been posted on *Daily Nexus* articles, demonstrating how technology allows readers to engage in fresh ways.

By the Numbers

Social media followers from 2009 to 2018:

6,507
Number of followers on Facebook

6,065
Number of followers on Twitter

2,845
Number of followers on Instagram

Web pageviews in 2017:

4,763
Average daily number of views

39,587
Average weekly number of views

1,738,444
Average monthly number of views

Diversity and Inclusion

Engaging students in a community of respect

In 2017-18, the Office of the Dean of Students engaged in a number of strategic initiatives aimed at improving diversity, equity, and inclusion at UCSB, such as:

Katya Armistead,
Assistant Vice Chancellor & Dean of Student Life

- Creating the Equity and Inclusion Coordinator position, which is responsible for cultivating a holistic and integrated vision and direction of campus climate, diversity, equity, and inclusion efforts within the Division of Student Affairs
- Hosting Theater Delta, an Interactive Theater group, to increase awareness, promote dialogue, and implement solutions around microaggressions and implicit bias
- Partnering with the National Conflict Resolution Center for "The Art of Inclusive Communication" series for Student Affairs staff and student leaders

One of the largest projects related to diversity and inclusion is aimed at improving campus climate for all incoming cohorts of undergraduates. Research has demonstrated that we often grow up in homogeneous communities, and arriving to college may be the first time incoming students encounter individuals who differ from themselves (Milem, J. F., Chang, M.J., & Antonio, A.L., 2005). This is a tremendous opportunity to engage students in critical learning on topics of diversity, inclusion, and equity. Studies have demonstrated that students are more creative and effective, and learn better when they are educated in a diverse learning environment (Gurin, 1999; Antonio, 2004). Further, our economy continues to trend toward one that is increasingly global, which means employers actively look for individuals who can demonstrate cultural intelligence and have the capacity to work effectively within diverse groups.

Technology Efforts

To better prepare students to engage with diversity and inclusion while at UCSB, and to assist them in developing the cultural skills necessary for success in a global economy, the Dean of Students Office is developing an online Diversity and Inclusion Orientation required for all incoming cohorts of undergraduate students. This brief, interactive orientation will acquaint new students with concepts ranging from power and privilege to creating a culture of respect, as well as self and community care strategies. Engaging with topics of diversity, inclusion, and equity are life-long learning projects, and we are excited that this program will provide a well-researched and well-developed starting point for incoming students.

References

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Gurin, P. (1999). "The compelling need for diversity in higher education. Expert testimony in Gratz et al. v. Bollinger et al." *Michigan Journal of Race & Law*. 5.

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Online System Gives Access to Course Content

Portal helps more students obtain lecture notes through assistance program

Technology Effort

The Disabled Students Program (DSP) uses a web-based system to drive the end-to-end process for notetaking accommodations mandated by the Americans with Disability Act (ADA). Through the DSP system, approved students can request a note taker and access notes online.
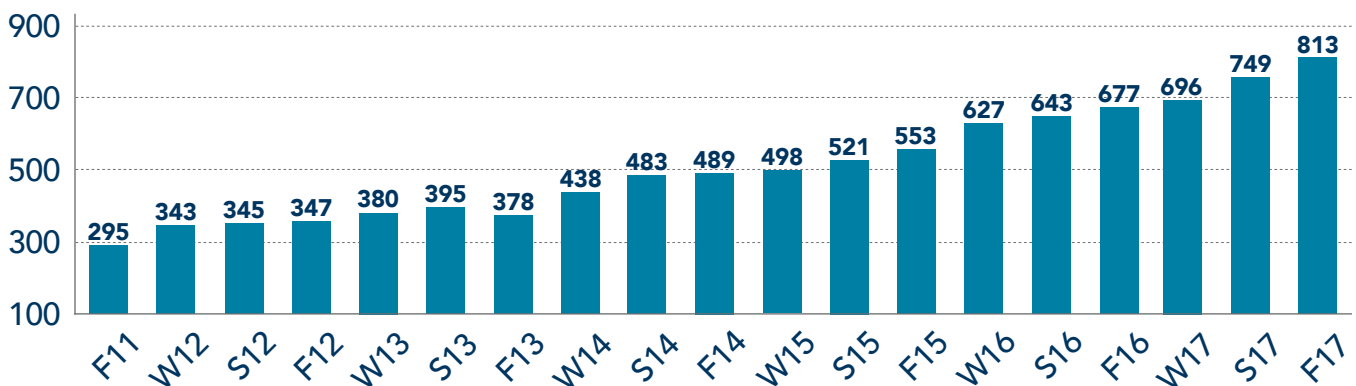
Impact of Technology Effort

As DSP's enrollment increases, the online system allows a greater number of DSP students to request and receive notes from the notetaking service. The notetaking service has experienced a 175% increase in students utilizing the service from fall 2011 (295) to fall 2017 (813).

Future Directions

DSP will now add track two new notetaking technologies that can assist students:

- **Livescribe Pens:** Livescribe pens, better known as "smart pens," are embedded with computers and digital audio recorders to simplify the notetaking process. When used with specialized digital paper, Livescribe pens record in real-time and provide increased adaptability. With this technology, note takers can edit their content post-lecture and students who access the content can cater notes to their needs.

- **Sonocent Audio Note Taker Software:** Sonocent software allows students to learn more from lectures by breaking the notetaking process into concrete, manageable steps. Students can record lectures, highlight essential elements, and add text, images, or presentation slides to their content.

Quarterly Notetaking Service Utilization, Fall 2011-Fall 2017

Quarter	Value
F11	295
W12	343
S12	345
F12	347
W13	380
S13	395
F13	378
W14	438
S14	483
F14	489
W15	498
S15	521
F15	553
W16	627
S16	643
F16	677
W17	696
S17	749
F17	813

Marketing Systems Help Reach Students and Families

Transcript evaluation services and Emma email tools help recoup staff time

Over the past two years, the Early Academic Outreach Program (EAOP) has consistently used two new tools, the UC's Transcript Evaluation Service (TES) and the Emma email platform, to provide students with timely strategic information.

Technology Efforts

TES utilizes a proprietary algorithm, and trained UC evaluators to analyze students' transcripts. This provides a UC-certified snapshot of A-G eligibility, including any missing requirements, for all students in every grade level. TES facilitates the identification of UC and CSU eligible students so that they can be recognized by EAOP at annual Academic Recognition events.

Manual transcript evaluations have been a significant part of EAOP staff's responsibilities. Staff evaluate transcripts for students in all grades that have a GPA of 2.5 or above, which means evaluating 60-70% of each high school's students by grade level, at least twice a year. Now, with TES, EAOP staff have recouped days that can be reallocated to service coordination, programming, and student academic advising.

The Emma email platform has increased the frequency and ease of digital outreach to EAOP enrolled students. Tailored messages are sent to specific subsets of students (by school, grade level, etc.) with relevant time-sensitive reminders and critical announcements. This allows EAOP College Site Coordinators to dedicate more resources

MIRKA LOPEZ SANCHEZ PHOTO

By the Numbers

3,147
Number of services provided by EAOP staff

2,473
Number of EAOP-enrolled students

to coordinating and optimizing programming, events, and activities.

Impact of Technology Efforts

In spring 2017, EAOP staff used TES data to identify A-G on-track students from 16,986 student files, then used Emma to contact EAOP students at the nine partnership high schools by grade level. Additionally, in fall 2017, EAOP was able to inform these same students about the Achieve UC event, Parent Meet & Greet events, and application workshops (for colleges, FAFSA, and the Dream Act).

Children's Centers Introduce ParentSquare Program

Technology helps increase communication between staff and families

Technology Effort

The ParentSquare Program, introduced in summer 2017, is designed to increase two-way communication, organization, and engagement between administrators, teachers, and parents. Administrators and teachers can post notifications of emergency situations, add events to the school calendar, and share information on child development and classroom curriculum. Additionally, staff can post interactive polls, photos, and sign-ups for events, and parents can securely access and comment on these posts from teachers. The Parent Council uses the program for direct communication with families, encouraging more involvement in the council.

Impact of Technology Effort

ParentSquare has increased the flow of information from both of the centers and student, staff, and faculty parents. All families are reachable through ParentSquare, giving parents a greater ability to engage in discussion with classroom teachers regarding what the children are learning. Parents get access to written observations, photo series, and video clips. Through consistent and on-time communication, families are more aware of events such as potlucks and parent-teacher conferences. Parents can stay connected to the classroom and children's center community in a way that works for each individual parent. Parents can choose to receive notifications by email, text, or the app.

COURTESY PHOTO

"The videos and pictures provide a glimpse into the many rich and exciting activities the children participate in every day."

— **Parent/Graduate student**

By the Numbers

220

Number of families served

130

Number of undergraduates employed

Building Community

In April, an Open House and Rededication Celebration was held at El Centro Arnulfo Casillas, after a year-long renovation project.

COURTESY PHOTO

Did You Know?

EOP serves 32% of the undergraduate population. In 2017-18, 3,124 students were seen by EOP Counselors. 209 events were hosted or co-sponsored, with 11,027 people attending.

Using technology for communication, outreach, and information sharing

Technology Efforts

Educational Opportunity Program (EOP) staff are transforming the ways in which they approach their work by integrating technology as a resource to provide support and engagement for EOP students. EOP's technological tools provide opportunities for students to engage, build community, and foster belonging. Outlets such as EOP's department and Cultural Resource Center (CRC) websites, social media platforms, and email resources ultimately help staff to support the retention and advancement of EOP students.

Incorporating innovative technological tools provides opportunities for students to learn and connect with one another and the department. EOP's commitment to developing and enhancing the EOP Advising database generates real-time data for analysis and action. The staff resources website streamlines student access to information and provides an avenue for participation and collaboration. Additionally, student engagement through online forums fosters a sense of community for those who cannot participate in person. To better serve students, EOP developed a new electronic sign-in system for events, an online application for EOP student staff positions, and graphics work station.

Impact of Technology Efforts

EOP's technological advancements streamline processes, save administrative time, and allow for more intentional outreach to students.

Mobile-Friendly, Student-centered Solutions

Going paperless to simplify the student experience

Technology Efforts

Beginning in the 2016-2017 academic year, the Office of Financial Aid and Scholarships (OFAS) implemented Campus Logic's Student Forms product: an innovative, paperless, and mobile-friendly solution to students' document requirements. Students and their parents can now complete their required financial aid forms through this online portal by scanning and uploading, snapping a picture, and e-signing, all of which can be done from anywhere, at any time.

Additionally, Campus Logic communicates with students and parents via email and text message whenever a change in their file is made or their file is completed. This flow of information keeps our students and parents frequently informed, and it reduces confusion about the process and stress about financing a higher education.

These advances have facilitated an easy and quick verification process for families, diminishing barriers to accessing their financial aid in a timely manner. With the help of Campus Logic, OFAS is effectively adapting to meet student needs with a simple, user-friendly, and communicative portal.

Impact of Technology Efforts

In the 2017-18 academic year, OFAS increased the first disbursement by over

COURTESY PHOTO

For the first time, Financial Aid celebrated February as Financial Aid Awareness Month. Staff and peer advisors collaborated on eight campus and community workshops.

By the Numbers

17,000
Number of Financial aid applicants

46%
Percentage of applicants that are Pell Grant recipients

$400M
Total disbursed in federal, state, institutional, and outside aid

$18 million! Additionally, staff achieved early completion of over 50% of the previous academic year's student file evaluations, resulting in a shift of summer workload for 2018.

Seeing the Self as Scholar

At left are strengths of 235 students enrolled in ED 20 during spring 2018. A new textbook (below) was adopted in ED 20 this year — The Indispensable Guide to Undergraduate Research, co-written by Anne H. Charity Hudley, the North Hall Endowed Chair in the Linguistics of African America and Director of Undergraduate Research for the College of Letters and Science.

COURTESY PHOTOS

University success course emphasizes research, leadership

UCSB has a proud history of supporting first-year students through the transition to college. Since 1988, Education 20 (ED 20), initially offered as Sociology 10 and later as Interdisciplinary Studies 20, has served over 10,000 students. Its unique course format promotes intentional student development, resource awareness, and community building. Lectures illuminate the structure and function of the university and introduce students to guests from every division of the campus. The vision of the course is to introduce students to all of the resources and opportunities that UCSB has to offer. Discussion sections, co-led by an undergraduate student leader, center on interactive activities and genuine discussion about college life and transition issues.

Technology Effort

This spring, through generous sponsorship by the Barry Z. Posner and Jackie Schmidt-Posner Leadership Development Fund, all students completed the CliftonStrengths for Students® assessment. This research-based technological tool helps individuals identify their individual talents.

Impact of Technology Effort

Of the 235 participants who took the assessment, the most common strengths identified were empathy, individualization, adaptability, and restorative (problem solving). After facilitating individual and community self-reflection sessions about identity and strengths, the ED 20 teaching team is challenging each student to realize their full potential, both as emerging scholars and community leaders. More importantly, the aim is to shift every student's self-concept away from "student" and toward "scholar," and to fully embrace the research mission of the University of California.
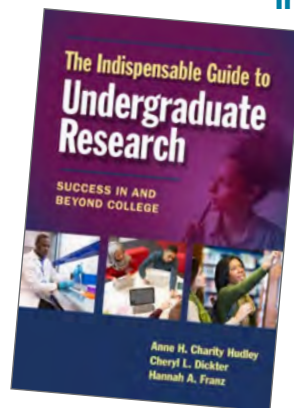
Outreach by Social Media, Email Inspires Philanthropy

Technology helps bring in 169 gifts on Give Day 2018, totaling over $26,400 to division

Grants and Development uses social media and fundraising appeal emails to expand the reach and effectiveness of philanthropic campaigns. The department pursues funding opportunities through charitable gifts and grants from individuals, businesses, foundations, grant-making public agencies, and non-profits. Staff research prospects, identify funding opportunities, create and manage gift appeals and proposals, prepare and submit grant applications, provide impact reports to funders, and host events.

Technology Effort

The Division of Student Affairs featured nine departments during Give Day 04•12•18. Give Day involves 24 hours of focused social media engagement by the entire campus to celebrate the diverse UC Santa Barbara community, and encourage philanthropy. On Give Day 2018, 169 gifts totaling over $26,400 were made online to support 24 Student Affairs departments, and funds. Student Affairs used Twitter, Facebook, and YouTube to build anticipation for the event, provide details about GIVE Day activities, and encourage participants to share Give Day links.

Point of Pride

The Dream Scholar Fund Match: In fall 2017, Vice Chancellor for Student Affairs Margaret Klawunn and Acting Assistant Vice Chancellor for Student Academic Support Services Lupe Navarro-Garcia announced a matching gift challenge. In this challenge,

COURTESY PHOTO

the Division of Student Affairs offered to match donors' gifts to the Dream Scholar Fund, dollar-for-dollar up to $100,000, from September 1 to December 31, 2017. Grants and Development used the Emma email platform to design personalized, multi-touch e-appeal campaigns that raised nearly $32,000 from individual gifts.

E-Appeals and Online Giving

The department used social media and email to promote two new charitable gift funds: the Debbie Fleming Summer Internship Fund, administered by Career Services, and the Claudine Michel Fund in the Office of the Vice Chancellor for Student Affairs. Staff used email to reach Debbie and Claudine's friends, family, and colleagues and encouraged them to share fundraising efforts across their own social media networks.

Online Module Enables Student Participation

Students gain self-awareness and knowledge through online sleep challenge

Health & Wellness provides a living and learning environment where students can thrive academically and personally. Services are focused on prevention and health promotion covering a range of health issues that impact students. For many students, sleep is a primary wellness concern due to busy schedules and increased stress. Health & Wellness developed the Sleep Challenge to encourage students to prioritize their health, and this year's results demonstrate the varying needs of the student body.

Technology Effort

The sleep challenge encourages students to learn about sleep hygiene and integrates a mobile-friendly module that helps students practice habits that optimize sleep. Students complete a pre-challenge survey about their current sleep habits, log their sleep hours and habits for seven days, and report outcomes in a post-survey. Overall, this online platform expands the department's capacity to serve students by engaging with those who are unable to attend in person workshops and events. The module also enables Health & Wellness to integrate skill building over the period of a week with an online community of students who are working to improve their sleep habits.

Seventy-five students participated in the winter 2018 sleep challenge. Over half of the students who participated in the challenge for four or more days maintained a minimum of 6-8 hours of sleep. Consistent with research on college student sleep patterns, of those

By the Numbers

203

Number of events addressing health issues

3,385

Number of students served at stress-reduction events throughout the year

participating in this challenge, 25% of students obtained less than six hours of sleep on one or more days of the week (Lund, Reider, Whiting, & Prichard, 2010). A smaller number of students obtained less than two hours of sleep on at least one day a week.

Impact of Technology Effort

This technology allows Health & Wellness to engage a larger number of students in an ongoing effort to improve their knowledge of healthy habits. The data also helps staff understand students' sleep habits and current needs, encouraging further technological developments and online opportunities for students to engage with the department and access services.

References

Lund, H.G., Reider, B.D., Whiting, A.B., & Prichard, J.R. (2010). Sleep patterns and predictors of disturbed sleep in a large population of college students. *Journal of Adolescent Health*, 46.

Keeping Track of Traffic

Check-in data improves service, accountability

The Office of International Students & Scholars (OISS) went high-tech this January with a new check-in system to record visits by students and scholars. People come to OISS for a variety of reasons, from simply dropping off or picking up a form to in-depth advising sessions regarding complex immigration issues.
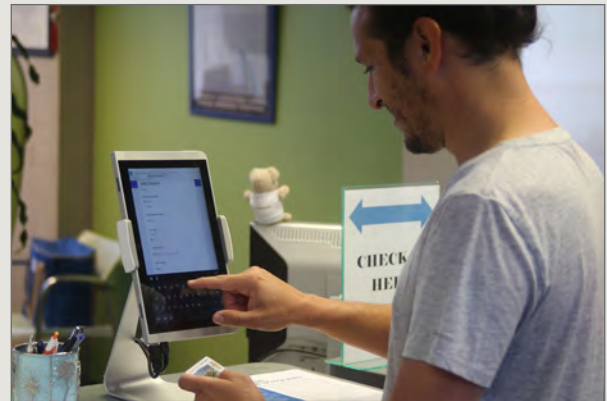
Technology Effort

Thanks to the new check-in tablets, purchased with the help of the Student Fee Advisory Committee and installed with professional support from colleagues at Student Information Systems and Technology, each visitor completes a brief web-based form that records information including their name, date and time of their visit, and their reason for seeking help. This information helps OISS monitor the number and nature of visits, and plan proactively for periods of high traffic. Gathering data also allows OISS to identify student and scholar needs, and modify how it allocates staff time. Ultimately, tracking usage trends over time will help the department recognize spikes or lulls in service usage and plan accordingly.

Impact of Technology Effort

The tablets replace manual sign-in sheets, allowing OISS to now store the data electronically. OISS now has a searchable record of individual visits that are linked to international students' records. This helps OISS document contact with students and advocate for students' immigration status, if in question.

This data also helps OISS assess any changes in students and scholars' office visit patterns due to changes in campus or federal immigration policies. The uncertainty created by these policies may have quantifiable impacts that result in more or less advising sessions and programming needs. With this searchable database, OISS can learn how to most effectively serve its audience.

COURTESY PHOTO

By the Numbers

1,227

Number of new international students in fall 2017, of which:

792

were undergraduate students,

252

were graduate students, and

193

were Education Abroad Program (EAP) students

Integrating Real-time Data for Seamless Reporting

Utilizing technology and data to support academic integrity and campus safety

The Office of Judicial Affairs strives to promote an educational process that values integrity, supports social justice, and respects student rights. The department ensures campus safety through investigation and adjudication. It provides educational workshops, facilitates restorative justice measures, and processes all University student conduct cases.

Technology Effort

The Office of Judicial Affairs currently integrates data from various campus partners including faculty, staff and police. Our reporting function includes the ability to report incidents of academic and behavioral misconduct through an online portal. The online portal is connected to the Judicial Affairs database that maintains confidential and historical conduct records for all UCSB students.

The Office of Judicial Affairs is working to integrate data from other student service software programs to streamline the conduct reporting process for the campus community. This integration will utilize real-time data to allow seamless reporting and provide the ability to confirm a student's enrollment prior to submitting an online conduct report. This integration will provide relevant information to campus reporting parties to advise them on how to proceed. It will also incorporate an interactive Q&A section to better educate the campus community on the student adjudication process.
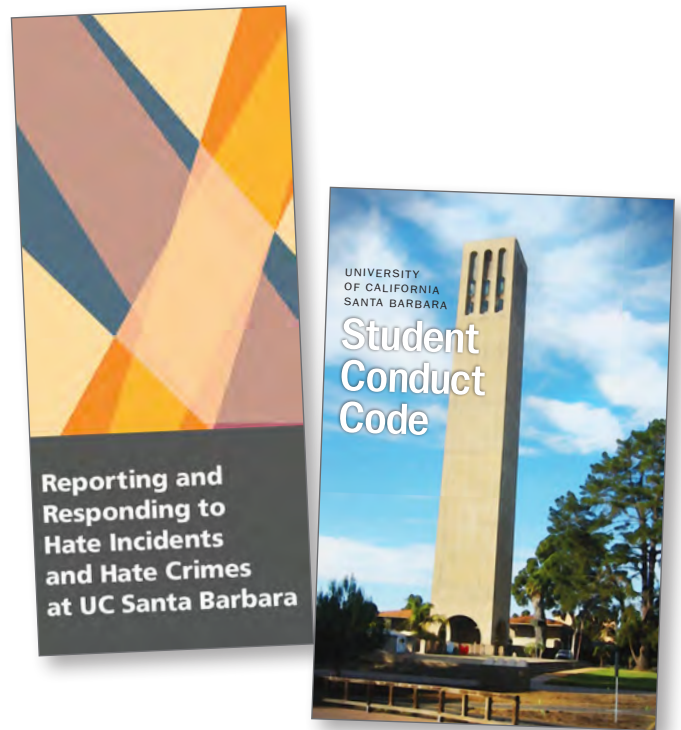
Impact of Technology Effort

Ultimately, this advanced database will allow campus partners to more easily report instances of academic and behavioral misconduct. It will also serve as a way to introduce educational campaigns around academic integrity and restorative justice processes, furthering the mission of the Office of Judicial Affairs. More largely, the department uses technology to make data-driven decisions to support the Student-Faculty Committee on Student Conduct. These decisions are used to maintain equitable conduct decisions and ensure that decisions are supportive and educational.

Technology and Support Enhance User Experience

Audiovisual technology delivers vibrant social justice programming

Audiovisual (AV) technology is crucial to the MultiCultural Center's (MCC) mission of fostering critical dialogue to combat racism, sexism, xenophobia, and ethnocentrism. AV technology primarily supports social justice programming such as lectures, workshops, film screenings, concerts, and student events.

Technology Efforts

The MCC encompasses three unique environments where audiovisual technology serves students, faculty, and campus partners:

- **MCC Theater:** Hosts 150 people and boasts a premium sound system, high-definition 1080p projector, motorized projector screen, Blu-ray DVD/CD capability, 16-channel sound mixing console, LED and incandescent stage lighting, and a wide range of microphones
- **MCC Lounge:** Boasts a 4-speaker JBL sound system, HD projector, motorized projector screen, Blu-ray DVD/CD player, two microphones, auxiliary cord input, and an amplifier
- **MCC Meeting Room:** Includes a standard HD projector and wall-mounted speakers

Impact of Technology Efforts

The MCC reaches thousands of attendees through its programs and performances. In

COURTESY PHOTO

Ben Carrington delivered a presentation in February, titled "Forgivable Whiteness: Sports, Race, and the Last of the Great White Hopes."

Point of Pride

Celebrating MCC's 30 Year Anniversary! Since 1988, the MCC has served as a space to facilitate the retention and recruitment of students of color and to combat institutional racism and ethnocentrism. The MCC strives to maintain an inclusive space for underrepresented and marginalized groups while serving as a bridge to the entire campus community.

2017-18, the MCC hosted 82 social justice programs with over 8,000 attendees. In addition, the MCC serves over 50 unique student user groups that host a wide spectrum of events that utilize AV technology and free equipment support. The MCC also employs 20 student staff that are trained to provide AV support for all MCC events, which helps their overall professional development.

Providing Priority Access to Registration

Assisting students who need to juggle childcare around class schedules

The Non-Traditional Student Resource Center (NTSRC) serves undergraduate students age 25 and older and graduate students age 29 and older, students who are partnered and/or parenting, and students who are returning to college after a break in their education. Building community among the non-traditional student population is a top goal of the center and students are encouraged to take part in programs, reach out to a staff member, or utilize the space to meet other students. Services provided include registration adjustments, undergraduate childcare grants, locker check-out, waiver of parking proximity requirement, and community-building programs.

Technology Effort

For many years, Non-Traditional Student Services has worked with the Office of the Registrar to support parenting students' access to priority registration for classes. Once students have provided proof of a dependent child, they are granted quarterly priority access to register for upcoming classes. Priority registration through the Gaucho On-Line Data (GOLD) system assists parenting students, who often juggle childcare and class schedules, and removes barriers so that they can access the courses needed to complete their degree.

Impact of Technology Effort

When the parenting students are assured of their class schedules in advance of the quarter, they are able to make arrangements

A parenting student enjoys time with her daughter in a corn maze at the pumpkin patch. NON-TRADITIONAL STUDENT INTERN PHOTO

"Priority registration has been a lifesaver for me as a single parent. The ability to plan my schedule around my daughter's school hours means I can coordinate study and work time. I wouldn't be able to progress very quickly — or possibly at all — without it ... I'm so thankful it's an option!"

— **Fourth-year Student**

for childcare. Priority registration for parenting students assists in retention, satisfactory time to degree, and more units completed. For the 34 parenting students who used priority registration each quarter this academic year, it gave them the opportunity to organize their schedules to best support their children and pursue their own higher education goals.

Online Module Learning for Incoming Transfer Students

Adding a new component to traditional Orientation programming

Technology Effort

Orientation partnered with Comevo to produce an online pre-Orientation module for incoming transfer students. Feedback from former transfer students indicated that the large amount of information provided at in-person Orientation sessions, particularly around academic requirements, was difficult to understand in the limited amount of time that it was presented. Thus, the goal of the module is to introduce students to key resources and academic advising information before their arrival on campus for an in-person Orientation session. The module also allows transfer students who cannot attend an in-person Orientation session to receive a foundation of knowledge that is critical to successful transition into the university. The module allows students to interact with the material pre- and post-Orientation and refer back to it throughout their first year on campus. The impact we hope to see is a smoother overall transition to UCSB.

Impact of Technology Effort

Since its induction, over 90% of incoming transfer students completed the 2017 online module. Before completing the module, 43% of surveyed students agreed or strongly agreed that they felt prepared to transfer to UCSB. After completing the module, the

Transfer Student Online Module Survey

After completing the online transfer student module, I feel prepared to transfer to UCSB:

51% Agree
34% Strongly Agree
14% Neutral
1% Disagree
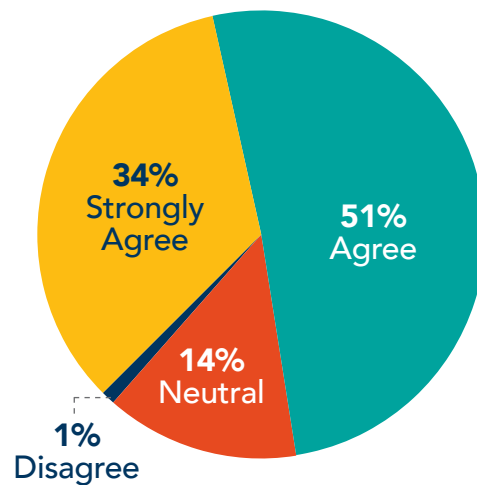
Did You Know?

Over 8,000 incoming students, parents, and family members are served at Orientation annually, and 27 undergraduate student leaders receive 100+ hours of training in academic advising and campus resources!

number of students who agreed or strongly agreed that they were prepared to transfer to UCSB rose to 85%. Of the incoming transfer students who did the module, 54% completed the post-module survey. From this group, over 95% agreed or strongly agreed that the Academic Overview information and the Campus Resources information met their expectations. Approximately 25% of incoming transfer students logged back into the module to review information between August 2017 and January 2018.

Tech and REC = FUN!

Using smart phones to connect students, staff

Recreational pursuits are and should be "fun." Recreation is defined by Google as: "activity done for enjoyment when one is not working." Organizing and planning these pursuits, however, still requires "work" and "effort." Thankfully, modern technology aids us in terms of efficiency of work processes.

Technology Effort

UCSB Recreation has deployed numerous program planning and organizational software tools to assist in programming and operations. In recent years, the department has also begun using technology, specifically smart phones, to connect with students and promote alternatives to the many virtual activities humans engage in daily.

In fall 2017, UCSB Recreation offered its first widely promoted event using smart phone app technology. Spearheaded by UCSB Adventure Programs, over 300 Gauchos joined team UCSB in the 2017 Outdoor Nation Campus Challenge (ONCC). ONCC developed a smart phone app to administer the challenge that pitted UCSB against other universities around the country. Participants were able to use their phones to upload pictures of their participation in outdoor activities. Bonus points were given for group activities. Over the course of the challenge, participants received daily messages from team leaders inviting them to participate in group activities such as lunch time bike rides, rock climbing, or hanging out in a campus hammock village. The ONCC app combined the convenience of a smart phone for tracking events and messaging while also prompting participants to be active and social.

COURTESY PHOTO

Recreation and Admissions staff join students on a bike trek across campus as part of the challenge.

"ONCC gave me an opportunity to experience UCSB the way I dreamed of when I was in high school — I met my closest friends and had the best start to college."

— Justin H., Student

Impact of Technology Effort

Although UCSB participants did enjoy the competitive aspect of the challenge, a greater impact came from the face-to-face "offline" social interactions. Students, and staff alike, made new friends, felt a morale boost, and got outside to enjoy our beautiful campus. ONCC was a tech-rec combo that made a positive impact on all involved.

Course Waitlist Eases Anxiety Over Scheduling

Robust system responds to student, faculty demand
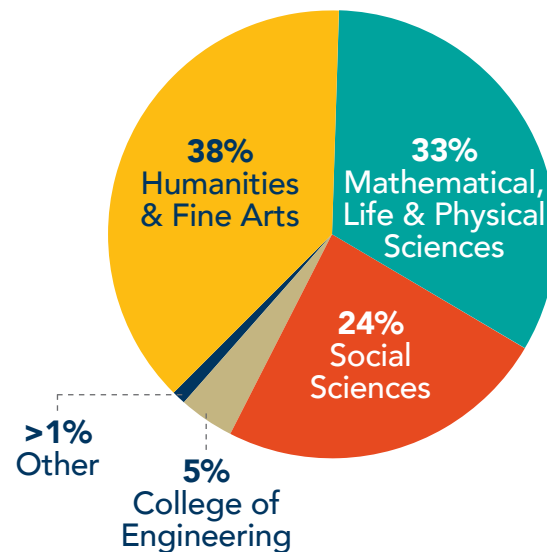
Technology Effort

Prior to fall 2014, the student registration portal (GOLD) had no course waitlisting capability. In response to departments' need to better manage their rapidly shifting course enrollments, a variety of homegrown waitlisting solutions had begun to pop up across the campus, but this piecemeal approach was confusing and frustrating for both students and faculty. In addition, because these systems were not directly connected to other student systems, their functionality was limited. With no central oversight or rules governing waitlist enrollments, students often waitlisted far more courses than they could actually take, making it impossible for departments to assess actual course demand using the waitlist data.

In 2014, Office of the Registrar launched a new course waitlist system that integrates with the student information system, and is accessible to staff and faculty through eGrades and to students through GOLD. Waitlisted units now factor into the unit load and students must commit to adding the course and managing their waitlist enrollments just like they manage their actual course enrollments.

Students are able to view their position on the waitlist in GOLD and are automatically added into a class as space becomes available. During the 2017-18 academic year, 26,679 of these automatic adds were performed. The system ensures that students are added based on rules set ahead of time

Who is Using Course Waitlists?

2017-18 waitlist adds by academic college or division

- 38% Humanities & Fine Arts
- 33% Mathematical, Life & Physical Sciences
- 24% Social Sciences
- 5% College of Engineering
- >1% Other

and displayed in GOLD rather than the space going to whoever happens to be online and looking at the schedule when someone drops. This eases student anxiety over access to a course and results in a reduced number of emails sent to departments and instructors during registration.

Impact of Technology Effort

Each quarter, over 10,000 students add themselves to at least one course waitlist and over 6,000 of those students are added to at least one course. Departments utilizing the system have better data on the number of students that would like to add their courses and the students have a better idea of the likelihood of getting into high demand courses.

Being Queer, Living Here

Programming for celebration, resiliency

Programming Effort

In fall of 2017, the Resource Center for Sexual & Gender Diversity (RCSGD) launched an ongoing series of events titled, "Being Queer, Living Here" which were closed-space guided group discussions for LGBTQ identified students on topics that affect the LGBTQ community. Specific events focused on hookup culture, drugs and alcohol, and "coming out" as a conceptual framework. The events were developed in partnership with UCSB's Queer and Trans Health Advocate, Counseling & Psychological Services, Health & Wellness, and Student Health.

Rather than adopting a typical pedagogical model of informing our students about resources, the format of the conversations allowed for dialog. Students were able to discuss the topics, their needs, and concerns in-community and with the presence of health professionals who could then connect our students with resources aimed specifically at addressing those needs.

Impact of Effort

The series was well-attended and very useful for students and staff. UCSB's Alcohol and Drug Program reported that they had more non-crisis self-referrals focused on alcohol and drug use following the event.

In addition to this innovative series, the RCSGD continued its rigorous and comprehensive social and education programming. The RCSGD hosted over 50 events serving hundreds of UCSB students, staff, and faculty. Many events were open to allies, community members, and questioning

LE TANG PHOTO

Maddy Mokes, 2017 Santa Barbara Queen of Pride, performs during an RCSGD drag show.

individuals, such as the annual Coming Out Monologues or the regularly available Safe Zone trainings. Other events aimed to directly serve our LGBTQ students, such as a Queer & Trans Self-Defense workshop with Ryka Aoki, a Japanese-American trans woman, former national judo champion and the founder of the International Transgender Martial Arts Alliance.

One of the RCSGD's most well-attended events is the annual Into The Night dance party and drag show. It regularly fills all three floors of the Student Resource Building, as students and community members vie for viewing space to see a show of local drag performers. Scheduled for the first week of the fall quarter, this event is a fun and irreverent celebration of queer identities and performance, and brings together new and returning LGBTQ students and allies to build community.

Tracking Tuberculosis Immunization Compliance

Technology in use to enforce new entrance requirements for 8,000 incoming students

Technology Effort

The University of California Office of the President mandated a minimum set of immunizations and tuberculosis screenings for all incoming students, beginning May 2015. As a result, Student Health now manages a two-part immunization compliance program for over 8,000 students annually. All entering students must complete an online screening for tuberculosis (TB) risk, which prompts a second questionnaire and a need for additional testing if the TB risk response is positive. Student Health also gathers and verifies immunization records for seven vaccines from each student. The Student Health Electronic Medical Record (EMR) system is used to create an online portal for questionnaires and entry of immunization dates with internal logic to reject dates not in compliance. Staff develop reports and emails to assist students who are out of compliance.

Impact of Technology Effort

Within this system, students are alerted to missing items and guided to appointments for completion, which then update the compliance records. This system tracks students identified at risk for tuberculosis and ensures that they are cleared of active disease, resulting in a healthy campus community for everyone. By creating this online process for student convenience, Student Health uses technology to document student's vaccination history, track compliant and non-compliant entries, and communicate to non-compliant students the need for further action.

By the Numbers

18,092
Number of vaccination-related documents submitted by students in 2017-18

7,319
Number of tuberculosis risk screenings completed

1,812
Number of students determined at risk with tuberculosis

79%
Percentage of overall compliance with all new requirements

Did You Know?

In 2018-19, tuberculosis screening and immunization compliance must be completed for entering students by fall quarter. If compliance is not complete, students' access to registration will be blocked. The utilization of the EMR system allows Student Health to more easily document and track students, with opportunities for correction before penalties are imposed.

Focusing on Holistic Service

Three-year strategic plan is inspired by students and campus partners

Strategic Thinking Effort

Student Information Systems & Technology (SIS&T) has served as the technological backbone for Student Affairs since 1994. A portfolio that includes the support of 172 websites and applications, SIS&T is embedded in each critical process that connects students to services before enrollment and after graduation. In 2016, SIS&T began a deep exploration of its strengths and values and, one year later, published a strategic plan to guide the department in providing effective, reliable, and resilient service through 2020. This holistic plan, found at http://bit.ly/sistplan, describes SIS&T's updated Vision, Mission and Guiding Principles.
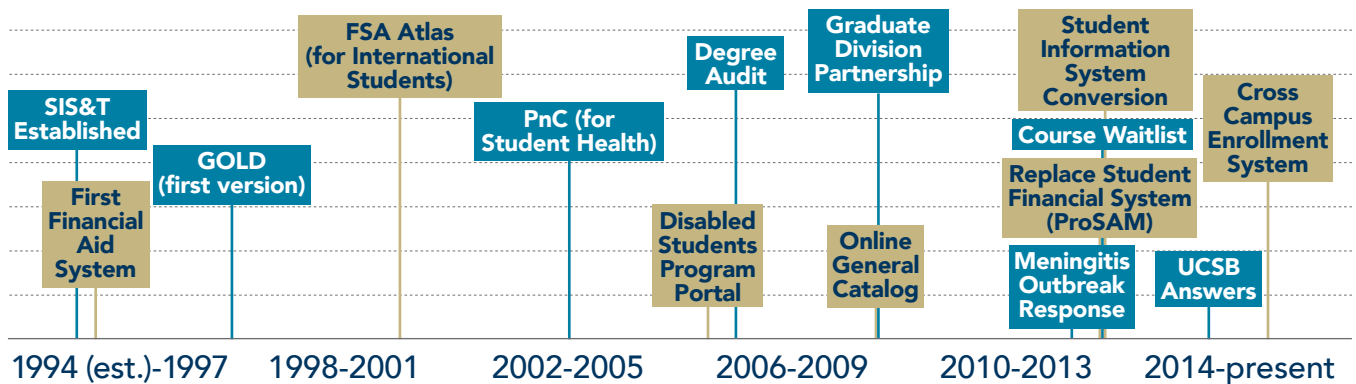
Impact of Effort

The department's work is now divided into three themes that more narrowly define its goals, objectives, and initiatives. The following projects demonstrate SIS&T's strategic plan in action:

A Focus on Community: Collect, analyze, and act on feedback from the campus community about products and services provided. **Example:** In January 2018, SIS&T partnered with the Office of International Students & Scholars (OISS) to install mobile check-in stations at the OISS front desk, increasing efficiency in service to students.

Innovative Information & Communication Technology: Develop/design applications for mobile use and modernize the Gaucho On-Line Data (GOLD) application. **Example:** In January 2018, SIS&T released its first mobile-friendly version of GOLD, which every student uses to enroll in courses.

Sustainable Planning & Collaboration: Provide access to and promote the responsible use of data to partners and customers. **Example:** In spring 2017, SIS&T championed an effort to implement a campus-wide Web Application Programming Interface solution that will provide UCSB staff with secure access to timely and accurate student data.

Technology Innovation and Business Transformation

1994 (est.)-1997	1998-2001	2002-2005	2006-2009	2010-2013	2014-present
SIS&T Established	FSA Atlas (for International Students)	PnC (for Student Health)	Degree Audit	Student Information System Conversion	Cross Campus Enrollment System
GOLD (first version)			Graduate Division Partnership	Course Waitlist	
First Financial Aid System			Disabled Students Program Portal	Replace Student Financial System (ProSAM)	
			Online General Catalog	Meningitis Outbreak Response	UCSB Answers

Tech: The Invisible Catalyst

Web-based solution facilitates engagement, self-reflection, and feedback

Office of Student Life (OSL) is an engine of belonging and a driver of student learning and leadership development. OSL promotes student engagement through campus organizations, fraternities and sororities, and leadership development. Through technology, OSL connects with its vast audience of organizations and student leaders on campus.

Technology Efforts

When OSL harnessed the versatility of OrgSync, the department's existing campus organization management platform, to manage its co-curricular "Standards of Excellence" programming for fraternities and sororities, technology became the catalyst, not the focus, for in-person student interaction, community building, and learning. The mobile-friendly website is used to advertise programs, manage enrollment, track attendance, and collect post-event feedback and reflection.

This academic year, programs were offered in five categories and included topics such as mindfulness, food insecurity, hazing, conflict management, body image, sexual health, alcohol and other drugs, risk management, dating and relationships, and social justice. All fraternity and sorority members are mandated to participate in programs and are offered a variety of program topics, and dates that are convenient to their schedules. Following each program, participants are asked to rate the usefulness of each session's content and to reflect about how they could apply the content to their daily experience.

By the Numbers

118

Number of educational programs offered to fraternity and sorority members between October 2017 - April 2018

5,628

Number of fraternity and sorority members whose check in and attendance were recorded online

Impact of Technology Efforts

This year's programs were designed with an emphasis on real-world applicability and employment of student facilitators. For example, "WhoDunIt?," fashioned after a murder mystery game, is an interactive liability exercise that guides participants to examine fault and liability in an organizational context and promotes personal responsibility. In "Pillow Talk" sessions, student peers from CARE and fraternities and sororities co-led discussions about how building affirmative consent culture allows people to have more positive, fun experiences with their partners by establishing clear communication and mutual respect. After both programs, approximately 90% of attendees reported the content as "somewhat or very useful." Looking ahead to next year, co-curricular learning opportunities like these will be made available to the officers of 500+ registered campus organizations.

Technology Assists in Managing Referrals

Cloud-based software improves data collection, procedures

Technology Effort

Student Mental Health Coordination Services (SMHCS) serves as a resource of outreach and support for students in distress. Our coordinators assist students who may be experiencing personal challenges by connecting them with appropriate campus resources. The department uses cloud-based technology to track referrals and identify trends. This software provides vital information to the coordinators on how they can better support UCSB students and the greater campus community.

Impact of Technology Effort

This type of technology allows us to monitor the number of referrals we receive over time, while also identifying particular concerns that our students are experiencing. By tracking common concerns, we are better able to understand student needs and quickly refer students to appropriate campus resources. An analysis of the data captured by the software shows that SMHCS received 881 referrals this academic year, and that an increasing percentage of these referrals are made by faculty. These numbers are important when identifying where more trainings about our department are needed to more efficiently connect a greater number of students to support services on campus.

With the increase in referrals to SMHCS,

Who Made Referrals in 2017-18?

78% Staff

10% Faculty

2% Other

4% Parent/Family

2% Self

4% Friend
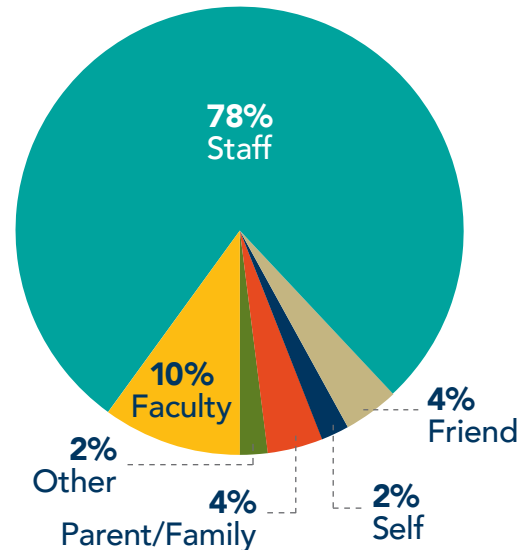
By the Numbers

881
Number of referrals made in 2017-18

4
Number of full-time SMHCS coordinators

our department has added more staff to better serve the students and campus community. The software provides staff with a holistic picture of our work over the course of each academic year, and helps us identify emerging trends, areas of growth, and department goals. Through the use of this technology and its powerful analytical tools, we have improved our department procedures while more effectively tracking our referrals from creation to resolution.

Creating an Information Hub for Students and Allies

USS resources address ever-changing laws

Undocumented Student Services (USS) advocates with and for the undocumented community, provides resources to address unique concerns of undocumented students and mixed immigration status students, and offers holistic support services within a collaborative model.

Technology Efforts

This year's constant changes to immigration laws and policies have greatly impacted undocumented immigrants. Undocumented Student Services utilizes its website and mailing list to update undocumented students and the UCSB community about these changes. Through these efforts, students, staff, and faculty can learn about USS programs, services, and events and get connected to services.

By selecting links on the website, departments can complete online requests for presentations in a variety of topics related to undocumented immigrants and supporting immigrant communities. Students can confidentially inquire about legal services available to undocumented individuals and their families through the UC Immigrant Legal Services Center and can connect with an attorney. The USS website also highlights USS partners' commitment to undocumented students and includes statements of support and resources from the UC Office of the President, UCSB Chancellor, and UCSB Vice Chancellor for Student Affairs. Resource pages also include information about graduate school, STEM

FRANCISCO BARRERA PHOTO

The Undocumented Student Services (USS) 2017-18 Intern Team is pictured alongside USS Coordinator Diana Valdivia, far right. One intern said, "USS provided me the opportunity to be more knowledgeable about my rights through the legal services and immigration awareness events."

By the Numbers

16%

Percentage increase of enrolled undocumented students since 2016-17

$20,500

Total awarded through 2017-18 Dream Scholar Fund

majors, outreach information for prospective students, and more.

Impact of Technology Efforts

One of the most exciting IT features is the ability to email partners. Email lists enhance the department's efforts to build a community of support and keep students, staff, and faculty updated on information impacting undocumented communities.

Introducing New Staff for Veteran Resource Center

University maintains a commitment to creating a home away from home for veterans

Student Service Efforts

Veteran & Military Services provides guidance, support, and community for military veterans, service members, and their families. Services include counseling and assistance in using veteran benefits, cross campus support from the admissions process through graduation, and advocacy, fundraising, and community development to support veterans and their families. Another key resource is the Veteran Resource Center (VRC), which provides a welcoming and supportive environment for students and serves as a home away from home for many.

When the coordinator of the Veterans Resource Center left to pursue graduate school, Max Peck, a veteran and 2017 UCSB graduate, stepped in to ensure that the VRC remained a vital resource for student veterans. He collaborated with staff and faculty across campus, in order to maintain the same level of attention for students, and ran a vibrant and dynamic center.

Introducing New Staff

In August 2018, we welcome Coby W. Dillard as the new Coordinator for Veterans & Military Services. His work and research have focused on military-related students and their transition in and through the academic community. Coby enlisted in the U.S. Navy in 2000 and left the service as a Yeoman Second Class in 2006. He was stationed aboard USS CONSTELLATION, VFA-106, and Joint Task Force-Guantanamo. With service in both

Coby W. Dillard, Coordinator for Veterans & Military Services

By the Numbers

89

Number of veterans served at UCSB

433

Number of dependents using benefits

Operations Enduring Freedom and Iraqi Freedom, his personal awards include the Joint Service and Navy Achievement medals and qualifications in both Surface and Aviation Warfare.

Coby's higher education career began at Tidewater Community College (TCC) in 2010 and continued at Regent University from 2016-2017, returning to TCC as its first Veterans Resource Liaison in January 2017. He is a graduate of TCC (associate degree in Social Sciences), Norfolk State University (bachelor's degree in Interdisciplinary Studies), and Regent University (master's degree in Human Services Counseling). Coby's undergraduate thesis focused on advising models for student veterans, and a chapter of that work was published in NACADA's *Academic Advising Today* in 2017. He is currently working on his doctorate in Higher Education Leadership and Management at Regent University.

Creating a Pipeline for Women in STEM

Special events encourage youth to explore science, technology, engineering, and math

The Women's Center provides programming and outreach to the campus community with goals to increase awareness of current issues affecting all genders in society.

Programming Efforts

The Women's Center strives to create a pipeline for women and girls in STEM (Science, Technology, Engineering, and Math) fields. The Women's Center, in collaboration with Women in Science and Engineering (WiSE), provides opportunities for girls in the local community to experience STEM topics and engage with current UCSB undergraduate and graduate student role models. To rectify the gender and race disparities that currently exist in STEM fields, two key programs are offered that demonstrate hands-on application of these fields and how this work is available to all:

- **Tech Savvy**; now in its fifth year, is a full day event that inspires girls in grades 5-8 to explore and experience STEM environments. During spring 2018, 99 girls attended with 23 of their parents. Specialized workshops were offered including Wildflower Detective, You're a Computer Scientist, and Life in a Drop of Water. Parents in attendance were offered a workshop on the importance of supporting girls in STEM from an early age and the research-based ways early intervention supports a higher rate of girls and women in STEM professions.

- **I Heart STEM**; now in its second year, invites girls in grades 9-12 to experience

COURTESY PHOTO

Young participants explore STEM tutorials during Tech Savvy workshops in spring 2018.

hands-on STEM workshops and high-level mentorship with current UCSB graduate students. The fall 2017 program saw 105 high school female-identified individuals participate in programs designed to promote STEM-literacy. Workshop topics included Creepy Chemistry, 3D Printing, and Salad Bowl Accelerator.

Impact of Programming Efforts

As a result of these programs, girls are more likely to enter high school with a greater understanding of their place in STEM fields and a stronger sense of support from their parents. They will also be able to integrate their academic knowledge with the college-level environment. Visit http://wgse.sa.ucsb.edu for programs and resources for all members of the UCSB community.

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