



UC SANTA BARBARA

# Student Affairs

## Annual Report 2016-17



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## LETTER FROM THE VICE CHANCELLOR

I am pleased to present the *2016-17 Annual Report* for UCSB's Division of Student Affairs. As I complete my second year as Vice Chancellor for Student Affairs, I am impressed every day with the energy, commitment, innovation, and intelligence that my colleagues bring to their work, and we are fortunate to partner with talented students and dedicated faculty and administrative collaborators.

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**MARGARET KLAWUNN,**  
Vice Chancellor  
for Student Affairs

In 2016-17, we admitted, oriented, enrolled, advised, and supported the largest incoming class in the history of the institution. This report provides us with an opportunity to share some of the highlights of our work. With UCSB ranked the #8 public research university by U.S. News and World Report and the #2 university in

the New York Times College Access Index for our commitment to access, affordability, and economic diversity, the Division of Student Affairs is proud to support UCSB's mission of excellence, accessibility, and diversity in all that we do.

Each of our 25 departments selected some of their recent efforts to spotlight within the report, but it takes the division's collective investment in student success to accomplish our goals. Notable efforts from this past year that involved multiple departments include:

- **Outreach to enroll a diverse class** – The Office of Admissions sponsored a record number of school visits, including visiting every community college in the state of California and expanding outreach efforts nationally and internationally. Student Affairs departments participated in Chancellor's Receptions in New York, Washington, and California. Our Director of Early Academic Outreach Programs, Britt Ortiz, was recognized for his contributions to encourage higher education among first generation students.
- **Support for student success** – The Promise Scholars Program enrolled its second cohort in a



partnership between the Office of Financial Aid and Scholarships and the Department of Academic Initiatives to attract high achieving first-generation, low-income students to UCSB. Promise Scholars are provided with four years of funding along with mentoring and research opportunities. The Offices of Financial Aid and Scholarships and Student Life assembled a financial crisis team to evaluate student need holistically and to identify systemic solutions when students are in crisis. UCSB celebrated 50 years of the Educational Opportunity Program’s counseling and support. This year, Counseling and Psychological Services expanded the mental health peer education program to provide more access to services.

■ **Proactive efforts to address campus climate** —

During a year of democratic debate in the United States, the Division of Student Affairs promoted community, reflection, and conversation through a series of campus programs titled “Resilient Love in a Time of Hate.” In a partnership that included the Office of the Vice Chancellor for Student Affairs, the MultiCultural Center, Associated Students, faculty, academic departments, and others, the Resilient Love series featured acclaimed artists and academics in performances, workshops, and presentations. Sunni Patterson’s powerful spoken word performance opened the year, and the series that followed featured UCSB faculty member George Lipsitz, visiting professors David Kyuman Kim and Tricia Rose, award-winning author Colson Whitehead, and Black Lives Matter founder Alicia Garza. As free speech debates raged across the country, our Office of Student Life developed and presented workshops on campus for students, faculty, and staff to gain a better understanding of the relevant policies and procedures that support a diverse learning environment.

■ **Technological solutions to aid students** — The Office of the Registrar implemented new scheduling software that will generate better data for curricular planning and classroom usage across the university. The Office of Financial Aid and Scholarships brought new software on-line that simplifies the financial aid application process for students and parents,



including text message reminders and opportunities to upload documents that should cut down on queries and phone calls during peak times. Student Information Systems & Technology completed its strategic planning process and developed a road map for the next generation of Student Affairs technology.

■ **Planning for the future of Student Affairs** — To ensure that the Division of Student Affairs evolves to keep pace with student needs, we initiated a strategic planning process this year that began with soliciting feedback from across our Division and across the campus.

Details on many more of our significant efforts this year are included in the report. I am grateful to Dr. Lupe Navarro-Garcia, Keri Bradford, and the division’s Assessment Initiatives team for their leadership in developing a culture of evaluation and for producing this report. I hope you enjoy catching up on some of our recent projects!

With best wishes,

**Margaret Klawunn,**  
Vice Chancellor for Student Affairs

# Multiplying efforts through collaboration

In this year’s Division of Student Affairs Annual Report, the Student Affairs Executive Leadership team chose to highlight partnerships that support the academic mission and efforts that work toward the overall campus mission. Across campuses in recent years, “The creation of learning partnerships between academic and student affairs staff has grown... as a strategy for promoting student learning and development outcomes” (Streit, Dalton & Crosby 2009). UCSB’s Division of Student Affairs takes great pride in contributing to the university’s efforts to create a community of scholars, contribute to the development of future leaders, and aid students in their intellectual and personal pursuits.

Student Affairs’ role has historically been one of creating “programs and environments outside of the classroom that complement students’ experiences in the curriculum” (Porterfield, Roper & Whitt 2011). Although Student Affairs offers many specific services, Student Affairs professionals take greatest satisfaction in providing positive learning and growth opportunities and seeing incredible things happen in the lives of students they assist (Sandeen, 2011).

Overall, UCSB Student Affairs strives to provide cross-departmental activities that complement academic curriculum, support the university’s goals of diversity and inclusion, collaborate with academic units toward retention efforts, and promote student engagement, academic success, and physical and emotional well-being. The Division works daily with a wide array of partners including UCSB academic units, national organizations, student organizations, K-12 cohorts, faculty, staff, and students. Through these connections and the diversity of its own operational and student services efforts, Student Affairs consistently multiplies its efforts to support the overall campus mission and student experience.

## In this edition

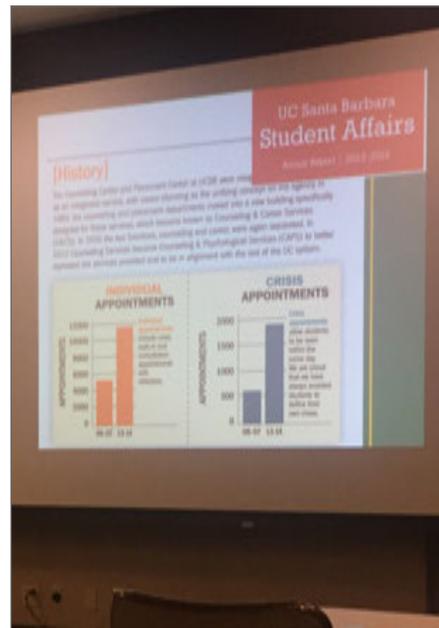
You will find a wide array of examples of how Student Affairs’ departments, each in their own pedagogical or operational approach, partner with the campus and contribute to the mission of the university and its prominence as a world-class university.

### References

Porterfield, K.T., Roper, L.D. & Whitt, E.J. (2011). Redefining our mission: What does higher education need from student affairs? *Journal of College and Character*, (12)4.

Sandeen, A. (2011). Is there an enduring purpose for student affairs? *Journal of College and Character*, (12)4.

Streit, M.R., Dalton, J.C. & Crosby, P.C. (2009). A campus audit of student affairs-faculty collaboration: From contacts to compacts. *Journal of College and Character*, (10)5.



The UCSB Student Affairs Annual Report 2013-14 was shown as a best practice example of assessment and communication at the American College Personnel Association Assessment Institute 2017. LUPE NAVARRO-GARCIA PHOTO

## Assessment Initiative Team

**Diana Antova**, Student Information Systems & Technology  
**Keri Bradford**, Student Information Systems & Technology  
**Amanda Brey**, Institutional Research, Planning & Assessment  
**Sara Cook**, Office of the Registrar  
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**Jason Hopkins**, Office of International Students & Scholars  
**Betsy Mear**, Student Health Service  
**Lupe Navarro-Garcia**, Chair, Student Academic Support Services  
**Mark Shishim**, Academic Initiatives  
**Gary White**, Disabled Students Program



COURTESY PHOTOS

# Cultural Awareness, Laws and Immigration (CALI) training

*Partnerships to support an all student, whole person approach to Student Affairs' work*

Cultural Awareness, Laws, and Immigration (CALI) training is an initiative by the Office of International

Students & Scholars (OISS) to create a welcoming environment for UCSB

An interview with **Chryss Yost**  
Written by **Lupe Navarro-Garcia**

international students and provide information needed to thrive at UCSB.

Chryss Yost, program coordinator



and Ph.D. student at the Gevirtz Graduate School of Education, shaped the program by assessing the needs of international students

and using these findings to inform the program's service delivery model. Her assessment efforts included interviewing colleagues at other UCs, consulting with international student advisors, and observing international student orientation sessions. Yost also attended Summer Orientation Program sessions where she was inspired by the upbeat energy, positivity, and excitement that Orientation staff conveyed to new students about joining the UCSB community. ▶



◀ Ultimately, these assessment efforts provided the momentum for CALI to shift its pedagogical approach from a series of lectures to a pre-arrival online forum and an interactive in-person “variety show” built around table groups.

Much of the content that was formerly delivered through lectures is now available to students in advance and on demand through CALI Online. It is a resource delivered through UCSB’s GauchoSpace platform containing resources, links, forums, and videos. Yost partnered with the GauchoSpace Collaborate team to adapt the service to better serve first-time, long-distance users before their arrival to UCSB. CALI Online was one of Collaborate’s first project sites for users that were not enrolled in a specific course.

Within CALI Online, students complete a series of online lessons on immigration, academics, health and safety, and life in Santa Barbara and take a final culminating quiz.



Additionally, students become comfortable with GauchoSpace before their first academic class on campus.

With detailed content now available online, In-Person CALI Training was redesigned for attention spans shortened by jet lag and language differences and to allow more time for group interaction and cohort building. Sessions are specific to international undergraduate, graduate, Education Abroad Program (EAP), and transfer students.

Creating partnership efforts for

students to engage with one another and the campus is a win-win for the community. This year, CALI partnered with the Honors Program to recruit student volunteers. They serve as table hosts who share their experiences and become a resource for international students who need advice. CALI Training also provides information on university resources and academic expectations, encourages help-seeking and self-efficacy, and increases students’ sense of belonging. CALI introduces students to diverse resources including CAPS, CLAS, Transfer Services Center, AS Legal Services, Student Health, Career Services, and many others.

CALI Training is assessed through staff debriefing and participant surveys after each in-person session and GauchoSpace’s built-in analytics tracks online participation. Through CALI Training, OISS welcomes the world to UCSB and models a whole person approach to Student Affairs’ work with students.



COURTESY PHOTOS

# Strategic planning through Appreciative Inquiry

## *Positioning Student Affairs for a Sustainable Future*

Under the leadership of Vice Chancellor for Student Affairs Margaret Klawunn and Chief of Staff Deborah

Karoff, the Division of Student Affairs created a Strategic

Written by  
**Diana Valdivia** and  
**Lupe Navarro-Garcia**

Planning Committee in 2016.

The development of the Division's strategic planning effort came out of the need and desire to provide a tool for how Student Affairs could best position itself to meet its needs,



create greater connections between Academic and Student Affairs, and stay up-to-date with UCSB's changing student population. The Division

initiated the strategic planning effort by using an Appreciative Inquiry (AI) process. "Appreciative Inquiry is the cooperative search for the best in people, their organizations, and the world around them ... it involves the art and practice of asking questions that strengthen a system's capacity to heighten positive potential" (Cooperrider & Whitney, 2005). AI mobilizes inquiry through the crafting of "unconditional positive questions." The questions inquire about "where the organization wants to be, based on the high moments of where they ▶



◀ have been” (Hammond, 2013). The statements are grounded in the real experience and history of the organization, under the premise that people know how to repeat their success.

The Appreciative Inquiry process involved focus groups with approximately 600 staff, faculty, and students and inquired about Student Affairs’ success, strengths, and wishes. The “unconditional positive questions” were adapted to be relevant for various stakeholder groups. Participants were asked questions such as:

1. Share a (Student Affairs) success story from the past year. What was your part in the success? Did you collaborate with another unit? What strength does this success story demonstrate about our Division?
2. How would you describe the work and services that Student Affairs provides (imagine speaking to



a student or parent or faculty member or legislator or a community member)?

3. Thinking about Student Affairs three to five years from now, what two wishes do you have for the Division? What’s an even bolder vision?

The focus groups involved as many partners as possible in and out of the Division and the Strategic Planning Committee is currently analyzing

data. Ultimately, the outcome of this AI process will give the Division a strategic planning outline that will act as a guiding tool for its decision making over the next three to five years. The committee hopes to identify short and long-term key task areas, identify guiding values, and create a shared vision for the Division of Student Affairs. The strategic plan will be available for the campus community to communicate the role Student Affairs plays in students’ success.

## References

- Cooperrider, D.L. & Whitney, D. (2005). *Appreciative Inquiry: A positive revolution in change*. In P. Holman & T. Devane (eds.), *The Change Handbook*, Berrett-Koehler Publishers, Inc., pages 245-263.
- Hammond, S. (2013). *The Thin Book of Appreciative Inquiry*. Thin Book Publishing Company, pages 6-7.

# Bridging faculty, first-gen students

*Faculty Nights builds community beyond the classroom*



COURTESY PHOTO

Undergraduate students and faculty share a meal and conversation during a faculty night event.

This year, Academic Initiatives aimed to serve an increasingly diverse student body through innovative, interactive programs. AI collaborated with a variety of faculty and staff to introduce first-generation students to undergraduate research through three one-unit courses (the INT 95 series). AI also placed many students in STEM labs across campus through Gene and Susan Lucas research scholarships. During quarterly Faculty Nights programs, first-gen students and faculty dined together and discussed current issues and research topics including Black Lives Matter, Genetic Modification, and Isla Vista. On behalf of the campus-wide Black Resource Committee, AI developed and administered the first ever Black Student Survey and founded the Black Student Engagement Program, pairing faculty and staff mentors with Black undergraduates. In total, 68 faculty were recognized for their participation

in AI classes, scholarships, mentorships, and programs in 2016-17.

## [Impact]

Students participating in Faculty Nights reported feeling far more connected to the UCSB community. They reported having a better understanding of how to interact with UCSB faculty and are now more likely to go to a professor's office hours or talk to a professor outside of class. They also reported being more likely to participate in other community activities, and knowing more about the topic than they did before the event.

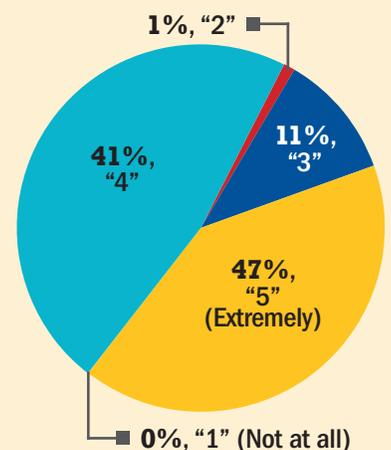
## TESTIMONIAL

*"It's a token of good will on the part of both [students and faculty] to break through the barriers of a big system."*

— Testimony from a faculty table host

## DO YOU FEEL MORE CONNECTED TO THE UCSB COMMUNITY?

On a scale of 1-5, with 1 meaning "not at all" and 5 meaning "extremely," 267 student participants from three Faculty Nights events reported feeling connected.



# Placing focus on transfer applicants

*Providing in-service for community college counselors*

## BY THE NUMBERS

~17K

16,956 transfer applications received for fall 2016

51.6%

Admission rate for fall 2016 transfer applicants

2,045

Number of transfer enrollees for fall 2016

17%

Percentage of UCSB's undergraduate population from community colleges

## TRANSFER OUTREACH

- 330 visits between July 2016 and April 2017, serving approximately 12,500 students.
- Admissions advises academic units on website design and content for prospective students.
- During 2016-17, the Visitor Center welcomed 51 transfer groups, up from 46 the previous year.

The Office of Admissions is focused on increasing the academic quality and diversity of the entering class while maintaining the required enrollment level. The office also provides admission advice to prospective freshman and transfer students, as well as their counselors.



COURTESY PHOTO

Students from Cerritos College Puente Project and Umoja Program visit campus on a rainy day.

## [Impact]

### CONTEXT

As part of the UCOP transfer initiative, the Office of Admissions invited counselors from Ventura College, Oxnard College, Allen Hancock College, and Santa Barbara City College to campus for an in-service day. The event was structured as a workshop and included a campus tour and sessions on UC transfer basics, advanced evaluation of transfer applications, and special programs and services at UCSB.

### METHODS

Following the in-service, counselors were asked to complete a survey and questionnaire regarding the usefulness of the event.

### RESULTS

Counselors generally felt that the event was quite useful to them, particularly

in the areas of evaluation and UCSB selection criteria. Participants also noted that their knowledge of special programs and services for transfer students greatly improved after attending the in-service.

Overall, we received an abundance of positive comments including: "The format of yesterday's in-service was an ideal training environment — it was engaging, hands-on, relevant, practical and well-paced. I strongly recommend a similar format for future counselor training events ..."

### ANALYSIS/IMPLICATIONS

The impact of the day was two-fold: not only do counselors now have a better grasp of UC/UCSB admissions policy and criteria, but they will also better support our prospective transfer students.

# Health, safety, and personal success

## *Improving students' self-awareness and goal achievement*

Through targeted prevention, group programs, education and clinical intervention efforts, ADP supports the health and safety of students so they can achieve their academic and personal goals. ADP partners with academic departments to develop student research projects and provide a clinical practicum site for graduate students. The overarching goal of ADP efforts is firmly aligned with the campus mission of enhancing student safety, wellbeing, and personal and academic success through responsible choices involving alcohol and drugs.



COURTESY PHOTO

College Alcohol & Substance Education (CASE) students enjoy the ocean view.

self-awareness, knowledge about alcohol and drugs, and the capacity of participants to make healthy choices that align with their personal values and academic goals. Overwhelmingly, CASE group participants report feeling better equipped to make decisions that enable them to achieve their goals toward graduation and beyond.

- 294 undergraduates completed CASE in fall 2016 and winter 2017, and 227 evaluations were completed. Of those participants surveyed:
  - 82.8% of CASE student respondents said they learned techniques to increase safety and reduce negative consequences associated with substance use.
  - 80.2% said they better understand their personal values and how they relate to drug and alcohol choices.

### ANALYSIS/IMPLICATIONS

ADP strives to meet the changing needs of students by continuously adapting services to keep students healthy and safe. For 2017-18, ADP will focus on integrating evidence-based practices for addressing the increased combined use of tobacco and marijuana by students and will be making a greater effort to better serve the graduate student population.

## [Impact]

### GETTING INVOLVED

Students connect with ADP through self-referrals, as well as referrals from parents, peers, university staff and faculty, residence halls, courts, health professionals, and others.

### PROGRAM HIGHLIGHT

At the core of ADP's group programming is CASE (College Alcohol & Substance Education), which focuses on increasing

### BY THE NUMBERS

# 83%

Percentage of CASE group participants who "Agree" or "Strongly Agree" they learned techniques to increase safety and reduce negative consequences associated with substance use

# 30+

Average number of student attendees at weekly Students For Recovery meeting

# 2,110

Number of students who completed clinical counseling and groups during fall, winter, spring quarters

### SERVICES

- Gauchos For Recovery Program (support services)
- MARS (Marijuana Awareness, Resources & Support; to reduce or quit marijuana use)
- Call It Quits (tobacco cessation)
- Student Intern Programs / LOTP (Life of The Party)

# Success through experiential learning

*AS staff facilitate learning with student-initiated projects*

## BY THE NUMBERS

# 1.6M

Number of course reader pages submitted by faculty and printed by AS Publications in the last three quarters

# 35

Number of AS Boards and Committees providing students with leadership opportunities

# 24/7

Hours of KCSB programming broadcasted by students, faculty, staff, and community members

## A FEW AFFILIATES

- **Bike Committee:** [www.bikes.as.ucsb.edu](http://www.bikes.as.ucsb.edu)
- **Community Action Board:** [www.cab.as.ucsb.edu](http://www.cab.as.ucsb.edu)
- **Environmental Affairs:** [www.eab.as.ucsb.edu](http://www.eab.as.ucsb.edu)
- **Food Bank Committee:** [www.foodbank.as.ucsb.edu](http://www.foodbank.as.ucsb.edu)
- **The Bottom Line:** [www.thebottomline.as.ucsb.edu](http://www.thebottomline.as.ucsb.edu)
- **Creative Media Unit:** [www.creativemedia.as.ucsb.edu](http://www.creativemedia.as.ucsb.edu)
- **IV Community Relations Committee:** [www.ivcrc.as.ucsb.edu](http://www.ivcrc.as.ucsb.edu)
- **Program Board:** [www.aspb.as.ucsb.edu](http://www.aspb.as.ucsb.edu)

## [Impact]

### CONTEXT

2016 marked the 10-year anniversary of the Students Initiative – funding and support approved by students for students to provide campus-wide programs, services, events, and operations. Associated Students (AS) has since greatly expanded experiential learning and leadership opportunities and services for students. A key to facilitating this expansion has been the skilled advising and oversight from AS professional staff. In Summer 2016, staff advisors began assessing potential related enhancement opportunities including best practices, resources, and identifying priorities.

### METHODS

- Collaborative retreat provided qualitative assessment of programs, resources, and methods
- Data analysis ranging from participation rates to budgets
- Regular status meetings to assess progress, give feedback, and develop changes
- Assessment of connections to the current AS strategic plan

## SERVICES PROVIDED TO STUDENTS

### Professional staff

Diverse professional staff provide advising and expert guidance services. [www.as.ucsb.edu/about/staff](http://www.as.ucsb.edu/about/staff)

### Work experience

AS programs and services offer a wide variety of paid student staff and volunteer experience.



PHOTO BY ANDY DOERR / ASSOCIATED STUDENTS  
AS Recycling students help the campus reach its 2020 zero-waste goal.

### RESULTS

Through the collaboration of students and staff advisors, AS developed additional resources including online “best practices” guides and marketing tools and plans. AS also updated support systems with an enhanced mentorship program and revised student orientation and training programs.

### ANALYSIS/IMPLICATIONS

This assessment has provided AS with valuable insights for enhancing student experiential learning opportunities beyond current successes. It has also provided an ongoing evaluation process for keeping related programs and services up to date.

### Leadership opportunities

Extensive student government and leadership opportunities give valuable hands-on opportunities. [www.as.ucsb.edu/news/weekly-social-media](http://www.as.ucsb.edu/news/weekly-social-media)

### Academic support

Services include study spaces, course readers, iClicker rentals, financial literacy.

# Helping students recover from trauma

## *CARE Advocacy ensures academic success for survivors*

CARE anticipates and responds to the needs of survivors by providing confidential advocacy and support.

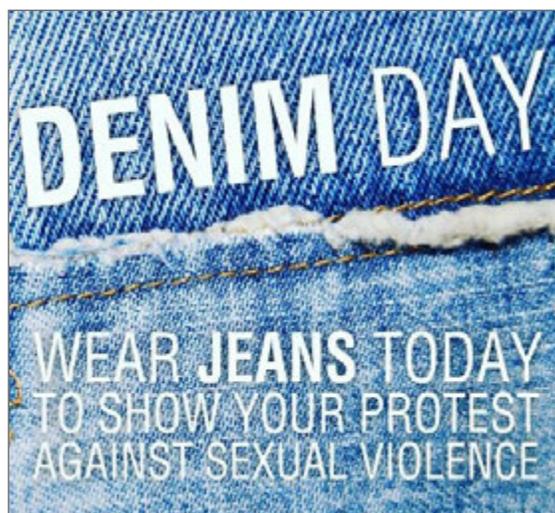
CARE Advocates believe that it is always the survivor's decision to pursue any of the available resources, rights, or options. CARE supports students in accordance with federal law and UC Policy to ensure that survivors have the ability to access, participate, and benefit from educational opportunity at UCSB. CARE values its strong partnerships with faculty members, departments, and academic advisors which help facilitate individual academic accommodations to ensure survivors have continued success as UCSB Students.

Following an incident of interpersonal violence, it can be difficult for survivors to concentrate or complete their academic work. CARE Advocates can help students make changes to their class schedule, reschedule assignments or exams, or have access to quieter testing rooms.

### [Impact]

#### INCREASED AWARENESS AND APPRECIATIONS

In April 2016, CARE hosted a Denim Day luncheon in honor of UCSB Faculty who have provided outstanding support to survivors and served as allies of the CARE Office. CARE recognized 12 UCSB faculty members for modeling to others how to provide students with a safe and supportive environment in which to recover from trauma and continue on in their educational career.



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#### SERVICES

- **Advocacy:** CARE offers free confidential advocacy to students, staff, and faculty impacted by dating/domestic violence, sexual assault, or stalking. CARE Advocates provide affirming, empowering, and confidential support for survivors and bring a non-judgmental, caring approach to exploring all options and resources.
- **Prevention:** CARE develops and facilitates primary prevention programming and awareness events for the broad campus community on topics including sexual assault, dating/domestic violence, stalking, consent, warning signs of abusive relationships, and bystander intervention.

#### BY THE NUMBERS

Advocacy services  
between January  
2016-January 2017

**379**

Total number of incidents

**190**

Number of sexual assaults

**83**

Number of dating  
and domestic  
violence incidents

**42**

Number of stalking incidents

**301**

Number of survivors served

**102**

Number of survivors  
receiving academic  
advocacy

**269**

Total number of academic  
advocacy services

# Tutors, Chemistry faculty bond, form ACE

*Academic Communities of Excellence provide class support*

## BY THE NUMBERS

Services during 2016-17

**9,847**

Number of students served

**201K**

Number of student contacts  
(201,331)

**6,636**

Number of students enrolled  
in at least one tutorial group

### ACADEMIC SKILLS SERVICES

Served 1,485 students

- Workshops
- Consultations/Individual Appointments
- ACE Chemistry
- GRE Prep Workshops

### ECONOMICS/ACCOUNTING, ENGINEERING, MATH, PSTAT, AND SCIENCE

Served 8,078 students

- Instructional Groups
- Drop-In Services
- Exam Review Sessions

### WRITING, ESL, AND FOREIGN LANGUAGE

Served 2,202 students

- Writing Tutor Appointments
- Writing Drop-In
- ESL Tutorials

## [Impact]

Chemistry 1A often has the highest number of failures of all undergraduate courses and is a required course for many STEM majors. In addition, many first-year students are challenged by the quarter system and the use of college level study skills. CLAS Academic Skills was a natural catalyst to build on the established ACE Writing Program, EOP and CLAS partnership model that was created to offer academic support in writing for first-year EOP students. CLAS Academic Skills expanded the ACE partnership model to include chemistry courses.

CLAS staff and chemistry faculty met weekly over several quarters to analyze existing statistics on student performance in the general chemistry series and conducted interviews to better understand student needs. As a result, ACE Chemistry was launched in spring 2016 and took the following form:

- Invites collaboration through weekly 90-minute small group team sessions for Chemistry 1A-B-C



PHOTOS BY LEE DEANDA / CLAS

From left is Chemistry lecturer Bryanna Kunkel, and Jay Stemmler and Emma Cristofani, of the CLAS Academic Skills program.

- Provides additional academic support and individualized tutoring with a deep focus on the comprehension of course concepts
- Fosters learning communities where students can encourage and learn from one another
- Builds strong study skills for efficient and effective learning in Chemistry 1A-B-C and beyond

Overall, the ACE Chemistry model shows significant impact on EOP students enrolled in Chemistry 1A with the hope of similar success in Chemistry 1 B-C. CLAS plans to use the successful ACE model to address other courses in which students experience difficulty.



## TESTIMONIAL

*“ACE Chemistry was a huge impact that allowed me to receive the extra help I needed. It made me enjoy my chemistry experience, as I worked in a group that helped one another. I truly recommend it to students. Not only will it give them an opportunity to work in a friendly and collaborative environment, but it will give them the help needed to understand the concepts in chemistry.”*

— Domi Santiago, ACE Chemistry participant

# Gaucha Career Advising Program

*Integrating career readiness into academics*

## [Impact]

### CONTEXT

In response to increasing demand for career readiness, Career Services sought stronger integration within academics. GCAP was developed for academic advisors, emphasizing the following learning outcomes:

- Gaining knowledge about career development and decision making processes for students
- Responding to general career-related issues students face
- Developing career-related knowledge relative to their advising area
- Gaining insight about general career resources and when to refer students to Career Services

Advisors from the Colleges of Letters and Science and Engineering and various academic departments participated in GCAP, consisting of three 1½ hour training sessions during Fall 2016.

### METHODS

A pre and post-survey was emailed to 23 participants who were asked to



Career Services' John Coate and Amanda Asquith present to academic advisors.

answer questions about competency, understanding, and relevancy using a scale ranging between “Strongly Agree” to “Strongly Disagree.” Participants were also asked for feedback after each session.

### RESULTS

All advisors who completed both surveys showed a marked overall improvement in career development competencies, displaying an average increase of one whole point on the Likert scale. Advisors, on average, increased from initially only

“Moderately Agree” to “Strongly Agree” regarding their knowledge of various career development advising skills.

Advisors showed the biggest gains in:

- Understanding career development stages that students experience
- Knowing the full extent of resources Career Services provides
- Determining when it is appropriate for students to utilize assessment tools offered at Career Services

### ANALYSIS/IMPLICATIONS

According to the program’s quantitative data, general learning outcomes were met. Through analysis of session feedback and final post assessment survey data, Career Services was able to create a career resource sheet to further assist advisors. To respond to need requests, Career Services plans to dedicate more time helping students with the graduate admissions process and interfacing with department advisors about their specialized areas. These changes will be implemented in the next session of GCAP!

## KEY COLLABORATIONS



**Graduate Student Services:** Providing programs with the Graduate Division



**Pre-Health Advising:** Offering targeted services with Letters & Science advisors



**UCSB Experiential Education Group:** Promoting internships with Academic and Student Affairs



**Liberal Arts Career Retreat:** A career conference with Arts & Humanities and Alumni Association



**Finance Night:** An employer networking event co-hosted by Economics Dept. & Finance Connection

# Groups promote academic success

*Focus on campus populations boosts grades, belonging*

CAPS supports the academic mission of the university by promoting a living and learning environment of programs and groups that help students achieve academic success. Research shows that students need to be connected to their university both academically and socially to be truly successful. A 2006 UC-wide student mental health survey identified certain students, including graduate students, transfer students, and students of color, as at-risk for dissatisfaction and potentially poor progress (i.e., leaving the university). All students need to be and feel connected to university support systems in order to truly thrive. CAPS supports these students with 26 diverse group programs, three of which are featured below.

## [Impact]

**Nuestra Comunidad:**  
*Finding Our Strength in Community*

This weekly dialogue provides a safe space for ChicanaX/LatinX students to share, learn, and support each other and recognize and develop their strengths. This group will explore the role that cultural heritage plays in psychological and academic wellbeing. ChicanaX/LatinX students will have the opportunity to talk about culture and diversity, family, identity, belonging, financial literacy, healthy relationships, navigating the university, and what it means to be a ChicanaX/LatinX college student.

Carla Corral, Ph.D.  
CAPS Staff Psychologist  
Ozzie Espinoza, M.A.  
EOP Counselor

Please call (805) 893-4411 to schedule your pre-screen appointment or visit [caps.sa.ucsb.edu](http://caps.sa.ucsb.edu) to submit an interest form.

EOP Educational Opportunity Program  
UCSB ChicanaX/LatinX caps

“Nuestra Comunidad: Finding our Strength in Community” – A group that supports ChicanaX/LatinX students. Participants help each other by recognizing and developing strengths.

*Riding the Wave*  
Navigating the Ups and Downs of Grad School with Greater Ease

In this series, we will discuss some of the common challenges that graduate students face and we will provide guidance on how to cope more effectively. Sessions provide practical information and engaging discussions, as well as individualized exercises to personalize your experience. Topics will include:

1. OCT 13<sup>th</sup> Understanding & Optimizing Motivation
2. OCT 20<sup>th</sup> Defining Personal Goals & Making an Action Plan
3. OCT 27<sup>th</sup> Effective Communication
4. NOV 3<sup>rd</sup> Achieving Your Desired Work-Life Balance & Renewing Your Vitality

Sessions build on each other but attending individual sessions is welcome\*  
Open to students of all graduate areas of study.

\*Please register for each individual session you would like to attend at [caps.sa.ucsb.edu](http://caps.sa.ucsb.edu)

Thurs, 3:30-5pm  
Davidson Library  
10/13 & 10/20—Rm 1312  
10/27 & 11/3—Rm 2314/2334

For more information please visit [caps.sa.ucsb.edu](http://caps.sa.ucsb.edu) or call (805) 893-4411

caps

“Riding the Wave : Navigating the Ups and Downs of Grad School with Greater Ease” – A group in which graduate students discuss common challenges and learn how to cope more effectively.

TSC caps A collaboration between TSC & CAPS

**Mindfulness & Meditation Series for Transfer Students**

Mindfulness involves paying attention to the present moment and accepting our experiences as it is instead of engaging in our habitual pattern of judging. It is a simple practice, but also challenging, profound, and transformative.

In these 4 drop-in workshops, you will learn different mindfulness practices & how to integrate them into your daily life to reduce stress & improve present-moment awareness.

1/25, 3-4pm: Introduction to Mindfulness  
2/8, 3-4pm: Improve your attention with mindfulness of breath  
2/22, 3-4pm: Turn off automatic pilot: Mindfulness of daily life  
3/8, 3-4pm: Using mindfulness to manage final exam stress

Location: Transfer Student Center

“Mindfulness & Meditation Series for Transfer Students” – A group that allows transfer students to learn how to integrate mindfulness into daily life to reduce stress and ease the academic transition.



## TESTIMONIAL

Students in all of our groups and workshops report feeling better able to face their academic and life stressors – some even see their grades improve over time. Our students say it best:

*“It has been so helpful to know that other students are going through the same situations as I am. I felt heard and cared about. Being in group felt like a safe space to be able to decompress and I was able to learn so much about myself and get really helpful feedback!”*

# Independent news for close community

## *UCSB news source provides honest, hyper-local reporting*

The *Daily Nexus* supports the university's academic mission by providing these services:

- Essential local news, sports, opinion, science and arts stories
- Work experience for students in media, management, photography, videography and sales, marketing, and graphic design
- A trustworthy source of information and commentary for UCSB and Isla Vista

### [Impact]

This year, the *Nexus* continued its transition from a print to digital landscape, transforming its weekly issue into a larger, more visual broadsheet paper. The physical change brought with it an emphasis on weekly feature stories while continuing a tradition of up-to-the-minute breaking news online about UCSB and Isla Vista. The broadsheet change was supported by a lock-in fee increase that passed with support from UCSB students.

The *Nexus* editorial team accepts all interested students throughout the year, creating a diverse team of writers, photographers, artists, coders, and creatives. When Donald Trump was elected president, first-year reporters provided invaluable, real-time reporting. They followed the inception of a protest as it developed into a crowd that was more than 1,000-strong. The *Nexus* uses social media throughout the year to update students on cliff collapses and storm conditions in Isla Vista and publish timely crime reports. Google analytics and website engines keep editors in the loop with a consistent understanding of readership, growth, and progress.

The *Nexus* witnessed an increase in audience engagement across all its platforms this year; Facebook and Twitter followers increased by a thousand each,

### TESTIMONIAL

*"The people who nurture Isla Vista and the university built my education at UC Santa Barbara; these stories have taught me to listen carefully, ask difficult questions, and respect the community I live in. Local, independent student journalism is irreplaceable, and the Nexus is a student's first step in forging honest dialogues throughout their life."*



— Supriya Yelimeli, Editor-in-Chief

Instagram followers increased by 500, and daily website views are steadily increasing as social media connects readers to both print and digital editions of popular stories.

As students form their relationship with truth, bias, and information, the *Nexus* hopes to act as an inclusive, accessible media connection. The *Nexus* is committed to making corrections when necessary, with a 100% response rate to Facebook comments, owning up to errors and exemplifying integrity as a news source. The *Nexus* is open to change and eager to hear criticism in a rapidly evolving social environment.

### BY THE NUMBERS

# 5,962

Number of Facebook followers

# 5,164

Number of Twitter followers

# 2.5K

Number of Instagram followers

# 1.6M

Number of page views at [www.dailynexus.com](http://www.dailynexus.com) from March 2016 to March 2017



### 2017 CALIFORNIA COLLEGE MEDIA ASSOCIATION AWARDS:

- **Best Headline Portfolio:** 2nd Place, Simone Dupuy
- **Best Photo Illustration:** Honorable Mention, Stephen Manga

# Supporting student success

*Helping students, families navigate various challenges*

## [Purpose Statement]

The Office of the Dean of Students 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

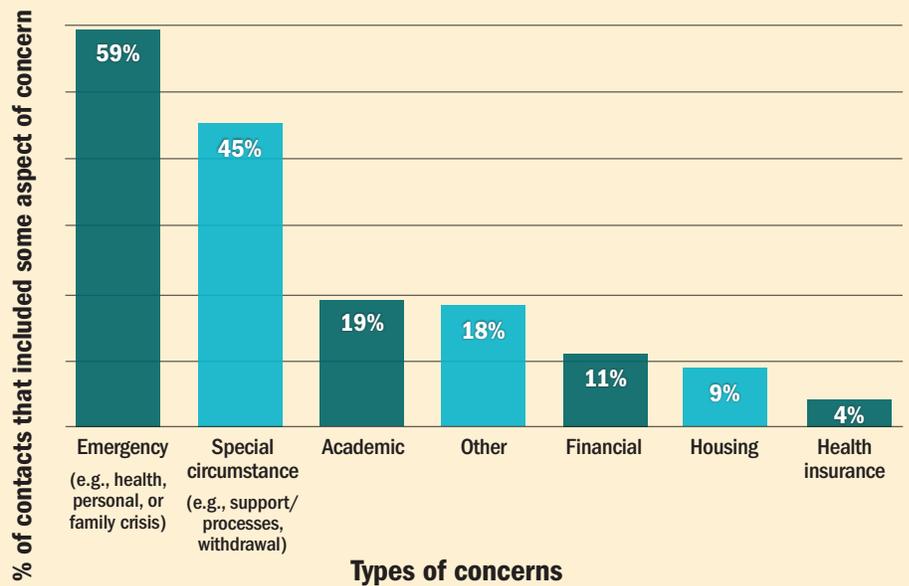
The Student and Parent Liaison serves as a primary point of contact for families and students when students find themselves in an emergency or crisis situation. The Office of the Dean of Students provides a supportive environment while facilitating communication with other departments and finding solutions 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

## TYPES OF CONCERNS ADDRESSED

The percentages below represent the concerns addressed by the Student and Parent Liaison during 2016-17 academic year. Multifaceted concerns are reflected in more than one category.



- Administrative support and problem solving for students and families in crisis (including student deaths, serious illness, or other issues)
- Assisted with petitions for withdrawals and cancellations
- Parent relations (phone calls, newsletters, 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

### 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.
- The Dean of Students Office prints and distributes the *Money Matters* publication to thousands of students and campus departments.

# DSP provides access for all students

*Increased population leads to more exam accommodations*

The Disabled Students Program (DSP) helps the campus provide equal access for all students by facilitating academic accommodations for individuals with permanent and temporary disabilities.

## [Impact]

DSP partners with academic departments to provide mandated ADA accommodations for students with disabilities. Exam accommodations are the most evident example of this partnership, and the number of proctored exams have steadily increased this academic year.

In 2016, we used data from our online system to examine DSP resource usage by students, faculty, academic staff, and our student employees (proctors) over the past few years. We focused on the number of requests in conjunction with the increased student population. From Fall 2013 to Fall 2016, there was

a 70% increase in students requesting exam accommodations and a 75% increase in the number of exams proctored.

Additionally, partnerships with academic departments have drastically increased due to the growing numbers of requests and accommodations. The use of the online system has made arranging these accommodations easier and has enhanced access for students with disabilities. Space and locations for alternate and private exams is at a premium and will continue to be in demand if these numbers continue to increase as projected.

### BY THE NUMBERS

Service utilization since Fall 2013

**80.4%**

Percentage increase of students requesting Note Takers

**78.2%**

Percentage increase of note taking assignments

**58.7%**

Percentage increase of E-text requests

### POINTS OF PRIDE



The DSP online system absorbed a 100% increase in students registered for services.



Our specialists provided students with appropriate and timely campus referrals.



Our online system simplified the process of requesting general services, including notetakers and exam accommodations.



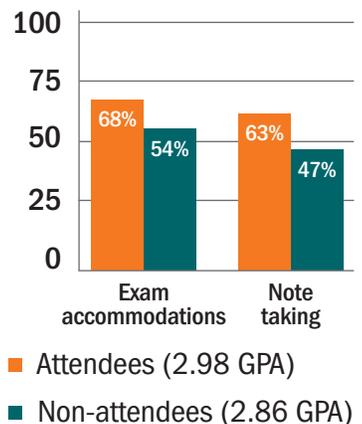
Priority registration has been instrumental in helping students enroll in the classes they need at the best times for their conditions.



Through DSP referrals, Campus Learning Assistance Services (CLAS) tutors helped DSP students understand course content for a variety of classes.

### SERVICE UPTAKE INCREASES GPA

Data show that DSP New Student Orientation attendees utilized services more and had a higher GPA.



# EAOP guides prospective families

*Support is vital to increasing students' college readiness*

## BY THE NUMBERS

**2,199**

Number of students from 9th-12th grade enrolled in EAOP

**5,878**

Number of transcripts from 9th-12th grade students evaluated for on-track status with A-G classes

**178**

Number of seniors who participated in EAOP's College Readiness Academies during Summer 2016

**103**

Number of 9th and 10th grade EAOP students who were selected to be part of UC President Janet Napolitano's Pre-College Scholars Initiative

## SERVICES

EAOP's goal is to raise student achievement by offering academic advising, entrance exam preparation, academic enrichment activities, and college knowledge programs.

EAOP demonstrates its active participation in partnership effort by showing prospective college students how to navigate the complexities of college preparation, higher-education applications, and the financial aid and scholarship process. EAOP also participates in a variety of partnership efforts that promote college readiness while supporting student participation in research and co-curricular learning.

- **Summer Up** – EAOP partners with UCOP at Carpinteria High School on a grant that supports mathematics enrichment and skill development that will lead to A-G eligibility through algebra-related course work.
- **Educating Leaders for Tomorrow (ELF)** – A partnership with the Geography Department and the Sustainability Coordinator to promote sustainability awareness, college readiness, and interests in green careers. EAOP contributes intern staff support.

EAOP also actively recruits and supports student' participation in the Research Mentorship Program (RMP) and Science & Engineering Research Academy (SERA). They are both coordinated through Engineering/Summer Sessions, and School for Scientific Thought (SST) – Center for Science and Engineering Partnerships.

Harding University Partnership School, a partnership with School of Education (GGSE) and EAOP, offers a series of Saturday classes that introduce students to concepts in science from nanotechnology to reverse engineering. The partnership works to promote college awareness and improve academic outcomes while

promoting a college going culture for one and all.

## [Impact]

EAOP consistently exceeds each of its Statewide EAOP SAPEP Operating Standards and Expectations which include:

- 70% of EAOP Seniors completing A-G coursework required for UC/CSU eligibility requirements
- 70% of EAOP seniors taking the SAT/ACT Exams
- 80% of EAOP 9th graders completing Algebra I

The 2015-16 EAOP cohorts from South, Fillmore, Rio Mesa, Channel Islands, Carpinteria, Ernest Righetti, Pioneer Valley and Santa Maria High Schools have exceeded the SAPEP Standards and Expectations. 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.

Through EAOP's partnership with eight school sites:

- 3,054 services were provided
  - 40% of these services (1,221) were focused on university and FAFSA/Dream applications, as well as matriculation assistance
  - 41% of these services (1,262) were classroom presentations
  - 161 services were provided to parents generating 2,808 contacts
- 8,216 students received two or more services from EAOP staff

# Children's Centers re-accredited

*Centers provide high-quality care to campus*

“Every child deserves access to high-quality learning experiences. We value what we learn from each other during the accreditation process,” said ECCES Director Annette Muse.

PHOTO BY  
GARY COLBY / ECCES



## [Impact]

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

In February 2017, both the Orfaela Family Children's Center and the University Children's Center achieved re-accreditation for 5 additional years through the National Association for the Education of Young Children. NAEYC is a nationally recognized organization that strives to promote high quality education for children from birth through age 8.

Teaching and center staff used multiple means of acquiring data and evidence in order to meet the expectations and requirements of NAEYC. Family and staff surveys were done at the beginning of the process, while classroom and program portfolios were completed prior to site

visits. There were monthly self-study team meetings that included teachers, center administrators, and parents from the center. Members of the Early Childhood Education (ECE) community also did informal observations to help center classrooms prepare for site visits.

Each year, ECCES submits an annual report to NAEYC to show that it is meeting the standards and expectations of accreditation. Recognized NAEYC sites are considered to be reputable, high quality programs that educate children in developmentally appropriate ways. Our accreditation helps motivate center staff to maintain the standards, expectations, and values set by NAEYC. Going through this process has developed and strengthened relationships with other campus departments and the greater ECE community. ECCES has also been able to teach center families about different elements of accreditation and give them a new-found understanding of what it takes to be regarded as a high quality program.

## BY THE NUMBERS

# 303

Number of families served in 2016-17

# 35%

Percentage served that are student families

# 49%

Percentage served that are faculty/staff families

# 15

Number of total classrooms at two sites (on-campus and at West Campus)

## SERVICES

- **Parent education:** We offer a variety of parent education opportunities that address topics ranging from child development to guidance and discipline.
- **Family resources:** Our families have access to community and campus resources such as referrals for developmental delays, consultations with CALM, and tuition subsidies.

# Increasing faculty-student interaction

*Initiatives build bridge between Academic, Student Affairs*

## BY THE NUMBERS

**7,837**

Number of students in EOP (about 34% of UCSB undergraduate student body)

**~2K**

Approximate number of EOP students that graduate per year

**37K**

Number of student contacts per year

**148**

Number of programs offered in 2016-17, attended by 5,883 students

.....

## POINT OF PRIDE

**EOP 50th anniversary alumni event:** Created space for EOP alumni and current students to connect during Gaucho Alumni Weekend. The event allowed EOP to increase its engagement with alumni, raise awareness about the EOP Alumni fund, and acknowledge the history and impact of EOP at UCSB.

This year, the Educational Opportunity Program (EOP) partnered with the College of Letters & Science Academic Success Initiatives and the College of Engineering to launch several academic initiatives to understand and promote student engagement for the purposes of student retention and success.

The College of Letters & Science Academic Success Initiatives' partnership with the Transfer Student Center (TSC) and Opening New Doors to Accelerating Success Student Center (ONDAS) provided opportunities for EOP students to develop positive and meaningful faculty-student interactions. Through small group meetings with faculty outside of the classroom, the programs aspired to increase access to faculty and the retention and advancement of first-generation college students.

In partnership with the College of Engineering, EOP hosted a series of small group discussions with EOP

engineering students to learn about the needs of this group and how to support both their academic excellence and persistence in engineering majors. The outcome of the initiative was greater insight about the experiences, challenges, and needs of EOP students in the College of Engineering. Both EOP and the College of Engineering learned more about how to support EOP students and how to work together for the purposes of increasing support services.

## [Impact]

The impact of the partnership efforts with both college initiatives was positive. Students provided feedback that shed light on how to focus new initiatives to enhance support services for EOP students' retention and academic success. Evaluations were utilized to gain insight from EOP students about their experience in the Transfer and ONDAS Faculty Mentoring Programs and College of Engineering small group discussions.



## TESTIMONIALS

*"Professor Hartman was extremely open and helpful. He catered to our interests and expanded on his personal experience. He gave us valuable advice and left his arms open for the future. I really enjoyed the transparency."*

— ONDAS Faculty Mentoring Program student participant

*"I think the group discussion was perfect. In terms of the questions asked, I was convinced EOP wants us to succeed, which is comforting."*

— College of Engineering small group discussion student participant

# Multifaceted, integrative support

*OFAS makes resources easily accessible to students*



Pages shown are from the 2017-18 edition of Financial Aid Matters.

Embedded within the Office of Financial Aid and Scholarships, the Financial Crisis Response Team assists students facing an urgent financial need that impacts their current educational goals and paths toward graduation. Faculty and staff refer students to the Financial Crisis Response Team for issues surrounding all aspects of a particular student's life, from finances to housing to food.

A student experiencing a severe crisis emails [FinancialCrisis@sa.ucsb.edu](mailto:FinancialCrisis@sa.ucsb.edu), and a Financial Aid Advisor responds within one business day to meet and develop a plan of action with the student. The timely communication, guidance, and assistance from a Financial Aid Advisor resolves many crises that arise. In cases where available financial aid processes cannot help resolve the crisis, the Financial Aid Advisor forwards the details to the Financial Crisis Response Team.

In a streamlined, multidisciplinary fashion, the Financial Crisis Response Team collaborates across Academic Advising, Student Life, Student Health, BARC, Housing, Graduate Division and many other partners to holistically approach and resolve cases with the goal of ensuring students' long-term success.

## [Impact]

In a 2016 report published by NASPA, higher education administrators reported having students drop out or stop out after facing financial barriers as low as \$300. This research has resulted in colleges and universities looking for ways to effectively address the emergency needs of students.

### TESTIMONIAL

*"I cannot describe how grateful I am to be receiving support in various ways by the Financial Crisis Team and its members. Although this experience has been extremely overwhelming, I do not know what I would have done without the Financial Crisis Team."*

— Student in financial crisis

### BY THE NUMBERS

**17,466**

Number of students who receive service from the Office of Financial Aid & Scholarships (OFAS)

**\$3M**

OFAS administers \$390,252,232 in federal, state, institutional, and outside aid



- Based on the 2017 Student Loan Report, UCSB ranked #4 in Most Affordable Colleges for Incoming Freshman with Financial Need, with 94% of freshmen receiving support.

### SERVICES

- One-on-one appointments with Financial Aid Advisors
- Emergency loans
- Financial awareness counseling
- Multimedia tutorials
- Scholarship search assistance
- Budget planning

# Nurturing grads from the first year

*Divisions invest in tomorrow's faculty, community leaders*

Student Affairs continued to work with the Graduate Division and campus departments to support our 3,000 students pursuing a variety of advanced degrees. The student-led Graduate Student Association completed a thoughtful year of graduate advocacy, succession planning, and supporting students facing unanticipated financial needs.

Our undergraduate courses focus on success practices at a research university. Our large teaching teams contain students from a variety of majors and staff members from a wide range of academic departments.

The UCSB Graduate Division is continuing their strong partnership with career services. Lana Smith-Hale and Don Lubach are serving on a campus-wide committee exploring new ways to support Humanities Ph.D.s as they consider both academic and non-academic career paths.

## [Impact]

One of the highlights of the year, the UCSB Graduate Slam, allowed the campus to see our graduate students presenting the most compelling aspects of their research. Ignacio Gallardo and Don Lubach were invited to the LinkedIn headquarters to observe the UC-wide finals, hosted by UC President Janet Napolitano. Members of the Student Affairs leadership team served as judges and volunteers to support graduate students.



COURTESY PHOTOS

At top, UCSB graduate student Nicole Leung competes at the 2016 UC Grad Slam with her talk titled, "Lighting the Path from the Eye to the Brain." Don Lubach, left, and Ignacio Gallardo, above, observed the competition, hosted at LinkedIn.

## POINT OF PRIDE

An additional 200 transfer students were accommodated in our course, *Education 118: Introduction to the Research University: Transfer Student Success*. Again this year, we offered a special version of our introduction to the university course to 65 international first-year students.

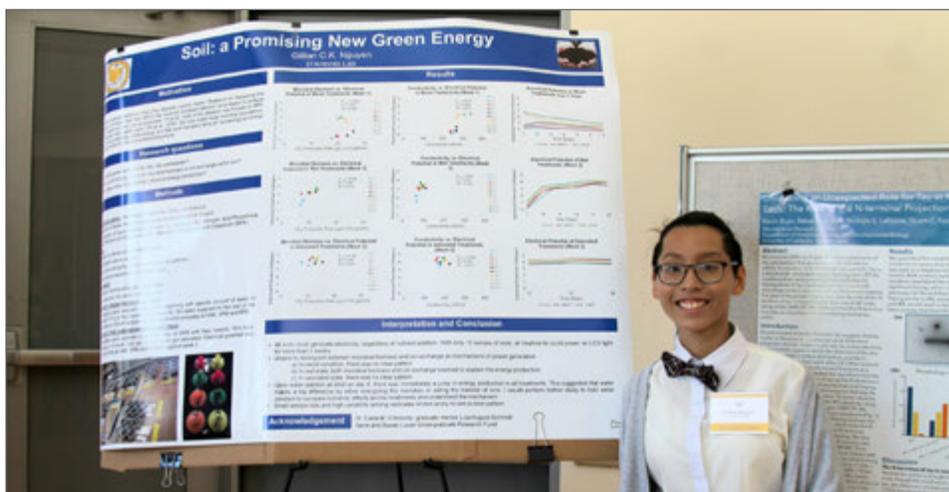
# Donors' generosity fuels research

*Undergraduates experiment, investigate and analyze*

During 2016-17, Student Affairs Grants and Development appealed to individuals for donations to provide undergraduate research awards for first-generation students, resulting in \$50,300 in new charitable gifts to the Gene and Susan Lucas Undergraduate Research Fund. The fund supports undergraduate opportunities to conduct research in science, technology, engineering, and mathematics (STEM fields). Student researchers were selected by a steering committee composed of STEM faculty and Student Affairs Academic Initiatives staff. This year, eight first-generation students were mentored by tenured faculty and graduate students from the departments: Anthropology; Chemistry; Ecology, Evolution and Marine Biology; Environmental Studies; Mechanical Engineering; and Molecular, Cellular, and Development Biology.

## POINTS OF PRIDE

- Over \$1M charitable gifts to 19 Student Affairs departments from July 1, 2016-June 30, 2017.
- A new UCSB Student Emergency Fund was established in December 2016 to provide assistance to students with unforeseen emergency needs.
- Eight “dreamers” received inaugural scholarships from the Dream Scholar Fund and donors added nearly \$12,000 to the fund.
- Four Lucas Scholars presented their research at the first annual Lucas Scholars Luncheon with honored guest, Dr. Gene Lucas.
- Vice Chancellor for Student Affairs, Margaret Klawuun, and Assistant Vice Chancellor for Enrollment Services, Mike Miller, were honored guests at hosted parent luncheons in Silicon Valley and Malibu.
- Four recipients of Yolanda Garcia Scholarship awards celebrated with Dr. Yolanda Garcia over lunch at The Club in June 2017; the 2017-18 awardees were selected for their outstanding community service and social justice efforts.



## TESTIMONIAL

*“As a Lucas scholar, my faculty mentor was Professor Carla D’Antonio. In my research, I investigated which fertilizers were beneficial to the microbe population in relation to plants’ growth, as well as the energy output generated from the microbes’ anaerobic respiration. Thank you to the donors who supported me!”*

— Gillian Nguyen, Class of '17, pictured above presenting research

## 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 sponsorships. Our staff supports Student Affairs departments by providing donor research, conducting appeals, researching and identifying funding opportunities, submitting grant applications, preparing stewardship reports, and hosting donor receptions and other events to both educate and celebrate Student Affairs’ accomplishments and achievements.

# Expanding wellness services

*H&W provides comprehensive care to all students*

## BY THE NUMBERS

### A look at one quarter at Health & Wellness

A typical 10-week quarter at Health & Wellness now includes graduate student programming.

# 40

Number of events, activities, and Peer Educator trainings delivered, including massage therapy, yoga, and sailing

# 1K

Number of free chair massages provided to help students reduce stress

# 9K

Pieces of local, fresh, organic fruit distributed to students

# 1K

Number of healthy snacks provided to students at our Isla Vista Outreach events

# 23K

Number of views of 45 Health & Wellness videos

Health & Wellness (H&W) provides a living and learning environment where students can thrive academically and personally. Each year, H&W aims to improve and expand its services and reach. In the area of sexual health, the department chairs the UCSB Sexual Health Coalition, which works to promote discourse on sexual health, increase regular STI testing rates, and improve safer sex practices. This year, H&W expanded its free, quarterly HIV/HCV Testing and reached more students. The event now includes more clinicians and volunteers, a larger venue, and increased resource tabling. The department's partners include Pacific Pride Foundation, RCSGD, Women's Center, and Student Health Service.

## [Impact]

GaUCHO HIV Testing has almost tripled in attendance (481 HIV and 90 HCV tests this year) due to successful planning and promotion. The program now offers a full resource/education center and stress reduction activities. The resource center provides information about PrEP/PEP, health care access, anonymous sexual health chat, and local and national STI epidemiology.

The post program survey indicates the following student cognitive and behavioral changes after attending the event:

- 32% of participants report being more informed about PrEP & PEP
- 80% are more likely to discuss contraception with sexual partners
- 76% are more likely to attend other Health & Wellness Events
- 69% are more likely to practice safer sex
- 73% are more likely to get tested regularly for HIV
- 75% are more likely to use condoms consistently
- 67% are more likely to get a full STI screening



COURTESY PHOTO

Health & Wellness Peer Educator Rebecca demonstrates using an oral swab test.

## POINTS OF PRIDE

- Health & Wellness also expanded graduate student programming to include six events, a weekly graduate wellness center, and a graduate student nap station.
- The department's stress reduction services have also grown to include weekly nap stations, a quarterly Sleep Challenge, mindfulness practice sessions two times per week, and massage therapy opportunities with increased services during finals.

# Gaucha FYI now offered in Mandarin

*Live workshop focuses on safety, academic integrity*

Like all incoming undergraduate students, international undergrads are required to participate in Gaucha FYI, a two-hour in-person workshop that covers health and safety topics. The program includes information on interpersonal violence, bystander intervention, drug and alcohol abuse, and academic integrity. The topics covered can be difficult to discuss, even for American students. Workshop sessions are held during the first month of the quarter.



CHRYSS YOST / OISS

International students attend a Cultural Awareness, Laws and Immigration (CALI) picnic.

## [Impact]

88% of the enrolled international undergraduate population (1,542 students of 1,752 total) are from Mandarin-speaking countries (China, Hong Kong, Taiwan, and Singapore). In collaboration with staff from Orientation Programs, Judicial Affairs, and OISS, the Gaucha FYI script was translated into Mandarin.

Translating Gaucha FYI into Mandarin reduced language and cultural barriers so the material could reach those students more effectively. Professor of Education Mian Wang and undergraduate student and OISS staff member Xiaoying Huang (Holly) provided invaluable guidance and led the Mandarin sessions.

An ongoing issue for international students is academic integrity. Standards for academic integrity vary widely across educational systems, and it can be difficult for students new to the United States to understand these differences and expectations. Gaucha FYI provided an excellent opportunity to reinforce this message and stress the resources available, such as CLAS and the Library, to help students with questions.

In Fall 2017, OISS and Orientation Programs will build on this collaboration by offering Gaucha FYI in conjunction with Cultural Awareness, Laws and Immigration (CALI) Training during the OISS international student orientation program.

## BY THE NUMBERS

OISS population in Fall 2016:

**1,167**

Total number of new international students, consisting of:

**787**

undergraduates

**193**

graduate students

**187**

Education Abroad Program students

## SERVICES

OISS works with federal agencies including the Department of Labor, Homeland Security, and the Department of State to ensure that students and scholars at our world-class research university are studying, working, and traveling legally and safely. OISS staff are responsible for knowing what is required for visitors to maintain their legal status.

# OJA preserves academic mission

## Collaborations help students before misconduct occurs

### TESTIMONIALS

*"Very fair and respectful process, thank you so much for suspending me with grace."*

*"I feel it was very fair and the staff was very understanding and nonjudgmental."*

*"Thank you for giving me an opportunity to explain my situation and providing me with options that helped me resolve my case."*

#### Comments about OJA staff members:

*... was very nice and helpful throughout the whole process.*

*... seemed genuinely concerned with how I was doing beyond the consequences of my case.*

### BY THE NUMBERS

# 226

Number of referrals/  
case consultations for  
academic misconduct

# 138

Number of referrals/  
case consultations for  
behavioral misconduct

The Office of Judicial Affairs' (OJA) 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]

OJA interacts with UCSB's different divisions in a variety of ways:

- **Reporting:** Per Academic Senate requirements, OJA is the direct respondent to academic misconduct and hate-bias incidents. Reporting comes from faculty, students, and staff across campus.
- **Hearings:** The Student-Faculty Committee on Student Conduct (SFCC) is comprised of undergraduate students, graduate students, and faculty who serve on student conduct hearings throughout the year. This body conducts hearings for both academic and behavioral misconduct.
- **Ongoing support:** Weekly triage meetings with academic advising result in personalized outreach to students needing assistance during and after an investigation by OJA staff. These include

### SERVICES

- Serves as the central reporting point for violations of the Student Conduct Code
- Collaborates with the Office of Student Life on organizational conduct cases
- Acts as the central reporting point for hate incidents and hate incident response
- Trains and coordinates the Faculty-Student Conduct Committee

**"HATE** IT HAS CAUSED A LOT OF PROBLEMS IN THIS WORLD, BUT HAS NOT SOLVED ONE YET"

- Maya Angelou

If you believe you have witnessed, or that you have been a target of a hate-or bias-motivated incident you may make a report to the University online at: <http://judicialaffairs.sa.ucsb.edu/Hate.aspx> or by calling: 805-893-5016. The UC Police may be reached by calling: 805-893-3446, or 911 in an emergency.

Whether or not you want to make an official report, please know that there are resources available to you on campus.

- CAMPUS ADVOCACY, RESOURCES & EDUCATION
- COUNSELING & PSYCHOLOGICAL SERVICES
- EDUCATIONAL OPPORTUNITY PROGRAM
- MULTICULTURAL CENTER
- OFFICE OF THE OMBUDS
- STUDENT HEALTH SERVICES
- HOUSING, DINING & AUXILIARY ENTERPRISES
- RESOURCE CENTER FOR SEXUAL & GENDER DIVERSITY
- TITLE IX & SEXUAL HARASSMENT POLICY COMPLIANCE OFFICE

*A complete list of resources is available at the link above.*



readmissions, reinstatements, academic standing, unit transfers, counseling, etc.

- **Presentations:** OJA provides several workshops and presentations to academic partners. This year's programs involved Teaching Assistant orientation, library staff, Political Science department, first year and transfer students, and the Psychology and Brain Sciences department.

# MCC ties academia to social change

*Programs connect classroom spaces with world beyond*

Established by students of color and underrepresented student populations, the MultiCultural Center (MCC) fosters a safe space for critical dialogue and educational programming to combat institutional racism, sexism, xenophobia, and ethnocentrism.

In alignment with the UCSB mission, the MCC hosts 30+ events per quarter that stimulate critical thinking and creativity at the intersection of equity, social justice, and change relevant to current times. One of the most powerful events we held this year was a discussion titled “Trump Says Go Back, We Say Fight Back”, held by the MCC, Elizabeth Robinson, and the Center for Black Studies Research in response to the recent political climate.

The event description read as follows: Donald Trump’s election has been viewed with dismay, even alarm. Join us in a discussion of the opportunities for organizing and coalition building that we can and must engage. The panel discussion will include Dr. Gaye Theresa Johnson and Dr. Robin Kelley from UCLA. Johnson writes and teaches on race and racism, cultural history, spatial politics, and political economy. Kelley’s research has explored the history of social movements in the U.S., the African Diaspora, and Africa; black intellectuals; music; visual culture; contemporary urban studies and more.

## [Impact]

Approximately 180 people attended the event and 46 people took a survey (25.5%) designed to assess the fit between the event and UCSB’s mission. The respondents included students (87%), faculty (4%), and community members (4%). Overall, 96% reported a better grasp on social justice issues after attending the event and participants found that the program provided a space for “excellent dialogue and analysis” with a focus on context and history. Participants said they gained new knowledge about ways to organize, to engage in transnational activism, and to respond to Trumpism. They defined the event as excellent, awesome, eye-opening, and informative. Out of the respondents, 80% found that the event resonated with their coursework, including in the areas of ethnic, feminist, and global studies. Those from the STEM field noted that

their classes do not cover these type of topics, therefore they valued the event as an opportunity to be “face to face with knowledgeable thinkers/scholars.”

When asked if the event resonated with their community activities on campus, 85% of the survey takers said yes. All 46 survey takers (100%) answered that there is a need for more events like this at UCSB. They found that programs such as this one increase collective knowledge, ally building, and critical thinking – key traits in “well rounded” students. Many individuals pointed out that the talk was “tied into every aspect of life” – “this is happening right now and we need to know our power and engage.” Lastly, 93% of the participants affirmed that the MCC provides critical space for such events. Respondents defined the MCC as a “sanctuary” and “safe space.”

## SERVICES

- Safe space to study and interact with peers
- 80+ free social justice events per academic year
- Facilities for students: meeting room, lounge, theater, kitchen
- **Race Matters Series** – Intimate lectures designed to increase understanding of racial difference and commonalities
- **MCC in Isla Vista** – Quarterly free open mic and spoken word event
- **HAAPI** – Weekly support group for all AAPI-identified students to be encouraged, celebrated, and connect with one another
- **Black Grad Students Support Space** – Weekly meeting for Black Grad students to share ideas, relieve stress, be empowered, and discuss unique challenges commonly experienced as graduate students of African heritage
- **Social Justice Conference** – Free, one-day conference where students explore all forms and intersections of social justice and interact with scholars and practitioners in a series of intimate presentations and workshops

# Services focus on student-families

*Fun and families mix to support these parent-scholars*

UCSB is committed to serving all students from diverse backgrounds and life situations. The Non-Traditional Student Resources Center (NTSRC) is home to undergraduate students who are over 24 years old (25+), graduate students who are over 28 years old (29+), students with dependents, or re-entering students.

This year, the NTSRC partnered with AS Community Affairs Board (CAB) on a number of events including the Holiday Wish List, Parent Study Jam, Santa Barbara Zoo Trip, Treasure Hunt, and Kids Movie Night. For the Treasure Hunt, we also partnered with UCSB Family Housing, and in Fall quarter, we partnered with Health & Wellness for our annual Pumpkin Patch event.



COURTESY PHOTOS

## SERVICES & PROGRAMS

Each quarter, we host an average of four events for non-traditional students, and our events see an average of 20 attendees. Popular events this year included our Treasure Hunt, Holiday Wish List, and Welcome Back Barbecue, which included over 60 attendees each. Approximately six student parents apply for Priority Registration per year and 30 student parents apply for child care grants each quarter.

The Holiday Wish List is a NTSRC tradition that allows undergraduate student parents the opportunity to request a free gift for their child(ren) to help defray the costs of the holiday season. We partnered with CAB to host the Holiday Wish List party and secured \$500 of funding for children of the UCSB community. We were able to provide gifts to almost 40 children!



The NTSRC is at the core of services provided for non-traditional students. Resources include:

- Childcare grants for undergraduate students
- Priority registration to allow for childcare coordination
- Social programming
- Community resource information



# Preparing new students for success

*Peer training, student advising provide academic foundation*

Orientation works closely and collaboratively with all three undergraduate colleges to inform new students about what it means to pursue a liberal arts education at a research institution, and to showcase resources that will help them fully participate and be successful in their educational journey. This collaboration includes extensive training of all Orientation staff on academic requirements as well as three in-depth academic advising sessions for freshmen at each Orientation session.



COURTESY PHOTO

Members of the 2016 "O-Staff" prepare for the incoming group of new students.

## [Impact]

- Over the past six summers, Academic Advising I Session (Graduation Requirements) student survey ratings of "Very Helpful" have increased 15%. 63.6% of students who completed the survey ranked the session as "Very Helpful" in 2016.
- Over the past six summers, Academic Advising II Session (Major Requirements & Course Selection) student survey ratings of "Very Helpful" have increased 14%. 64.9% of students who completed the survey ranked the session as "Very Helpful" in 2016.
- Over the past six summers, Academic Advising III Session (GOLD Overview & Course Registration) student survey ratings of "Very Helpful" have increased 8%. 72.4% of students who completed the survey ranked the session as "Very Helpful" in 2016.
- More than 28 hours of training specifically related to academic requirements, academic support services, and the UCSB course registration process was offered to Orientation student staff advisors in 2016.

### BY THE NUMBERS

**9,417**

Number of program participants served during summer 2016

**12 & 5**

Number of freshmen (12) and transfer sessions (5)

**100+**

Number of hours of student staff training

### TESTIMONIALS

*"My O-Staffer was supremely helpful, never hesitated to answer questions, and helped a ton during registration. Helped us stay cool, calm, and collected."*

*"I loved the academic advising sessions. I learned a lot of great information that will definitely help me in my time at UCSB."*

*"It was really nice to be able to sit down and go through everything before we chose our classes. We were given information that will help us throughout our time at UCSB. I was very thankful for the one-on-one help as well."*

# Getting students ‘fit’ for their futures

*Recreation enhances students’ educational experience*

## [Impact]

“Find Your Fit” is the slogan for the UCSB Department of Recreation and it captures the essence of the department both literally and figuratively. Central to its mission, UCSB Recreation provides opportunities for the campus community to exercise, participate in healthy activities, and stay or get “fit.” Due to limited resources, the department relies heavily on student employees in order to operate efficiently and ensure a wide array of programs are offered to the campus. This symbiotic relationship in turn provides Gauchos with important development opportunities. Students are able to earn much-needed income while learning important “soft skills” outside of their classrooms and labs.

Each year, UCSB Recreation employs more than 700 students in positions such as operations/event staff, lifeguards, guest services, referees, instructors, student athletic trainers, counselors, and program coordinators. The skills and experience students gain through these interactions are marketable and have been cited by many as playing an important role in their ability to find career success post-graduation.

UCSB Recreation informally surveyed current and former students, adapting questions from a 2014 National Association for Campus Activities/National Intramural-Recreational Sports Association white paper which drew a correlation between collegiate recreation participation and the development of skills that employers desire most.

Students were asked to indicate whether or not they had gained or enhanced specified skills through co-curricular experiences with UCSB Recreation. Questions focused on the top five most desired skills as noted in the white paper.

## STUDENTS REPORT TOP SKILLS GAINED



Rec participants affirmed their ability to enhance or develop the following skills:



**Other skills noted as enhanced or developed:** Public speaking, time management, professionalism, planning complex events, collaboration, flexibility, navigating bureaucratic structures, training staff, and leadership.

COURTESY PHOTOS

## TESTIMONIAL

*“Because of the skills I gained working with UCSB Recreation, I was able to land a dream position with an amazing company. Being a Student Event Manager taught me how to plan an event and eventually led to my career as a Corporate Event Planner.”*

— Testimony from a former Recreation student manager

# Reducing barriers to global education

*Partnership improves advising to study-abroad students*



PHOTOS COURTESY OF UCEAP

UCSB students can study the world over — here, a UCEAP student enjoys her time in Australia.

Study abroad can be a life-changing experience, and the UC Education Abroad Program (UCEAP) strives to make international study a viable educational opportunity for students in all academic disciplines. The Office of the Registrar has worked with UCEAP for the past three years on a project intended to improve both the integration of study abroad coursework into UCSB's academic curricula and the quality of academic advising to students who study abroad. Degree audit data on how past EAP participants' coursework has applied to their degree requirements was collected and de-identified, then made available to academic advisors in the form of a searchable online database. The database includes information on UCSB students who attended UCEAP from 2011 to the present and is searchable based on country of study, partner institution, major, degree requirement, or

course subject area. This system allows advisors to demonstrate to prospective EAP students how study abroad can integrate into their academic programs. The data is also being used by UCEAP researchers for assessment purposes.

## [Impact]

A concern for students considering participation in UCEAP is how courses taken abroad will apply to their degree requirements. This project has given advisors a much-needed tool to assist students in making more fully informed decisions and has allowed UCEAP to better assess and improve their programs. Following UCSB's successful data tracking and analysis, UCEAP has also made the tool available to most other UC campuses. Thousands of users have accessed the system since its creation.

## BY THE NUMBERS

**22%**

Percentage of courses taken through UCEAP that apply directly to students' major and minor requirements. Most others can be used for GE or elective credit.

**16%**

Percentage of UCSB undergraduates who participate in UCEAP (higher than any other UC campus!)

## DID YOU KNOW?

Many students believe participation in EAP will delay their time-to-degree. In fact, data show that even after controlling for prior academic performance, students who participate in UCEAP are significantly more likely to graduate on time than students who do not.



A UCEAP student enjoys his time in Brazil.

# ‘Please don’t gender me!’

## *Gender-inclusive language for a gender-diverse campus*

During the Fall 2016 quarter, a brave faculty member phoned the RCSGD asking for advice. A transgender student was triggered after being misgendered in the first class of an introductory language course, and the department was concerned. The complexities of this problem are deep: the first day of class starts with conversation only in the language taught, so many assumptions are made as part of a demonstration of language. Students are taught about grammatical gender by being subjects and examples, but what if the teacher gets it wrong? What can be done to prevent this?

Dr. Djavadghazaryans from the German & Slavic Studies Department received a grant to sponsor a collaboration with RCSGD and Linguistics. The three departments worked with a trans student enrolled in German courses in order to construct a three-part series of workshops to address grammatical binary gender restrictions in other languages and creative solutions for language instructors. In the process, data was collected from 26 UCSB students about language courses they have taken, positive accommodations made, and suggestions for instructors. Instructors were also surveyed about incidents, accommodations offered, and questions they had about these topics.

### [Impact]

#### 13 UCSB language instructor respondents:

- 100% said their languages are grammatically gendered.
- The majority of faculty responded that they do not know what to do to address grammatical and social gender when teaching languages.

#### 26 UCSB student respondents:

- 80% referenced a language class experience about gender.
- 3 identify as non-binary or trans, 14 identify as cisgender women, and 6 identify as cisgender men.
- 7 identify as bisexual/pansexual, 1 asexual, 9 heterosexual, 5 gay/lesbian/queer, and 1 heteroflexible.
- Students shared their experiences with gendered assumptions, in particular about the use of pronouns and nouns.



Faculty and staff partner to suggest strategies for adopting gender-neutral language instruction on campus.

COURTESY PHOTO

#### Strategies and next steps

Our suggested promising practices include a range of opportunities to address grammatical and social gender throughout the course:

- Email outreach to the student course roster before class begins to address that gender arises in the course and invite students to respond or meet with the instructor, in order to talk about their needs.
- Even if the language is strictly gendered and binary, offer opportunities for students to create and use a persona in class that can conform to grammatical gender in the language being studied.
- During the first day of class, instructors only speak in the foreign language in order to set the instructional tone. Letting students gender themselves without correcting them proves to be better than risking misgendering them.
- Throughout the course, offering examples of many relationship constellations can help students see themselves represented outside of heterosexual and binary depictions.
- Going out of the way to teach vocabulary for queer and trans communities makes a big difference for students who seek to articulate their identities.
- Refraining from correcting students when they refer to gendered partners, hinging only on heterosexual assumptions, can alleviate stress students experience when trying to authentically represent their lives in homework or exams.

# Students ‘Ride the Wave’ to class

*Ill/injured students receive rides to class or housing*

The mission of Student Health is 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.

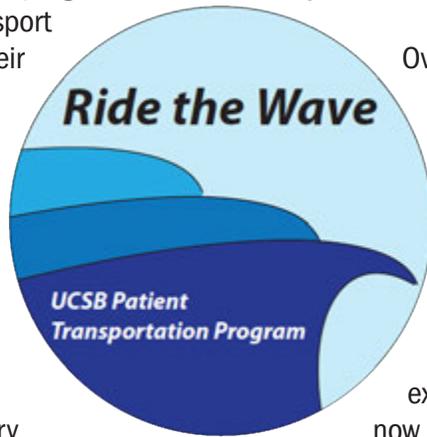
## [Impact]

Student Health Service (SHS) cares for thousands of students every year, some of whom are too ill or injured to easily return to their daily lives. In Fall 2016, SHS implemented a pilot program, “Ride the Wave,” to transport patients from SHS to their home or to class.

The service is for students who are healthy enough to physically transport themselves in and out of the electric cart and are approved for a medically necessary transport by one of Student Health’s clinical staff members.

During the Fall quarter pilot program, rides were available from 2-4:30 p.m. Fifty-seven rides were provided from Student Health to classes, residence halls, and various Isla Vista apartments.

Most rides originated from our Physical Therapy, Urgent Care, Primary Care and Orthopedic Clinics. The primary health concerns necessitating the rides were injuries and the flu.



Over the course of the Fall quarter, it became evident that this service was needed throughout the day. To provide students better access, more drivers were hired and the hours were expanded. Student Health now provides rides during our regular business hours. These rides are free-of-charge to students.

Student Health hopes to expand the program to limit obstacles and facilitate transitions from illness to health, giving students the opportunity to successfully continue pursuing their academic goals.

## POINTS OF PRIDE & SERVICES

- Ride the Wave program helps students return to class
- Extensive and convenient medical services minimizes absence from class
- Specialists provide state-of-the-art college health care
- Fully accredited by Accreditation Association for Ambulatory Health Care (AAAHC)
- **Services offered:** Advice nurses, Alcohol and Drug Program, dental care, dermatology, eye care, health education and counseling, immunizations, laboratory, minor surgery, nutrition, orthopedics, patient advocacy, pharmacy, physical therapy, primary care, psychiatry, social work, travel medicine, urgent care, women’s health, X-ray, and more

## BY THE NUMBERS

Services used during 2016-17

**58.5K**

Number of patient appointments

**30.3K**

Number of prescriptions filled

**21.2K**

Number of primary care visits

**8,998**

Number of urgent care appointments

**6,293**

Number of mental health appointments

**5,424**

Number of dental appointments

**3,605**

Number of eye appointments

# Advancing research with technology

*SIS&T upgrades tool for international students, scholars*

## BY THE NUMBERS

**2,400**

Number of help requests resolved by the Help Desk in one academic year using SIS&T's ticketing system

**\$8.5M**

Annual operating budget, including \$4.8 million in permanent funding

**804**

Number of deployments performed by the Developer Support team – 112 of which addressed emergencies that might have severely impacted partners' business operations

**50**

Number of users across 25 Student Affairs departments that received training on Business Intelligence tools and data usage

**130K**

Number of student visits to the Counseling & Psychological Services clinics with the technical support of the CAPS information systems team

## [Impact]

SIS&T provides technical support for the Office of International Students & Scholars (OISS), which processes visas and other required documents for those traveling to campus from abroad. Until February 2017, much of this was done manually, with OISS staff using an application developed by SIS&T in 2003. This process of inviting a scholar or admitting a student used to take staff and sponsoring faculty members anywhere from one to six months. SIS&T also had to adjust the application each time international travel laws changed.

This process required submission of paper documents as well as electronic information, which was only downloaded into the OISS database on a specific schedule, causing delays while waiting for downloads. It was also problematic to make necessary enhancements to the application each time immigration regulations were updated.

To respond to these evolving needs and

## TESTIMONIAL

*"This software stores student information in one secure location and drastically decreases our use of paper, keeping our office green."*

– Erik Williams, International Student Program Coordinator

to increase productivity, SIS&T and OISS staff worked together to migrate off of the old application and onto a new tool – Ellucian's International Student & Scholar Management Portal and International Scholar Dossier – software programs created and maintained by a leading vendor in the education industry. By adopting the new vendor tool, the process became paperless, faster, more secure, and flexible in response to changing laws.

International students and scholars enrich the campus community, and OISS is in significantly better shape to meet this growing population's needs. SIS&T continues to demonstrate its commitment to service and dedication to advancing UCSB's academic mission.

## OTHER SERVICES PROVIDED BY SIS&T

- **Student Financial System:** Integration of ProSAM tools improves financial aid application processing and awarding.
- **Recreation Fusion project:** Replacement Recreation Management System provides modern interface and streamlines business processes in addition to keeping credit card sales and student data safe.
- **Preferred Name project:** Updated applications allow students' preferred names to display where a legal name is not required.
- **Business Intelligence:** Enhanced SharePoint Business Intelligence environment gives secure access to student and financial data.
- **Waitlist Switching:** New feature allows students to automatically enroll in a waitlisted course and drop another.

# OSL promotes student engagement

## *Co-curricular programs support recruitment and retention*

The Student-Initiated Outreach Program (SIOP) encourages registered campus organizations to participate in student-led outreach to inspire, motivate, and guide historically underrepresented and income-eligible, pre-college youth and transfer students to prepare for and attend college. Student-initiated outreach fosters holistic development for prospective college students. Through the program, student organization members act as dynamic leaders for their communities and accept the challenge of creating a society that provides a quality, culturally sensitive, comprehensive education for students of all backgrounds. SIOP's primary function is to advise organizations in successful grant proposals, assist in the development of outreach projects, and report outcomes of these projects to the University of California Office of the President.

The SIOP Committee strives to:

1. To retain current UCSB students by providing undergraduate and graduate students an opportunity to engage in the campus community as civil leaders through concentrated participation in a registered campus organization.
2. To deliver effective college outreach by promoting and supporting academic preparation, leadership development, and culturally enriching programs for pre-college eligible youth and community college students (K-12 community college).

The SIOP Committee, co-chaired by OSL staff Wendy Córdova and Viviana Marsano, encompasses representatives from academic, administrative, and



PHOTO BY KLINAE VILLEGAS / AISA

Tenth-grader Desirae talks with Professor Janet Walker during the American Indian Student Association's STANDS conference (Students Taking Action for Native Dreams of Success).

Student Affairs departments and includes graduate and undergraduate student representatives.

### Academic

- Office of Education Partnerships
- Gevirtz Graduate School of Education
- Marine Science Institute

### Administrative

- Housing, Dining & Auxiliary Enterprises

### Student Affairs

- Admissions
- Early Academic Outreach Program
- Office of Financial Aid & Scholarships

## [Impact]

During the 2016-17 academic year, the SIOP Committee awarded \$65,499 to 18 student-led registered campus organizations. Funded programs were expected to reach more than 1,250 students who represent approximately 100 California high schools. Participant testimonials demonstrate the positive impact SIOP programs have on participants.

## TESTIMONIALS

*“Sigma Alpha Zeta and Hermanos Unidos made me realize what I can accomplish and helped me make one of the biggest decisions in my life: coming to UCSB. I have fallen in love with chemistry and this campus – I love this and will remember this until the day I graduate from high school.”*

– **College Link Outreach Program participant**

*“The workshops opened my eyes to a whole new way of thinking and have helped me realize that there are so many options out there.”*

– **Black Student Union Outreach participant**

*“I haven’t seen this much passion, compassion, and love in a very long time.”*

– **Southeast Asian Union Youth Conference participant**

## SERVICES

- OSL promotes student engagement through campus organizations, fraternities and sororities, and leadership development. Our core values are service, diversity and respect, flexibility, communication and teamwork, and integrity.

# Online tool encourages reporting

*Tool makes reporting possible outside of business hours*

## TESTIMONIAL

*“SMHCS has worked efficiently and effectively with all inquiries I have made and makes it easy to pick up the phone and call without hesitation. Having SMHCS on campus takes out a lot of the leg work that would otherwise be needed to fully support my advisees.”*

— **Cristina Carney**,  
International Student  
Coordinator and Advisor,  
Office of International  
Students & Scholars

## BY THE NUMBERS

Annual referral numbers:

**727**

Number of referrals  
in 2016-17

**752**

Number of referrals  
in 2015-16

**674**

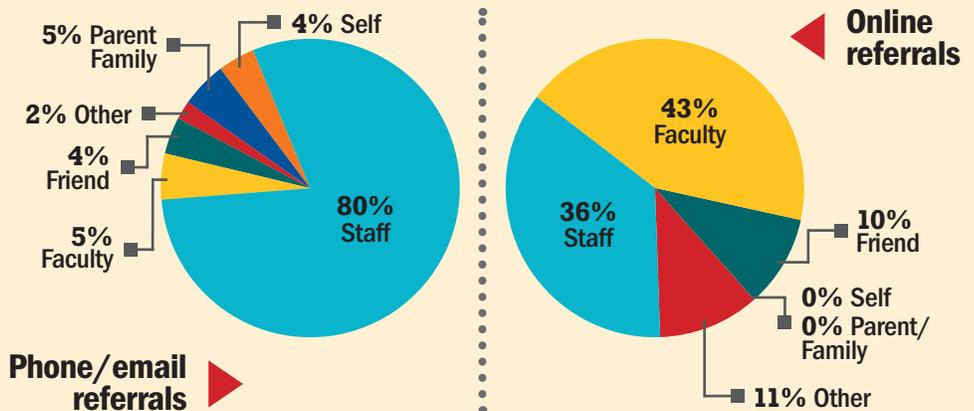
Number of referrals  
in 2014-15

**727**

Number of referrals  
in 2013-14

Student Mental Health Coordination Services (SMHCS) provides outreach and support for students in distress. Coordinators assist students who may be struggling with personal challenges by connecting them to appropriate campus resources and coordinating a response from the campus community. We support our students’ well-being, in turn allowing them to be successful in their academic pursuits.

## REFERRALS MADE BY PHONE/EMAIL VS. ONLINE



## [Impact]

The Student Mental Health Coordination Services office acts as the single point of contact for the UCSB campus community to report concerns about a student or to report a student distressing others. Upon receiving a report, coordinators consult about the student, provide referrals to campus services, develop action plans, and follow up with students and reporting parties as appropriate. SMHCS partners with other campus offices to coordinate care, interventions, and follow-up services as needed.

During Fall 2015, SMHCS introduced an online reporting form to increase the accessibility of its services to the campus community. Individuals concerned about students are able to refer a student in distress to our office any time of day through our online web portal. We have

now been utilizing the online reporting tool for almost two academic years with the continued hope that referrals to SMHCS will increase from faculty and other campus members who may not be able to access our main phone line during business hours.

Compared to last year’s data regarding the online reporting tool, our online referral form continues to be utilized regularly by faculty with an increase in use by UCSB staff members. Faculty continue to represent the largest percentage of online reports. With continued outreach to the campus regarding our enhanced system, we hope to increase access and use of the reporting tool, especially from individuals who are not available to report during business hours.

# Faculty support student success

## *Mentorship program benefits undocumented students*

Students, Student Affairs staff, and partners celebrate the opening of the Monarch Lounge.

COURTESY PHOTO



### [Impact]

The Dream Scholar Faculty Mentorship Program, established in 2013 through the partnership efforts of Undocumented Student Services (USS) and Professor Miguel Eckstein, pairs undocumented students with faculty from their major department. The program provides academic and career mentorship to help students get the most out of their university experience while also successfully carving a path for plans after graduation.

The Faculty Mentorship Program currently encompasses 25 campus departments and programs and includes 46 faculty mentors and 60+ Dream Scholar mentee participants. Overall, the program greatly benefits students and is immensely rewarding for faculty. Students are responsible for arranging meetings with their mentors to discuss their academic goals, career goals, and any challenges they are facing. Faculty mentors help students consider graduate school, career plans, research, internship opportunities.

During quarterly socials, faculty share their educational journeys including the

experiences and obstacles they have faced during their academic careers. These events are great opportunities for students to hear about the career possibilities available for their respective major. Quarterly socials are attended by an average of 40-50 mentees and mentors.

### TESTIMONIALS

*“Thank you for pairing me with a faculty mentor. We spent more than an hour talking about careers, internship opportunities, and their experiences. I really like having the one-on-one help.”*

— **Third-year student mentee**

*“[One of my favorite things about being a faculty mentor is] paying forward my debt to my university mentors who showed me the path to my life’s work [and] meeting tough, brave, young people trying to do a very difficult thing under the best of conditions and even more so in this political climate.”*

— **Armand Kuris, faculty mentor**

### BY THE NUMBERS

# 350+

Number of currently enrolled undocumented students

# \$6K

Amount of donor funds awarded for the first-annual Dream Scholar Scholarships

# 14%

Percentage increase in undocumented students from 2015-16 to 2016-17

# 50+

Number of presentations, immigration awareness events, ally trainings, panels, film screenings, and artistic events this year

### POINT OF PRIDE

The Monarch Lounge officially opened during the Spring 2017 quarter. The Monarch Lounge is the undocumented student resource center on campus and is open to students and organizations for study purposes, events, meetings, etc.

# Building a path to UCSB

## Outreach efforts improve services for veteran students

### TESTIMONIALS

*“Being consistently engaged with key resources early on was critical to my success while transitioning to UCSB.”*

— **Gio Keys, Junior**

*“It was unbelievably helpful. There is no way my children and I could have made the transition so smoothly without help early on.”*

— **Melissa Weidner, Junior**

*“I felt like I had a foothold at UCSB immediately. Housing, finances, community, everything was taken care of so early. I give it five stars!”*

— **Michael Beirne, Junior**

.....



### SERVICES

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



In the past two years, the total number of verified veteran students has grown by 80%, and 66% of all veteran students regularly use the Veteran Resource Center.

COURTESY PHOTO

This year, Veteran & Military Services worked with multiple departments to systematically reach out to the incoming 2016 cohort of student veterans (44 total). Months before Veteran Gauchos set foot on campus, we guided them to financial aid, admissions, advising, housing, orientation, and other key services. Working with other departments, we identified and provided resources to students who had additional challenges such as physical or mental health issues, underage dependents, no VA benefits, or extremely low income. We tracked this cohort’s progress throughout the year and provided ongoing support as needed.

### [Impact]

- 93% of the 2016 Veteran Gaucho cohort were engaged with our office and continue to use our services.
- 66% of the 2016 cohort regularly used the Veteran Resource Center.
- 100% of single parent veterans persisted through their first year, whereas 43% of non-veteran single parents canceled or dropped out.

We compared the 2016 cohort to the 2014 and 2015 cohorts to look for patterns. Here’s what we noticed:

- Usage of veterans benefits among the cohort increased by 10%.

- There was an 80% increase in the total number of verified veterans.
- Summer Session enrollment increased by 50% over previous years.

We are eager to share this success with our campus colleagues and are interested in seeing if our model (Project Overwatch) can be scaled to benefit additional populations on campus. This is a complex institution, but success is within everyone’s reach with a little bit of focused support. Our outcomes indicate the efficacy of a proactive, early outreach program.

### Room for Improvement:

- Small data set limits conclusions
- Need for client management tools to increase efficiency and organization
- Cancellation rates persisted so even earlier outreach might be needed
- Maintaining consistent customer service is difficult with only one full-time staff member

Overall, scaling this model up and investing in its infrastructure would take pressure off our small office and allow this model to be expanded to other at-risk populations. Through expansion, we would have more data and a more conclusive understanding of the program’s efficacy.

# Focusing on strengths, successes

*500 students, staff, faculty practice Appreciative Inquiry*

## [Impact on staff]

Within Student Affairs, we offer direct service and diverse resources to our expanding student body. Here are some exciting staff milestones:

*“We created a UC Isla Vista student-led initiative to provide safety for students by students in the community.”*

*“Our department revised Gaucho FYI to achieve 100% in-person participation of incoming students.”*

*“We doubled the size of our mental health peer program and increased collaboration with other departments and student organizations across campus.”*

*“Registered 13,000 students to vote!”*

*“Our Educational Opportunity Program (EOP) office worked closely with Freshman Summer Start Program (FSSP). We collaborated with Summer Sessions and Housing, demonstrating our care for students when they start their academic career.”*

*“We expanded graduate student career counseling after seeing a need for services and building networks of support.”*

*“40,000 visitors from Fall to Summer! Family and group visits are growing.”*

*“We helped 12 of our senior student employees find jobs after graduation, supported student leaders in the division, and created workshops to help seniors with the transition out of UCSB.”*

## [Impact on students]

Thousands of students utilize our services and resources in Student Affairs each day. Here is what some of our students think:

*“Campus Learning and Assistance Services (CLAS) helped me raise my grade from a D to a B!”*

*“Having departments that support every gender, race, and mental state makes me feel like this university values each and every person.”*

*“Working for recreation sports shaped my college career — I was exposed to so many people, formed great relationships, and helped lead those younger than me.”*

*“I went to Career Services when I was struggling senior year — I got my questions answered and they helped me land an internship and apply to graduate school.”*



# WiSE women share knowledge

*Collaboration matches STEM majors, supports growth*



women's center

## SERVICES

- Prepare all students to recognize the ways in which gender is constructed and the diverse experiences of self-identified women and men so that they graduate with an understanding of how gender shapes our social world
- Advocate for the needs of women and their allies while evaluating the climate for women and promoting the respectful exchange of ideas within our community
- Encourage all to educate themselves on gender issues, promote gender equity, and seek community involvement

## BY THE NUMBERS

# 36

Number of programs per year hosted by the Women's Center with diverse topics such as mindfulness, international student networking, social justice awareness, and sexual health



COURTESY PHOTOS

Volunteers from Women in Science and Engineering (WiSE) partner with the Women's Center.

As part of the Women, Gender, and Sexual Equity department, the Women's Center is committed to the inclusion and equity of all genders through our programs and services. We celebrate the richness of our differences while working collectively to create a community of leaders, scholars, and global citizens.

This year, the Women's Center collaborated across departments and student organizations to provide education, networking, and community building opportunities to the campus. Focusing on the intersections of identity in a changing global climate, the Women's Center collaborated with Women in Science and Engineering (WiSE) and Housing and Community Living (HCL) to develop a STEM mentorship program. This program paired undergraduate women in STEM majors with women graduate students in STEM fields.



## [Impact]

Approximately 60 undergraduate students applied to the mentorship program and were paired with graduate student mentors. The program held a kickoff event followed by monthly meetings based on curriculum developed by the Women's Center.



# Annual report production team

## COORDINATION TEAM

Keri Bradford and Lupe Navarro-Garcia

## EDITORS

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## DESIGNER

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The mission of the Division of Student Affairs 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 a supportive and challenging learning environment and a sense of community essential to advancing the University's goals of excellence in education, research and public service.