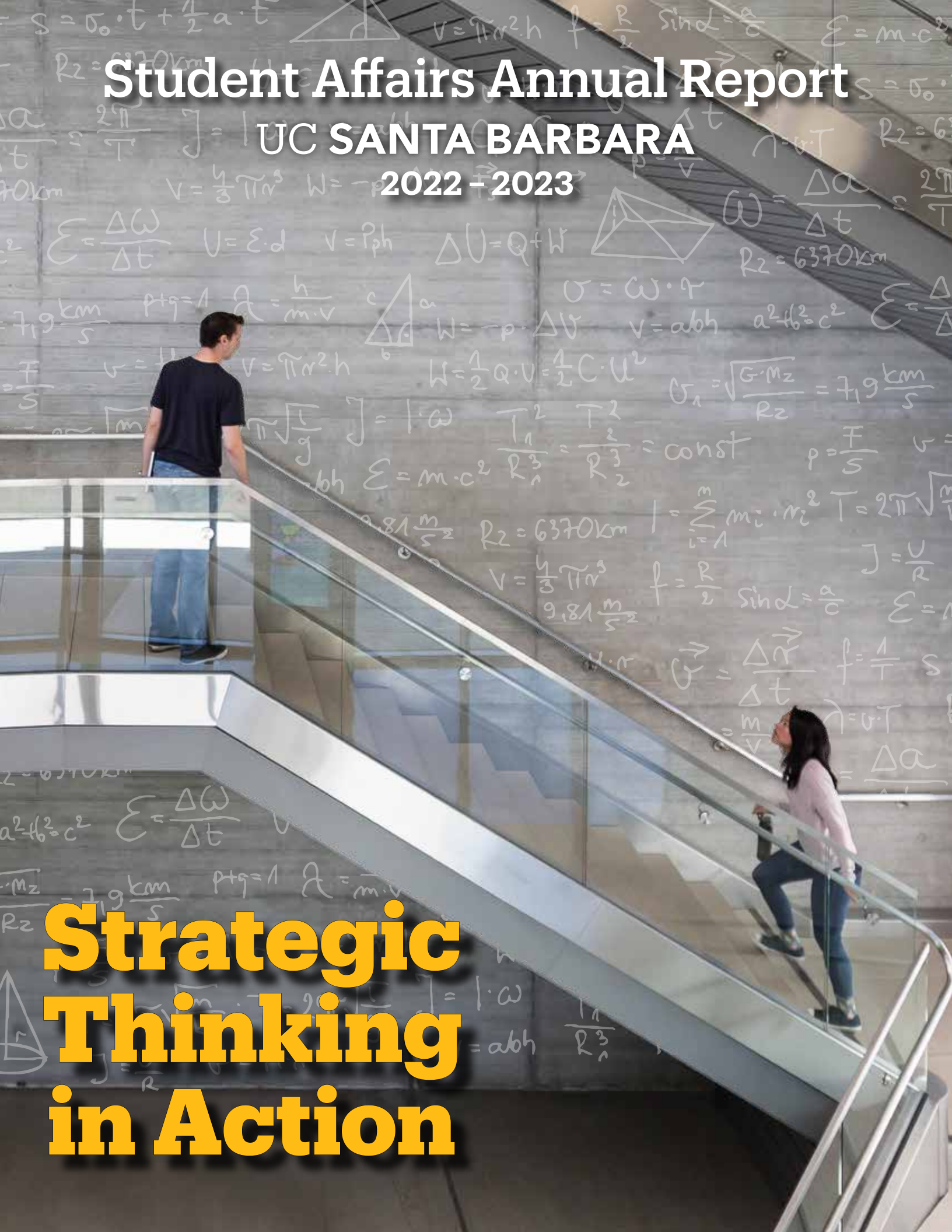


Student Affairs Annual Report

UC SANTA BARBARA

2022 - 2023



**Strategic
Thinking
in Action**



Strategic Thinking in Action

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This is our tenth edition of the UC Santa Barbara Student Affairs *Annual Report*. A full decade of united storytelling by over 30 campus services! This is an accomplishment that represents what we are all about: working together to support every student's success. Looking back, our first edition is still a good read. We highlighted new solar arrays, the creation of the Associated Students Food Bank, and a new department: Veterans and Military Services. Just five years later, we were sharing inclusive practices across the division. Campus Learning Assistance Services opened their doors to students on weekends, and the Education Opportunity Program welcomed the first cohort of the Summer Transfer Transition Program. While each year brings its own challenges and triumphs, our fifth edition was a timely and significant representation of resilience. In 2018, our community was recovering from the effects of wildfires, mudslides, and other challenges. It was also the year we engaged in a strategic planning process that identified division-wide objectives. Much like the beginnings of this annual report (see the Student Academic Support Services page for more of our history), staff came together in the spirit of appreciative inquiry to share their accomplishments, values, and how they were adapting to students' needs. They also set objectives for the next five years. For our tenth edition, we asked departments to pick an objective from their strategic planning in 2018 and assess their progress. They responded with a variety of service changes, new industry standards, longitudinal data trends, and even some predictions about the future. So here we are, in the "post" COVID-19 world — a concept we could not even comprehend back then — reflecting on our progress. As you read through this report, it's clear that our departments have made great strides toward our shared objectives: strengthened academic partnerships; fostered a safe, healthy, and supportive learning community; advanced access, equity, and inclusion; maximized the potential in students and staff; and invested in our future. The quantitative and qualitative assessments of their progress are ongoing and documented in this year's report.

On behalf of the Student Affairs Assessment Initiative team, we share this edition with great pride.

We dedicate it to the Student Affairs professionals, student staff, and partners who contribute each day to the mission of UCSB.

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UCSB Student Affairs

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

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

Our Values

- Inclusion
- Compassion
- Dedication
- Collaboration

Our Priorities

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

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FROM THE VICE CHANCELLOR



DEAR FRIENDS OF STUDENT AFFAIRS,

It's always interesting to see the themes that emerge naturally from Student Affairs departments' *Annual Report* contributions. This year, I am particularly struck by the themes of responsiveness to student needs, understanding of our changing environment, and the ingenuity and resilience of my colleagues in Student Affairs. An organization of this size and scope could easily find itself relatively still — focused on delivering the same services, year after year, as new cohorts of students whiz by on the bike paths. Instead, I see a community of professionals that is so dedicated to the success of every UC Santa Barbara student that they are rarely at rest!

In many cases, new programs, services, and even entire departments emerge in response to student needs, voices, and advocacy; and in Student Affairs, student employees often participate directly in providing services, too. You'll read the story of how *Veterans and Military Services*, which celebrates its 10th anniversary this year, became a formal program as a direct result of students sharing the unique needs of student veterans and military dependents (the department is featured in one of this year's profiles). Another example is the *Non-Traditional Student Resource Center*, which has a long history of serving several distinct populations that face unique barriers to accessing higher education, including the more-than 300 undergraduate and graduate students with dependents (their own children, siblings, or other people in their care) they served this year alone.

At other times, changes are precipitated by changing local and societal conditions. This year, we completed the first steps toward integrating our beloved and renowned *Student Information Systems & Technology* with the campus' central Information Technology (IT) units. This change, detailed in another of this year's profiles, was a sensible step toward strengthening the campus' and division's ability to meet technical challenges on the horizon and make the best use of our limited resources. In another example, *Student Mental Health Coordination Services* added a new position, Basic Needs Liaison, in recognition of the increasing frequency they are seeing situations where students are grappling simultaneously with mental health needs and financial, housing, food, and other basic needs. Just as the unit was state-of-the-art when it was introduced 15 years ago, it continues to evolve as new trends are observed. This new staffing was made possible by Equity in Student Mental Health funding disbursed by the State and the University of California.

Our staff and units display ingenuity and resilience, not just in the face of acute crises, but also in the face of challenges we encounter during daily life. The staff at *Student Health Service* have devised a new "Fast Track" service for some of the most common health complaints, ensuring that students receive almost-immediate care

from our highly skilled nursing team. The *Dean of Students Office*, along with my office, has sponsored three renewal-focused retreats for staff throughout Student Affairs to foster “personal reflection on what conditions facilitate your professional success and satisfaction and how you would like to grow and apply your strengths.” Feedback from participants has been enthusiastic and positive. And the *MultiCultural Center* hosted its 10th annual Social Justice Conference and continues to promote the visibility and empowerment of marginalized communities and their intersections.

While I do hope that many Student Affairs staff were able to slow down — maybe even be still — and get some rest this summer, I am deeply proud of our organization and the staff, student staff, and collaborators who put our mission in motion each day.

Sincerely,



Margaret Klawunn, Ph.D.

Vice Chancellor for Student Affairs

P.S. For an extra dose of inspiration, don't miss the announcements and profiles of some of our major award winners this year, found on pp. 28-30.

A Special 'Thank You'

This year's *Annual Report* is particularly special because it marks the 10th edition of this publication, a reflection of a full decade of expanding assessment practice in the Division of Student Affairs.

There are more people to thank and recognize on this milestone than could fit on this page, but one person stands out as particularly important: Dr. Lupe Navarro-Garcia, a UCSB alumna and a Student Affairs Executive Team member with more than 30 years of dedicated service to the University of California. Lupe has led Student Affairs assessment efforts since she initiated a pilot study of four departments in 2012. Her effort has always been collaborative by design, driven by her vision to foster a division where all our units have capacity to practice high-quality assessment and to share their findings broadly.

Beyond her contributions to Student Affairs assessment efforts, Assistant Vice Chancellor Navarro-Garcia leads Student Academic Support Services, which

includes units like Campus Learning Assistance Services (CLAS), the Disabled Students Program (DSP), and the Educational Opportunity Program (EOP), just to name a few. As we publish this milestone report, we give thanks to leaders and innovators like Lupe who have been essential to our ongoing development as an organization in service to UC Santa Barbara students. Thank you!



Dr. Lupe Navarro-Garcia has chaired the Student Affairs Assessment Team and led the publication of all 10 editions of our Annual Report.

If you haven't already, please take a moment to review the membership of this year's Assessment Initiative and *Annual Report* Coordination Teams on p. 3. I want to give special thanks, too, to some of our longest-contributing team members with eight or more years of contribution to our assessment work: Diana Antova (Information Technology

Services), Keri Bradford (former Information Technology Services), Sara Cook (Office of the Registrar), David Dunlop (Disabled Students Program), Ignacio Gallardo (Career Services), Mark Shishim (SA Academic Initiatives), and Gary White (retired, Disabled Students Program).

Celebrating Ten Years of Veterans Services!

**Adapted from Student Research Report by Ainsley Rosenthal (Class of 2022)*

Student veterans are among non-traditional students. They tend to be older than other students and are more likely to have dependents, disabilities, be working while attending school, and be first-generation college students. As such, they have a different set of needs than both traditional and other non-traditional students. Higher education has historically been ill-equipped to address these needs. UCSB, as it began to experience the influx of post-9/11 veterans, was no different.

A Brief History of the UCSB Student-Veteran Experience

Prior to 2007, the resources and support for student veterans at UCSB were practically non-existent. UCSB's Campus Certifying Official at the time, Gina Funderburgh, acted dually as an individual caseworker, helping veterans obtain things like food and housing. From student estimates, there were only about 30 veterans enrolled at the time. This number is notoriously difficult to track, as students must self-identify as veterans on their application and enrollment materials. If a veteran chooses not to self-identify or use benefits, there is no way for the campus to know they are a veteran. The fact that veterans must self-identify also made it difficult for

them to find one another, posing a barrier to the formation of any peer support groups or identity-based campus organizations. This changed when three students independently expressed to Funderburgh a desire to connect with other veterans on campus. Her putting them in contact ultimately led to the formation of UCSB's first Student Veteran Organization (SVO) in the spring of 2007.

By the fall of 2007, the group had grown to 15 members, an impressive feat considering that was thought to be about half of the entire student

veteran population at the time. Broader political circumstances, however, posed a significant challenge to the group's early successes, seeing as 2007 was also the height of the anti-war movement. Many in the group, having recently returned home from deployments to Iraq or Afghanistan, had strong feelings about the war. Leaders of both a conservative campus group in support of the wars and the campus groups leading the anti-war movement itself were actively involved in the SVO. Members were united by their experiences as veterans, the sense of comradery and belonging they

derived from the group, and their desire for better on-campus support and resources.

The veterans I spoke to reported often receiving negative feedback from individuals on campus about their veteran identity. This sometimes went so far as to manifest in harassment, stigma surrounding PTSD, and dismissive comments about veteran suicide. This negative feedback reflects the stigmatized nature of the veteran identity.

—Ainsley Rosenthal (class of 2022)

2007
Founding of the Student Veteran Organization

2009
Campus-wide Veterans Resource Team created

2012
Veterans Resource Center (VRC) opened

2014
Larger VRC opened in Building 434

Systemic Changes

In 2009, the University granted veterans priority registration for their classes for the first time, making it easier for veterans to get into the classes they needed. When using GI Bill benefits, the VA only pays for select courses within their degree program. Priority registration made it such that veterans were among the first to register for courses each quarter, guaranteeing they could get into courses the VA would certify.

2009 was also the year in which UCSB first established its Veterans Resource Team (VRT), composed of a group representing a diversity of campus resources and departments. Its members were united by a recognition of the lack of support for student veterans and a fundamental desire to help. This coalition has been crucial in helping University administrators identify issues that are unique to the veteran population and work toward addressing them.

UCSB received national recognition for its strides made in supporting veterans on campus when the Corporation for National and Community Service named the University to its 2010 President's Higher Education Community Service Honor Roll. The SVO's work was also recognized that year being awarded the 2010 UC President's Award for Outstanding Student Leadership. In 2011, UCSB hosted the California Central Coast Student Veterans of America Conference.

On September 26, 2012, the first Veterans Resource Center (VRC) opened its doors, giving student veterans their own dedicated space on campus. This helped facilitate an even better peer-to-peer support network, providing a space for veterans to hang out, get to know each other, and help each other with things like classwork outside of organized SVO meeting times.

In April 2014, students delivered a list of grievances and needs to Chancellor Henry Yang. Specifically, veterans asked for a better record-keeping system to

track enrolled student veterans, mandatory training for faculty and staff to help them better understand the student-veteran experience, and a larger space for the VRC. On October 7, 2014, this final task was realized when a larger VRC opened. Its construction was funded by a generous donation from the Santa Barbara Foundation, which also provided funding for merit-based scholarships for veterans. 2014 was also the year that UCSB was able to hire its first full-time Coordinator of Veterans and Military Services, a position funded by the Pierre Claeysens Veterans Foundation.

The center was further expanded in the fall of 2019 to include a second room with computers that can be used as a private study space. In 2019 the SVO joined the national SVA (Student Veterans of America) to strengthen the organization and provide connection to other university student veteran groups.

Moving Forward

There is so much to be proud of as we celebrate ten years of Veterans and Military Services at UCSB. Ongoing programs and education such as the "Ask A Vet" panels, attempt to change the negative cultural meanings associated with the veteran identity. Providing the campus community with perspective and experiences of individual veterans helps others understand the veteran identity at UCSB in increasingly positive ways. Additionally, through their activism, student veterans created a space where they could show pride in their identity and receive positive feedback from their peers. The SVO and VRC are now established spaces where veterans acknowledge and show pride in their veteran identity instead of concealing it. Future hopes for the center include adding a third room that can be used as private office space for veterans and military dependents to meet with counselors, financial aid advisors, and county veterans service officers, expanding the resources available to them at the VRC.

** Citations/references available by request.*



Examples of flyers advertising events created to cater to the UCSB Veteran Community.

2014
First full-time
Coordinator hired

2019
VRC expanded
to include computer room

2021
Current VMS Director
hired

2023
VRC Courtyard area
refurbished

ETS and SIS&T Are Now ITS

Two Major IT Organizations Combine for Mutual Benefit

BY **Joe Sabado** AND **Mark Shishim**

In 2019, we wrote a profile in the Student Affairs (SA) Annual Report about the rapid digital transformation of the University during the lockdowns of COVID-19. Lucky for all of us, Information Technology professionals had been engaging with the discipline of Lean Six Sigma – a professional program that trains leaders how to reduce waste and increase productivity in their organizations. While on the surface this sounds like a budget cutting strategy during hard times, in reality its purpose is to “release space, time, and energy for more complex work, analysis, and autonomy” (Annual Report, 2019-20).

Why Integrate?

There were four clear reasons for integrating Enterprise Technology Services (ETS) and Student Information and Technology Systems (SIS&T). The first was scale for value. Through the integration, the goal was to provide more effective and more efficient services to the increasing demands on constrained resources. For example, one of the goals is to reduce unnecessary redundancy of services, such as separate network and identity services. These separate services require human resources to implement and manage. Combining them was an opportunity to scale for value. Staff had similar skill sets doing similar work.

The second reason to integrate was to address the need for resilience. There were positions in both organizations that had a single point of failure, which posed significant risk to the University and also creates stress on staff. Work-life balance leads to increased productivity; it also necessitates that staff are able to take time off and be confident they are not the only ones who

have the knowledge/ability to do the work. We needed people backing each other up.

The third reason was to provide staff the opportunity for growth. Both organizations have histories of long-term employees, which is a sign of organizational health, but also posed a challenge for upward mobility. Building a bigger organization provided opportunities, not just within that vertical stack, but in different parts of the organization, particularly because now they are working on more diverse projects.

The fourth reason, and perhaps the most important piece, was the prospect of having an enterprise system that could now take on larger campuswide projects. For example, Information Technology Systems (ITS) is now working on a series of upgrades to financial and procurement systems across campus. This will have an effect on multiple units and allow multiple people to be trained on the same systems so that the burden will not fall on just a few.

Further, two organizations were previously competing for the same resources. Now they are agreeing on priorities, even proposing things they want and need together. While there are advantages to having localized systems, for instance there are embedded IT staff in certain departments, being bigger means increased ability to ask for bigger resources and complete bigger projects. Systems that are in silos are more desperate systems.

What's Changed (and Not)?

Data Services and Business Intelligence are great examples of duplication as both ETS and SIS&T had their own units that are now working together. The split systems meant staff and advisors did not have all the information to help students, nor to understand their

“Two organizations were previously competing for the same resources. Now they are agreeing on priorities, even proposing things they want and need together.”

holistic situations. Now their combined team is getting close to having a campus data platform with consistent demographic, financial, and social data. More information is available about each student instead of having to review data in multiple systems. Campus decision makers will now have access to the same data. Billing, Accounts Receivable, and Collections System (BARC) is another example of a unit where concerns and challenges converge. It was a clear pain point because the website was not optimal. Now they are coming together as one team from multiple campus units and with a unified technical team to improve it. What has not changed is the dedication of staff and the service to the community. Making sure that services are not disrupted or diminished is a shared goal. Breaking down silos was a goal, but the bigger vision was improving the student experience and making things easier for students, parents, faculty, and staff.



Students studying in the Student Resource Building.

Lessons Learned

Change management is hard. The integration team adopted a model called “Prosci.” This change management framework addresses how change happens at individual and collective levels. Having shared goals and continuously explaining the entire process and the end goals were crucial for building trust, especially in the beginning. They described trust as a currency — earned over time and crucial for getting past the initial emotions and resistance. Those who were most contentious at the start later

became supporters because they were heard and their ideas were included in our final plans.

The group also identified the importance of ongoing listening and communication and hosted meetings every month with the entire organization to constantly gauge how they were feeling. This communication took on many forms and utilized several assessment methods. Flash polls with managers and staff allowed results to be shared immediately. They hosted focus groups discussing pros and cons, alternatives and implications with campus stakeholders impacted by the integration. These feedback loops were crucial as the integration progressed. Managers

described the importance of continued messaging and humility, always leaving things open for discussion and analysis.

Now they are conducting ongoing surveys within the organization and with stakeholders across campus. The first end-user satisfaction survey to the Student Affairs Division post-integration was conducted in May 2023. 77% of the 218 respondents were extremely or somewhat satisfied. Operations, projects, and other ITS activities are shared monthly to ITS staff and distributed to the SA Executive Group. This ongoing assessment is most importantly used internally to estimate staff capacity and make sure projects are balanced. Transparency and immediate use of data is so fitting to the theme of this year’s *Annual Report!* The process truly is the outcome.

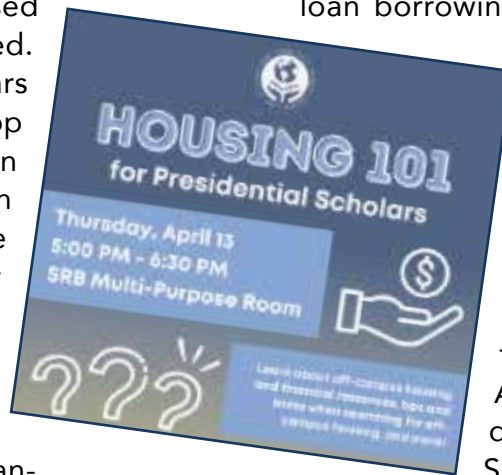
They described trust as a currency — earned over time and crucial for getting past the initial emotions and resistance. Those who were most contentious at the start later became supporters because they were heard and their ideas were included in our final plans.

Graduating Debt-Free by 2030

University of California Shifts How the System Views College Affordability

The UC Regents and President Drake's initiative for a debt free college experience by 2030 are providing increased financial aid for students in need. UCSB's new Presidential Scholars receive additional funding on top of recent efforts like the tuition stability plan, which keeps tuition rates the same for six years once a student begins, and policy changes to prioritize part-time work over student loan debt. Former UC Provost (and UCSB faculty) Michael Brown said, "The preferred outcome of our financial aid strategy is that students can afford

their education through opportunities for part-time work made available to them and minimize student loan borrowing." In addition to part-time work,



tuition stability and leveraging State and Federal programs like Cal Grant, the Middle-Class Scholarship Program 2.0, the Learning Aligned Employment Program and proposed increases to the Pell Grant, the UC will also divert 45% of its tuition revenue toward the University Student Aid Program. Last year, 314 students were awarded a Presidential Scholarship at UCSB. By next year, approximately 6,000 students will receive additional aid from UC.

Presidential Scholars are selected by geographic origin and income eligibility. If a student comes from a designated lower-income high school or community college and is identified as having a zero expected family contribution (EFC), they are identified as a Presidential Scholar.

There is also funding for programming support for these students, an effort the Educational Opportunity Program (EOP) is proud to lead with several campus partners. Educational lunches, for example, were held this year providing more than free food in Corwin Pavilion. They explored topics such as housing, financial

New Presidential Scholarship

\$445,342

Total debt-free grants in 2022-23

\$472

Additional aid each quarter per student

314

Total number of Presidential Scholars

201

of these students borrowed \$0

\$4,370

Average loan debt of Presidential Scholars (compared to average of \$18,400 for those that borrow)

“

In addition to funding, programming, individualized counseling, and personalized referrals, the big difference here is that we're going to students as opposed to waiting until they come to us.

—Martin Carranza, EOP Counselor

”

aid, and social support. They also hosted a series of study jams that brought the first cohort together during midterms and finals. Perhaps most importantly, specialized outreach and focused counseling was provided for all Presidential Scholars.

Personalized Service

Starting in the 2023-24 academic year, all incoming zero EFC students, regardless of where they attended school previously, are going to be Presidential Scholars. As EOP counselor and Presidential Scholars lead Martin Carranza described, "Even if you didn't go to a high school or a community college that was designated by the UC, you're going to get that Presidential Scholarship on your financial aid award letter, which in turn means that you're going to be on my radar as far as programming. I'm going to be reaching out to you." This type of personalized attention from a caring Student Affairs professional monitoring grades and campus involvement is what makes this program especially effective.

EOP and the Financial Crisis Response Team recognize that most students leave UCSB for non-academic reasons. Counselors like Martin Carranza will be communicating with Presidential Scholars regularly even if they continue to do as well as the first cohort did, averaging a high GPA overall and strong campus involvement. The goal is to provide points of contact and work with students to create a plan for thriving at UCSB. Or if they have to take a break, helping them create a detailed plan to succeed when they return.

Carranza describes that most Presidential Scholars are first-generation college students and experience confusion being new to a university like UCSB. They might question their purpose and fit during their first quarter and beyond. Imposter syndrome is real for these students. They go from being the top of their class in high school to sitting in a 300-person lecture hall and feeling overwhelmed, missing home, and not knowing who to go to for support. EOP is

approaching these students before they arrive and continuing to connect with them throughout their years at UCSB.

Measures That Matter

The next step for the Presidential Scholars team is to establish assessment methods and measures. Modeling themselves after the Promise Scholars, the expectation starts with students leaving UCSB with a minimum 3.0 GPA so even if graduate school is not in their immediate future, it can be a future. The UC will be tracking the debt of students, but our campus plans to analyze how Presidential Scholars' activities and grades correlate. We also recognize the importance of longitudinal data collection to show impacts of community building efforts over time. The team plans to use data from Shoreline, our campus engagement platform, to build co-curricular transcripts for students. The analytics from regular communication will provide for formative, time-sensitive data collection. Special attention and protocols will be established for students on academic probation or who are struggling with health issues or other challenges. "I'm emulating what helped

me (and many others) succeed at this campus as a transfer student. I'm meeting with students every day, constantly hearing what they're needing, and it hasn't really changed since coming out of the pandemic. At the end of the day, it's still that sense of community really goes a long way," says Carranza. "My goal is for someone to come to a luncheon, meet some-

body, and when they see each other in the same chemistry class, start a study group, join a club, and become friends. Creating community for me is also letting them know you have us — the counselors, the support staff — but more importantly, you have each other," said Carranza enthusiastically.

"Knowing more people, feeling like you are a part of something, like you belong — this could be the difference in how well they are doing academically and whether they are staying or not."

The scholarship is great, but in my experience, money is only one of the issues students are struggling with. They're taking full-time units and working full-time, dealing with family and roommate issues. We want to make sure our students know that we notice, we are here to help, and we are trying to build community.
—Martin Carranza, EOP Counselor

Senior Focus Groups

Qualitative Data to Assess Long-lasting Impacts

Our first “senior” focus groups, with findings reported in the 2018-19 Student Affairs Annual Report, were conducted with our first cohort of graduating Promise Scholars. Since then, we have established an annual practice of conducting focus groups each spring. How fitting that five years ago we set forth the goal in our 2018 strategic plan to “establish research capacities and timelines” with “ongoing and increased collection, analysis, and distribution of research findings.” As we shared then, analysis of focus group data adds specificity, emotional impact, and extensiveness (multiple people responding to one another) (Krueger & Casey, 2000). We listened as participants explored open-ended topics such as “college success is...” and “I wish I knew earlier...” and “what stands out...” during the final weeks of their college journey.

With almost ten years of practice collecting survey data from our INT 95 courses, analytics from our Faculty email newsletters, evaluation data from our Faculty Nights events, and feedback from our scholarship participants, the qualitative analysis of focus groups has helped us to evolve in meaningful ways. Collecting trends in their responses has provided feedback about their needs, and thus how to alter our



Emeriti faculty Gene Lucas and Claudine Michel celebrate over 7 years of undergraduate research awards.

programs from a reflective point of view. These focus groups have become a delightful standard of assessment practice and a legitimizing force to share with current students since “seniors in our focus groups have said...” has made its way into almost all of our teaching. As an added bonus, they are just fun to do!

Senior Focus Group Trends: 2023

Learning vs. Grades: Graduating seniors expressed the shift from “taking too long to switch majors” to eventual “letting go of grades” and “picking harder classes I really want.”

Balance: “Burn out is real” and “getting rid of FOMO” were the types of challenges that spurred seniors to “put myself out there” and “go to office hours and campus events” they described as meaningful.

Pandemic Impacts: Many of our participants this year described the lasting social effects of the COVID-19 shutdowns on their college experience, including the sentiments of “I wish I took a gap year” and “it wasn’t until my senior year that I made real friends.”

What’s Working: Participants in our groups cited studying abroad and the Freshman Summer Start Program with enthusiasm about the profound effects these programs had on their personal development and UCSB experience. Many also described mentors from across campus as crucial to their growth and decision making.

By the Numbers

187

Students enrolled in our series of one-unit courses

17 & 7

New Gene & Susan Lucas Scholars and Shirley Graves/Kennedy Scholarship awardees that contributed to their fields as student researchers

89.6%

Faculty opened our letter with Student Affairs updates and services

In-person vs. Virtual: Admissions Says Both!

Families are Best Served by Combining Traditional Service with Online Tools

The Office of Admissions is charged with providing outreach and enrollment services to prospective students. Admissions is an ever-evolving field as families are presented with an expanding number of information resources by which to research colleges and universities. Traditional outreach meant building relationships with school personnel and families through visits, college fairs, and campus tours. In fact, UCSB Admissions has always taken great pride in the personal service delivered and the positive feedback from the recipients of that service. Fast forward to 2023 (“post-pandemic”) and that same level of personal service and traditional methods of outreach are now combined with email, texting, social media, complex customer relationship management (CRM) systems, external vendor services, digital online marketing campaigns, campus websites, external web sources, podcasts, virtual tours and webinars, virtual advising appointments, stickers and other UCSB merchandise, and yes, old-fashioned brochures.

The Office of Admissions has adopted best practices for combining face-to-face service with virtual delivery methods that create efficiencies and most importantly, enhance and expand our services to prospective students and their families. Over the last 2-3 years, we have learned that prospective students prefer “stealth shopping” (they want the information to be readily available in multiple formats but they do not want to join mailing lists). At the same time, competition to enroll students has reached an all-time high as hundreds of colleges from around the country have placed staff permanently in California to recruit students to their out-of-state institutions.

Staying visible to thousands of students using both in-person and online delivery methods developed during the pandemic allows Admissions to remain on the radar of top students who will bring academic talent and diversity to UCSB, thus continuing our success as a premier destination.



Admissions held hybrid events as the University found a sense of normalcy after the pandemic.

By the Numbers

127,914

Applications reviewed for fall 2023

1,000+

High schools, community-based organizations and community colleges visited by counselors

2,937,610

Emails sent to prospective students

53,000+

Email inquiries answered

10,000+

Phone calls answered

19,763,192

Digital ad impressions generated

Strengthening Student Peer Programs

Promoting Balanced Lifestyles and Holistic Wellness

The Student Health Alcohol and Drug Program (ADP) Strategic Plan includes strengthening our student peer programs to create sustainable and ongoing prevention messaging campaigns for the campus/community as well as implementing campus-wide awareness campaigns to redefine the UCSB social and recreational culture. Utilizing the social-ecological prevention framework, ADP embraces the complex interactions between individual, relationship, community and societal factors. By continuing to expand our ongoing and sustainable network of peer educators who advocate for the safe and healthy environment in which all students can thrive, ADP empowers students to make personal, safe and intentional choices concerning substance use and encourages students to implement a balanced lifestyle that promotes a sense of holistic wellness.

Peers Responding to Needs of Students

This year, ADP expanded the work of two new peer groups, the Overdose Prevention Peers (OPP) and the UCSBeHealthy Athletes (BHA). Both of these peer education groups provided extensive outreach to our student community both on and off campus. UCSBeHealthy Athletes helped facilitate a twice-monthly gathering for 25-40 ICA athletes per session to discuss mental health topics such as sleep, nutrition, stress management, performance anxiety, and peak performance.

The Overdose Prevention Peers (OPP) offered free overdose prevention safety products including training and use of Narcan overdose reversal kits and Fentanyl test strips during daily tabling in Isla Vista. OPP offered expanded hours and locations before large events such as Halloween, Deltopia, and Coachella. OPP also participated in numerous festival safety events, the Associated Students Mental Health Conference and the Associated Students Health Resource Panel. OPP increased outreach to fraternities and sororities and participated



Gauchos for Recovery interns distributing free overdose prevention products.

By the Numbers

3,500

Free Fentanyl test strips distributed

1,600

Free Narcan kits distributed

in fraternity and sorority conferences. The Life of the Party (LOTP) peer program celebrated the 10th anniversary of the annual DodgeBall Tournament in memory of student Alec "AJ" Torchon, with an expansion of events honoring AJ and providing valuable safety messaging. Additionally, the peer educators created THE WKND, a weekly social media post of curated social, outdoor and entertainment events, to provide students with safe recreational opportunities each weekend.

Demand-driven Strategic Thinking

Addressing Evolving Student Needs With Online and Facility Improvements

With a large and diverse number of campus services imagined by and for students, Associated Students (AS) regularly engages in strategic thinking and planning to evolve services driven by student demand. Following are two current examples that reflect the evolution of AS in its ongoing efforts to successfully serve students.

New AS Bike Shop

Since 1975, the AS Bike Shop has provided expert in-person bike services to the UCSB community. It is a student-funded and operated entity dedicated to education, service, and safety with affordable repair costs that are far less than typical retail bike shops. Campus bike culture has always been, and continues to be, integral to UCSB. Supporting the significant related demand necessitated building a new facility that was up to the task.



Overhead rendering of the new AS Bike Shop

The journey began in 2006 with students voting to set aside funds for a new shop. In the interim, temporary space was established in 2010 with double-wide trailers serving as the shop's current location. With funds fully established, a push for construction was championed with considerable effort between 2017-2019 by a group of student mechanics (Morgan Kumlin, Madi Richards, Bryant Hernandez, and Gianna Pineda) in conjunction with Bike Shop Coordinator, Adam Jahnke. Working with numerous stakeholders, these efforts resulted in an approved project in 2019. Located adjacent to SAASB, construction started spring 2022 with completion during summer, 2023. Additional project information can be found at <https://bikeshop.as.ucsb.edu/new-as-bike-shop-location/>.

Enhanced Online Administrative Assistance

In addition to in-person facility needs, students are driving a preference for online services. This is particularly requested in administrative support areas. Addressing this, AS has implemented an online Administrative Assistance portal where students submit topic-filtered inquiries and receive guidance from appropriate subject-matter experts about topics such as financial policy, key access, travel and student employment.

By the Numbers

7

Miles of campus bike paths

55%

Undergrads biking daily to campus

20,000

Campus bike parking spots

50-75%

Repair cost savings at AS Bike Shop over retail shops

Supporting Black Students Lived Experiences and Outcomes

A Year of Resurgence and Refocus

The Office of Black Student Development (OBSD) experienced a marked post-pandemic resurgence of in-person student engagement this year. We pivoted from our 2018-19 operations plan to strategically focus on meeting this new level of engagement by supporting our scholars through individual and community advocacy, hybrid academic counseling, providing over forty diverse programs, and engaging over 450 prospective and incoming scholars through our outreach support services.

Comprehensive Programming

Our Vision Fellowship exemplifies our efforts to move OBSD scholars beyond the classroom to research and project-based engagement. We provided two cohorts of five scholars each with opportunities to manifest their research or passion project. The first cohort's efforts paid dividends for the scholars, their mentors, and our campus. This trend continued with this year's cohort whose projects included a Black eco-apocalypse novel, dance choreography festival, staff and faculty portrait archive, colorism TEDTalk, and a BIPOC women in STEM podcast.

We are equally excited about the advocacy and structural progress that is developing through the Black Student Forum (BSF). This quarterly event series positioned our scholars' voices and impacts at the center of the campus square to be amplified, acknowledged, and addressed. Two major foci of this year's BSF were increasing awareness and access to undergraduate Black Scholars Halls and graduate student housing, and addressing impacts of using racially-charged language in the classroom.

Closing the Loop

In February, we delivered the second annual Black Alumni Student Connect during the Gaucho Professional Expo. This three-day event built on our Black 2 Business entrepreneurship program by providing OBSD scholars with access to internships, full-time jobs, and opportunities to fortify their academic, personal, and professional networks.



On October 25, 2022, OBSD scholars and campus stakeholders met for the Fall 2022 Black Student Forum. On stage are the event hosts — at right is Mekhi Mitchell (OBSD Advocacy Counselor) and at left is Ethan George (BSU President and OBSD Intern).

Our goals continued to be supporting our scholars' achievement in the classroom and beyond, progressing their lived experience and holistic development arc, and closing the loop on their impacts and outcomes—including access to continued education and training, and full-time career employment positions.

Growing Effective Prevention & Intervention Services

Reduction of Sexual Assault, Relationship Violence, & Stalking

Our Strategic Planning Goal was to expand and permanentize infrastructure for evidence-based health education in the subjects of Bystander Intervention and Healthy Masculinity while also tailoring survivor response services to toward holistic healing.

Impact Data

Through departmental strategic planning and divisional partnerships with the Equity in Mental Health funding initiative, Campus Advocacy, Resources & Education (CARE) was able to grow and sustain permanent infrastructure for three key programs for prevention and intervention.

Bystander Intervention Education

We hired CARE's first Bystander Intervention Specialist acting in the role of a full-time health education professional to lead the creation of a UC Santa Barbara homegrown bystander intervention curricula that centers on anti-oppressive strategies for prevention. Our program is in the research and development phase including review of literature and assessing campus climate to inform content.

“Great presentation and I was happy how the facilitators gave us the space to talk and speak comfortably!”
—Student testimonial

Health Masculinity Education

We established programmatic funding and undergraduate peer positions for the campus-wide healthy masculinity collaboration leading a total of 5 events reaching 400 students in topics of: vulnerability, asking for help, socialization of men in Greek life, and machismo in Latinx culture.

Yoga as Healing

CARE hired its first graduate student yoga instructor and funded participation in nationally recognized



CARE is comprised of eight full-time employees who are subject matter experts in intervention and prevention, a graduate student researcher, a graduate student yoga instructor, and six undergraduate peer educators.

instructor certified “Transcending Trauma with Yoga.” Our First eight-week session launched in spring 2023 for seven students.

General Department Information

CARE's mission is to provide professionally-designed services for the prevention and intervention of sexual assault, relationship violence, stalking, and harassment. All services are free and confidential and are available to students, staff, and faculty of all identities. Through policy development and community collaborations, we are committed to survivor empowerment and a public health approach for prevention. The Department is comprised of eight full-time employees who are subject matter experts in intervention and prevention, a graduate student researcher, a graduate student yoga instructor, and six undergraduate peer educators.

“Yoga as Healing provided a beautiful, relaxing, and supportive community. Having a consistent outlet for stretching and exploring my emotions and how they are held in my body was extremely helpful in my mental health and healing journey!”
—Student testimonial

Building a Study Lounge

A Response to Evolving Student Needs

As our campus has gradually emerged from remote instruction, we had tremendous opportunities to take a step back and observe what we offer students with a critical eye. In Student Affairs, we have all asked the same questions: How have student priorities changed, and are we keeping up? In the Student Resource Building (SRB), one of the answers to this question has been loud and clear. Students want study space, and in order to study, they need their personal devices. They want places to review online content, to sit while they attend Zoom meetings on their laptops, and to meet with their study groups while discussing course content on Canvas, the campus learning management system which replaced Gauchospace. They want places to get work done, and they need WiFi and power outlets to do it.

Campus Learning Assistance Services (CLAS) strategic planning has striven to evolve our technological resources as course content has increasingly migrated to digital formats. We have re-evaluated how we occupy our spaces and have broken ground on transforming our lobby. Where previously this



Study Lounge progress as of June 2023.

area housed gray, modular cubicles that blocked natural light and airflow, we are now staging the first phases of the new CLAS Study Lounge.

Informed directly by student feedback, the CLAS Study Lounge provides a variety of individual and group seating and an abundance of the most sought-after element of any student study space: a place to charge a personal device.

For individuals, there is a café-style counter mounted to the wall with elevated outlets where students can sit and study with minimal distractions.

For group work, the Study Lounge will also feature a large “campfire” table with wheelchair accessibility and outlets embedded in the table. There is also a couch available, with several writing desks, facing a nine-foot whiteboard on the wall.

In total, the Study Lounge accommodates up to 26 students at one time. Throughout every stage of development over the past year, while we gradually removed existing cubicles and replaced them with study-friendly furniture, the Lounge has been occupied by students — often within an hour of new furniture being installed. We have taken this as a sign that we are on the right track with meeting student needs.

By the Numbers

26

Seats available for students

23

Accessible power outlets

4

Types of seating

50

Hours available per week

Increasing Meaningful Opportunities

Supporting the Career Development of Diverse Students

Career Services is committed to supporting our diverse student population in its career development. To achieve this, the department has launched several programs.

The UndocuSuccess program offered three career development workshops per quarter to a cohort of 20 undocumented students. They learned about income generation post-graduation, career assessments, and creating an individual career plan. The program provided a space for community and connection among undocumented students on campus. Each quarter, the students participated in workshops and completed hands-on assignments to advance their career goals.

The Career Clothing Closet offered students professional clothing for interviews and networking events. Budgeting for professional attire can be difficult for many students, especially those struggling to meet basic needs. Students can attend an event to choose an outfit before a career fair or access the closet during department drop-in hours. This year, the program benefitted 174 students. They received professional outfits donated through the Career Clothing Closet which boosted their confidence for the next step in their careers.

The department collaborated with the Disabled Students Program to increase support for students with disabilities in their career development. The department hosted the Workforce Recruitment Program that connects students with disabilities to jobs with the Federal government, includes an accommodations workshop to inform students about how to receive academic and workplace accommodations, and provides drop-in hours for students with disabilities to discuss any career-related topics in a safe space.



Students can browse the Career Clothing Closet anytime by stopping at the Career Resource Room and talking to a peer.

The Winter 2023 Virtual Career Fair connected employers to diverse student applicants. According to research by the National Association of Colleges and Employers, virtual recruiting has been shown to provide a better job-search experience for historically marginalized populations than in-person recruiting. The department collaborated with the Office of Black Student Development, Alumni Association, and Black and Chicanx/Latinx alums in presenting workshops on salary negotiation, networking, and financial security. The department connected with 268 students, 80% participating in 1:1 meetings with employers and 60% in group sessions.

Overall, Career Services continues to increase meaningful opportunities for students during their academic journey while providing support and resources to help all students achieve their career goals.

Making ADHD Evaluations More Accessible

Transforming Vital Processes

Attention Deficit Hyperactivity Disorder (ADHD) evaluations are vital for students who are seeking academic accommodations and support for presenting symptoms, which can have a detrimental effect on various aspects of life. These evaluations can be incredibly costly and hard to schedule, making them inherently inaccessible for many students and thus why many students go undiagnosed until adulthood. While many universities choose to refer all students to community resources, UCSB Counseling and Psychological Services (CAPS) has strategically revamped the process to allow for more students to access these evaluations on campus. In reviewing data for assessment completion, it was noted that forms that need to be filled out prior to evaluations were holding up the process.

With guidance from other campuses and clinical expertise from CAPS, the process was adapted. CAPS utilized technology to increase access to the necessary forms through the use of DocuSign Powerforms. Students have the ability to initiate the paperwork on their own. To further increase accessibility, CAPS staff also translated the collateral forms into multiple languages to facilitate the information gathering for students of different family backgrounds. This process



CAPS' location provides a central and welcoming place for students.

confirms that all paperwork is completed prior to the appointment, ensures that clinical time is protected, and makes it a clearer process for students seeking screening for ADHD. We have adapted our ADHD evaluation protocol so that all questionnaires are easily accessed electronically, which enables for these forms, especially collateral forms, to be efficiently collected and for ADHD evaluations to be conducted entirely remotely. This was an especially important adaptation as it allowed for us to continue meeting student needs for psychodiagnostic assessment during the pandemic.

This process is now being evaluated, updated, and duplicated in other areas of campus and at other UC campuses to launch for Fall 2023.

During the past year, CAPS focused on continuing to serve students, as well as continuing recruit a diverse and representative staff. CAPS has now hired its first-ever LGBTQ+-focused psychologist, an Associate Clinical Social Worker, a Licensed Marriage and Family Therapist, and has filled the open Clinical Coordinator position. Clinical Coordinators are essential in managing triage and ensuring that students are able to get connected with the appropriate resources in a timely manner. CAPS has also continued to foster the partnership with Uwill and Lyra Health to offer students telehealth options.

By the Numbers

370

Students who initiated ADHD evaluation paperwork

125

Students who received an ADHD evaluation through CAPS

A Triumphant Expansion of Coverage

*Bringing Home Seven Awards,
Including Third Place for Best Newspaper*

The *Daily Nexus* has long served the UC Santa Barbara and Isla Vista communities by upholding the mission of local journalism: chronicling the history of the present, and acting in the name of local transparency and accountability.

The 2022-23 school year brought several nuanced local and national issues to the forefront of our coverage: labor strikes, affordable housing, alt-right speakers, evacuation orders, etc. It also provided the *Nexus* with an opportunity to better serve and represent marginalized communities through our weekly content from the Spanish translation and reporting section, *La Vista*; increasing the scope of our sources to include more communities within our coverage; and regularly engaging in discussions about how to incorporate diversity, equity, and inclusion in every aspect of our organization and content.

These efforts have greatly elevated the quality of our content, improved the quality and quantity of our relationships with campus and local organizations and

allowed us to provide a more expansive representation of the communities within UCSB and Isla Vista.

Our hard work and dedication was met with success. We brought home seven awards from the California Collegiate Media Association in March: first place for Best Infographic, first place for Best News Series, second place for Best Photo Series, second place for Best Editorial, third place for Best Newspaper Column, third place for Best Feature Story, and third place for Best Newspaper.



Daily Nexus staff photo.



My time at the Daily Nexus has been defined by the community of intelligent, talented and committed people who comprise our staff. At each turn, they have consistently challenged me to be a better journalist, editor, and leader. I will forever be grateful to this year's staff who tirelessly worked together to elevate the quality of our coverage as we continue our mission of facilitating transparency and accountability in and chronicling the history of the UC Santa Barbara and Isla Vista communities.

- Editor-in-Chief Atmika Iyer



Renewing Our Commitment to Students and Our Work

Caring For Staff Who Care for Students

In recognition of the challenges of recent years, the Dean of Students Office initiated a staff retreat that provided a day of reflection and renewal. With the trends around staff burnout, including “quiet quitting” and the “great resignation,” and the challenges of the post-pandemic needs of students, our Assistant Vice Chancellor/Dean of Students, Associate Dean of Student Life, and Student Affairs Chief of Staff set out to create a day for staff to reconnect to their passion for student affairs. The goal of the day was to recognize the “why” behind the work so that staff could return with a revitalized passion for serving students.

The initial pilot program, offered in summer 2022 to staff within the Student Life Cluster, was so successful that a fall program, offered to all staff in Student Affairs, was launched. Since then we have also offered a summer 2023 program. Over 80 staff participated in pre-work that focused on identifying their own gifts which led to a day of reflection on how their past has shaped their present roles, and how their values might guide their futures. Through the sharing of leadership experiences, individual reflection, and small group discussion, each staff member identified their contributions to student-centered work, and their future goals.



Staff participants on a lunchtime wellness walk to the beach.

Retreat Feedback

90%

Agreed that the retreat provided them with time to reflect and relax such that they left feeling a greater sense of renewal

95%

Would recommend the retreat to a colleague

100%

Would like to see similar programs offered more often in Student Affairs



Quotes From Our Participants

I felt — over the course of the day and since — an increased excitement and sense of empowerment around how to continue growing within my department and feeling forward momentum heading into the future.

I thought that it was a wonderful opportunity to reflect and find ways to keep growing as a person and a professional.

This retreat provided a brave space for me to think and reflect on who I am and what my goals are.



Expanding Resources Strategically

Peers Fostering Belonging, Wellbeing, and Academic Success

The Disabled Students Program (DSP) addressed a resource goal from its strategic plan by implementing two Equity in Mental Health funded programs: the Peer Mentor and Academic Initiatives programs. These initiatives expanded DSP's ability to center student needs by creating inclusive, welcoming environments with intentional, holistic programming.

The DSP Peer Mentor Program has offered mentorship and social support to new incoming and transfer students. Current types of support include weekly social activities, peer-hosted drop-in hours on Zoom and in-person, tabling on campus in various locations, and ambassadorship for events like Orientation. DSP Peers offer lived experience, empathy, and leadership as disabled students. Peers assist students with navigating accommodations, connecting to campus resources, and disability management. Thematic programming ranges from casual events with thoughtful food, crafting, and games, to more structured events focused on mind-body nutrition, stress management, and disability identity. Event collaborators have included Health & Wellness and Student Health Service. Over 150 DSP students have participated in Peer events.

The Academic Initiatives program is a collaborative effort between DSP and Campus Learning Assistance Services (CLAS) to create a supportive study environment and build academic skills. The workshop series occurs each quarter for four weeks. Each session includes a 30-minute study skills workshop followed by five hours of study time with light refreshments. Workshop topics include: focus, making a study plan, exam strategies, and fighting procrastination. Academic Initiatives Peers help elaborate on workshop topics, connect DSP students to additional CLAS resources, and support students during the study sessions. Over 100 DSP students



DSP peers and staff at a study session event in April 2023.

have participated in Academic Initiatives programming. Across two surveys, 100% of students have expressed a desire to participate in these sessions again.

Student Testimonials

I loved having a professional there while I was doing homework and other students who wanted to better themselves in the same area.

I got so much work done and it was nice to be surrounded by other DSP students!

The collaborative environment helped me stay engaged...for much longer than if I was alone.

Striving to Better Serve Our Students

Student-focused and Outcome-driven

The Early Academic Outreach Program (EAOP) is one of the oldest and the largest pre-college programs in UC's Student Academic Preparation and Educational Partnerships (SAPEP) Portfolio. This translates into EAOP having a set of accountability measures with established metrics for EAOP students. These goals are at the center of our strategic planning process along with other professional development trainings that enhance our staff's ability to provide effective services that lead us to meet our outcomes.

EAOP staff are key players in the decision-making process focused around the services provided to 9th-12th grade students.

We assess services for effectiveness and modify them in order to meet the needs of our students and their parents. This is done through researching and staying up-to-date with UC and CSU admissions policies, financial aid-related updates; dedicating efforts to curriculum development; and qualitative feedback from our stakeholders.

All services are geared to meet the following SAPEP indicators for our graduating EAOP students. 75% of EAOP students:

- Complete the "A-G" course requirement
- Submit a FAFSA/CADA Application
- Enroll at a post-secondary institution of higher education after high-school graduation

85% of UC-eligible students will apply as a first-time frosh at a UC campus.

Post COVID-19, we encountered an incredible amount of knowledge loss around the college preparation process. Engaging students face-to-face has been key to reestablishing a student's background knowledge around college readiness. Through the strategic planning process, we have collectively worked on new and innovative strategies that have increased the number of engaged EAOP enrolled students with EAOP staff, services, programs, and events. For example, at the school sites where EAOP



Education, Leadership, Careers Conference Tour.

has had consistent staffing and services provided, the UC application and admission rates have stayed constant or have seen significant increases. In other instances where we have had long-term staff vacancies post COVID-19, the impact on the college-going indicators has been significant drops in UC applications, admissions, and enrollments.

By the Numbers

13,544

Total students served

712

9th-12th Grade classroom presentations

1,503

9th-12th grade students enrolled in EAOP

928

University & financial aid application and related services

15

Readiness Academies for 9th, 11th, and 12th grade students

Peer Mentor Teaching Assistants

Supporting Our Student Workforce

A major concept of the Early Childhood Care & Education Services (ECCES) Strategic Plan is to increase the quality of workforce training for staff, including undergraduate student workers. After a two-year pause, the Peer Mentor Teaching Assistant (TA) Program was reinstated in spring 2022.

Peer Mentor TAs demonstrate leadership skills and dependability, and take initiative in completing classroom duties and in helping new TAs learn the classroom routines. Teaching assistants who are exemplary and have worked at least two quarters at the Children's Centers are nominated by their classroom teachers and complete an application. The program strives to have one Peer Mentor TA from each classroom.

New teaching assistants have the opportunity to shadow Peer Mentor TAs during their first few shifts and get information about classroom routines, insight into working with the teachers, particular age groups, and how to interact appropriately with children. New TAs are often more comfortable asking questions when they have a peer available to answer them. Peer Mentor TAs serve as liaisons between teaching assistants, teachers, and administrators.

Peer Mentor TAs conduct two orientation sessions per quarter for Floater and Substitute TAs, one during the third week, and another during the sixth week. This allows TAs who are hired after the quarter starts to receive training right away. Peer Mentors also help their classroom teachers plan and conduct the orientations for TAs who are assigned to classrooms. Peer Mentors remain available to meet with new TAs throughout the quarter. Teaching Assistants have reported that having a Peer Mentor to talk to made them feel more comfortable in the classroom and a part of the team.



(Left to Right) TAs Courtney Aponik, Siya Advani, Sasha Zepeda, Lesley Tetlalco.

By the Numbers

13

Peer Mentors at OFCC (West Campus Site)

4

Peer Mentors at UCC (Main Campus Site)

85

TAs total

14

Classrooms at ECCES Children's Centers

32

Full-time teachers

196

Children enrolled

Student Success

Holistic Support, Milestones and New Initiatives



The Educational Opportunity Program (EOP) is committed to providing support and information that validates each student's experience and nurtures a sense of participation, belonging, and empowerment. EOP focuses specifically, but not exclusively, on providing holistic support services for first-generation and income-eligible undergraduate students.

The 2022-23 academic year has been replete with notable achievements and historic milestones. This year there were 6,280 total EOP students, 27% of the total undergraduate population. We saw 3,953 appointments with 2,113 students. We had a successful recruitment of the first Graduate Student Coordinator for the historic El Centro de Arnulfo Casillas: Fabian Pazon. His efforts in El Centro include:

- Installation of a Basic Needs Vending Machine
- Food Distribution Center
- Advancing an Archival Project
- An El Centro 2022-23 Community Report
- Initial work towards the creation of an El Centro Endowment
- Advancing a Native Garden Project

This year saw the launch of the Presidential Scholars Initiative (see the profile on p.10) and the reintroduction of the UCSB Black Book. Our Summer Bridge Programs: Summer Transitional Enrichment Program (STEP) and the Summer Transfer Transition



EOP Counselor Osvaldo "Ozzie" Espinoza retired after 30 years of service.

Program (STTP) returned to in-person attendance, and we continued in-person support for the Freshman Summer Start Program (FSSP). Several of our programs returned to in-person this year: Celebración de la Familia, Celebration of the Black Gaucho Family during Parents & Family Weekend, and our Harvest Dinner were all well-attended. Our in-person EOP Fall Welcome saw over 300 students in attendance.

We continued successful collaborations with campus partners such Academic Initiatives, Letters & Science, Office of Black Student Development, ONDAS Center, Transfer Student Center, and Undocumented Student Services. We awarded over \$110,000 in AS/EOP Grants to 187 students in need. One of our American Indian & Indigenous Cultural Resource Center (AIIIRC), Peer Mentors, Cameran Bahnsen, received this year's Thomas More Storke Award, the highest co-curricular honor bestowed by the campus on a graduating student! This year we shared gratitude for veteran counselor Ozzie Espinoza upon his retirement after 30 years of dedicated service.

EOP will continue striving to connect with and holistically support all our students. We have persevered through difficult and unprecedented times. Yet, for Team EOP, it is a Labor of Love we honor and cherish.

Creating Access for Students

New Financial Aid Initiatives Promote Access and Affordability

The Office of Financial Aid and Scholarships (OFAS) is committed to ensuring that a UC education remains accessible to all students. Our mission is to build and administer essential resources and programs that give all students — regardless of their background — a true chance at a UCSB degree. These efforts can change the world.

During the 2022-23 academic year, OFAS launched several new programs and initiatives aimed at ensuring that students have enough funding to cover their total cost of attendance while also creating a potential pathway toward a debt-free education.

In partnership with the Educational Opportunity Program, and as part of President Drake’s Debt-Free UC initiative, the Presidential Scholars Program was developed to provide a select cohort of incoming students with additional scholarship funding and support services, that will persist throughout their time at UCSB. The additional scholarship funding effectively reduces the dollar amount students are responsible for paying out-of-pocket. This serves to reduce their need to borrow student loans and creates a potential pathway toward a debt-free UC education.

2022-23 also saw a complete revamp of the Middle Class Scholarship Program, which provides additional funding to help offset the total cost of attendance for eligible undergraduate students. Award amounts vary and are based on a student’s total cost of attendance, along with all other gift aid the student is eligible for, including departmental awards, stipends, and scholarships. This year saw a \$10 million-increase to the



The Office of Financial Aid and Scholarships is committed to providing students with the resources they need to succeed in and out of the classroom.

program and resulted in an additional 7,500 students receiving the scholarship.

President Drake’s Native American Opportunity Plan was also implemented during the 2022-23 academic year. Starting in fall 2022, California residents who are enrolled in federally-recognized Native American, American Indian, and Alaska Native tribes qualify to have their UC tuition and fees fully covered. This program provides eligible students with the assurance that their systemwide tuition will be covered throughout their time at UCSB, regardless of their financial circumstances.

OFAS is committed to helping break down the financial barriers that can inhibit students from thriving academically. Initiatives like these help make it possible.

By the Numbers

Award	Recipients	Total Dollars
Middle Class Scholarship 2.0	8,720	\$13,943,102
Presidential Scholarship	314	\$443,740
Native American Opportunity Plan	29	\$337,678

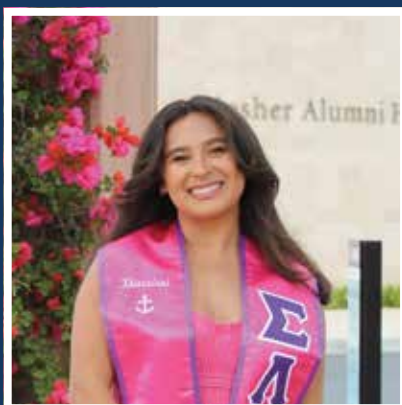
University Award Recipients



Cameran Bahnsen

Thomas More Storke Award for Excellence

Since she enrolled at UCSB in Fall 2020 as a transfer student from Ventura College, Cameran was a member of the American Indian and Indigenous Student Association, which she ultimately co-chaired, and was an Undergraduate Council Representative for the American Indian and Indigenous Collective. The latter contributed significantly to the development of UC Santa Barbara's American Indian & Indigenous Studies Program, which recently established a minor and is preparing a proposal for a comprehensive major. She served as a planning committee member for the American Indian and Indigenous Collective Symposia for two consecutive years, co-chaired the American Indian Science and Engineering Society, served twice as a peer mentor to the EOP American Indian and Indigenous Cultural Resource Center, and was a UC Global Food Initiative Fellow. Audiences have enjoyed her insightful presentations at the three most recent Undergraduate NEDx Talks – Native TEDx-style talks.



Annika Katarina Sanchez

Jeremy D. Friedman Memorial Award

Through her extraordinary work as both a mental health peer and president of the United Sorority and Fraternity Council (USFC), she provided space for marginalized students to discuss topics such as imposter syndrome, sleep hygiene, and stress reduction. She curated a “Día de los Muertos: Celebrating & Coping with Loss” social media posts that explained the mental health benefits associated with the practice of honoring departed loved ones. Her posts were even shared by the University of California Office of the President as a highlight of mental health programming going on across the system. Inspired to continue this work and to ensure that it lived on once her time as a student had come to a close, Annika co-authored a grant proposal to secure funding for a new program designed to normalize mental health care for first-generation students of color at UCSB.



Jena Hyun Lee

Alyce Marita Whitted Memorial Award

Coming to campus in 2021 as a non-traditional transfer student and student veteran, Jena quickly became involved with the Veterans Resource Center. Understanding the potential for food insecurity within the veteran population as a whole, and the reluctance to accept support, Jena surveyed student veterans to determine how best to support them. Her insights were keenly accurate. She determined that veterans needed Food Bank support in a place where they felt comfortable. Armed with this knowledge, she created a system for students to order groceries from the Associated Students Food Bank and pick them up in the Veterans Resource Center, essentially eliminating this barrier to support. Jena's work on this issue ensured the personal and academic success of numerous veterans on campus. Her insight and passion to help others has left a lasting legacy that will benefit student veterans for many years to come.

Jamaal Muwwakkil

Yonie Harris Award for Civility in Public Discourse

Jamaal dedicated his graduate career at UCSB to listening to students from groups whose experiences and perspectives often go unheard, and made substantial contributions through both his scholarship and his leadership. His dissertation studied the mismatch between who the UC imagined their Black student population to be and who those Black undergraduates actually are. His work offered a powerful new model of Black community identification and he used his findings to offer concrete recommendations for changes in policy and practice. His master's thesis was a deeply compassionate and insightful ethnography of conservative undergraduates at UCSB. In this work, Jamaal sought to build genuine relationships and showed a true desire to understand the experiences of his subjects. Jamaal was also selected to be the UC Student Regent, representing every student in the UC System in statewide conversations. A brilliantly talented scholar, a dedicated campus leader, and an effective agent of social change, Jamaal has certainly left his mark on UCSB.



Gurleen Pabla

Yonie Harris Award for Civility in Public Discourse

Gurleen spent her time at UCSB as a dedicated public servant. She diligently worked her way up through the ranks in Associated Students before being elected AS President. Although this is a challenging job under the best of circumstances, this academic year brought a number of uniquely complicated situations that she successfully and tactfully navigated with patience, intelligence, and care. When the campus was planning to end its quarantine and isolation housing for students, Gurleen calmly and professionally disagreed with administrators and successfully advocated for her fellow students to extend the housing for an additional month. Moreover, in the face of a proposed plan for a controversial new residence hall at UCSB, she collected over 1,000 UCSB survey responses from students to draft a student-focused memorandum of opinions to Chancellor Yang and UC President Drake.



Laura Pritschet

Michael D. Young Engaged Scholar Award

Laura's nominator called her "the most gifted scientist she's ever come across." Fueled by a commitment to making neuroscience inclusive, both in terms of who gets to ask the questions and who is served by the answers, Laura relentlessly advocated for women's health research. Her studies revealed that less than half of 1% of brain imaging was focused on women's health, and her research was at the forefront of efforts to position women's health as equal to men's in scientific circles. Laura's work has been featured on the BBC, Netflix, and in National Geographic, and she was twice selected to be the UC's representative to the Lindau Nobel Laureate meeting. Laura's primary passion is in communicating with broad audiences and ensuring that underrepresented and nontraditional students had access to STEM training.



Alpha Phi Alpha Fraternity, Incorporated Campus Organization of the Year

Margaret T. Getman Service to Students Award Recipients



PATRICIA DENT
Military Science



DAN LANE
Communication



BRANDON LANGFORD
Residential &
Community Living



JONATHAN NG
Student Engagement &
Leadership (SEAL)



**MICHELLE
PETTY-GRUE**
Writing Program/College
of Creative Studies



TERRIE TRAN GURM
Residential &
Community Living

William J. Villa Departmental Service to Students Award Recipients



**FOOD SECURITY
AND BASIC NEEDS**



RESIDENTIAL OPERATIONS

Fostering Relationships with Campus Partners

Supporting Multiple Campus Communities

The Student Affairs Grants and Development team has partnered with Student Affairs to adapt to the changing needs of the departments to ensure adequate funding through donor contributions, foundation support, and grant writing.

Our team partnered with the Office of International Students & Scholars to invite their alumni group, Global Gauchos, to take a two-question survey to capture where they are located across the world. This survey was a fun way to connect Gauchos across continents and also update our alumni database records for future solicitations.

Our team also assisted the Office of the Vice Chancellor for Student Affairs with fundraising through the Advisory Committee on Campus Access for a comprehensive intra-campus mobility transport program for the UCSB community. This pilot program's goal is for eligible students, staff, and faculty (those with permanent and temporary disabilities) to have a reliable and long-term commute alternative around campus by providing rides to campus destinations.

Student Affairs Grants & Development worked with Campus Sustainability to prepare and submit grant applications to improve and expand basic needs services on campus. Together, we secured a \$199,994 grant from the Asian American and Pacific Islander Data Project at UC Riverside. Through this grant, Campus Sustainability has launched a research effort to identify barriers to the use of campus basic needs services and the root causes of food and housing insecurity

among an especially understudied student community — Asian Americans, Native Hawaiians and Pacific Islanders.

Created and first allocated in 2014, the Stapelmann Scholars Program provided six need-based scholarships to high achieving students. Understanding the value and impact of providing scholarship support for students during their entire time at UCSB, the Stapelmann Scholars Program was expanded to parallel the UCSB Promise Scholars Program method of financial distribution.

Due to the success of the Stapelmann Scholars Program, funding has been provided once again to further support deserving students through multi-year funding awards. This coming year, eight scholarships will be awarded to undergraduate, transfer and graduate students who are eligible for financial aid. This gift is transformative and the largest single gift the Student Affairs Division has ever received.

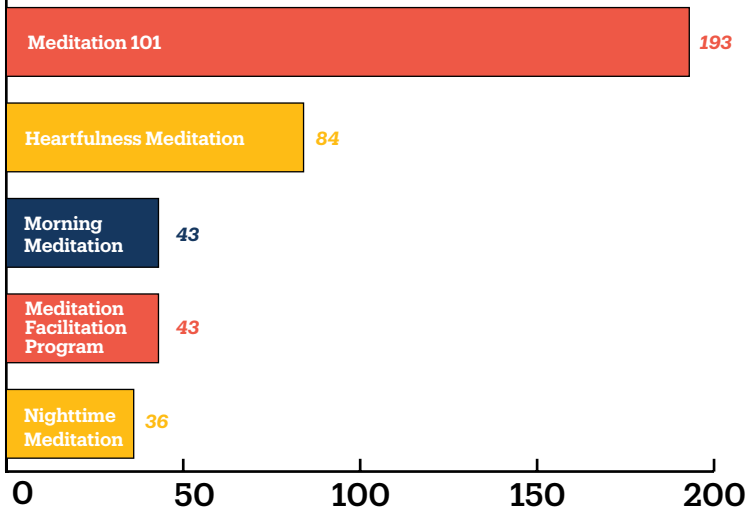


Promise Scholars funded by grants fostered by Grants and Development.

A Community of Wellbeing

Engaging Students in a Variety of Healthy Habits

Meditation Event Attendance



The 2022-23 year marks the first full academic year that Health & Wellness has been located in our new Wellness Center space in the Student Resource Building. Relocating to this space was the most ambitious goal we set back in 2019 and achieving it has provided us with many new opportunities to increase student engagement across all mediums. Our center serves as a hub for student wellbeing by providing events, free food and relaxing massage chairs. This school year alone, there have been more than 3,000 tea bags used by students who visited us.

Health & Wellness has been making moves on the digital front as well. The pandemic made it readily apparent that this was a rising need. This year, we launched our Spotify podcast, which provides a new way to learn about a wide range of topics that fall under the wellness umbrella. Our popular UCSB Cooks program, which teaches students who are food insecure how to prepare healthy meals, is now available digitally and in-person. We also added a full-time data analyst to our staff, which has helped us expand and gain control of the digital aspects of the department.

You definitely contributed many positive and memorable moments to my last quarter at UCSB and I hope to take your messages and knowledge with me into the future.
—Student, Fall 2022



The tides of student life pause for a moment of focused studying and complimentary matcha tea, scones, and pretzels at our Matcha Study Jam event.

Data is key to understanding students' needs, and we are constantly shifting focus to where data is directing us. This year, we noticed there has been a particularly large increase in interest for meditation programs, establishing it as a pillar of the Health & Wellness community. The meditation 101 series, such as Meditation 101, Morning Meditation, and Nighttime Meditation, ensure that students have consistent access to a variety of meditation events that foster their wellbeing.

Through meditation, we were also able to achieve our strategic goal of expanding our reach into other academic departments. Leveraging curriculum infusion, one of our staff members leads a short, guided meditation at the start of a lecture on campus. Students lead busy lives, and this is a great way to engage many students in a wellbeing service without having them commit time outside of class. We were met with overwhelmingly positive feedback on this program, and will be looking to expanding it in the future.

A Revitalized English Conversation Program

Increased Enrollment, After-hours Classes, and Creative Lesson Planning

In our 2018 strategic plan, the Office of International Students and Scholars (OISS) established a goal of having more undergraduate participation in our English Conversation Program (ECP). In pursuit of this goal, we have entirely revitalized the program and met additional strategic objectives.

The ECP focuses on developing English language skills in a positive, social environment for the international community. Since fall 2022, 83 participants have signed up for ECP, 37 of whom are undergraduates.

Not only has undergraduate participation increased, that demographic now comprises the largest portion of ECP participants. This newly diversified and robust group of participants can be attributed to increased marketing efforts, intentional lesson planning, and after-hours class offerings. In the past, ECP classes only took place in the mornings, when many students and scholars were attending class or working. OISS recently began offering one to two after-hours classes per quarter, which have been well attended.

Providing cultural and social programming that is interactive and inclusive in nature is another objective named in our strategic plan. ECP teachers have become increasingly innovative by offering interactive lessons that meet participants' needs. Ordering at restaurants was something participants wanted practice doing, so ECP teachers coordinated a trip to Freebirds and a coffee shop ordering lesson. With a more diverse group of participants, ECP is inclusive of not only international students and scholars, but also their families and members of the greater campus community.

The recent ECP cohort also included a few domestic students and staff, leading to enriching learning experiences and classroom dialogue that is even more multicultural in scope. Increasing domestic and international community interactions was another part of our strategic plan, further accomplished by the ECP.



ECP participants practiced ordering at Freebirds and enjoyed their meals together.

OISS gives special thanks to all ECP participants, who have reinvigorated the program with valuable perspectives and an inspiring desire to engage in lifelong learning. We are grateful for this year's ECP teachers, who volunteered their time: Lisa Hammock, Matthew Williams, Dee Dee Hong, and Ilan Henzler. Lastly, we thank Ashley Rifkin, the OISS International Programs Coordinator, for facilitating program logistics.

ECP By the Numbers

37

International undergraduate student participants

18

International graduate student participants

13

Family members of international scholars who participated

12

International scholar participants

Community-driven Care Carries On

Centering Healing and Accessibility for Our Communities



10th Annual Social Justice Conference, Winter 2023.

Since 2019, the MultiCultural Center’s (MCC) strategic planning remains focused on the empowerment, engagement, and education of marginalized students and community members. With the onset of the pandemic, calls for racial justice, and the need to adapt to changing needs, we shifted our services to center on healing and accessibility.

To meet this shift, the MCC responded to calls from students for more community-centered spaces to foster meaningful connections that were adversely affected within the past three years. We worked toward bolstering shared community values and experiences to empower students to serve as advocates for positive change. Examples of this can be seen with our weekly Spiritual Care Club series that aims to promote greater collective well-being across the campus community. Additionally, our 10th Annual Social Justice Conference focused on the theme of Restoration for Revolution “to deepen our relationships with ourselves and each other.” It attracted a total

of 128 attendees in-person and via Zoom over a free two-day free conference.

The past few years also necessitated the need to reflect on how the MCC can better improve the ways we make our services and resources accessible to all. Many challenges surfaced with the transition back to campus, including how the MCC can improve accessibility to its educational programming and offer a platform for engagement with issues around disability justice. During winter 2023, we hosted a student-led workshop, *Accessibility is Love and Community Care*, and the film, *Sins Invalid: An Unshamed*



Claim to Beauty.

The MCC is a shared community space for critical dialogue. It validates marginalized identities, and offers a safer space for all. While our mission statement and strategic plan inform how we remain committed to these goals, we remain flexible with adapting to the needs of the larger community.

School-family Balance

Making Space for Student Parents and their Children

The Non-Traditional Student Resource Center (NTSRC) provides support and programs to students from diverse backgrounds and life situations, including those who took time off before going to college, are transferring or re-entering, or have children. One goal of our strategic plan is to increase support services for underrepresented students — in particular students who are parents. National data indicate that students with children have lower graduation rates than non-parenting students. The COVID-19 pandemic hit student parents particularly hard, leading to a drop in enrollment nationwide and at UCSB.

To stay informed of current trends and best practices, NTSRC staff regularly engage with our peers at other UCs and with a network of individuals at institutions across the country who are focused on providing support to student parents. One trend is to provide more child-friendly spaces on campus so that student parents can come to social events and study sessions without the need for childcare. In 2022-23, we planned a renovation of our resource center to add a “Kids’ Corner” that will provide colorful child-sized seating, an activity table, toys, books, and games. Children can play while their parents are in our space to study, utilize our resources, or meet with an academic advisor during our weekly coffee hours.

The Kids’ Corner will serve as a continuous resource for student parents in between our quarterly, child-friendly special events. These events include our pumpkin painting party in fall, Valentine craft session in winter, and trip to the Marine Science REEF (Research, Experience, and Education Facility) in spring. All of our events have received positive feedback from student parents who, in particular, appreciate the supportive environment provided by our student staff.



A display to promote the soon-to-be Kids' Corner.

One parent commented, “Very friendly staff. Love this event!” Another noted that “The organizing students were very kind and knowledgeable.”

By the Numbers

224

Undergraduate students with dependents served

102

Graduate students with dependents served

20+

Coffee and Advising hours offered per year

20+

Priority registration allocations per quarter

New Student Requirements

New Student Modules and Gaucho FYI

Each year, Orientation Programs and Parent Services partners with the Alcohol & Drug Program, Campus Advocacy Resources and Education, Counseling and Psychological Services, the Dean of Students Office, and Student Affairs Diversity, Equity and Inclusion experts to provide students with critical information for a safe and successful transition to UCSB. Exposing new students to campus resources through interactive workshops and presentations supports the office’s strategic plan by engaging all students in the educational process. This education happens in two parts: new student modules and Gaucho FYI webinars.

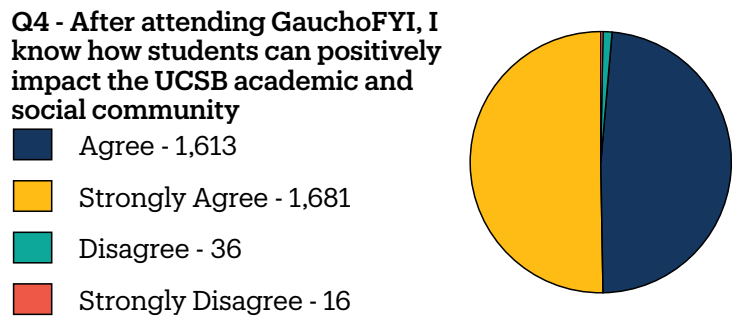
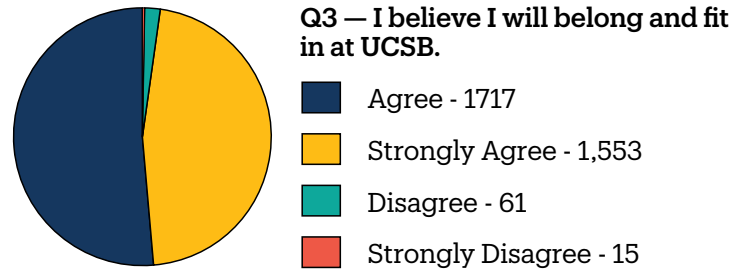
New Student Modules

Students are required to complete three student modules (AlcoholEdu for College, Diversity, Equity and Inclusion for Students, and Sexual Assault Prevention for Undergraduates) the summer before matriculating to UCSB. The purpose of these modules is to provide a baseline of knowledge for all incoming students, which in turn prepares them to receive more detailed information related to these topics when they participate in Gaucho FYI. Students are also asked to complete a new module (Mental Well-Being for Students) at the start of winter quarter as a reminder of campus resources and ways to seek help. In 2023, these modules were transitioned onto a new platform to better student learning.

Gaucho FYI

Gaucho FYI is a two-hour webinar that occurs at the start of fall quarter and focuses on the areas mentioned previously. Created with the support of former UCSB students, this program is designed to ensure all Gauchos have the information they need to make informed choices and decisions. Students participate in a variety of polls, engage in video content, and learn about campus departments and the resources they provide. Gaucho FYI has maintained very high attendance and completion rates since its inception, and survey responses indicate a high personal value given to attendance and understanding of each of the topics. In 2023, representatives from each department served

as presenters and were able to answer questions submitted throughout the webinar.



By the Numbers

9,672

Total number of participants in summer 2022

12

Two-day frosh programs

5

Single-day transfer programs

2

International frosh one-day programs

1

Spanish-speaking & family one-day program

100+

Hours of training per student leader

More is More

Fitness Opportunities with UCSB Recreation

The UCSB Department of Recreation brings a broad spectrum of experiential and educational opportunities — class offerings, spaces, and services designed to promote the physical, emotional and social health of our entire student and campus communities. Our programs also create countless opportunities for student development alongside our professional staff.

Our work faced monumental challenges due to COVID-19 restrictions and closures. Most notably, our indoor fitness facilities remained shuttered for months after other campus areas were allowed to reopen. Prior to March of 2020, the majority of our fitness equipment was housed in three indoor fitness spaces featuring squat racks to stair climbers and everything in between.

As COVID-19 restrictions began to thaw, in order to provide patrons safe opportunities to access equipment, meet friends and classmates, and work towards personal fitness goals, the Department of Recreation reimagined previously underutilized outdoor garden and patio areas by moving machines designed for indoor use outside. Following months of virtual fitness classes, the outdoor

spaces of the Recreation Center (Rec Cen) reopened April 12, 2021 and became an appreciated opportunity for students, faculty, and staff members to do what they had so missed — working-out utilizing professional-grade equipment in a social environment amongst other people. The indoor spaces of the Rec Cen remained closed for another year, but as restrictions eased the desire to exercise outdoors did not.

Since the full reopening of indoor and outdoor facilities in spring 2022, the Rec Cen has averaged over



Students engaged in an outdoor fitness class.

We are thrilled to see the positive reception and enthusiasm from students for our outdoor fitness spaces—we were able to not only increase the overall amount of fitness space, but also provide a unique and enjoyable experience for our students. We remain committed to continuously innovating to provide the best possible resources for their physical and mental wellbeing.

— Brenda Lear
Assistant Director of Recreation, Fitness and Wellness

3,200 visits daily. Having the option once again to exercise indoors did not lessen the desire to utilize the outdoor fitness spaces. As a point of comparison, squat rack usage across all facilities show that approximately 40% of squat rack encounters continue to take place at our tented outdoor platforms. The outdoor turf fitness space is the location

of choice for hundreds of fitness enthusiasts on a daily basis. And who can blame them? There is plenty of room for movement, fresh air, and a variety of options to mix up routines.

New Dog, New Tricks

Implementing Coursedog to Better Manage Curriculum and the General Catalog



The Interactive Learning Pavilion opened in Spring 2023. The building adds 28 classrooms (over 2000 seats total) to the general assignment classroom inventory.

In our current strategic plan, the Office of the Registrar committed to supporting the divisional priorities of Student Affairs by strengthening academic partnerships. One key component of this goal was the implementation of CourseDog, a vendor software product founded by a UCSB alumnus. It is designed to replace the aging master course approval (MCA) system and the UCSB *General Catalog*.

Working with Academic Senate analysts, the Colleges, and academic departments, the main goal of the implementation is to improve the processing of new course requests and streamline the annual review of curriculum changes. This system implementation also supports the office's operational goal of upgrading and modernizing our existing systems.

The new CourseDog curriculum management system will enable academic departments to submit changes to courses and follow those changes through the entire review process. It also allows staff in the Office of the Registrar to manage the workflow and all forms without needing the assistance of a software developer.

By the Numbers

1,430

Undergraduate students readmitted to continue their studies

1,065

Enrollments in UC Online courses

21,133

Official transcripts ordered

95%

Official transcript orders fulfilled electronically

After the course approval process went live in March 2023, the 2023-24 UCSB *General Catalog* was edited and published using the new CourseDog system and the process to submit curricular changes through the system was implemented for the 2024-25 cycle.

The RCSGD 'Served'

Increasing Sense of Belonging on Campus through Collaborations

The Resource Center for Sexual & Gender Diversity (RCSGD) engages students in an interactive educational process by providing programming, mentorship and volunteer opportunities, education, and community engagement to apply social justice theories outside of the classroom. This academic year, the RCSGD centered their work on providing uplifting events and spaces for the intersectional experiences of our LGBTQIA+ campus community. In fall 2022 and winter 2023, the RCSGD hosted 109 events with an estimated total of 1,091 attendees. We were able to host these spaces in partnership with other campus departments, including the MultiCultural Center, the Office of Black Student Development, the Office of International Students & Scholars, the Women's Center, and many more!



QTBIPOC Students at The Creative Play/Ground: An intentional space for those coping with burnout for QTBIPOC Students with facilitator Roza Nozari.



It was an amazing event to decompress, forget about the demands we have from the University, and just talk/vent with colleagues about (real and valid) issues we face here as BIPOC. Can't wait for the next one!

— Event feedback for The Creative Play/Ground: An intentional space for those coping with burnout for BIPOC Staff & Faculty (winter 2023)



In addition to community building events that fostered a sense of belonging on campus, the RCSGD also partnered with multiple departments to host weekly drop-in hours (University & Community Housing Services, the Food Security and Basic Needs Advising Center, and the Division of Undergraduate Education) to address food and housing insecurity, healthcare inequity, and assist LGBTQIA+ students with their academic goals. With over 958 unique visits to the RCSGD lounge as of February 2023, these drop-in hours provided accessible services and resources to our LGBTQIA+ students.

Lastly, we focused on helping restart historic LGBTQIA+ student organizations that became

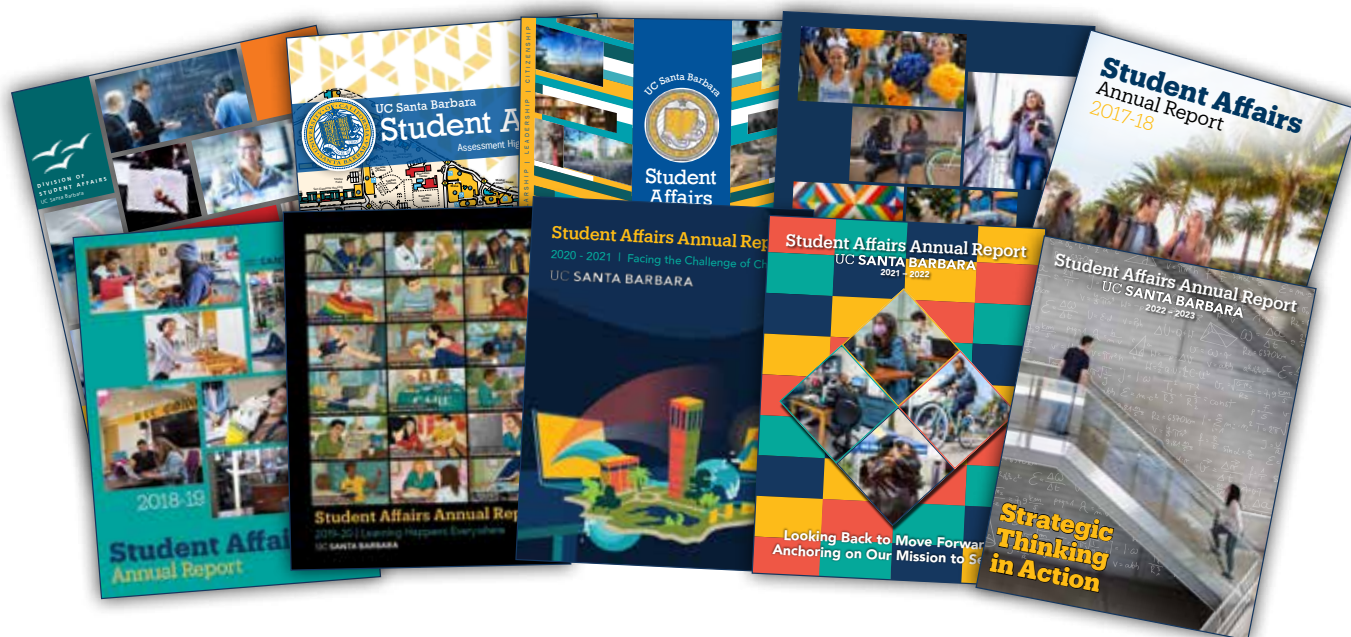


The RCSGD Presents the Annual Coming Out Monologues, Winter 2023.

inactive during remote learning. As of February 2023, La Familia de Colores (the Latinx LGBTQIA+ student organization) and Queer and Trans Community (formerly known as the Queer Student Union and the oldest LGBTQIA+ student organization at UCSB) became active and are now meeting regularly. We are currently working with OBSD to restart Black Quare (the Black LGBTQIA+ student organization). Supporting the growth of these student organizations will continue to foster a strong sense of belonging and persistence toward graduation for LGBTQIA+ students.

Going Back to the Beginning

Student Affairs Assessment in Practice



How do assessment leaders conduct assessment about assessment? As we celebrate the 10-year anniversary of the UC Santa Barbara Division of Student Affairs *Annual Report*, we must ask ourselves, "Did we accomplish what we initially set out to do?" To answer this question, we went back to where we started.

In 2012, we convened a Student Academic Support Services Assessment Pilot Group. In the first year, we reviewed our respective department mission statements, strategic plans, learning outcomes, assessment methodology, and internal software programs. From these assessment activities, it became clear that we were practicing assessment in a variety of capacities. We were also sharing our findings to small audiences through evaluation reports, portfolios, and department annual reports. The missing piece was formally communicating our services and the evidence of impact to our collective group of stakeholders on and off campus. It was important for our campus partners, community, and collaborators to know about our efforts. First, what we do in Student Affairs. Second, what evidence we have about our effectiveness in meeting our objectives and our impact on the larger community.

To ensure a formal effort and a baseline practice of assessment, we started off by training our leaders in assessment theory, methodology, and practice. We chose one effort to the practice of assessment that could help us (Student Affairs) "tell our story". Through the creation of the Division of Student Affairs *Annual Report* in the inaugural 2013-2014 academic year, we started to share to the larger campus community our "culture of evidence," the frameworks that guide our work, and our assessment efforts, evaluation methodology and findings.

As we look back on the past 10 years, read the past issues of the annual report, and conduct "assessment about assessment," we have learned so much about each department and how to share what we do. Our mission statements went from manifestos to clear and measurable statements of purpose. The Division of Student Affairs' strategic planning efforts helped the division and departments identify their respective and collective vision, values and priorities. We learned that "assessment about assessment" will define our next steps. This meta understanding about assessment efforts showed us through the journey and pages of the annual reports that we are now better able to share our evidence of impact and highlight the vision and values that drive our student services work.

Extension of Community

Fostering Relationships with Isla Vista

This year, a key focus for the Office of Student Conduct (OSC) was increasing connection to, and involvement with, community members. From re-envisioning our engagement with the surrounding community to reviewing how we can encourage community members to submit reports, we devoted ourselves to building relationships. We were especially focused on providing an environment that improved connection to the student body and diminished silos, and envisioned a new future related to the work conducted by our office.

In 2023, OSC, in coordination with the Dean of Students Office and Civic and Community Engagement, developed a new position to help foster relationships between OSC and the Isla Vista community. The Coordinator for Student Conduct & Civic and Community Engagement will enable OSC to engage in proactive community building. The position works alongside the Director of Civic and Community Engagement and evaluates factors contributing to student conduct issues in the UCSB community and beyond. Additionally, the position enables OSC to connect more directly with numerous divisional and systemwide projects and initiatives such as: Voter Registration,

Memorial Scholarships, and promotional and educational materials for civic and community engagement. Relying heavily upon collaboration with stakeholders, students, campus departments, and Isla Vista leaders, OSC will identify additional areas of concern regarding student conduct in the community. The new position focuses on developing educational campaigns and restorative justice programming, with the aim of enhancing positive and community-minded behavior in Isla Vista.

Student Affairs is founded on student voices playing a role in its processes and functionality. OSC's historical tradition of students being part of the Student-Faculty Committee on Student Conduct, our student conduct hearing board, continues to provide unique opportunities for students to participate in critical decision-making while working alongside staff and faculty. OSC continues to collaborate more directly with students through its Restorative Justice (RJ) program. The RJ program has provided ample opportunities for students to engage in critical thinking surrounding student conduct matters and receive mentorship from staff along the way. As OSC further explored opportunities to partner with students, break down silos, and include students in the conduct process, the academic year enabled OSC

to develop new, innovative ways to work in a less siloed environment. During the academic year, OSC reviewed and processed 419 academic misconduct reports. In addition to these reports, OSC managed approximately 40 formal consultations (i.e., academic misconduct reports submitted with requests for consultation) and 15 informal consultations (i.e., phone calls and email correspondences) with Instructors of Record in addition to several complex behavioral misconduct reports.



Uplifting Students and Leadership

Engaging the Needs and Aspirations of the Student Body

In the context of today's dynamic and ever-evolving college campuses, Student Engagement and Leadership (SEAL) focuses on creating vibrant and inclusive communities. SEAL promotes campus engagement and development through co-curricular programming and student-centered advising. We encourage widespread student involvement in campus life and the broader community to foster a sense of belonging with every student. We also lead trainings and programming that empowers students to foster meaningful connections, drive positive change, and maximize the impact of their efforts. We are teaching our Gauchos to navigate complex challenges and create an environment conducive to growth and development.

At the heart of engagement lies the ability to identify and understand the needs and aspirations of the student body. We facilitate programs where students learn about different perspectives and grow as leaders. We train student leaders in topics related to conflict resolution, communication, campus event planning, policy interpretation, and more. These efforts lead to the design of initiatives and programs that address



2022-23 Student Life Interns.

the diverse interests and concerns of the campus community.

Our services uplift student perspectives and champion leadership opportunities, new and continuing initiatives, campus organizations, and campus events. SEAL helps our student organizations prioritize their efforts and allocate resources effectively. Out of the 25,000+ undergraduate users on Shoreline, 2,785 are listed as group officers. SEAL is in the business of helping student leaders work toward establishing a roadmap for their endeavors and ensure that their actions are purposeful and have a lasting impact.

Our work is ever-changing and evolving to meet the needs of today's students. This year has seen a significant return to campus activities. Free speech and expression, managing different views, and responding to small issues that can become bigger issues have required significant energy. We know that co-curricular activities play an integral role in student retention and success, so it is all worth it.

“Daring leaders work to make sure people can be themselves and feel a sense of belonging.”
— Brené Brown, Dare to Lead

By the Numbers

400

Student-created and led organizations, including fraternities and sororities

683

Campus events reviewed with partners on the Minor Events Committee (MEC)

133

Campus events hosted by SEAL with

8,912

Attendees

4

Full-time employees

Creative Forces to Meet Student Healthcare Needs

Implementing 'Fast Track' Clinical Resources

The Student Health Service, similar to many healthcare facilities, has faced extraordinary staffing challenges during the 2022-23 period. We have collectively risen to the challenge and created a plan to meet the needs of our students. During Fall 2022, we had higher than expected calls for students to be seen for upper respiratory infection symptoms. The flu season came unpredictably early and we needed more appointments to see students.

Multi-Disciplinary Collaboration

A creative team of multidisciplinary stakeholders was formed to address the critical need to establish more appointments throughout the day. The team

came up with the 'Fast Track' model. Typically, a medical appointment takes 20 minutes. We cut the appointment to 15 minutes and were able to accommodate one additional appointment per hour.

Nurses: Responding to the Call for Action

Our highly skilled nursing team opened up the 'Fast Track' Clinic. The nursing team has established policies and protocols to assess students with complaints of upper respiratory infections, sore throats, and urinary tract infections. Initially, the nursing team saw students during three afternoons a week, which advanced to five afternoons a week in the winter quarter. In the spring quarter, based on our quality improvement framework, we added a Clinical

Provider to the team to accommodate appointments that needed to be escalated to a higher level of care. This resulted in the nursing team seeing up to 34 patients per day.

Primary Care Services Partnering with Behavioral Health

Our Behavioral Health team, consisting of Psychiatry, Social Work Services, and the Alcohol & Drug Program saw the need for sharing their expertise on identifying students with Attention Deficit Disorder within the Primary Care Team. The Behavioral Health team set up a framework that allowed more students access to these services on an ongoing basis, rising to meet the demand.



Student Health staff.

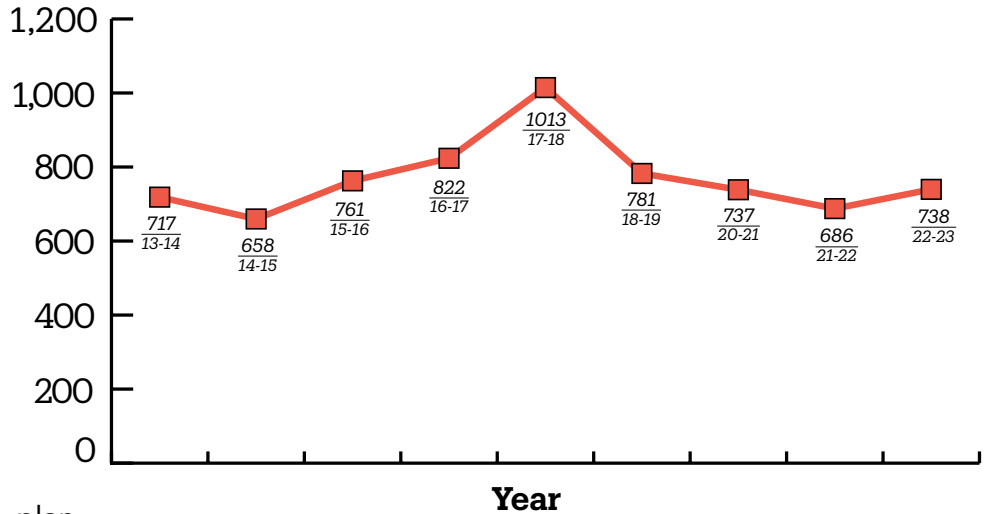
Developing Partnerships to Meet Students' Emerging Needs

Basic Needs Liaison Added to SMHCS

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

Over the past three years, SMHCS has been making efforts to implement aspects of the strategic plan that was developed collectively back in 2020. Two of the focus areas that came to fruition this year were focused around divisional priorities of advancing access and equity in services as well as fostering a safe and healthy learning environment. SMHCS advanced on both of these priorities through hiring a staff position in direct partnership with Basic Needs.

SMHCS Annual Referrals



In January 2023, Destinie Vidrio joined the SMHCS Team as the inaugural SMHCS Basic Needs Liaison. With a specific focus on partnering with the Financial Crisis Response Team and Transitional Housing program the SMHCS Basic Needs Liaison provides targeted case management support to students who are without adequate housing, and those entering and exiting the UCSB Transitional Housing program. SMHCS has always taken a holistic approach to supporting students in distress. Since the COVID-19 pandemic, staff have noted a trend of referrals for students who face more complex barriers to their academic success including further financial stress and difficulties identifying affordable housing. The Basic Needs Liaison position is helping to bridge the gap between students who are struggling with significant financial need and connecting with appropriate health and wellness support.

Bringing on an additional staff member has also helped address the three-year trend of increased overall referrals to SMHCS. Over the last three years the number of referrals that SMHCS has received returned to pre-pandemic totals with the anticipation that these numbers will continue to increase with further visibility and training efforts across campus.

By the Numbers

738

Total referrals to SMHCS

61

Total referrals for transitional housing

18

Transitional Housing referrals to SMHCS

14

Direct referrals to the Basic Needs Liaison

Amplifying the UndocuStudent Experience

Peer-to-Peer Support through Community Building

This year, Undocumented Student Services (USS) was awarded a \$10,000 grant from The Fund for Santa Barbara. This generous award supports a new mentoring program, the Pre-Pair Program. It creates new student internships, and helps provide undocumented students with the opportunity to experience peer mentorship and support during their transition to UCSB. New students are paired with an upper-division student who provides guidance, resources, support, and familiarity with campus life and culture. The program consists of one-on-one meetings with their assigned mentor, workshops, activities, and socials that serve to enhance their academic, social, and professional development at UCSB.

By providing access to peer mentorship, the mentees are able to have direct access to resources and information that are tailored to their personal goals and needs. They also have the opportunity to delve into the following topics:

- Adjusting to university-level academic expectations
- Searching for and navigating financial resources
- Balancing personal and professional responsibilities
- Short- and long-term goal planning
- Study habits and procrastination



The Fund for Santa Barbara Award Reception.

By the Numbers

15

Students participating in the Pre-Pair Program

140+

Students served by the Grocery Voucher Program per quarter

\$100k+

Total scholarships provided

6

Student positions added to USS Team in 2022-23

An added benefit is that the Pre-Pair mentors gain valuable and essential experience and skills that aid them in their future professional endeavors. Through this program, USS is creating a space in which our student leaders can strategically develop efforts to address their mentee's needs. The mentors are given the opportunity to network, receive training opportunities, contact, and build professional relationships with fellow staff and faculty. Pre-Pair mentors are able to lead and gain problem solving skills by further understanding the current issues and obstacles that undocumented students may face at an institution of higher education. Providing this professional development opportunity supports USS's strategic plan to maximize the potential in their students and staff.

The Pre-Pair Program mentors have also developed and created drop-in hours at the Monarch Lounge which allow them to address questions and concerns, and provide aid to students who are not enrolled in the program. By implementing this outreach strategy, we are able to foster a sense of belonging and address new students' questions through peer support.

Staying True to VMS and Divisional Priorities

Focusing on Partnerships and Investment in Our Future.



Courtyard between buildings 434 and 477 before (right) and after upgrade (left).

Veterans and Military Services (VMS) partnered with CARE for two lunch & learn events this year. One was Communicating Consent and the second was Green Dot Bystander Intervention training. Both events were attended by our veterans and community of military dependents.

The Transfer Student Center academic advising team and members of the Educational Opportunity Program also partnered with VMS this year by holding weekly advising office hours at the Veterans Resource Center.

Community Partnerships

VMS partnered with the Veteran's Administration for two events this year. The first discussed medical benefits and the application process for service connected disability status. The second event focused on maximizing VA education benefits. Both events were well attended by our veteran student community as well as veteran students from Santa Barbara City College.

The Wounded Warrior Project (WWP) Warriors to Work Program also partnered with VMS to offer veteran students support on résumé preparation and job search tactics.

VMS' investment in our future priority this year was working to update and upgrade our shared courtyard with the MESA and McNair Scholars departments. Updates included resurfacing the courtyard, refinishing the benches, rebuilding the planter boxes, and planting native plants.

The upgrade came in the form of new tables with solar canopies. The tables now have charging outlets that allow students to charge phones, tablets, and laptops. These tables were made possible by generous donations from the Birnam Wood Veterans Committee, The Green Initiative Fund (TGIF), and the Student Fee Advisory Committee (SFAC).

Special Project

To support students with mobility issues on campus, VMS set up a program to offer on campus rides via a golf cart. The program was staffed with student veteran drivers and offered class to class transportation to both military-related students and the student body at-large. During the course of the school year, VMS provided over 1,500 class to class rides. VMS is also working with UCSB leadership to provide a larger scale transport program next year.

Feminist Book Clubs and Faculty Engagement

Synergy Among Academic and Student Affairs

The Women's Center serves as a site of education on feminism, women's issues, healthy masculinities, and gender equity. Topics we address in our programs often align with what students may be learning in their courses in academic departments such as Feminist Studies, Sociology, or Psychological and Brain Sciences. In 2022-23, we focused on increasing faculty engagement and incorporating academic sources into our curriculum. Our goals were to provide more holistic support to students; to increase mentoring relationships between undergraduates, graduate students, and faculty; and to provide opportunities for students to engage with feminist concepts and practices outside of the classroom.

The Women's Center increased faculty engagement by launching a Scholar-in-Residence program. Professor Felice Blake from the UCSB English Department served as our inaugural Scholar-in-Residence. Professor Blake provided input and ideas for our educational programs throughout the year, and also held weekly drop-in hours with students during winter quarter. These drop-in hours or "Kiki Hours" allowed for students to interact with Professor Blake in a more informal setting, where she provided advice on students' academic and career trajectories and also led creative writing exercises. The Women's Center also hosted two events with visiting scholar Elisabeth Ayuk-Etang, who is at UCSB through the Scholars at Risk Network. In addition to faculty-led programs, the Women's Center incorporated current academic concepts and texts through our ongoing Feminist Book Club. Each quarter, we selected a new book for biweekly discussions led by a Feminist Studies graduate student. We provided free books to the first ten students who registered, and we also retained copies for our lending library.

An outcome of our efforts was to increase graduate student engagement in our programs. Graduate students made up approximately 30% of our book

club participants. We also attracted more graduate students to our study hours. One commented, "Great event! Very much appreciated the coffee and pastries, and the dedicated time and use of the lounge for grad student studying and socializing." Another commented that the additional mentorship and contact time with our Scholar-in-Residence helped further her progress on her dissertation.

By the Numbers

48

Daily average number of Women's Center visitors

7

Drop-In Sessions with Faculty during winter 2023

50

Educational and community-building events held per year

975

Units of emergency contraception distributed per year (through our vending machine collaboration with Student Health Service)



Social media post highlighting the feminist lending library.

New Data, New Directions

Charting the Course for the Next Generation of Student Affairs

One of our most recent assessment efforts took the form of 'stay interviews' conducted with all of Student Affairs' executive team members, directors, and business and administration leaders. Over the course of about three months, Vice Chancellor Klawunn and her Chief of Staff conducted 50 one-hour interviews with senior Student Affairs professionals. Members of our executive team joined their supervisees' interviews to learn from them as well.

We asked questions about individual strengths and interests; departmental and programmatic opportunities and challenges; and trends in our division, the Student Affairs profession, and higher education and society at large. We knew we would find wisdom in our colleagues' answers, and *still*, we were absolutely amazed by the insightfulness of what they shared and the clear directions that emerged from their individual and collective responses.

Taking all this input into account, and carefully accounting for goals set out for us by the campus, the University of California, the State and Federal governments, and other stakeholders, we are planning initiatives that will help us to structure and approach our work in even more effective ways. Just a few things — all directly from our 'stay interviews' — we expect to delve more deeply into in the coming year include:

- Simplifying resource navigation for students and families
- Improving our communication to students
- Deepening our collaboration with academic advisors
- Launching both virtual and physical one-stop shops for quarterly enrollment steps
- Relaunching and expanding professional development opportunities for staff

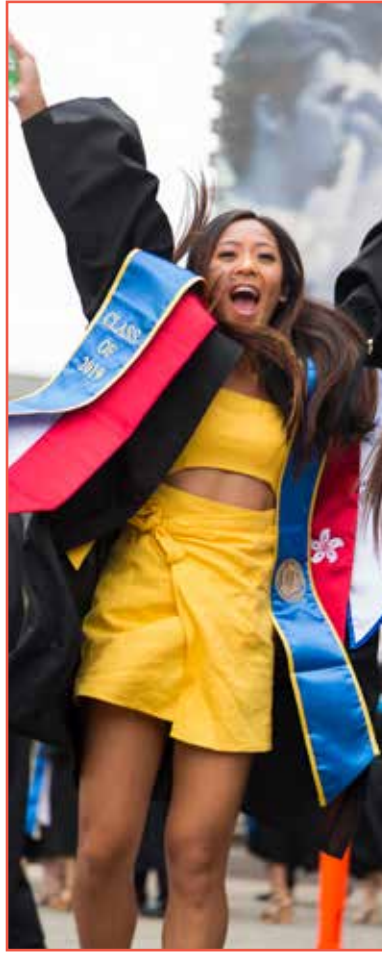
We are humbled to be building upon the tangible legacies of countless staff, faculty, students, and benefactors who have made UCSB Student Affairs what it is today. Every generation has embodied our core values, and we remain as committed as ever to carrying them forward in our service to students: inclusion, compassion, dedication, and collaboration.



The diverse strengths of our team of directors (depicted as word cloud above) will play a critical role in our success as an organization as we evolve in continued pursuit of our vision.

Did You Know?

Student Affairs staff bring a collective 4,175 years of University service to our workplace! They average a whopping nine years of service. We are grateful of the important contributions of all our 463 career employees — from those just joining us to those nearing the 40-year service milestone.





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