SCHOLARSHIP | LEADERSHIP | CITIZENSHIP













UC Santa Barbara

Student Affairs

Annual Report

2015-16

DIVISION OF STUDENT AFFAIRS





























Table of Contents

Letter from the Vice Chancellor 4

In this edition... 6

Student Affairs Academic Initiatives 7

Office of Admissions 8

Alcohol and Drug Program 9

Associated Students 10

Campus Learning Assistance Services 11

CARE: Campus Advocacy Resources and Education 12

Career Services 13

Counseling & Psychological Services 14

Daily Nexus 15

Office of Dean of Students 16

Disabled Students Program 17

Early Academic Outreach Program 18

Early Childhood Care & Education Services 19

Educational Opportunity Program 20

Office of Financial Aid & Scholarships 21

First-Year & Graduate Student Initiatives 22

Student Affairs Grants & Development 23

Health & Wellness 24

Office of International Students & Scholars 25

Office of Judicial Affairs 26

MultiCultural Center 27

Orientation Programs & Parent Services 28

Department of Recreation 29

Office of the Registrar 30

Resource Center for Sexual & Gender Diversity 31

Student Academic Support Services 32

Student Health Service 33

Student Information Systems & Technology 34

Office of Student Life 35

Student Mental Health Coordination Services 36

Undocumented Student Services 37

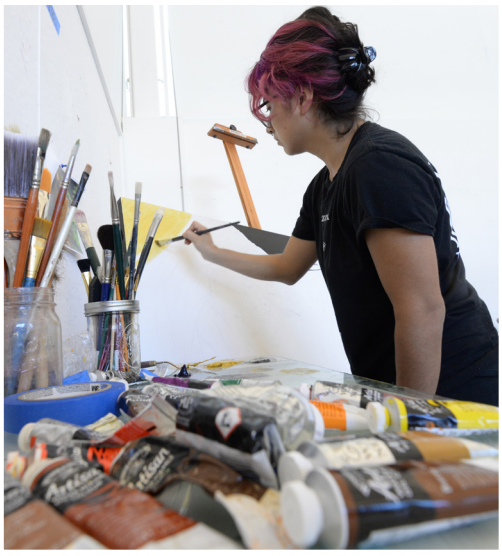
Veteran Services 38

Office of the Vice Chancellor for Student Affairs 39

Women's Center 40

Annual report production team 41





LETTER FROM THE VICE CHANCELLOR

Welcome to the *2015-16 Annual Report* for UCSB's Division of Student Affairs. As part of our ongoing divisional assessment initiative, this report highlights learning and operational outcomes and provides evidence of the impact of services provided by more than 25 departments and programs. Completing my first year as Vice Chancellor for Student Affairs, I am very pleased to be part of the UCSB community. Students, staff and faculty are deeply engaged in the life of the campus community and I am honored to be part of it.

The 2015-16 academic year has been a period when students, staff and faculty have worked to strengthen the campus community and create an environment that supports the full range of student life. Safety in Isla Vista continues to be a high priority for the campus and community and several programs were initiated this past year. A variety of events (concerts, movies, dances) were sponsored by the campus to provide alternative programs during the Halloween and Deltopia weekends. These alternative programs proved successful. Once again, they had high student participation and a significant decrease (44%) in numbers of arrests and citations from prior years. It is especially exciting to see our students take a leadership role in shifting the culture in Isla Vista. This past year, UC Isla Vista (UCIV), a student-initiated program, was developed to make Isla Vista a safer community for all. UCIV focused its efforts on Halloween and Deltopia weekends. Volunteer student teams walked around Isla Vista providing directions, water, and guidance about community expectations and local ordinances. Student Affairs is working with UCIV to pursue funding to support ongoing weekend presence during the academic year.



MARGARET KLAWUNN,
Vice Chancellor
for Student Affairs

At the beginning of the academic year, Student Affairs opened the Gaucho Support Center in the heart of Isla Vista. The Gaucho Support Center houses four counseling psychologists from Counseling & Psychological Services, a full-time advocate and part-time sexual violence educator from CARE (Campus Advocacy, Resources and Education), and a full-time social worker from Student Health Service. This team of professional staff offer counseling, support, and advocacy services in the community where so many of our students live. In fall 2015, the Haven at Santa Barbara opened in Isla Vista; The Haven is a private residential community for UCSB and SBCC students in recovery.

Like many campuses across the country, UCSB has experienced difficult conversations about the challenge of engaging in civil discourse while balancing the principles of free speech. In response to these complicated issues, Dean Armistead and I formed a Campus Community Council at the end of fall quarter that meets regularly to evaluate campus climate concerns and determine both reactive and preventative/proactive efforts to address climate issues. To that end, Student Affairs organized a Town Hall Forum for a structured campus conversation and three Coffee and Dialogue meetings to further explore these complicated issues. In addition, communications that discussed the need for civility in campus discourse were distributed to the entire campus on multiple occasions.

The Admissions Office witnessed a record high of 94,015 applications for undergraduate admissions this year. The average GPA for the incoming class is 4.21. Sixteen percent of admitted students are underrepresented minorities and 40% of admitted applicants are first-generation college students. The Promise Scholars Program is now in its second year; this is a program that offers scholarships in the amount of $120,000 for all four years to top-tier first-generation and low-income students from California. In addition to financial support, the Promise Scholars cohort model offers academic and mentoring support to this group of students. This year the Financial Aid Office offered the scholarship to 300 admitted applicants and 109 students have committed to UCSB.

OTHER HIGHLIGHTS OF THE YEAR:

- Strong campus support for **Academic Initiatives** has created more opportunities for faculty to mentor first-generation students through the Gene and Susan Lucas Undergraduate Research Fund, which supports students' hands-on work in a lab, and the Clyde Woods Scholars Program, which prepares first-generation students for humanities and social science research. Direct faculty interactions with first-generation students builds students' sense of belonging in the academic community.

- The **Women's Center** celebrated their 40th anniversary with a lovely dinner that included honoring the strong and vibrant history of the Center. There were presentations by dignitaries, student performances and recognition of past and current leadership and staff.

- The **Student Resources Building Governance Board** and **The Green Initiative Fund** (TGIF) collaborated on the installation of a solar charging table that is located in front of the Student Resource Building. The table can charge laptops, phones, etc. and be used to power music and video screenings.

- Student Affairs implemented revised sexual assault policies and procedures that were adopted by all UC campuses in the middle of the year. The **Green Dot Strategy** was adopted on the campus; this is a bystander intervention program that is being utilized on many college campuses. Green Dot is one way to enhance communication among all students and reduce interpersonal violence. This campus-wide initiative is built upon two fundamental principles: violence will not be tolerated in our community; and everyone can make a difference. Green Dot training is being offered to students in a variety of ways.

- The **Student Financial System Project** (ProSAM) was completed ahead of schedule and under budget. ProSAM serves 18,000 undergraduate and graduate students and processes approximately $400 million in funding annually.

- The **Registrar** will be launching a new course scheduling system in 2016-17. Astra Schedule and Platinum Analytics are software programs that automate scheduling, make scheduling information transparent for all academic departments, and provide analytics for predictive course enrollment modeling.

- The **Alcohol and Drug Program** hosted 200 attendees for the California Unified Collegiate Recovery Conference. This statewide conference focused on recovery programs and initiatives.

- **Career Services** continues to provide students with multiple ways to explore career options. Breaking all previous records, the Career Fair in fall 2015 hosted 115 employers and 1706 student attendees.

- For the second year in a row, **Student Health Service** offered Meningitis B vaccinations to all enrolled students. Pop-up clinics in key locations have been operating throughout the year resulting in over 60% of all students being vaccinated. In addition, Student Health Service proudly achieved reaccreditation during the past academic year.

Finally, we will begin a Strategic Planning Process in the next few months and I look forward to engaging with all of you as we go through that process. I am pleased to be serving as Vice Chancellor of Student Affairs in this amazing community of scholars and learners.

With best wishes,



Margaret Klawunn,
Vice Chancellor for Student Affairs

In this edition

The Assessment Initiative and annual report process have provided a wealth of communication and professional development opportunities for the Division of Student Affairs and its staff. Sharing our story — in our own voice — has been useful to provide information about every department's services and pedagogy and share the impact of Student Affairs' services on student learning, development, engagement or success, and/or operational effectiveness. The Assessment Initiative has also enhanced the assessment-related professional development of our division through the regular practice of conducting assessment cycles and participation in the training provided by the monthly Community of Practice (COP) sessions. To continue in our own assessment practice and improvement, we acted on feedback received from department liaisons and made some changes.

We added:

- Two new members to the team, Sara Cook and Betsy Malear, and were able to reduce the buddy to department mentorship ratio.
- "Report outs" to the Community of Practice sessions that include time for departments to share their assessment strategy and receive feedback on the use of data and how to communicate their "story."
- The option for departments to determine their own assessment schedule and report on an in-progress or complete assessment plan.

This year's Student Affairs Annual Report highlights each department's (and some program's) services and their assessment findings. We hope that reading about our departments provides you with the same level of discovery that assessment provides to our Student Affairs practice.



BRANDON JAMES / COMMCOLLAB

The Student Affairs Assessment Initiative Team is, from left: Keri Bradford, Mark Shishim, Ignacio Gallardo, Sara Cook, Diana Antova, Betsy Malear, David Dunlop, and Amanda Brey. Not pictured: Lupe Navarro-Garcia and Gary White.

Assessment Initiative Team

Diana Antova, Student Information Systems & Technology
Keri Bradford, CommCollab
Amanda Brey, Institutional Research, Planning & Assessment
Sara Cook, Office of the Registrar
David Dunlop, Disabled Students Program
Ignacio Gallardo, Career Services
Betsy Malear, Student Health Service
Lupe Navarro-Garcia, Chair, Student Academic Support Services
Mark Shishim, Academic Initiatives
Gary White, Disabled Students Program

Connecting faculty and first-gen Gauchos

[Purpose Statement]

Student Affairs Academic Initiatives builds faculty partnerships and develops opportunities for faculty/student engagement beyond the classroom. We also initiate high impact educational practices that support first-generation students.

[Impact]

CONTEXT

In collaboration with Office of Financial Aid & Scholarships and Summer Sessions, INT 95 was developed in 2015 as part of a campus-wide initiative to support incoming Promise Scholars. The one-unit course met weekly, with 10 faculty from across the disciplines introducing their research through lectures, and Student Affairs staff introducing students to campus resources through small group discussions and site visits.

METHODS

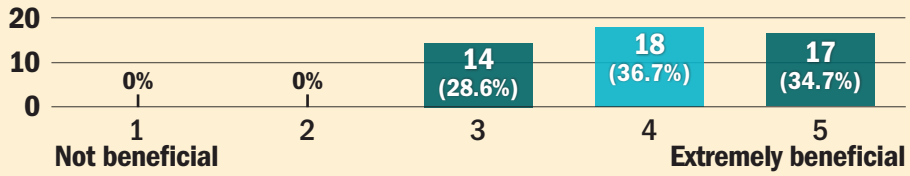
Forty-nine students in this introductory course for first-generation students were surveyed about their transition to the academy.

ANALYSIS & IMPLICATIONS

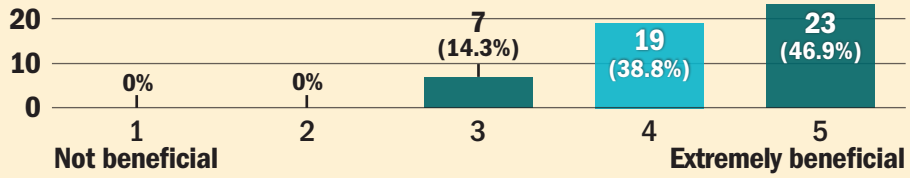
Students overwhelmingly appreciated the course and especially valued meeting professors and learning about resources in their first quarter at UCSB. They cited the course as a vital aspect of the strategies being implemented to support the Promise Scholars. Academic Initiatives plans to expand the impact of INT 95 by encouraging more students to participate in INT 95 during fall quarter or as part of the Freshman Summer Start Program (FSSP).

BENEFITS OF INT 95 CLASS

Introductions to faculty members and the work they are engaged in

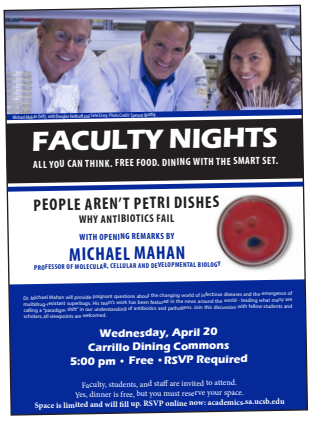


Small group sections introducing you to campus resources and opportunities



TESTIMONIAL

"As a freshman, you start off the year feeling alone in a brand new environment. INT 95 brought my attention to resources and faculty that completely supported me in my journey." — **INT 95 student**



Faculty Nights are opportunities for students, faculty, and staff to discuss current research topics.

BY THE NUMBERS

267

students and 91 faculty participate in three Faculty Nights discussions

82

Promise Scholars enrolled in INT 95: Introduction to the Modern Research University

41

new Clyde Woods Scholars took steps towards becoming undergraduate researchers

40

members of the campus-wide Black Resource Committee submitted a recommended budget to the Chancellor for Black student support services

Presentation with connection

[Purpose Statement]

Admissions is focused on increasing the academic quality and diversity of the entering class. The Office of Admissions provides admission advice to prospective students, hosts recruitment events for admitted students, and creates a presence on campus that is consistent with UCSB's mission.

SERVICES

The Visitor Center welcomes prospective and admitted frosh and transfer students and their families to campus for a 60-minute Campus Admission Presentation (CAP) session. It begins with a campus video presented by a staff member and precedes a 90-minute campus tour led by a student tour guide. The CAP highlights unique aspects of the UCSB college experience while providing prospective applicants with necessary information to assist with the UC application process.

BY THE NUMBERS

94K+

94,015 applications received for fall 2016 admission

40K+

guests serviced by the Visitor Center each year

18K+

18,851 guests went on 1,081 tours in 2016

[Impact]

In May 2015 the Campus Admission Presentation (CAP) PowerPoint template was completely revised. Changes included:

- Focusing less on "nuts and bolts" admission requirements of the previous year's CAP presentation, we implemented strategic themes identified in research conducted by Office of Public Affairs & Communications: community, research, faculty, professional and graduate school preparation, national impact, and resources for students.
- Moving away from text-heavy slides and toward big picture storytelling format in which presenters can speak from their own experiences at UCSB or use examples of current students.
- Focusing more on promoting UCSB rather than on reporting admission facts and statistics, which can be found online and in the *Admission Guide for Freshman and Transfer Applicants* and *Transfer Major Preparation Guide* brochures.

The Office of Admissions sends automatic emails to all Visitor Center guests with a link to a SurveyMonkey survey, which we used to collect the data for this report. Survey results show that by revising the CAP in May 2015 our CAP ratings of "good" or "excellent" by prospective frosh and transfer applicants who attended the CAP increased by 8.37%. By constantly keeping our presentation up to date with the strategic goals of both the Office of Admissions and UCSB we can better promote UCSB, attract top students and provide an excellent experience for guests.

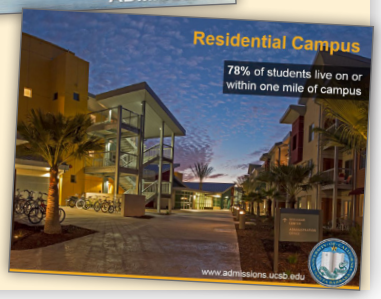
REVISED CAP SLIDES

The updated look received favored ratings over the original design.

BEFORE



AFTER



The Visitor Center survey also collects comments from visitors who attended the redesigned CAP. We received positive comments every day, including:

"The presentation was one of the most entertaining and informative to date. My family really enjoyed our day at UCSB!"

"Overall the information session and tour guide were excellent and exceeded my expectations. I now feel more favorably about UCSB."

"Very informative, but delivered in a nice manner."

Workshops highlight awareness, safety

[Purpose Statement]

The UCSB Alcohol and Drug Program (ADP), within Student Health, develops and implements evidence-based programs for UCSB students regarding safe and responsible choices involving substance use. Free, confidential individual counseling and supportive group programs are available to all students.

[Impact]

CONTEXT

ADP prevention programs promote an awareness of high risk behaviors and educate students on the risks involved in all substance use. In fall 2015 and winter 2016, ADP focused on the Fraternity and Sorority (FraSo) student population.

METHODS

Together with the Office of Student Life (OSL), ADP professional staff presented a series of alcohol and drug workshops that included safety information of particular significance to the FraSo population such as blackouts, binge drinking, mixing substances, and helping friends. These FraSo workshops involved an interactive discussion of "alcohol blackouts," in order to educate students about the reasons why blackouts may occur and the consequences that may include short-term memory loss and impaired judgment. ADP conducted a post-presentation evaluation to collect data on the impact and effectiveness of the workshops and feedback on ways to improve future workshops.

RESULTS

Approximately 655 FraSo students attended the ADP workshops and 312 students responded to the survey:

- More than 96% of FraSo students reported not receiving a citation from police for an alcohol related offense (e.g., Minor in Possession, Drunk in Public, DUI).
- 53% of FraSo students reported doing something they later regretted after consuming alcohol.
- More than 97% of FraSo students reported being knowledgeable about UCSB's Alcohol and Drug Program and other campus services.
- More than 97% of students reported that the information presented was helpful.
- 94% of FraSo students indicated they would be willing to seek help from the UCSB Alcohol and Drug Program in the future.

BY THE NUMBERS

69%

percentage of survey respondents who "strongly agreed" to the statement: "It is important to me to moderate my drinking in order to avoid blacking out."

ANALYSIS & IMPLICATIONS

The Alcohol and Drug Program will expand the workshop series to include other high risk student populations and to increase education about specifics skills that students can utilize to keep themselves and their community safe. The program will continue to explore additional alternative programming collaborations on and off campus and will offer web-based assessments and mobile apps that can offer personalized feedback on a 24/7 time frame.

TESTIMONIALS

"The FraSo workshops conducted by The Alcohol and Drug Program were both informative and essential for members of the community ... the audience asked really good questions about when to call 911 and how to intervene in certain situations. Since the Greek community is a 'high risk' community, I believe that this kind of information is essential. In order to keep the attention of the audience, I think adding real stories to the presentations could help engage the students. Maybe inviting someone who lived through one of those experiences to share what happened would also draw a more positive connection to the information."

— Steven Frias, Life of the Party Peer Intern 2015-16, 4th year, Linguistics & Global Studies

"I liked that this wasn't a 'don't do drugs' lecture and instead was more informative about the effects and consequences of it."

— Comment from survey

Students improve Isla Vista

BY THE NUMBERS

$800K
Direct AS expenditures in IV 2014-15 fiscal year

$43K
Amount spent by Program Board for movies in IV

2,484
Number of student volunteer hours in IV through Community Affairs Board

1,175
Legal Resource Center consultations from April 1, 2014, to March 31, 2015

AFFILIATES

- Public Safety Commission
- Take Back the Night
- Community Affairs Board
- Office of the President
- External Vice President for Local Affairs
- External Vice President for Statewide Affairs
- Environmental Affairs Board
- Coastal Fund
- Recycling
- Program Board
- IV Arts
- IV Community Relations Committee

[Purpose Statement]

Associated Students professionals empower, mentor, guide and support UCSB students to deepen and enhance civic engagement and social responsibility.

[Impact]

CONTEXT

Associated Students (AS) invests more than $800,000 annually in the Isla Vista community. In 2014, the AS President and External Vice President for Local Affairs launched a strategic planning process to better understand how to maximize the impact of AS' financial and human resource investments in Isla Vista.



ANDY DOERR / ASSOCIATED STUDENTS
The AS Pardall Center offers Isla Vista community members space to organize.

METHODS

- A community-wide survey and forums to get feedback from residents, employees, and frequent visitors
- Financial analysis of AS' financial investments in Isla Vista
- The creation of a 3-5 year Strategic Plan for Associated Students in Isla Vista

RESULTS

Isla Vista residents identified fresh, healthy food choices as the basic resources they most wanted or needed. Healthcare, transportation, sexual assault prevention, and addiction services ranked as the most desired services. Better lighting and trash/recycling would greatly improve the living experience of residents. Desired enrichment programs are fitness, nutrition, and cooking classes. By far, the biggest housing concern is affordability!

ANALYSIS & IMPLICATIONS

This assessment allows AS to formulate a 3-5 year strategic plan to guide its work in Isla Vista and continue to provide students with leadership, employment, cultural, and growth opportunities to serve the campus community.

SERVICES

Lead programs on personal safety, sidewalk improvements, lighting, and bluff fencing.

Provide street cleanups, tutoring, meals for houseless, IV Earth Day, and more.

Produce festivals, movies, concerts, neighborhood activities, and financial support in IV.

Provide study and meeting space, computers, printing, internet, and home to the Isla Vista Tenants Union, and Legal Resource Center.

Come, learn, achieve, and succeed

[Purpose Statement]

At CLAS, "Learning" is our middle name. We help students understand course concepts and engage students in the learning process. We guide students toward discovering solutions to problems and encourage them to become independent thinkers and lifelong learners.

[Impact]



The MSE Drop-In Center had 19,723 contacts during the 2015-16 academic year.
LEE DE ANDA / CLAS

CONTEXT
Each year, the Math/Science/Engineering (MSE) Drop-In Center serves thousands of students in a room that seats 40. It serves at least 17 different courses simultaneously, while staffing three to four tutors per hour.

METHODS
CLAS used existing departmental service utilization data, observations, and focus groups to analyze student usage and behaviors.

RESULTS
New service model:

Priority Courses

- Consolidates students in the same course, which increases efficiency
- Facilitated by CLAS group tutors who have additional insights in the course
- Better leverages experience and expertise of career staff and seasoned student tutors

Learning Communities

- Student-centered study groups facilitated by a CLAS tutor
- Promotes peer to peer learning
- Builds community by allowing students to meet and work with other classmates

Analysis & Implications
As the demand for CLAS services continues to increase, we plan to use this successful program redesign as a model for assessing other drop-in centers.

BY THE NUMBERS

2015-16 Academic Year:

9,618
Students served by CLAS

6,297
Students enrolled in at least one of the 571 MSE groups

2,399
Unique student users being assisted in the MSE Drop-In

19K+
Contacts in the MSE Drop-In

22
Core courses serviced in the MSE Drop-In: Math 3AB, 4AB, 6AB, 34AB, Physics 6ABC, 1, 2, 3, 4, PSTAT 5A, 109, ECE 2ABC, Engr. 3, Astro 1

SERVICES

CLAS provides workshops, consultations, instructional groups, and drop-in tutorial centers in the areas of:

- Academic Skills
- Accounting
- Biology
- Chemistry
- Economics
- Engineering
- ESL
- GRE Prep
- Math
- Physics
- PSTAT
- Writing
- 11 Foreign Languages

Expanded training increases service

[Purpose Statement]

Campus Advocacy Resources and Education (CARE) anticipates and responds to the needs of students impacted by stalking, dating/domestic violence, and sexual assault by providing confidential advocacy and support. CARE educates the campus community about the vital role that each of us has in ending interpersonal violence at UCSB.

SERVICES

ADVOCACY

CARE offers free confidential advocacy to students, staff, and faculty impacted by dating/domestic violence, sexual assault, or stalking.

PREVENTION

CARE develops and facilitates primary prevention programming on topics including sexual assault, dating/domestic violence, stalking, consent, warning signs of abusive relationships, and bystander intervention.



Violence Intervention and Prevention (VIP) interns participate in Green Dot training, in order to become better-informed bystanders. COURTESY PHOTO

[Impact]

CONTEXT

Our state-certified advocates help navigate options, provide support, connect with on-campus or community resources, and provide survivors with a trusted point of contact throughout campus and community processes. Confidential advocacy allows the survivor to seek emotional, academic, housing, medical, reporting, and/or financial support and guidance.

METHODS

The Violence Intervention and Prevention (VIP) internship provides educational training about interpersonal violence. Interns are given the opportunity to become peer educators in their community. VIP interns complete Green Dot training, an evidence-based, nationally recognized training for bystander intervention. VIP launched an extensive Green Dot campaign that included targeted outreach to clubs, organizations, and student groups, as well as general outreach to the campus community.

RESULTS

Compared to the previous year, the total number of incidents disclosed to CARE increased by 57%. The total number of survivors utilizing CARE services increased by 59%. The total services provided increased by 47%.

ANALYSIS & IMPLICATIONS

These marked increases are likely attributed to the ongoing prevention and outreach efforts of the CARE office and campus partners through efforts such as Green Dot and the VIP internship. The VIP internship, experienced its largest cohort to date. Interns conducted targeted outreach on campus and collected 1,000 "Green Dots" that displayed personal narratives from students' violence prevention efforts. Interns launched an awareness campaign in seven residence halls and reached 4,000 undergraduate student residents, or approximately 20% of the undergraduate student population.

BY THE NUMBERS

Advocacy services from April 2015 to April 2016:

- **Types of Incidents:**
  - Sexual Assault: 142
  - Dating/Domestic Violence: 67
  - Stalking: 28
- **Total Clients:** 225
- **Total Advocacy Services:** 644
  - Emotional: 350
  - Reporting: 145
  - Academic and Financial: 93
  - Medical: 39
  - Housing: 17

Career direction with 'GPS'

[Purpose Statement]

Career Services helps students and recent graduates identify and fulfill their career goals. We help students understand who they are and how to apply their academic and real-world knowledge and skills to their careers.

[Impact]

CONTEXT

Given the competition for graduates to secure jobs and the debate on "the value of college," there has been an emphasis in our field on quantifiable results in regards to student preparation and employment. This trend has increased pressure for students to choose a career direction as early as possible. It is important that our services supporting this need are effective. One way that we assist students in their career directions is via individual counseling appointments. As a result, we assessed this aspect of our service.

METHOD

To assess our counseling services, we sent a survey to students after they attended a counseling session with a career counselor. The learning outcome for this measure is, "As a result of attending a Career Directions counseling appointment, students will be able to identify career opportunities related to their strengths, interests, and skills; use online and printed material to research employers and industries; and will feel more confident in their ability to uncover career options." This outcome addresses the CAS and NACE competency areas on Career Advising and Counseling.

RESULTS

302 students completed the counseling survey. Of those, 43% selected "Career Direction" as their primary topic. Of the "Career Direction" respondents, 94% agreed that they were able to identify career opportunities related to their strengths, interests, and skills; 91% agreed that they were able to use online and printed resources to research employers and industries; and 92% agreed that they were more confident in their ability to uncover career options.



DAVE PALMER / CAREER SERVICES
Career Resource Center drop-in counseling.

IMPLICATIONS

The topic of "Career Direction" is a primary concern for students who use our counseling services. Although we are satisfied with the results of the assessment, we understand the importance of enhancing our services to reach more students earlier in their career development process. To further assist students with their career direction, Career Services has decided to create "GPS," Gaucho Paths to Success. It will offer a framework for students to follow during their career development at UCSB. We plan to assess this service in the future.

BY THE NUMBERS

1,925
Number of individual career counseling appointments

2,681
Number of drop-in career counseling sessions

3,509
Student attendance for 143 workshops and presentations

1,514
Number of employer interviews on campus

3,633
Student attendance at career fairs

SERVICES

- Career counseling
- Career assessment
- Career exploration
- Experiential opportunities
- Job search
- Workshops and panels
- Recruiting events

Multicultural approaches to wellness

[Purpose Statement]

The mission of Counseling & Psychological Services is to help ensure that students remain healthy in the pursuit of academic and personal success, as well as to support the larger campus community in their care of students.

SERVICES

CAPS promotes the emotional well-being of students through individual and group psychotherapy, crisis intervention, and stress management services.





Above, a room in the new Gaucho Support Center in Isla Vista is prepared for the Yoga as Healing group. At left, instruments are ready to be used for a therapeutic drumming session. COURTESY PHOTOS

[Impact]

CONTEXT

CAPS is expanding on multicultural approaches to mental wellness. Therapeutic rhythm techniques have been used for thousands of years to create and maintain physical, mental, and spiritual health. Research has indicated that drumming reduces anxiety, depression, and aggressiveness, and improves physical energy and clarity in college students (Mungas and Silverman, 2014).

METHODS

CAPS is honoring diversity by incorporating healing traditions that are outside of traditional talk therapy and rooted in the wisdom of indigenous cultures. This reflects UC's Core Competency of Service and Collaboration and CAPS' values. This service is being offered at the newest CAPS satellite location, the Gaucho Support Center in Isla Vista — a space created to foster healing and well-being in the community. In addition, we have also added several interpersonal violence groups to our services, including working with male survivors. Our broad array of services, multicultural approaches and new staff psychologists are designed to increase our availability and offerings.

RESULTS

In 2015-16, CAPS saw a 20% increase in the number of students seeking services; 34% of the total number of students seeking services were first generation college students.

ANALYSIS & IMPLICATIONS

We believe our outreach efforts are working and more students are comfortable asking for support.

Evolving in changing media landscape

[Purpose Statement]

The *Daily Nexus*, UCSB's independent student news source, provides the campus and surrounding community with hyper-local news, and raises public awareness and community engagement.

[Impact]

CONTEXT

As online media (websites, social media sites, blogs, etc.) continue to evolve and revenue from print-based advertising continues to decline, the *Daily Nexus* has had to rethink print journalism. With a strong desire from students to see the *Daily Nexus* continue to serve the community, the *Daily Nexus* would have to secure a referendum of student fee support in order to survive.

METHODS

To achieve the goals of both providing news coverage in a way that students of today would find useful, as well as convincing current students that they should support the *Daily Nexus* in their fee referendum, the *Daily Nexus* staff launched a marketing campaign that focused on the UCSB frosh class. These efforts included hosting events, giving presentations in University housing, campus and community tabling, hosting photo booths and voting contests, managing social media campaigns, distributing physical copies of the paper, and creating a 2016 UCSB Athletics Best Moment slide show. Furthermore, the online edition was expanded and efforts were made to increase followers on social media.

RESULTS

Overall, readership has increased. The *Daily Nexus* website is more robust and features exclusive content, and the *Daily Nexus* is present on all major social media sites. The *Daily Nexus* also secured a spot on the spring fee initiative ballot and received a 58% affirmative vote in the spring 2016 campus election, securing the future of the department and continuing its mission to provide relevant and timely coverage of current events.

ANALYSIS & IMPLICATIONS

The success of these efforts has solidified the department's resolve to continue exploring new ways to provide news to an ever-evolving community. Plans for new video features are already being implemented. Furthermore, building on the momentum of this past year, the department will continue to market to the frosh class as a way to introduce new students to the *Daily Nexus* and secure a place in the cornucopia of news and information options that students have at their fingertips.

STUDENT TESTIMONIALS

"At the halfway mark of my college career, I know my development from countless hours spent in the Daily Nexus *office far outweighs growth through any other university experience. My editorial responsibilities in a fast-paced work environment challenge me and heighten my work ethic, creativity, management and communication skills."*

— **Megan Mineiro**, *Daily Nexus* **Editor-in-Chief**



BY THE NUMBERS

136
UCSB students employed by the *Daily Nexus*

4.1K
Daily Nexus Facebook followers

4.2K
Daily Nexus Twitter followers

1.7K
Daily Nexus Instagram followers

350K
new visits to www.dailynexus.com in 2015-16

SERVICES

- Delivers essential news, editorials, features, sports, opinion, and entertainment
- Provides work experience for students in media writing management, photography, illustration, videography, sales, marketing, and graphic design
- Provides unbiased coverage of local events

Student, family, community support

[Purpose Statement]

The Dean of Students Office collaborates with various departments to coordinate efforts that promote student well-being. Our efforts focus on the health and safety of the campus community; fostering positive interactions among UCSB students, the university, and the local area; and providing assistance to students and their families in times of need.

[Services]

STUDENT AND PARENT LIAISON

The Student and Parent Liaison serves as a primary point of contact for families and students when students find themselves in an emergency or crisis situation. The Dean of Students Office provides a supportive environment while facilitating communication with other departments and finding solutions to a complex array of problems. Depending upon the nature of the emergency, our office will process necessary paperwork on a student's behalf, allowing them to focus on the crisis at hand. When requested, we will contact professors to ask for consideration on behalf of the student, and we will make necessary contacts with other offices to provide information or referrals. In cases of serious illness or crisis, our staff will assist with filing withdrawal petitions.

STUDENT, PARENT, AND COMMUNITY RELATIONS

- Crisis management and assistance in emergency situations
- Administrative support and problem solving for students and families in crisis (including student deaths, serious illness, or other issues)
- Assisted petitions for withdrawals and cancellations
- Parent relations (phone calls, newsletter, and outreach)
- Parental notification of student alcohol and drug offenses in Isla Vista
- Neighborhood relations and quality of life issues in the greater community
- Educational safety campaigns and systemic initiatives in Isla Vista
- Emergency funding for students in financial crisis
- Assistance with widespread communication to students and families about issues of concern to the community (e.g., Halloween, Deltopia, public health concerns, safety issues)

POLICY ANALYSIS AND COMPLIANCE

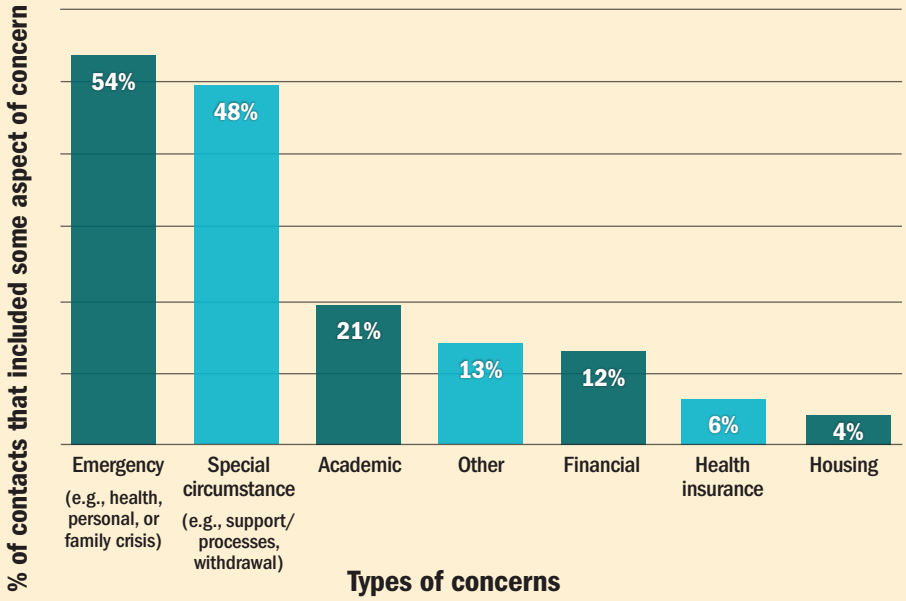
- Analysis and compliance with legal mandates and policies regarding student life issues
- Coordination of and policy compliance for the student fee initiative process and submission of proposed fees for approval from the UC President

POINTS OF PRIDE

- Through ongoing relationships with community partners, such as law enforcement, County officials, the Isla Vista Recreation and Parks District, student government, the Alcohol and Drug Program, and Isla Vista residents, the Dean of Students Office works to address problems and issues in the local community.
- Our *Money Matters* publication is now in its third edition. The Dean of Students Office prints and distributes this publication to thousands of students and campus departments.

TYPES OF CONCERNS ADDRESSED

The percentages below represent the concerns addressed by the Student and Parent Liaison during 2015-16 academic year. Multifaceted concerns are reflected in more than one category.



Responding to accommodation needs

[Purpose Statement]

The Disabled Students Program (DSP) is committed to providing equal access to students with disabilities and is charged with coordinating appropriate academic accommodations for eligible students.

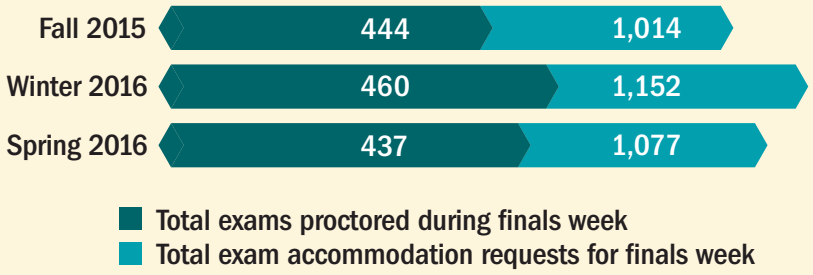
[Impact]

CONTEXT

Exam accommodations, the most requested service at DSP, serve to facilitate appropriate access to written and timed course evaluations while also upholding the academic integrity of the institution. DSP sought to improve the communication between cooperating parties and enhance the effectiveness of proctor requests throughout the exam accommodation process. DSP aimed to streamline communication between DSP departmental proxies (academic department staff who set up arrangements) and DSP proctors (graduate and undergraduate students) who monitor the exams, especially during finals week.

2015-16 FINALS WEEK EXAM STATISTICS

Number of exam accommodations filled during each quarter's final week.



METHOD

In winter 2016, training was provided for proxies and student proctors. There was one training for eight proxies and other academic personnel from eight departments, and three trainings for proctors, with 168 in attendance. Topics for both groups included the impact of the application of Americans with Disabilities Act (ADA) policies and the increase in numbers of students enrolled in DSP, the function of both proctors and proxies in providing services for students with disabilities, using our online system to arrange for exams, troubleshooting exam accommodation complications (addressing complications that arise, such as noisy or double booked test sites, etc.) and making changes to accommodations. Proctor and proxy training surveys (120 proctors, nine proxies) were developed and conducted by the Test Proctor Coordinator to clarify the information necessary for them to fully understand and execute their responsibilities. The results from these 129 respondents helped DSP Staff design an interactive training to increase efficiency and productivity (and decrease the errors that occur during exams, such as double booked rooms, incorrect times for exams, details for exams being filled in late, etc.). These trainings were specifically designed to provide clarifications regarding their duties and the implications of their part in providing complete and uniform access for students with disabilities. Proctor feedback emphasized the need for further emergency procedure information and an interactive training model. DSP designed vignettes and interactive role plays to illustrate the possible issues that could arise in any given proctor assignment.

RESULTS

As a result of the increased trainings, there was a decrease in exam errors. The proctors began to consult with each other about proctor assignments when needed, ensuring requests were filled through finals week of winter 2016.

IMPLICATIONS

The plan moving forward is to deepen the training for departmental proxies and our student proctors. As DSP adjusts the hiring policies and practices, requiring more preparation and a professional attitude for its student proctors, proctors will begin to think and react more critically. When errors arise, they will be able to respond in a manner that is more congruent with our mission and provide access in a manner that is congruent with both the Americans with Disabilities act and the University's policies and procedures.

Enhancing college and career

BY THE NUMBERS

Review of 2014-15 data

2,262
services were provided to eight high schools

46%
of all students in grades 9-12, in eight high schools, received at least two EAOP services

31%
of all EAOP services provided included 704 classroom presentations

31%
services focused on completing university, FAFSA, and Dream Act application

SERVICES

EAOP's work centers around the mission of UC's Student Academic Preparation and Educational Partnerships (SAPEP) with the goal of raising student achievement and closing achievement gaps by offering academic advising, entrance-exam preparation, academic-enrichment activities, and college-knowledge programs.

[Purpose Statement]

Early Academic Outreach Program (EAOP) guides students and families by showing them how to navigate the complexities of college preparation, higher-education applications, and the financial aid and scholarship process.

[Impact]

CONTEXT

By placing at least one full-time permanent EAOP staff person at a high school, EAOP demonstrates that it satisfies and consistently exceeds each of its statewide EAOP SAPEP Operating Standards and Expectations.

METHODS

EAOP reviewed transcripts, tests scores, and college enrollment rates of students at Rio Mesa, Carpinteria, and South High School.

RESULTS

A four-year report on EAOP students from Rio Mesa, Carpinteria, Fillmore, and South High Schools shows EAOP students exceed the University of California Office of the President (UCOP) Standards and Expectations (S&E) goals in three key areas: completion of A-G course pattern, completion of entrance exam (SAT/ACT), and completion of Algebra 1 in 9th grade.



LUIS MELGOZA / EAOP

Fillmore High School UC-admitted seniors, above, and South High School UC-admitted seniors, below, strike poses at UC Success Night.



ANALYSIS/IMPLICATIONS

The assessment results helped quantify and demonstrate the effectiveness of the EAOP Dual Service model, and the results will be used to secure future service and cost-sharing agreements with new high schools and districts. This expansion of EAOP services into the community will mean that more students from high schools with historically low college-going rates will meet eligibility requirements for the UC and CSU systems.

POINTS OF PRIDE

- 1,347 9-12 grade students were enrolled in EAOP at eight schools
- 3,794 transcripts were evaluated by five EAOP College Site Coordinators during the 2014-15 academic year in order to establish 9-12 grade students' A-G on-track eligibility status
- 180 seniors participated in EAOP's College Readiness Academies from June to August 2015

Learning happens at all ages

[Purpose Statement]

Early Childhood Care and Education Services (ECCES) strives to be a dynamic, professional force dedicated to improving the lives of young children through providing: consummate care and early education for children, support systems and resources for families, model training, and development opportunities for early childhood educators.

[Impact]

CONTEXT

Services for students of UC Santa Barbara ECCES are multi-fold. First and foremost, the Children's Centers provide quality child care for undergraduate and graduate student parents of young children. Their child care costs are significantly lower than staff, faculty and community rates thanks to student lock-in fees. Secondly, the Children's Centers employ approximately 250 UCSB students each year, allowing for service learning opportunities as Teaching Assistants (TAs) gaining valuable training and experience educating young children. The Centers offer settings for research, coursework, and intern and volunteer opportunities to students as well.

METHODS

2015 student survey data and feedback from staff were used to plan and implement improvements to TA trainings: systematizing topics, changing formats, and updating evaluation tools. Teaching staff met to reflect on intent of TA training topics and were provided with professional development for conducting engaging and effective training sessions. During the subsequent TA trainings, students completed a short, anonymous pre- and post-test to measure the immediate effects of our efforts.

RESULTS

In spring 2016, teaching staff conducted interactive trainings focused on topics of discipline and guidance. Forty-five percent of the TAs with low pre-test scores showed improvement in their knowledge of techniques and tools to assist children in learning conflict resolution and problem-solving skills.

IMPLICATIONS

Our trainings do have an impact on TA knowledge and skill base and we need to continue to improve training effectiveness. Long-term benefits are clear. Professional development for TAs has contributed to the 18% of ECCES full-time career staff who began as student employees at the Children's Centers. Additionally, many other students who were TAs have chosen to pursue careers in education or social services in small or large part due to their work at the Centers.

CONCLUSIONS

A. ECCES' impact ripples across campus. The campus community benefits from the services provided by faculty and staff, whose children are enrolled at the two Childrens Centers.

B. The high quality Early Care and Education program has earned national accreditation from the National Association for the Education of Young Children.

C. ECCES was given the highest rating (5 stars) by the California Quality Rating Improvement System in Santa Barbara County.

D. Each year, 30% of enrolled families receive free and reduced-cost quality child care.

TESTIMONIAL

"When I started working at the Children's Center, I had no plans to go into education. Connecting with families and teachers, I became more patient, flexible and developed problem-solving skills. I work as an elementary school teacher now. At the Children's Center I learned a tremendous amount that I have applied both inside and outside of my career."

— **Diane Barghouthy**, BA, '06, Global and Religious Studies



KERI BRADFORD / COMMCOLLAB

Peer Mentors help shape trainings

PEER MENTOR TESTIMONIALS

"I find it really helpful that the different departments come in and present to the mentors. It's very valuable information that improves our knowledge of campus resources."

"I most enjoyed the inclusive environment of the meetings."

"Meetings were great and insightful — love the positive environment."

SERVICES

- Assist students with academic, career, financial, and personal concerns.
- Cultural programs that facilitate interaction and collaboration between students of all cultural and ethnic backgrounds.
- Dedicated services for transfer and re-entry students and collaboration with the Transfer Student Center, the Non-Traditional Student Resource Center, and Veteran Services.
- Summer Transitional Enrichment Program (STEP), a one-week residential program assisting students with an introduction to the campus.
- AS/EOP grants are available for regularly enrolled student members of EOP.

[Purpose Statement]

The Educational Opportunity Program (EOP) serves first-generation, income-eligible students. Through one-to-one counseling and advising, a peer mentor program, and social and cultural programming, we strive to maximize a student's involvement and success in the campus academic community. Peer Mentors are student staff in EOP whose purpose is to develop and implement programming for new and continuing students.

[Impact]



At left are the 2015-16 EOP Peer Mentors. Mentors focus on creating a sense of belonging amongst our EOP student population through collaboration with campus departments and programs.
COURTESY PHOTO

CONTEXT

EOP's goal is to empower and train our Peer Mentors to provide peer-to-peer mentorship through office hours and program efforts. Eighteen Peer Mentors are hired during the academic year to fulfill the roles of residence hall mentors, transfer mentors, cultural center mentors, and media mentors. Training for their roles consists of a weeklong summer training and additional in-service trainings during weekly meetings throughout the academic year. EOP evaluates the trainings to ensure that mentors are adequately prepared for these roles.

METHODS

Mentors completed an evaluation after summer training and after fall and winter quarters. Evaluations include both quantitative and qualitative measures.

RESULTS

Mentors were asked to rate the workshops and presentations on a scale from 1-5, 1 indicating the least helpful and 5 being the most helpful. Some of the workshops included Career Services, CLAS, UCDC, EAP, and FRAP. The average score for summer 2015 through winter 2016 was 4.57 (out of 5).

Qualitative information gave insight on how to continue providing mentors opportunities for growth and development. Mentors shared an appreciation for meetings, additional training and opportunities for them to get to know each other. Main feedback included having meeting notes available after each meeting, adding more ice breakers to energize the group, adding more opportunity for discussion time, and providing more structure in future meetings. Regarding areas of further training, mentors shared that they would like to see academic major departments, such as Psychology and Sociology, present to their group.

Driven by service, innovation, integrity

[Purpose Statement]

The Office of Financial Aid & Scholarships strives to connect all students with the financial resources they need to succeed at UCSB.

UCSB RANKS NO. 3 ON COLLEGE ACCESS INDEX

New York Times' **The Upshot measures colleges' efforts on economic diversity. In September 2015, it ranked UC Santa Barbara third place among top colleges based on the following categories (including UCSB's statistics, below):**

FROSH CLASS	PELL GRAD SHARE	NET PRICE MIDDLE-INCOME	COLLEGE ACCESS INDEX	ENDOWMENT PER STUDENT
4,597	31	$14K	1.61	$11K

The College Access Index is based on the share of students who receive Pell grants (which typically go to families making less than $70,000), the graduation rate of those students, and the price that colleges charge both low- and middle-income students. A college's endowment per student is a measure of the resources available to colleges. Colleges with a five-year graduation rate of 75% or higher were included. ***Source:*** *New York Times*

[Impact]

CONTEXT

The UCSB Promise Scholar Program was established to recognize talented incoming undergraduates who have demonstrated significant potential to embark on a journey of rigorous academics, cutting-edge research, and student leadership. By promising our Scholars four years of predictable financial resources, we give them the opportunity to thrive academically and become active, productive participants of a world-class research institution. Currently the promise includes a minimum of $120,000 in financial support for incoming frosh students over their four years at UCSB.

METHODS

Promise Scholarship offers were made to newly admitted students in order to invite them to participate in the program and enroll at UCSB.

RESULTS

- 2015-16: 300 offers, 133 positive Statements of Intent to Register
- 2016-17: 300 offers, 109 positive Statements of Intent to Register

ANALYSIS & IMPLICATIONS

The Promise Scholarship will promote attainment, completion, and overall success in all aspects of our Scholars' education goals. Most importantly, the UCSB Promise Scholar Program allows students and their families to plan for all four years rather than the year-by-year structure of traditional financial aid programs.



COURTESY PHOTO

Financial Aid peers speak during the 2016 Spring Insight.

BY THE NUMBERS

$3M

in Financial Aid was awarded to 16,732 UCSB students during the 2015-16 school year

74%

of UCSB students received some form of financial aid.

SERVICES

- One-on-one appointments with professional Financial Aid advising staff
- Emergency loans
- Financial awareness counseling
- Multimedia tools
- Financial Aid Quarterly (FAQ) newsletter
- Scholarship search assistance
- Budget planning
- Outreach events

Courses ready students for success

BY THE NUMBERS

44
UCSB staff and students served on our teaching teams

540
UCSB undergraduates took our classes on leadership and university success

146K
unique page views on gradpost.ucsb.edu in 2015

20
campus leaders, including faculty and staff, gave guest lectures in our courses

150
pages of feedback collected from students about our courses

TESTIMONIAL

"I came into this class knowing that I was a more reserved, quiet type and didn't know how to be a leader. This course has challenged my processes and brought to my attention ways that I can become a better leader and person."

— **Comment from ED 173 course evaluation**

[Purpose Statement]

First-Year & Graduate Student Initiatives (FYGSI) serves incoming first-year students, including transfer students and graduate students by coordinating service delivery and offering courses to support thoughtful transitions and success.



UCSB Student Affairs faculty and staff pose with Olé at a recent reception.
COURTESY PHOTO

[Impact]

CONTEXT

For all of our courses, we surveyed students to investigate the community experience in our classes and determine the benefits students received from our lectures and discussion sections.

METHODS & RESULTS

Through the university's course management system, GauchoSpace, we asked students to rate our courses. For our transfer success class during fall 2015, transfer students rated it an 8.41/10 and provided useful feedback. For our first-year course during winter 2015, we asked students for an overall rating of lectures and guests. We received 134 rating responses and more than 40 pages of qualitative suggestions.

SERVICES

- In partnership with the Gevirtz Graduate School of Education, classes are offered for first-year and transfer students. Education 20, 118, and our leadership course, ED 173, are popular with students.
- FYGSI partners with Housing and Residential Services to train new resident assistants and integrate our courses within living communities.
- FYGSI helps 3,000 graduate students utilize departments and services offered by Student Affairs.
- FYGSI collaborates with the Graduate Division to provide news and information using the UCSB Graduate Post (www.gradpost.ucsb.edu).

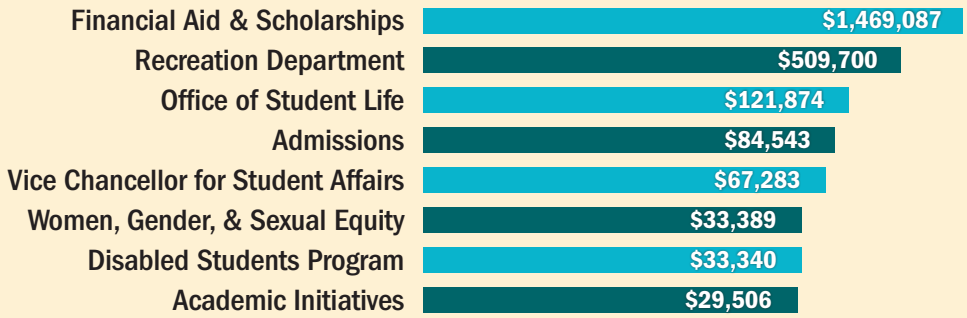
Record number of gifts received online

[Purpose Statement]

Student Affairs Grants and Development seeks charitable gifts, grants, and sponsorships to support Division of Student Affairs services and programs at UC Santa Barbara. We secure funds and steward gifts from alumni, current and past families, friends of the campus, and foundations through relationship building, networking, appeals for gifts, grant writing, and stewardship.

STUDENT AFFAIRS FUNDS RAISED, FISCAL YEAR 2016

A total of $2,426,145 was gifted to the Student Affairs division in fiscal year 2016, with the following departments receiving the most funding:



[Impact]

UCSB GIVE DAY

On April 8, 2016, Student Affairs Grants and Development participated with UCSB's first-ever online event designed to unite Gauchos in the digital space and collectively contribute — give back — to UCSB. Over this 24-hour period, faculty, staff, students, ambassadors, and advocates used social media to highlight UCSB's achievements: 1,268 donors made $3.7M online gifts to the campus. Student Affairs received 163 new online gifts, totaling $45,407, in one 24-hour period through the Give Day portal. This inaugural UCSB Give Day succeeded in promoting a culture of philanthropy and helping to build the next generation of UCSB supporters.

HIGHLIGHTS OF MAJOR GIFTS TO STUDENT AFFAIRS DURING FISCAL YEAR 2016

- The **Matthew Stephen Smith Fund**, an endowed fund, was established to assist enrolled undergraduate students who encounter unforeseen financial emergencies or catastrophic events that put them at risk and/or may prevent them from continuing their education at UC Santa Barbara. Support from the fund may be used for unexpected academic needs, emergency food, shelter, transportation, or medical expenses.
- The **Kirby-Jones Success Fund for Students with Disabilities** provides support for the growing number of students with learning disabilities who are registered with and receive services from the Disabled Students Program.
- The **Cindy** ('89) **and Evan Goldberg Scholarship Fund** was established as an endowed fund by the Goldbergs to provide scholarships to first-generation undergraduate students with demonstrated high financial need.

BY THE NUMBERS

830

number of gifts received during fiscal year 2016

$2M+

amount of gifts received during fiscal year 2016

206%

increase in funds raised from fiscal years 2015 to 2016

SERVICES

Our department collaborates with UCSB's Development staff to seek philanthropic support for the Division of Student Affairs. In concert with Student Affairs' leadership and directors, we identify departmental needs and initiatives and pursue funding with charitable gifts, grants, and/or sponsorships. Our staff supports Student Affairs departments by providing donor research, conducting appeals, researching and identifying funding opportunities, submitting grant applications, overseeing stewardship reports, and hosting donor receptions and other events that tell the stories of Student Affairs' accomplishments and achievements.

‘Rejuvenation Stations’ tackle stress

BY THE NUMBERS

A typical 10-week quarter at Health & Wellness*

42
events and awareness activities delivered

11K
condoms distributed through the UCSB Condom Distribution

352
free chair massages given to help students de-stress and focus for academic success

61
HIV tests administered

13K
views of 21 Health & Wellness videos posted

5K
pieces of local, fresh, organic fruit distributed

20
peer educator trainings delivered

**Quarterly figures remain roughly consistent through the academic year.*

[Purpose Statement]

UCSB Health & Wellness Program promotes the mental, physical, and social health of all students by enhancing individual skills and positive relationships with families, peers, and the UCSB/Isla Vista community. Health & Wellness staff work within a comprehensive research-based framework to foster healthy campus learning environments that nurture optimal student development, resilience, and well-being.

[Impact]

CONTEXT

Stress is known to have several detrimental effects to our health, including immune response, and interference with sleep, and can also correlate with anxiety and depression. Moreover, for students feeling the pressure of heavy workloads and the uncertainty of their performance outcomes, stress can cause memory blocks and lead to a lack of concentration. These factors ultimately lead to poorer test performances during examinations. In several studies, retreat, meditation, and massage have all demonstrated the ability to buffer the effects of stress during finals. Health & Wellness implemented the “Rejuvenation Station” during Finals Week as an intervention to mitigate stress levels for students by providing free chair massages, snacks, a meditation space, and a relaxing environment to retreat.

METHODS

A post-survey was distributed to students as they exited the Rejuvenation Station. Participants were provided six questions utilizing yes/no answers, 5-point Likert scales, and one open-ended comment/suggestion section. Students who participated learned about the event through multiple avenues of advertising including website, social media, print, digital signage, and word of mouth.

RESULTS

- 100% gave either an above mid-point satisfaction or extremely satisfied rating.
- 83% were “extremely satisfied”
- 17% were “very satisfied”
- 90% reported stress reduction
- 42% reported “high stress reduction”
- 48% reported “moderately high stress reduction”

ANALYSIS/IMPLICATIONS

College students face high levels of social, academic, and financial demands that can lead to high levels of stress and distraction during test-taking. To mitigate this, Health & Wellness provides wellness resources and strategies to improve academic success and work-life balance. The Rejuvenation Station successfully provides an environment to encourage self-care ideation and also appears to significantly reduce stress levels for a majority of participants. The data strongly support the expansion of these services for stress-management on a continual basis.

QUARTERLY PEER PARTICIPATION

- 36 interns
- 118 peer education participants
- 411 health education participants
- 469 participants in skill and wellness training
- 442 peer-to-peer workshop participants
- 2,418 awareness activities participants

Orientation supports global scholars

[Purpose Statement]

Our mission is to serve international students and scholars, as well as UCSB faculty and departments, by providing: immigration services, orientation and cultural programs, and information about campus and community resources.

[Impact]

CONTEXT

Students are just one of the populations served by OISS. Other populations are loosely gathered under the heading of "scholars" and include researchers, student interns, non-degree seeking students, and visiting professors, as well as scholars' families.

METHOD & RESULTS

Data analysis provided a clearer picture of the different types of scholars utilizing our services. During the year from July 1, 2014, to June 30, 2015, OISS provided support for a total of 776 scholars visiting UCSB on a J visa. This includes 503 Research Scholars and Professors (up to 5 years), 221 short-term scholars (defined as visiting for six months or less), 42 student interns (enrolled at a foreign institution and doing internships at UCSB), nine non-degree seeking students, and one doctorate student. In follow-up email assessment efforts, scholars noted that they valued both the Scholar Orientation and the volunteer-led English Conversation Program (ECP) hosted by OISS.

IMPLICATIONS

This diverse population has unique needs and immigration requirements. OISS hosts Scholar Orientation sessions every other week to assist scholars in meeting these requirements. OISS has initiated a before and after questionnaire to better assess the needs of this population and the effectiveness of Scholar Orientation.

SCHOLAR TESTIMONIAL



COURTESY PHOTO

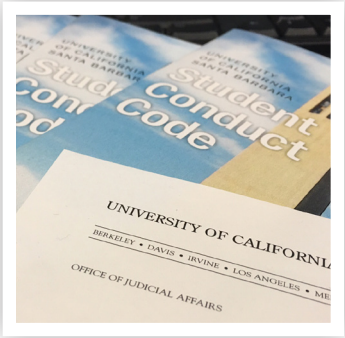
"Since the first time we went to OISS and Scholar Orientation, we were very well greeted by everybody working there. They were very organized and helpful. Martha Ledesma helped us, answered our questions and concerns, and assisted us every time we needed. We felt very welcomed and safe knowing that there would always be someone to assist us."

— **Luciano Carli Moreira de Andrade**, Electrical and Computer Engineering, pictured above with wife, Larissa

SERVICES

OISS generates immigration documents for campus visitors and serves as an officially designated reporting department for the Department of Homeland Security, Immigration and Customs Enforcement (ICE), and the State Department. OISS is responsible for managing the ICE Student and Exchange Visitor Database (SEVIS). The office provides advising and referrals for international visitors. The services provided by OISS continue for up to five years after graduation for students who participate in post-graduate training in the U.S. (called "Optional Practical Training," or OPT). In addition to serving undergraduate and graduate students, a significant portion of OISS functions support international researchers, faculty, and staff who have been hired by the university.

Promoting civility, citizenship, integrity



COURTESY PHOTOS

SERVICES

The Office of Judicial Affairs (OJA) provides educational workshops on academic integrity and appropriate citation for students as well as in-person training for teaching assistants and faculty, as requested. Furthermore, we offer annual educational campaigns on current issues and trends such as couch burning, sexual violence and standards of consent, and hate incidents. While the Office of Judicial Affairs may be a student's first contact, we serve as liaisons and refer students to service providers such as Student Mental Health Coordination Services, Counseling & Psychological Services, Social Work Services, the Alcohol and Drug Program, Behavioral Health, and the Office of International Students and Scholars to ensure that each student's needs are met in a holistic manner, and any underlying issues that may have contributed to a student's choices are addressed.

[Purpose Statement]

Our mission is to maintain the integrity of the academic and co-curricular experience for all students and to ensure campus safety and security through the investigation and adjudication of university policy violations.

[Impact]

CONTEXT

This academic year we began an assessment of students' overall experience with the conduct process. While still too early to have a complete year of data, preliminary review shows overall satisfaction with our process. Students have reported increased understanding of our Conduct Code, the importance of university standards of conduct, and academic integrity. Furthermore, a majority of students have reported feeling respected and treated well by their assigned conduct officer.

METHODS

The Office of Judicial Affairs increased educational efforts this year. Historically, students were required to review and agree to an academic honesty statement when registering for classes and learned about the importance of academic integrity during a session at new student orientation. However, in the past two years, information about the UCSB Student Conduct Code, extension of jurisdiction, and sexual violence policy and enforcement were also added to Gaucho FYI trainings. OJA staff also participated in orientations and workshops designed for international and first-year students (frosh and transfer). We also launched a poster campaign around consent and the new UC Policy on Sexual Violence and Sexual Harassment, and have maintained our on-going campaigns against trash and couch fires in Isla Vista and reporting of hate incidents and hate crimes.

RESULTS

The Office of Judicial Affairs has seen a sharp increase in the number of students referred for academic misconduct (45%) over the past two years and a slight increase in referrals for behavioral misconduct (5%) during the same time period. While not a positive trend, our close collaboration with faculty, staff, and other campus resources means more students are addressing their underlying issues while being held accountable for their behavior.



Welcome Dr. Sandra Vasquez, Associate Dean of Students and Director of Judicial Affairs! Sandra brings to UCSB extensive experience in student conduct, Title IX, and housing and residential life. Due in part to her student-focused approach and innovative programming, her past institution was recognized by the Association of Student Conduct Administration with the 2016 Institutional Award of Excellence. The Division of Student Affairs is very pleased to have Sandy on board to provide outstanding leadership for the Office of Judicial Affairs.

Creating safe spaces at MCC

[Purpose Statement]

Established through the efforts of students of color, the MultiCultural Center fosters a safe space, facilitates the retention of minority students, and provides educational programming to combat institutional racism, sexism, xenophobia, and ethnocentrism.

[Impact]

CONTEXT

This year, the MCC launched two new initiatives, the Social Justice Workshop Series and the Creative Writing Workshop Series, to foster student, faculty, and staff engagement and development within the mission of the MCC. A microaggression workshop, called "From Microaggressions to Equity," was part of the Social Justice Workshop series. This workshop focused on identifying and challenging microaggressions in higher education by helping people understand the impacts of microaggressions, how to disrupt them, and how to establish spaces that foster equity, inclusiveness, and people's strengths.

METHODS

A survey was administered to assess whether the format, content and results of the workshop increased the attendees' awareness and understanding of daily microaggressions.

RESULTS

There were 15 participants, which included faculty, staff, and students. Participants completed a survey on workshop content, format, and results. To the question, "Would you be interested in participating in more of these social justice workshops in the future?," all participants said "yes." When asked, "How do you feel about the MCC workshops overall?," one student participant said, "Being surrounded by faculty and staff helped me [have] a more sophisticated and different point of view. I learned a lot that I will use in my daily life."

ANALYSIS & IMPLICATIONS

The microaggression workshop survey helped to assess and measure the effectiveness of the Social Justice Workshop series and gauge how it can evolve to better meet the needs of the UCSB community. The findings illustrate the value and necessity for intimate social justice-related workshops. We will continue to provide programs that can elevate the campus' consciousness in accordance with the MultiCultural Center's mission and goals.

MICROAGGRESSION WORKSHOP EVALUATION



Using a scale of 1-5 (1=strongly disagree, 5=strongly agree), participants rated the workshop's success in raising awareness and understanding.

Workshop content average	4.36
Workshop format average	4.85
Overall average rating (out of 5)	**4.41**

SERVICES

- Safe and vibrant space to study, learn, and interact with peers
- Facilities for students: meeting room, lounge, theater, kitchen
- 100+ free identity embracing, community building, social justice oriented events per year
- Events: Cup of Culture, MCC in IV/SB, Race Matters, Race & Religion, art exhibits, performances
- Diversity Lecture: Conversations to promote awareness and heighten sensitivity regarding issues on campus

Student staff welcome new Gauchos

BY THE NUMBERS

Data from summer 2015

95%
of domestic frosh attended summer orientation

85%
of domestic transfer students attended summer orientation

45%
of frosh brought one or more family members to summer orientation

35%
of transfer students brought one or more family members

SERVICES

- Offers 16 sessions for new students (12 frosh sessions and four transfer sessions)
- Offers a concurrent program for parents/family members, which includes several parent workshops offered in Spanish
- Assists students in making a smooth transition to UCSB academically, socially, and personally.

[Purpose Statement]

Orientation Programs and Parent Services supports new students and their families by offering a comprehensive summer program that introduces educational, social, and personal resources to facilitate first-year student success.



Staff members of the 2015 Orientation Programs and Parent Services bond during training.
COURTESY PHOTO

[Impact]

CONTEXT

One of the goals of Orientation is to help students begin to build social connections with peers and to feel connected to the university as a whole. To evaluate if this goal is being met through the freshmen program, information from the comprehensive online student survey was analyzed.

METHODS

Students were invited to complete the survey via email within two days of attending an Orientation session; they receive several reminder emails to complete the survey as well. The survey asked students to reflect (quantitatively and qualitatively) on those parts of the program most closely associated with building connections: co-curricular tours and workshops, Orientation staff question-and-answer panel, workshop on student life at UCSB, the student evening social, and the overall approachability of their Orientation staff advisor.

RESULTS

The post-Orientation survey was completed by 43% of 2015 freshmen participants. Based on the quantitative and qualitative survey results, Orientation was found to have met the goal of assisting students in building connections with their peers and with the university.

ANALYSIS & IMPLICATIONS

Orientation is broadly meeting its goal through programmatic elements, such as the Student Panel. It was found to have the most impact on meeting the goal of connecting students to their peers and the university. The Student Evening Social was found to fall short in meeting the intended goals and will be evaluated and reconsidered for the future.

Program provides care, opportunity

[Purpose Statement]

The Department of Recreation at UC Santa Barbara is committed to creating a healthy campus culture for students, staff, faculty, and neighboring communities. UCSB Recreation seeks to promote healthy lifestyles through innovative and high-quality programs in the areas of sport, fitness, recreation, and wellness. It also aspires to maintain exceptional facilities for the campus community.

The Department of Recreation is composed of multiple program areas including intramural sports, sport clubs, fitness and wellness, aquatics, Gaucho Rec classes, outdoor adventure, and youth programs/camps. Through these programs we are able to have a positive impact on the health and wellness of a large number of students, faculty, staff, and community members. The facilities we maintain are safe, fun, and welcoming for all. Recreational activities truly are a place where there is something for everyone and where we help build the collective sense of community at UCSB.

[Highlighted Area]

SPORT CLUB ATHLETIC TRAINING

The UCSB Sport Club Athletic Training program is highly unique nationally and is a model program across the UC system. It provides injury care and rehabilitation support for more than 1,000 student athletes in the UCSB Sport Club program. Under the direction of two licensed Athletic Trainers our undergraduate student trainers provide care during Sport Club activities, as well as during open hours in the training room. The students who work in the Athletic Training program are given the opportunity to gain a knowledge of sports medicine, are challenged to problem solve, and gain extremely valuable hands-on experience. Coming from a variety of academic majors, many of these student trainers go on to physical therapy or medical school.

STUDENT TESTIMONIALS

"The UCSB Athletic Training program has hugely impacted my experience at UCSB. It has provided me an outlet to exhibit my love of science and learning through a hands-on approach. The training room gave me a few hours a week to really forget about the stress of school and academics. The friendships I have made here will last a lifetime and I will forever be grateful for everyone in the department. Hands down, the best decision of my time at UCSB was applying to be an athletic trainer. This program helped me get into medical school for this coming August."

— **Roshan R.**

"Joining the Athletic Training program has been the best decision I have made since being at UCSB. I have been able to learn so much and get a feel for what a career in physical therapy would be like. I honestly believe that I will be better prepared for graduate school, not only with anatomy but also with my critical thinking skills and my ability to effectively communicate with coworkers and athletes."

— **Emily C.**



COURTESY PHOTO

Student athletic trainers learn to wrap ankles.

BY THE NUMBERS

40
student athletic trainers

151
games, tournaments, and practices staffed

6K
student athletic trainer hours logged

4K
individual athlete visits to the training room

3.09
average GPA

Got questions? UCSB Answers

BY THE NUMBERS

Review of 2015 data

40%
of student transcripts delivered electronically

215
new UCSB courses approved

5,656
degrees conferred to students

85%
of undergraduates ran a degree audit

28K+
students successfully added courses they had waitlisted



KERI BRADFORD / COMMCOLLAB

Sharon Solis manages UCSB Answers and is a UCSB alum.

[Purpose Statement]

The Office of the Registrar creates and maintains the academic records of the university; ensures compliance with academic policy; and provides students, staff, and faculty with data and tools necessary to facilitate academic success.

[Impact]

CONTEXT

In 2014, Office of the Registrar led Student Affairs' implementation of UCSB Answers, a robust campus knowledgebase system with answers to hundreds of common questions on topics including registration, admissions, campus resources, housing, and financial aid. Since its release, we have worked to consistently improve both its utilization and answer rate.

METHODS

A trend analysis was conducted using two years of utilization and performance data pulled from the UCSB Answers system.

RESULTS

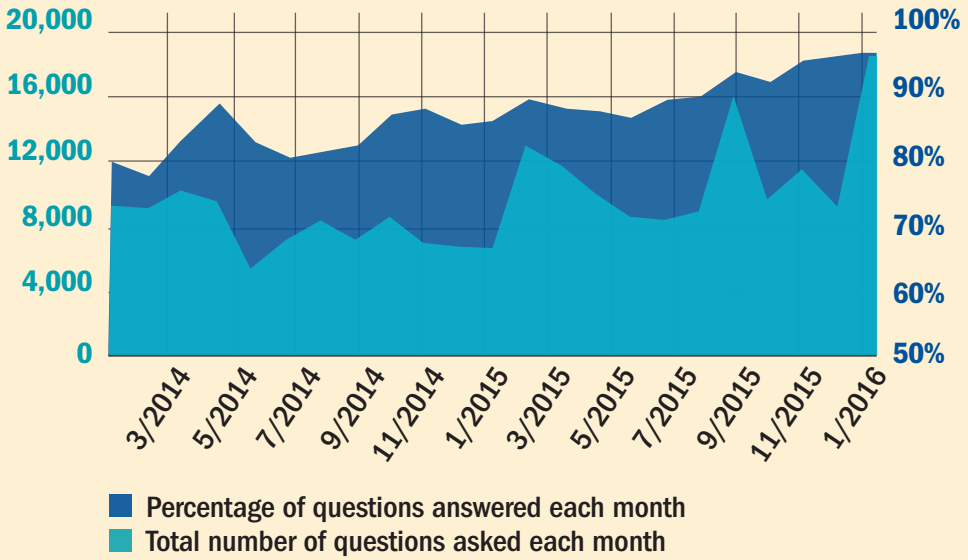
Both system use and accuracy has improved substantially since the service was first released, with peaks at critical times, such as the beginning of fall quarter and as Admissions decisions are being released. In a direct comparison of fall 2014 and fall 2015, average daily questions asked had risen from 258 to 385, while the percentage of questions answered had risen from 87.7% to 95.4%.

ANALYSIS/IMPLICATIONS

UCSB Answers allows students to get accurate information at any time without the need to call, email, or visit a campus office. This both improves service to students and reduces workload for campus staff.

UCSB ANSWERS — QUESTION/RESPONSE RATE

Total questions asked each month and percentage of questions answered from March 2014, when the UCSB Answers site went live, through January 2016



Safe Zone builds, supports community

[Purpose Statement]

The RCSGD works to ensure that LGBTQ identities and experiences are represented and addressed in caring and thoughtful ways. We aim to create a vibrant and engaging environment where students, faculty and staff can feel valued and affirmed.

[Impact]

CONTEXT

RCSGD student staff conduct Safe Zone trainings with the campus community throughout the year. Workshops are designed for attendees to learn about the identities, experiences, issues and successes of LGBTQ people, with a strong focus on how to create welcoming environments. Our introductory training provides a framework on how to approach LGBTQ identities through an intersectional lens, delves into local and national issues, provides language that can be used to engage in meaningful discussions, and offers ways to stay connected with our campus' resources that support LGBTQ people and those eager to learn more. The main takeaway is how to remain educated and equipped to intervene, support and refer as needed in caring and developmental ways.

METHODS

In fall 2015, we evaluated these trainings using surveys that were collected immediately before the trainings (pre-test) and immediately following (post-test), from 192 participants. Questions included quantitative and write-in responses.

RESULTS

At the post-test, the majority (96.7%) of respondents indicated they were ***much more knowledgeable*** (62.4%) or ***somewhat more knowledgeable*** (34.3%) about LGBTQ identities, experiences, and campus resources, and ways to be supportive. The majority of respondents indicated at post-test that they ***felt "more comfortable" with both diverse sexual identities*** (63.3%) ***and diverse gender identities*** (68.6%).

ANALYSIS & IMPLICATIONS

Safe Zone trainings are highly effective in building knowledge and clarifying misconceptions about LGBTQ communities, especially diverse gender identities. Respondents appear to gain new perspectives that help them to identify areas for improvement in behaviors and comfort with LGBTQ communities. The RCSGD will continue to prioritize peer-to-peer education as a staple offering for our center, with a goal of including more LGBTQ content in mandated programs, such as Gaucho FYI.

SERVICES

- 10+ active LGBTQ student groups that focus on academic, recreational, political and cultural topics
- Computer lab, sexual health kits, books/DVDs and LGBTQ textbooks, study/social lounge
- Leadership retreat, student orientation, volunteer/mentor program, connections to conferences



COURTESY PHOTO

RCSGD staff share a smile.

Safe Zone learning needs identified

Participants were asked what information they were hoping to get out of the trainings. The most common responses were related to terminology, intervention, and transgender experiences. Beyond terms, definitions, and concepts, trainees were in need of information about specific experiences, especially challenges and needs of LGBTQ communities. In addition, participants were interested in gaining specific knowledge to take action in their communities, especially in their living environments (e.g., residence halls), and various ways to create appreciative, affirming, supportive, and celebratory environments for LGBTQ people. This included learning how to start conversations about gender and sexual identities and gaining confidence to intervene when witnessing use of biased language.

Laying a foundation for academic success



LUPE N. GARCIA / SASS

The "Visualizing Migration as a Humxn Right" photo exhibit as seen at UCSB's Arbor.

Impact of the Promise Scholarship:

"I was unable to attend a four-year university until I received the Promise Scholarship. It has opened up the doors for me to attend the university of my dreams and pursue a degree in engineering, which I have always wanted [to do]."

— **Promise Scholar**



Impact of the Undocumented Student Services Program:

"I was able to meet with my faculty mentor about three times during the year and I was really pleased with all the help he was able to offer me."

— **Student testimonial**

[Purpose Statement]

Through retention and partnership efforts and data and policy analysis, Student Academic Support Services (SASS) works to promote the academic success and graduation of UCSB students.

[Impact]

SASS assessment efforts included:

1. Worked with the Office of Financial Aid and Scholarships to understand the impact of the Promise Scholarship on recipients and their families and the program needs of the cohort. A survey was developed in partnership with the Promise Scholars Committee and Student Affairs Academic Initiatives.
2. To report to the University of California Office of the President on the progress and status of Undocumented Student Services after its inaugural year at UC Santa Barbara, a program report was developed in partnership with Undocumented Student Services, Improving Dreams, Equality, Access and Success, and the Office of Financial Aid & Scholarships.

SERVICES

SASS works with campus groups and Student Affairs departments to establish mechanisms to understand and address campus retention, campus climate, safe space, assessment and emergency response needs. Through their respective services, its four cluster departments (see the DSP, EOP, CLAS and ECC&ES pages in this report) play key roles in student academic service efforts. SASS is the home of Student Affairs Assessment Initiative (SAAI) committee. SAAI assists the division and its departments with the articulation and development of their assessment efforts.

Promise Scholars survey:

One use of the survey findings can be to help the Promise Scholar Committee know where to target its outreach and information efforts during the admissions decision season. Survey questions asked about the resources used by Promise Scholars when making their decision to attend UCSB. Their responses were:

- 100% websites
- 38% teacher, advisor, or counselor
- 31% UCSB student

Visiting the campus was not an option used by Promise Scholars, indicating that outreach efforts to these first-generation and income-eligible students needs to be accessible from off site and from campus stakeholders who can serve as ambassadors and resources for prospective students.

Undocumented Student Services program evaluations:

In an Academic Affairs and Student Affairs partnership with the Dream Scholar Resource Team, 37 professors participated in the Dream Scholar Faculty Mentorship program in 2015-2016. They were matched with approximately 30 undocumented students to discuss themes specific to their future career and/or graduate school interests. From a review of program evaluations, findings showed a positive impact resulting from faculty and student mentorship interactions. The Faculty Mentorship Program, entering its second year, is led by Dr. Miguel Eckstein, Professor, Psychological and Brain Sciences.

Survey highlights care of students

[Purpose Statement]

Student Health strives to provide comprehensive and integrated healthcare services that treat illnesses efficiently, promote physical and psychological well-being, and enable students to have a healthy and successful university experience.



BRANDON JAMES, KERI BRADFORD / COMMCOLLAB

The primary care crew at Student Health Service is shown above. Recently, in a primary care patient satisfaction survey, a student wrote, "I love and appreciate the care and genuine concern expressed here. Thank you!"

[Impact]

CONTEXT

UCSB Student Health Service (SHS) collaborates with eight UC campuses to compare patients' perceptions about the care received at the respective health facilities. SHS aspires to a 90% approval rating or better. Although all of our services are evaluated (and consistently meet or exceed standards), Primary Care at SHS has been highlighted here.

METHODS

Students seen for a primary care visit were emailed a patient satisfaction survey within one week of their appointment. Their answers were anonymous and tabulated by SurveyMonkey. Each week, 100 surveys were sent. Of 4,000 surveys sent, 542 were returned.

RESULTS

SHS scored better than 90% in all areas (aggregate 93% rating).

ANALYSIS/IMPLICATIONS

The provider-patient relationship is the cornerstone to the practice of healthcare. Patients who feel that their provider treats them with respect and fairness and with open communication are more likely to actively engage in health affirming behaviors. Our providers consistently provide excellent care as demonstrated by our outstanding performance. In the future, to improve survey response, SHS will consider having students complete a short survey at the end of their visit (via iPad at the check-out station and/or paper survey with drop-off box).

SERVICES

Services include: Advice nurses, Alcohol and Drug Program, dental care, dermatology, eye care, health education and counseling, immunizations, laboratory, massage, minor surgery, nutrition, orthopedics, pharmacy, physical therapy, primary care, psychiatry, social work, travel medicine, urgent care, women's health, X-ray, and more.

- 58,512 total patient appointments
- 11,895 primary care visits
- 31,568 prescriptions
- 11,920 urgent care appointments
- 4,982 social work and psychiatric appointments
- 4,634 dental appointments
- 3,778 eye appointments

POINT OF PRIDE

This year, Student Health Service (SHS) attained 8,000 doses of the Meningitis B vaccine, Bexsero® for free from the Santa Barbara County Health Department. Combined with past years' efforts, we have successfully protected 62% of our students (14,255).

Excellent customer service and delivery

[Purpose Statement]

Student Information Systems and Technology (SIS&T) supports the mission of Student Affairs and the campus of serving UC Santa Barbara students, staff, and faculty by providing innovative and effective information systems and technology services.

[Impact]

CONTEXT

SIS&T adopts an agile and adaptive methodology and embedded services model to provide technology support. By conducting a multi-year survey, SIS&T will be able to gauge overall satisfaction about services it provides and determine opportunities for improving quality of service.

METHODS

SIS&T collected two years of user satisfaction data using a survey method with eight quantitative and four open response questions addressing the areas of help desk, suite of applications, communication, and overall quality of service.

RESULTS

In this second survey (n=138), we received high user satisfaction ratings in all assessed areas with no significant difference from last year's results (n=131). Overall user satisfaction is in the 90th percentile. Open-ended questions allowed users to express specific areas of concerns that allow us to evaluate our services in a meaningful manner.

ANALYSIS/IMPLICATIONS

The user feedback is allowing us to better identify specific areas for improvement in our quest to provide high level of services to our customers and enable faculty and staff to serve students to the best of their abilities.



BRANDON JAMES / COMMCOLLAB

Members of the Student Information Systems & Technology department stop for a team photo during a recent department retreat.

BY THE NUMBERS

30+
years of student data in our student information system

32
departments provided with technical support, including 29 Student Affairs departments and three campus departments

289
databases on which we store and protect: applicant records, student records, medical records, financial aid records, immigration records, course records, instructor records, and more

175+
IT systems to manage the student lifecycle from recruitment through graduation

SERVICES

- Application development
- Vendor system implementation
- Centralized desktop management
- Business process analysis
- Marketing and communication
- Project management

Unity, values focus of leader retreat

[Purpose Statement]

The Office of Student Life (OSL) promotes student engagement and development through co-curricular programs and services including Campus Organizations, Fraternities and Sororities, and Leadership Development.

[Impact]

CONTEXT

This year, OSL hosted the first-ever Greek Leader Retreat (GLR), which included 40 representatives from all of the affinity councils and nearly every recognized chapter. The purpose of the overnight, off-campus event was for student leaders to build relationships, learn about the organizations that comprise the Greek community, assess the state of fraternities and sororities at UCSB, and refine their leadership skills.

METHOD & RESULTS

The post-event evaluation revealed that the event was effective in meeting several intended learning outcomes. For instance, 100% of respondents agreed or strongly agreed with the statement, "I have an improved understanding of the fraternity and sorority community at UCSB, including (but not limited to) knowledge about chapters and councils other than my own," and 79% agreed or strongly agreed that they were successful in creating relationships and/or connections with other fraternity and sorority leaders.

ANALYSIS & IMPLICATIONS

Overwhelmingly, fraternities and sororities at UCSB value sisterhood and brotherhood, education, integrity, respect, philanthropy, communication, and leadership development. Based on exercises and conversations at the retreat, the priorities among fraternity and sorority leadership include:

1. Improving unity among fraternities and sororities
2. Maintaining commitment among members and alumni
3. Telling the positive story of UCSB fraternities and sororities
4. Leading the way in eliminating sexual violence in our community and society
5. Improving relationships with the university and law enforcement
6. Reviving the Inter-Greek Council (IGC) to promote community collaboration

SERVICES

- Register, advise, and support campus organizations and fraternities and sororities with dual emphasis on student learning and risk management
- Provide leadership development classes, workshops, events, and consultation
- Administer After Dark (alcohol-free social programming), CommUnity Grants (cross-cultural exchange), and Student-Initiated Outreach Program (K-12 college outreach) funds available to campus organizations
- Adjudicate conduct violations by registered campus organizations, including fraternities and sororities
- Account for $3M+ annually for registered campus organizations, as well as schedule classrooms and lecture halls for non-academic purposes

BY THE NUMBERS

17
Student Life interns, including work-study positions

500+
registered campus organizations with more than 10,000 members

40
fraternities and sororities with approximately 2,250 members

$100K
dollars in student-fee, donor, and state-appropriated funding for student-organized activities

$3M
in financial transactions on behalf of registered campus organizations — about 1,500 deposits and 1,500 withdrawals

7
UC Student Regent applications from UCSB

Online tool encourages reporting

[Purpose Statement]

Student Mental Health Coordination Services (SMHCS) functions as an administrative source of outreach and support for students in distress. As the single point of contact and collection regarding distressed student concerns, SMHCS coordinators are able to construct a holistic picture of how a referred student is functioning. Coordinators assist students who may be struggling with personal challenges by coordinating a response from the campus community and connecting students with appropriate campus resources.

[Impact]

CONTEXT

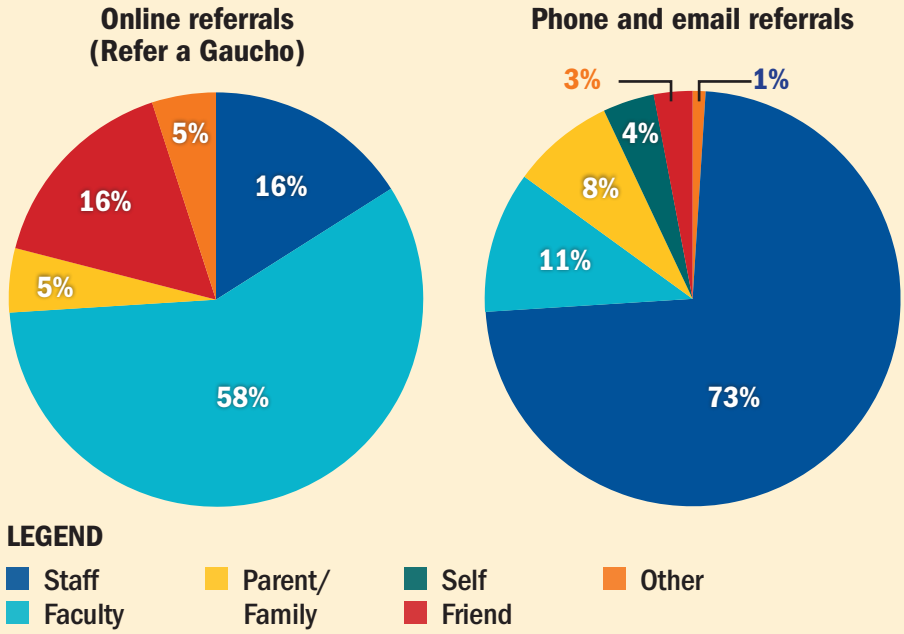
The office of Student Mental Health Coordination Services is the single point of contact for the campus community to report concerns about a student or to report a student distressing others. The coordinators consult about a student; provide referrals to campus services; develop action plans; and follow up with students, staff, and faculty as appropriate. As a non-clinical office, SMHCS is able to collaborate with other departments on campus to provide coordination of care, interventions, social support, and follow-up services from a network of campus resources.

METHOD

In the beginning of the 2015 academic year, SMHCS developed an online reporting form to increase the accessibility of its services. Members of the campus community and families can now refer a student in distress to our office any time of day through our "Refer a Gaucho" web portal, found at http://www.sa.ucsb.edu/responding-to-distressed-students/protocol. Our purpose in developing the online report portal was to increase the number of referrals to SMHCS from faculty and other campus members who may not be able to report concerns for a distressed student during business hours.

REPORTING DISTRESSED STUDENTS

From November 2015 to April 2016, SMHCS measured the number of concerns reported online versus phone and email.



RESULTS & ANALYSIS

Compared to the traditional method of reporting concerns via phone and email, faculty appear to prefer the online reporting option, representing 58% of online referrals compared to only 11% of phone and email referrals. Our hope is that the online portal will increase the number of reports we receive overall, especially from faculty, which will in turn increase the number of students we are able to support.

TESTIMONIAL

"I was pleased at how easy [Refer a Gaucho] was and how quickly your team was able to respond to the issue itself. I think it would be of great service to our faculty."

— **Dr. Alison Keleher**, Program Coordinator, Political Science Department

USS: Building community together

[Purpose Statement]

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



Attendees of UCSB's first IDEAS Welcome and Dream Scholar Orientation learn about financial literacy from a panel of Dream Scholar Resource Team experts.
HABIBA SIMJEE / USS

[Impact]

CONTEXT

Undocumented students face specific challenges in access to higher education and retention due to the implications of their legal status. They must navigate complex federal, state, and UC laws and policies which impact their access to financial aid, employment, housing, and other resources.

METHODS

USS and Improving Dreams, Equality, Access & Success (IDEAS), UCSB's undocumented student organization, co-hosted the IDEAS Welcome and Dream Scholar Orientation at the start of 2015-16. USS reached out to incoming frosh and transfer students during the 2015 summer to encourage attendance. The Dream Scholar Resource Team and allied campus partners collaborated to help pilot UCSB's first orientation for undocumented students. This program consisted of introductions to resources on campus, panel presentations, workshops, "safe-space" tours, and community-building activities. Attendees completed evaluations composed of qualitative and quantitative measures.

RESULTS

More than 70 undocumented students attended. Overall, 100% of attendees indicated satisfaction with the program. Students noted that the "most helpful" parts of the orientation included information on financial aid, legal services, and housing. Many evaluations indicated that students want to learn more about scholarships, internships, and jobs.

ANALYSIS/IMPLICATIONS

USS will expand this orientation to:

- Include workshops that focus on scholarships, internships, and jobs for undocumented students, and
- Incorporate small group activities that would help break up the day and encourage more individualized engagement.

BY THE NUMBERS

300
currently enrolled undocumented students

$10K
offered through Dream Scholar Internship Scholarship program

36%
increase in number of undocumented students from 2014-15 to 2015-16

33
members on the Dream Scholar Resource Team, representing various offices and departments

TESTIMONIAL

"This is a wonderful addition to the great student services that UCSB provides. I think this particular organization was very helpful to many this year and I am positive that it will continue to help others for years to come. Just knowing that USS was around made me feel more comfortable in the university, and it made me love it even more."

— **Student attendee**

Veterans find 'home' in center

BY THE NUMBERS

Review of 2015 data

612
number of veterans, current service members and family members using benefits at UCSB

200%
increase in enrollment of veterans and reservists since 2000

13
number of student veteran jobs created in the last two years

$7M+
amount of veteran benefits being used at UCSB

SERVICES

- Counseling and assistance using veteran benefits, community resources and campus services
- Cross campus support from the admissions process through graduation
- Advocacy, fundraising and community development to support veterans and their families

[Purpose Statement]

To provide guidance, support and community for military veterans, service members and their families.

Testimonials

"The Veteran Resource Center is really a safe place for our community."
— **Tony Yang**, Veteran Senior

"It was the first place I felt really comfortable just being me."
— **Max Peck**, Veteran Junior

"Everyone knows your name when you come in and people are always friendly."
— **Alexandra Saari**, Veteran Senior

"The Center isn't just a good place for me. It's also a great spot for my kids. I can't imagine being here without it."
— **Rafael Bravo**, Veteran Senior



COURTESY PHOTO
Max Peck and Tamara Thacker share the stage at a "Ask a Vet" student forum.

"The Veteran Resource Center is a home away from home for student vets."
— **Thomas Vu**, Veteran Senior

[Impact]

CONTEXT
The Veteran Resource Center (VRC) is a hub for activities, services and information for student veterans. It is important for us to know how students utilize this resource so that we can continue to improve programming.

METHODS
The VRC peer support staff recorded all individual students who came into the center over the fall quarter and then cross-referenced those records against the list of known UCSB veterans.

RESULTS
We found that 63% of all UCSB veterans and reservists used the VRC at least once and that 45% use it regularly. Most regular users were undergraduate students who recently separated from the military. Reservists who never served on active duty were less likely to use the center, as were veterans in graduate school.

ANALYSIS & IMPLICATIONS
Graduate veterans have usually been out of the military for longer and tend to have more support from their departments. Reservist students are usually closer in age to their peers and less likely to identify as veterans. These factors likely negate the need to use the VRC regularly.

We want to make sure VRC non-users are connected to veteran benefits, resources and opportunities. Using this data, we are developing strategies to outreach and provide services to non-users in order to meet them where they are at.

Division extends its digital reach

[Purpose Statement]

The mission of the Student Affairs division is to anticipate, plan for, and respond to the needs of a diverse and changing student body by providing services and programs that promote physical and emotional well-being and foster intellectual and personal development. Divisional efforts to meet student needs are intended to create supportive and challenging living and learning environments and a sense of community essential to advancing the university's goals of excellence in education, research, and public service.



BRANDON JAMES/ COMMCOLLAB

The Executive Team for the Division of Student Affairs, from left: Joe Sabado, Leesa Beck, Lisa Przekop, Lupe Navarro-Garcia, Debbie Fleming, Don Lubach, Margaret Klawunn, Mary Jacob, Claudine Michel, Mike Miller, Katya Armistead, Rachel Arriaga, Angela Andrade, and Bill McTague. Not pictured: Deborah Karoff.

[Impact]

CONTEXT

Upon her arrival in September 2015, Vice Chancellor Klawunn began an initiative to enhance the Office of the Vice Chancellor for Student Affairs' multimedia communications, including the department's web, print, video, and social media platforms (Twitter, Facebook, etc.). This effort has strengthened the department's identity and allows for proactive, coordinated, consistent, targeted, and flexible messages that resonate with the campus community and advance the work of the department and of the Division of Student Affairs.

METHODS & RESULTS

After recently rebranding and restructuring the design and content of all social media platforms, our followers have multiplied in a short time. These results have proven the importance of social media in connecting with our students and staff, and have encouraged new upcoming projects like special highlights and features on our office's webpage.

ANALYSIS/IMPLICATIONS

In the next year, the VCSA Office will collect analytic data to measure the reach and impact of our social media presence.

SERVICES

The Office of the Vice Chancellor for Student Affairs (VCSA) is the administrative head of the Division of Student Affairs. VCSA responsibilities include the following:

- Organizational leadership and management
- Resource planning and budgeting for the division
- Strategic planning, capital planning and project oversight, emergency planning and response
- Development and oversight of divisional policies and procedures
- Development and oversight of sustainability initiatives (Net-Zero Plan)
- Student judicial affairs and conduct sanctioning and appeals
- Participation in and leadership of campus and UC systemwide task forces, committees, and work groups
- Development of and support for divisionwide professional development programs
- Communication, social media, public relations, community affairs

Liaison for the Division of Student Affairs to: The Chancellor's Office, Campus Senior Officers and their staffs, The Office of the President (UCOP), UCOP General Counsel, Student Fee Advisory Committee, Associated Students (undergraduate student government), and Graduate Students Association (graduate student government)

Students lead drive to help women

[Purpose Statement]

Founded in 1975, the mission of the Women's Center is to educate, advocate, and promote research on women and gender equity.

[Impact]

CONTEXT

The Women's Center student staff conducted prior research regarding the needs of homeless women. According to the 2015 Central Coast Collaborative on Homelessness, 893 homeless people were living in Santa Barbara. Research indicated that feminine hygiene products were the most frequently requested items in homeless shelters, which have a historical structure of predominantly serving homeless males.

The Santa Barbara Women's Free Homeless Clinic is offered three times a month and identifies as a place for women to feel safe and a sense of belonging. The Clinic offers basic needs and services such as laundry, hygiene, clothing, and lunch, while also providing access to medical providers, social workers, and educators.



DONATIONS BY RESIDENCE HALL

ANACAPA
201 pads
110 tampons
5 panti-liners

MANZANITA VILLAGE
43 pads
30 tampons

SAN MIGUEL
28 pads
44 tampons

SANTA CRUZ
18 pads
32 tampons

SANTA ROSA
4 pads
69 tampons
109 panti-liners

STUDENT AFFAIRS
428 pads
120 tampons



COURTESY PHOTO

TOTAL DONATIONS:
Tampons: 405 **Pads:** 722 **Panti-liners:** 114

METHODS

UCSB students living in the Residence Halls were given the opportunity to give back to the broader Santa Barbara community and help women in need by participating in a Pad and Tampon Drive. The Pad and Tampon Drive was a partnership between the Women's Center and Housing and Residential Services. Students in the housing communities were empowered to serve as leaders for our campus and the local community. All donations from the drive were sent to the Santa Barbara Women's Free Homeless Clinic. The drive's efforts centered on team competition among Residence Halls over a four-week period while participants collected donations of feminine hygiene products. Additional targeted outreach was done in the Division of Student Affairs, which supported the drive's efforts through individual donations.

RESULTS

The drive culminated in a celebration lunch at the winning residence hall, Anacapa Hall, where participants were recognized and the community partner received all donations. This philanthropic effort also served to build a sense of community among residents by reconnecting them to the services of the Women's Center, a resource for all students at UCSB.









Annual report production team

COORDINATION TEAM
Keri Bradford and Lupe N. Garcia

EDITING TEAM
Amy Boutell, Lupe N. Garcia, Marisa Huston, and Suzanne Perkin

COVER DESIGN
Carly Larsson (CommCollab Intern 2015-16)

DESIGN TEAM
Keri Bradford and Carly Larsson

PHOTOGRAPHERS
Keri Bradford, Lee DeAnda, Andrew Doerr, Mike Eliason, Lupe N. Garcia, Brandon James, Luis Melgoza, Dave Palmer, Matt Perko, and Habiba Simjee

WEB TEAM
Guillermo Leon, Lap Leung, Jeff Pignataro, and Richard Wilson

© 2016 University of California









The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed service. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.









SCHOLARSHIP | LEADERSHIP | CITIZENSHIP