Student Affairs Annual Report

2020 – 2021 | Facing the Challenge of Change

UC SANTA BARBARA

CONTENTS

UCSB Student Affairs

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

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

Our Values

- **Inclusion**
- **Compassion**
- **Dedication**
- **Collaboration**

Our Priorities

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

LETTER FROM THE VICE CHANCELLOR

This year's Student Affairs Annual Report is a clear testament to the unwavering integrity with which Student Affairs' staff members uphold our shared values of inclusion, compassion, dedication, and collaboration. Following the emergence of the COVID-19 virus, the 2020-21 academic year began and ended online. Throughout the year, we referred to this as a period of "remote instruction." Of course, the full story is much more complex. We retooled virtually every service that we provide in order to be accessible to our students attending classes from all around the globe.

Welcoming Students Virtually

Many of our incoming students did not set foot on our campus this academic year. Instead, they were admitted, oriented, and welcomed to our community through virtual events and activities. For all of our students, new and continuing, we adapted and continually refined our approaches to delivering individualized academic support, student engagement, wellbeing interventions, healthcare, and more.

Providing Essential In-person Services

Still, several of our units had to face a different sort of adaptation: adjusting to continued on-site operations while observing public health requirements to stop the spread of COVID-19. Our colleagues who worked on-site to provide essential services that could not be delivered in alternate formats rightfully deserve our gratitude for their personal dedication. These include staff in Associated Students, Basic Needs, Early Childhood Care and Education Services, Student Health Service, and Student Information Systems & Technology— just to name a few. Throughout the year, countless other staff ventured onto our quiet campus to conduct essential work that could not be accomplished from afar.

Beyond COVID-19

Throughout the pandemic's protracted spread around the globe, other crises arose, some "business as usual" aspects carried on, and critically important social movements emerged and continued. COVID-19 cases in the US surged and would ultimately exceed 6 million by the end of the academic year. *We mourn for the lives lost and forever changed.* Protests against police brutality erupted in the wake of the killings of Breonna Taylor, George Floyd, Ahmaud Abery, Tony McDade, Dion Johnson, and others. *We say their names. We believe Black Lives Matter.* Asian, Asian American, Pacific Islander people were targeted, harassed, injured, and even killed in the wake of anti-Asian rhetoric and sentiments surrounding COVID-19, bringing to light an enduring pattern of stereotypes and discrimination against Asian communities. *We reject anti-Asian sentiment and stand against this appalling violence.*

Against that backdrop, the story of Student Affairs this year is one of unending dedication to the academic progress and personal wellbeing of our students. The "why" behind our work, even when it is difficult, was easily answered as we listened to the speech given by 2021 Thomas More Storke Award recipient Ebelechukwu Veronica Eseka, and as we cheered along at the First Gen Graduation Celebration, and as we welcomed and ushered thousands of proud families through Grad Walk for a chance to see their student cross the Commencement stage.

Celebrating Successes & Carrying Learning Forward

This *Annual Report* is an important opportunity to reflect back on a year of adaptive innovations that ensured Student Affairs' continued effectiveness in supporting every student's success despite our unprecedented environment, and all the challenges that come with remote work and learning.

Perhaps most important, this *Annual Report* is the beginning of a new conversation. One that begins with important questions. "What have we learned from this experience? What lessons and innovations can we carry forward for the benefit of future generations of UCSB students?"

We have been reminded that we are a community of learners—and that we are all learning. Over the past year, students, staff, and faculty have been facing the same global challenges, though our experiences differed individually. For many, this has led to a deepened sense of empathy and renewed commitment to equity and justice.

We have tested and proven the utility of new technologies, including accessibility and communication tools. We have fostered intimate and educational discussions that might not have been possible with former time and space constraints. We have modernized and simplified procedures. We have broadcast programs to bedrooms, living rooms, tablets, and televisions.

I share this *Annual Report* with immense pride for the heart of Student Affairs: the staff who bring its work to life each day.

Sincerely,

Margaret Klawunn
Vice Chancellor for Student Affairs

FACING THE CHALLENGE...

As the Student Affairs Assessment Initiative Team considered the theme for this *Annual Report*, "**Facing the Challenge of Change**" seemed a fitting choice for the time and circumstances that we find ourselves living and working. The 2020-21 year was one of continued pandemic response and assessment about how the Division of Student Affairs would sustain students and staff for longer-term remote student services. Operations, enrollment, outreach, public health, academic services, mental health, student life, equity, inclusion, information technology, and campus partnerships—everything was on the table for assessment, and the transition in service modality.

The 2020-21 year presented many new challenges along with opportunities for change, and resilience of spirit, creativity, team work, cross department and division collaborations, reflection, and innovation. This edition provides many examples of a year that required an all-hands-on-deck approach to challenge and change from our remote work locations all over the state.

As we engaged in the necessary strategic process, we maintained essential pieces, let go of others, and opened up access for students in virtual spaces and ways that we had not previously imagined. Productivity was redefined, and the outcome of everyone's worthy work was the creative, mission-driven, intensive, and amazing efforts you will read about in this edition.

Student Affairs Assessment Initiative

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MEETING THE CHALLENGE

BY REBECCA SEGUNDO, KATIE MAYNARD, AND SARA COOK

Student Testimonial

"I think that the basic needs team is great at connecting with students one-on-one, in order to get a sense of what they are going through and figure out the best way to help them."

—Jessica, Global Studies

Basic Needs Resources encompass multiple programs, committees, and initiatives aimed at addressing basic needs challenges that UCSB students experience. This includes food security, housing assistance, financial resources, wellbeing support, technology resources and more.

Campus basic needs resources began in 2011 with the Associated Students Food Bank and have continued to grow to meet student needs. When the COVID-19 pandemic hit, not only did Basic Needs continue to operate all services—in-person when possible—it added new programs and rose to meet the challenge that was 2020.

New Programs – Technology Support Program

Technology-based support has become more crucial now than ever before, with almost all UCSB classes conducted via remote instruction during the 2020-21 school year. Basic Needs' goal was to ensure that students had access to laptop devices and consistent, reliable internet to ensure their academic success. The Food Security and Basic Needs Advising Center in partnership with the Financial Crisis Response Team implemented a multi-tiered program to assisted in this effort, including providing technology support grants for $255. These mini need-based grants assist students in addressing the cost of a hotspot ($100) and WiFi coverage ($155) for a full academic year. Grant recipients are referred to the nonprofit organization Human IT for connection and support in the hotspot

purchase. Additionally, eligible students could also request a Google Chromebook at no cost to support any device needs. This program served approximately 300 students. In January 2021, it was able to expand beyond this support and issue donor-provided laptops to students majoring in the social sciences who demonstrated financial need. Over 150 students received a social sciences laptop. Moreover, as technology needs vary, Basic Needs launched a short-term loaner laptop program that provided devices to students in the immediate campus area who had a short-term laptop need.

Expanded Programs –
The Food Security and
Basic Needs Advising Center
"SNAC" at the University Center

The Food Security and Basic Needs Advising Center (also called the SNAC) serves as a central advising hub for basic needs resources on campus and in the community. At the SNAC, basic needs peer advocates were available to meet with students via scheduled zoom appointments, by phone, and in person to advise about the CalFresh application process, housing resources, food resources, technology support and much more! Since the pandemic began in 2020, SNAC also became a central distribution hub for facemasks, toilet paper, hygiene products, the Snack Stations Program, the Halal and Kosher Grocery Program, the Undocumented Student Services Grocery Voucher Program and others. This has become a pivotal

By the Numbers

1,814 INTERACTIONS WITH BASIC NEEDS ADVOCATES

704 UNIQUE STUDENTS

location for many basic need resources. By serving as a physical space for many services, other programs who did not have the ability to help students in person were able to maintain a physical presence on campus while keeping remaining vital operations virtual. Transitioning into the Spring 2021 quarter, SNAC continued to serve students via the virtual world as well as in-person. Students can live chat with a basic needs peer advocate by visiting **food.ucsb.edu** and clicking on the live chat feature in the bottom right-hand corner. SNAC is open Monday through Friday, with live chat available seven days a week.

The work of the student and professional staff at the Food Security and Basic Needs Advising Center is vital and critical now more than ever. Since the start of the COVID-19 pandemic, there was an increase in student financial hardships and the complexity of challenges. SNAC and the Basic Needs resources have worked to assist students with a wider range of intersectional issues. They diligently addressed new challenges and gaps created by the pandemic's circumstances. Keeping a dynamic and flexible approach was essential to meet the year's challenges.

New Programs –
Grocery Delivery Program

The Food Security and Basic Needs Taskforce launched a grocery delivery program for students with COVID-19 or at high risk of COVID-19 in March 2020. It continued to run through the 2020-21 school year. 113 unique students were served. Deliveries were offered to 10-35 people per week, averaging 18 people per week. Deliveries included groceries, such as soup, canned vegetables, beans, cereal, breakfast items, rice, grains, pasta, instant meals, almond milk, pantry items (oil and spices), bread, healthy snacks, canned meat, meat alternatives, and more. Additionally, a partnership with the Blosser Urban Garden provided fresh produce from a local farm to be delivered weekly to students in the program.

CREATIVELY MANAGING
COVID PROTOCOLS

BY MARINA NOLTE, M.A., INFANT TODDLER PROGRAM COORDINATOR

Toddlers greeting each other in the morning

Closed for close to six months due to the statewide shutdown and the number of COVID-19 cases in the community, the UC Santa Barbara Early Childhood & Care Services (ECCES) sites, Orfalea Family Children's Center (OFCC) and University Children's Center (UCC), were given the approval to reopen on September 8, 2020.

The Centers reopened with specific COVID-19 protocols in place, while the majority of campus remained closed. Before reopening, staff worked remotely, meeting with children and families over Zoom, posting simple lesson plans for families to use at home, and completing extensive professional development. Teachers were able to maintain the vital relationships with the children and their families during the closure. Working remotely allowed the Centers to retain all of their highly qualified teaching staff and their Federal and State contracts. At the time that the ECCES centers reopened, there was evolving guidance about COVID prevention protocols. As a result, the Centers created workgroups that included teaching and administrative staff in order to create the UC Santa Barbara Early Childhood

An infant teacher and baby in his class enjoy some quiet time

Care & Education Services COVID-19 Prevention Program. Information from the Centers for Disease Control (CDC), state and local Public Health departments, as well as state licensing requirements from the California Department of Education were used in preparation for reopening.

As part of this plan, new COVID protocols needed to be established to mitigate the chances of COVID spread such as enhanced disinfecting protocols, handwashing, distancing, daily health screenings for staff and families, and smaller class sizes, which in turn, reduced the capacity of the Centers. To keep exposure and crossover low, parents dropped their children off and picked them up at the entrances to the Centers without entering the buildings. All Center staff and children ages 2 and up wore face coverings throughout the day.

Due to strict health protocols and daily symptom tracking, children and staff who exhibited symptoms quarantined for 10 days unless they had a doctor's note stating that the symptoms exhibited were not attributed to COVID-19. Such strict protocols worked to keep the positivity rate at the Centers extremely low.

The COVID protocols included weekly staff testing. The Children's Centers staff were encouraged to be tested for COVID-19 weekly and student employees were required to test weekly. If a child (or a household member), or staff member tested positive, the Centers worked with Student Health, Santa Barbara County Public Health, and CAL OSHA to properly report the case and inform anyone who was exposed. The classroom was then closed for the 10-day quarantine period. All staff were given the opportunity to receive vaccinations for COVID-19 on campus during the spring.

The COVID protocols also changed how the classrooms could interact with each other. The play yards were divided so that each class would have its own yard. Each classroom was considered its own small and stable cohort, with children, teachers, and teaching assistants staying with their group. Having minimal crossover between classrooms and sites was instrumental in mitigating the possible spread of COVID-19. The Centers dealt with staffing challenges through the careful planning of teaching staff and teaching assistant shifts.

All of these efforts proved to be very effective. The Children's Centers served 125 families this academic year. Approximately 90 student workers were employed during that period. COVID protocols worked well to keep children and staff safe from COVID infection. We learned the critical importance of communication, and to always be flexible and ready to pivot at a moment's notice. The Centers' staff and families continue to work together diligently and face the challenges of the pandemic together to keep the ECCES community safe while providing high-quality care and learning for our children.

INTEGRATING STUDENT AFFAIRS
SERVICES IN THE VIRTUAL CLASSROOM

Pandemic-inspired Changes

Like millions of educators around the world, the pandemic presented a moment of inflection. How do we teach classes about thriving at the university when we are not there?

Going virtual increased accessibility to Student Affairs departments for many students. Service "delivery" was now a feasible part of courses and included in assignments, lectures, and discussions.

When surveyed about "takeaways," student responses included the following.

- "Asking for help is hard, but there's a lot of help at UCSB"
- "Research is the basis of most industry/careers"
- "A successful university student graduates with more than a major"

These short-hand responses represent a variety of andragogical learner-centered shifts that we employed to meet the moment.

Lectures with faculty turned into live interviews about their undergraduate experiences, research methods, and visions of the future. Discussion sections evolved into virtual tours with researchers, poll questions about personal connections to readings, and breakout rooms to discuss and support the very real struggles of our peer. Assignments took on new life with the help of collaborators such as library escape rooms, required appointments with undergraduate advisors, attendance at online campus events, interviewing faculty, career assessments, and many more.

Classes also became the social experiences students needed. Ice breakers took more time than ever before. "Office hours" were nice for connecting with the professor, but "staying on the call after class" turned into weekly hours of group-initiated meaningful discussions about current events. GauchoSpace forums that required students to comment on other students' posts gave introverts the space and time they needed to share their valued insights.

The structure of classes changed with student input. Anonymous weekly surveys provided a wave of formative assessment about what they were taking away, and confused about, and suggestions to make the courses better. Two large tests became short weekly quizzes. And perhaps most drastically, those quizzes took their rightful place in the form of feedback, as students could take them multiple times. Instead of sorting students out by how much they could remember on a Thursday afternoon, new formats reinforced learning.

The power of classes to support students holistically was on display. Learner-centered approaches were inspired by the new circumstances and tools that emerged from the response to the pandemic.

Highlights

175
STUDENTS ENROLLED IN OUR SERIES OF ONE-UNIT COURSES (INT 95A, 95B, 95C)

83 & 203
FACULTY/STAFF AND STUDENTS PARTOOK IN TWO VIRTUAL FACULTY NIGHT EVENTS

13
NEW SCHOLARSHIP AWARDEES CONTRIBUTED TO THEIR FIELDS

Office of Admissions

FUTURE STUDENTS GET UCSB LECTURES AT HOME

A Front-Row Seat to Learning with a Virtual Faculty Lecture Series

Virtual Faculty Lecture Series

In response to the COVID-19 pandemic, the Office of Admissions rapidly shifted gears to offer student services remotely. In addition to virtual tours, student panels, presentations, and assistance for students, Admissions also featured a new Virtual Faculty Lecture Series. During Winter and Spring 2020, a total of 18 faculty lectures were presented virtually via Zoom to 1,686 total attendees across all lecture offerings. These lectures gave students a glimpse into the research and teaching of UCSB's faculty from departments across UCSB's colleges and disciplines—from Anthropology to Economics and from Communication to Physics.

A second Social Justice Faculty Lecture Series was added in Fall 2020 with five additional lectures covering topics related to social justice and equity. These events saw a total of 534 attendees and garnered praise across the National Association of College Admission Counseling (NACAC) counselor boards.

Lectures from both series were recorded and posted onto the Admissions YouTube channel to gain further student and community engagement. Given the popularity of both virtual faculty lecture series, the Office of Admissions hosted an additional faculty lecture series in Spring 2021.

Testimonial

"I am so happy about the Social Justice Faculty Lecture Series! Not only does this help my students better understand what UCSB has to offer, it gives them an important peek into college life. I would love to see more offerings like this from colleges across the nation."

—Lisa Dubuque Wood, Director of College Counseling at Headwaters School, National Association for College Admission Counseling

Attendees for Social Justice Lecture Series

Attendees	Lecture
207	Immigration Policy from 1965 to the Present (Professor Park - Asian American Studies)
82	Hungry for Justice: Chicana/o Studies, Social Movements, and Activism—Turning the World Upside Down (Professor Armbruster-Sandoval - Chicanx Studies)
96	The Legacy of Henrietta Lacks (Professor Foltz - Molecular, Cellular, and Developmental Biology)
81	The New Negro: The Life of Alain Locke (Professor Stewart – Black Studies)
68	Whose Grief?: The Surprising Role of Grief Narratives in Creating a Just Future (Kara Mae Brown - Writing & College of Creative Studies)

Highlights

181

OUTREACH EMAILS TO PROSPECTIVE STUDENTS REACHING
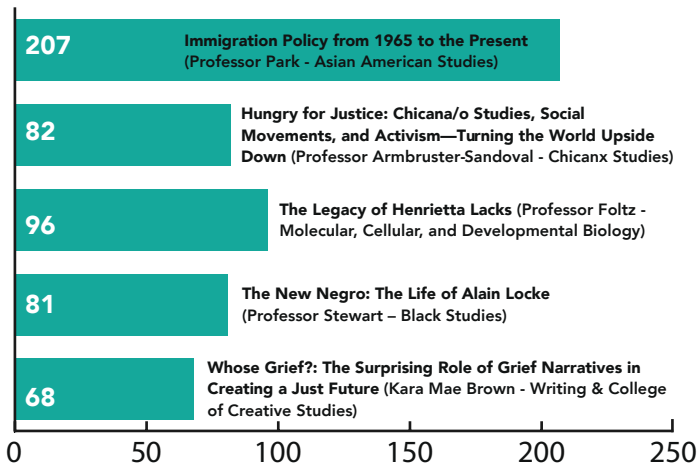
2,992,526

INBOXES (MARCH 2020 – MARCH 2021)

2,172

VIRTUAL FROSH AND TRANSFER EVENTS HOSTED TO

39,045

STUDENTS DURING THE FALL OUTREACH SEASON (JULY 2020 – DECEMBER 2021)

EXPANDING HARM REDUCTION WITH VIRTUAL SERVICES

Reaching Students, Faculty, and Staff Where They Are

Providing Virtual Support... To Meet Students Where They Are

The Alcohol & Drug Program (ADP) quickly transitioned the delivery of all counseling, education, prevention and recovery services to a virtual environment to serve an expanded audience of students, staff, faculty and community members.

New Harm Reduction Webinars

ADP launched a new webinar series, "Harm Reduction: It's Not Just Common Sense. IT'S A SCIENCE" that offered relevant, timely, and research-based topics including substance use, screen management, behaviors, healthy sleep strategies and stress relief coping skills. Expanded use of social media, weekly electronic newsletters, and campus emails provided consistent support and safety messaging for the campus and the community.

Virtual Contacts Made

1,120
IN CLINICAL COUNSELING

990
IN GAUCHOS FOR RECOVERY

5,750
IN LIFE OF THE PARTY

300
IN PREVENTION WEBINARS

HARM REDUCTION IS NOT JUST COMMON SENSE.
IT'S A SCIENCE!
To view all webinar recordings: https://adp.sa.ucsb.edu/workshops/videos-recordings

UC SANTA BARBARA
Alcohol & Drug Program
Student Health

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Studies

The Mind/Body Alcohol Trip

Edwin Feliciano, MD
Psychiatrist,
Behavioral Health Director
Student Health Services

Emma Cristofani
Writing and Languages
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Campus Learning
Assistance Services

Staying Focused.... Anxiety, "Study Drugs" & Academic Skills

Jump Start Your Well–Being..
Set realistic goals for self–care & behavior change!

Whitney Bruce, LMFT
Behavior Health Therapist,
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Ashley Gilmore, LMFT
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Screen Use and Cognitive Functioning:
The Bigger Picture

Emily Teter, BA
Health Education
Specialist
Health & Wellness

Stella Rafeisen
Health
Promotion Intern
Health &
Wellness

Finding Inner Calm In Emotionally Turbulent Times

Challenges to Sleep... Electronics

UCSBe Our Best Selves

Expanded Counseling Services

ADP counseling services reached an unprecedented number of students as telehealth support allowed

for easy and consistent access during the academic year, summer sessions and campus break weeks. ADP behavioral health therapists staffed a daily "On Call" program to support the Student Health practitioners by providing urgent mental health counseling for students.

Peer Connections

ADP peer education programs utilized a variety of creative digital opportunities to engage and support students.

- **Life of the Party:** Kahoot trivia contests, TikTok safety videos, radio and television interviews.
- **Gauchos For Recovery:** Virtual support groups, online Naloxone Overdose Prevention Trainings, peer-to-peer mentoring and recovery support.

Associated Students

STAYING CONNECTED WHILE APART

Associated Students Establishes Remote Solutions During Pandemic

Bridging Separation

Maintaining continuity with existing meeting schedules for student governance, staff, and managers was critical; Zoom was central to this effort. However, it was clear that additional engagement methods were necessary given everyone's remote status. To help, the department's Slack application moved into a prominent messaging role with numerous topic-specific "channels" added for discussions. Some examples include events, self-care, projects, COVID-19 updates, student governance, and a host of business topics. Email messaging also took on new prominence with weekly operations updates and a weekly internal administrative newsletter. In addition, the AS website became an important information and resource hub providing guidance with updated remote processes, new electronic forms, student group updates, services updates, and COVID-19 information (as.ucsb.edu).

department's end-of-year Awards Ceremony were all modified for virtual delivery. More challenging was developing a safe method to provide tangible items such as food distribution services through the AS Food Bank. Appointment scheduling, contactless food pickup, safe food handling and worksite cleaning protocols were essential. In addition, the department's IT team created an online shopping portal, A.S. Marketplace (shop.as.ucsb.edu) for ordering course readers and other items, allowing for electronic and parcel deliveries.

Lasting Impacts

While the last year presented unprecedented challenges, the solutions and tools developed as a result of creativity and resiliency from staff and students will benefit AS and the campus community for years to come.

Providing Services

While challenging, AS successfully adapted its services to remote formats. Events, while functionally compatible with Zoom, often required reimagining content. For example, in addition to music, events such as cooking, financial literacy instruction, exercise instruction, bike repair instruction, and the

Highlights

12,000
REUSABLE MASKS PURCHASED AND DISTRIBUTED

10,000
THERMOMETERS PURCHASED AND DISTRIBUTED

$125,000
ESSENTIAL NEEDS GRANT FUNDING DISTRIBUTED

BUILDING STRONG FOUNDATIONS (BLACK STUDENTS MATTER)

A Year of Perseverance

Throughout 2020-21, the Office of Black Student Development (OBSD) proved to be nimble and resilient. Despite facing realities of a global pandemic, hate violence and a virtual-learning format, the department marched forward to offer comprehensive programs and services to support its students.

Comprehensive Programming & Collaborations

The Office of Black Student Development provided consistent, collaborative, and impactful programming that increased student engagement and support in several key areas. The "Black Men's Barbershop Talk" and "A Tribe Called Sis" continued to offer programming in partnership with Counseling and Psychological Services and became student support groups focused on student mental health, community building, and campus resource knowledge attainment. The "Black Family Reunion" was hosted in collaboration with the Black Alumni Club, Admissions, Graduate Division, and Educational Opportunity Program. It virtually welcomed and celebrated newly-admitted undergraduate and graduate students. The new "Black to Business" career exploration series was offered in collaboration with Career Services and the Santa Barbara Young Black Professionals to help continuing and graduating students access paid summer internships and full-time job opportunities.

Building for the Future

On February 2, 2021, the OBSD welcomed its new Director, Mr. Elroy Pinks during a special virtual event attended by numerous members of the campus community, including Chancellor Henry Yang, Black alumni, the BSU Demands Team and community members. On February 24, 2021, the department presented the "OBSD Anniversary &

On June 7, 2021, Student Affairs celebrated our BSU Demands team at Grad Walk. At left is Lupe Navarro-Garcia (AVC Student Academic Support Services), at left-center is Essence Wynter (BSU Demands co-lead), at right-center is Cassidy Schells (BSU Demands co-lead), at right is Dr. Meridith Merchant (Counseling & Psychological Services Assistant Director), and at rear is Elroy Pinks (OBSD Director).

Black Student Activism: Past, Present and Future" to celebrate its one-year anniversary during a Black History Month closing ceremony. It brought together, for the first time, the BSU Demands teams from 1968, 2013, and 2018.

The OBSD continues to build its team to better service students and engage campus partners, while embracing BSU Demands pillars:

- Recruitment and Retention
- Academic Success
- Holistic Support
- Advocacy

The department will soon complete a renovation and open a new office in the Student Resource Building. The OBSD strives to align with Student Affairs' vision to "engage in every student's success" by enriching Black students' lived experiences, advocating for their needs, and fostering their personal and academic achievement from admission through graduation and beyond.
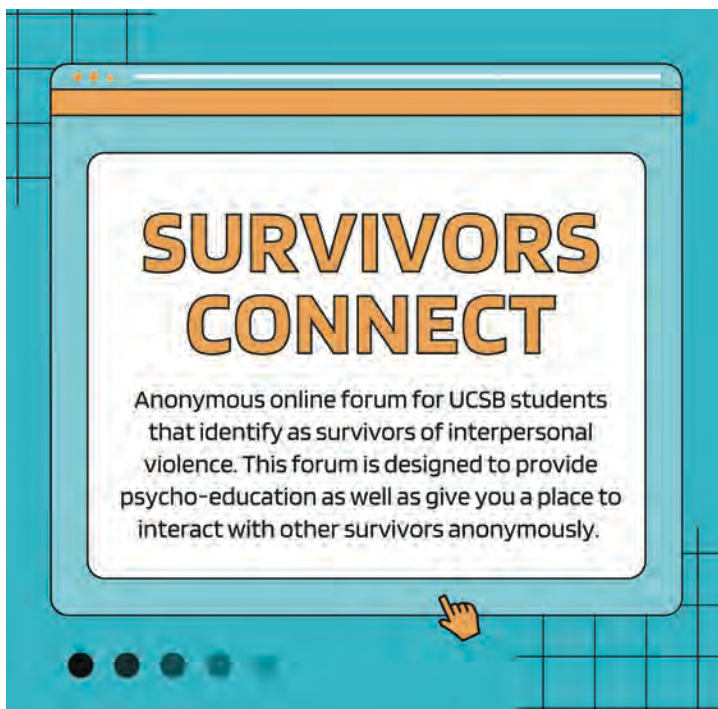
Campus Advocacy, Resources & Education

"UC SURVIVORS CONNECT" ONLINE COMMUNITY

Fostering Connection and Decreasing Isolation

Department Key Effort

Through a collaboration with Counseling and Psychological Services (CAPS), Campus Advocacy, Resources & Education (CARE) expanded its traditional methods of service delivery to create an online forum for survivors of relationship violence, sexual assault, or stalking. The forum is a confidential and anonymous online space for survivors working with CARE and/or CAPS. It is structured with prompts that are commonly shared experiences of survivors such as, "Should I tell anyone?" and "Will I ever feel like me again?" Each prompt included trauma expertise about the experience, a place for survivors to anonymously tell their story, and the opportunity to connect and bond with fellow survivors. Lastly, the forum offered the opportunity for professional staff from both departments to engage in the discussion, offer support, and connect to resources.

SURVIVORS CONNECT

Anonymous online forum for UCSB students that identify as survivors of interpersonal violence. This forum is designed to provide psycho-education as well as give you a place to interact with other survivors anonymously.

Participation Data

A pilot program to test the online platform was launched. Ten survivors reviewed and provided feedback about improving the digital community, and 34 survivors created accounts and online connections by responding to over 30 prompts.

Findings

- Survivors expressed feelings of the COVID-19 pandemic creating isolation and trapped feelings that were reminders of how they felt after their assault.
- Survivors expressed the importance of self-compassion for their healing and growth and displayed statements of solidarity to lift their peers during times of need.

General Department Information

CARE offers free confidential advocacy to students, staff, and faculty impacted by relationship violence, sexual assault, and stalking. CARE advocates provide services with an affirming, empowering, and caring approach to explore all options and resources. CARE's values include fostering health, hope, and resilience for survivors and strives to create a more trauma-informed UC Santa Barbara. CARE also leads the campus in primary prevention efforts to end violence in our community and to learn how to prevent and respond to violence.

STEADFAST MISSION TO MAINTAIN A COMMUNITY OF STUDENTS

Re-imagineering New Study Halls and Study Hubs

This year has been an unprecedented time of never-before-experienced hurdles. But instead of resigning the "C" in the CLAS name to a C of Challenge, CLAS has turned instead to Creativity, Collaboration, Cultivation, and the steadfast mission to maintain a Community of students.

Campus Learning Assistance Services Mission

The CLAS re-imagineering of its acronym went beyond the department name and to the core of the CLAS mission: development of creative new online teaching modalities; collaborations between programs and instructors that produced hybrid models of new learning environments; and the application of newly acquired study skills. By doing so, CLAS has cultivated a new sense of purpose, a renewed passion for the work, and a new sense of identity in an exciting future where education is no longer confined by limitations of physical space or imagination.

Then, there was still that last "C" to consider: Community. While its virtual classrooms (renamed "Study Hubs") and the remote drop-in centers (renamed "Study Halls") were successfully creating learning communities among students in their respective disciplines, were students feeling the same connection to the overall CLAS Community as they had in the past? And, did they feel that same sense of belonging? Did they feel CLAS staff were always there, reaching out, engaging them to let them know they were not alone…?

CLAS determined that in the virtual landscape, Community was created in the fifth C: Communication. While circumstance reduced student office assistants when the department went off the in-person grid, sights were set on developing a robust and comprehensive social media platform piloted by CLAS' new Operations Assistant student staff position. This new position is an example of how CLAS utilized a mentor/mentee model to provide an important avenue of Communication to UCSB students.

The result combined all the Creativity, Collaboration, and Cultivation that has transformed CLAS to embrace the challenges of today and open new avenues of engagement and belonging for tomorrow. CLAS weathered the Challenges of the last year together with UCSB's students, learned for and from themselves and each other and, by doing so, emerged the strongest Community CLAS has ever been.

Career Services

LEVERAGING TECHNOLOGY TO SCALE AN ESSENTIAL SERVICE

Fast Feedback for Resume Review

Shortly after the start of COVID-19, it became clear that we needed to quickly meet the needs of our students via remote means. One of our most popular services has always been critiquing resumes. We realized that how we provided feedback to students needed to be reimagined, in order to work efficiently within our new virtual environment. We leveraged technology to help scale this essential service to all UCSB students.

We quickly created an online document review process with a streamlined submission form on the student end, and a semi-automated feedback system on the department end. We hoped this system would give immediate feedback to students about their documents while providing a high level of quality.

Student adoption of the review system was swift, and the feedback was overwhelmingly positive. From the spring of 2020, until the end of fall 2020, we received and provided feedback on nearly 1,500 documents. Students loved the straightforward process and receiving feedback on an average of less than 24 hours. Counselors and student peers were able to give students the increased help they needed without an appointment. It was a win-win for everyone.

To scale this service even further, in Winter 2021, we replaced our homegrown, semi-automated system with a professional Artificial Intelligence platform for resume review, called VMock. Not only does VMock provide more instantaneous feedback for our resume writers, but it also helps students navigate the modern application process better, where resumes must often first pass through the gauntlet of Applicant Tracking Systems (ATS) before ever being seen by a human hiring manager.

Today, VMock provides a key starting point for Gauchos developing their resumes, getting students ready for additional feedback from UCSB career counselors during their journey towards

success. VMock incorporates the checkpoints for ATS used in employer recruiting. Its database of millions of resumes, thousands of skills and career tracks, and proprietary industry information, provides a robust source of guidance for every job and internship-seeking Gaucho.

Success of Resume Review in VMock

Legend:
- ■ Appointment requested
- ■ No feedback requested
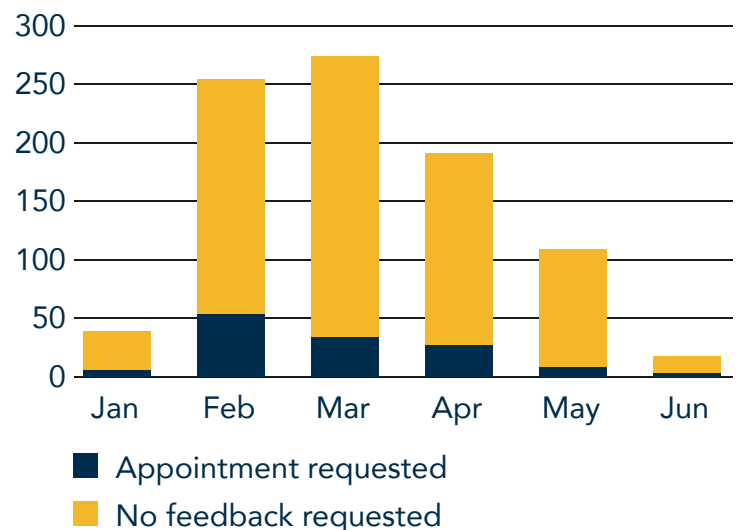
There is a large percent of students that use VMock as is without needing a counselor to assist with their resume writeup. Thus, counselors have more time to invest in other student service areas.

VMock Provides Comprehensive Resume Improvement

Needs work   On track   Good Job
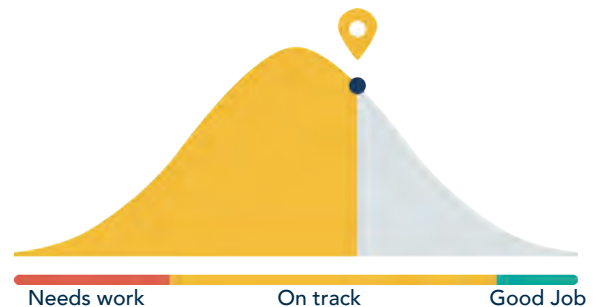
VMock gives students detailed advice on all aspects of their resume from formatting to impact, offering clear steps for resume improvement.

TRANSITION TO TELETHERAPY

Serving More Students than Ever!

The end of Winter quarter 2020 was marked by a complete overhaul of the way in which Counseling & Psychological Services (CAPS) provides services. The most important focus was transitioning to teletherapy in a manner that did not compromise student access or privacy. With all-hands-on-deck and an abundance of flexibility and creativity, new protocols were written, technology was established, and interventions continued without a break in service for students.

In the midst of the transition, CAPS also migrated our website into a new and more user-friendly format which included a full online database of community providers. This allowed students to access that information from anywhere and helped staff have consistent information regarding potential referrals.

The CAPS online Services Request Form was developed and launched to allow students to submit interest via the website. Previously, all requests for services had to be done via phone or in person. During Spring and Summer 2020, CAPS received 1,195 requests from students via this online form.

The transition to teletherapy allowed students who needed continued support during Summer 2020 to maintain their therapy appointments, regardless of their location, for the first time ever. There was a 42% increase in the number of appointments when comparing Summer 2019 to Summer 2020.

Summer Utilization of Services (# of Appointments) — 2018: 2,741; 2019: 2,520; 2020: 3,572
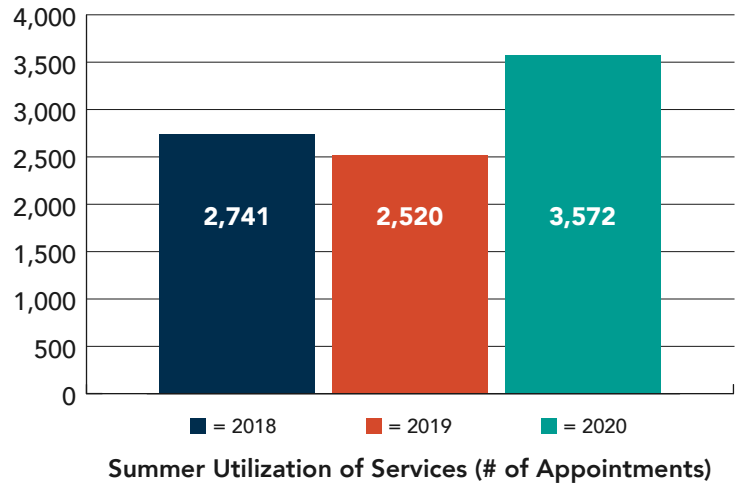
The CAPS staff continued to offer a full spectrum of group counseling services, individual counseling, crisis management, and consultation for faculty/ staff, students, and parents.

We are aware that the impact of physical distancing, changing and unstable living situations, financial stress, inadequate access to technology to maintain academics, and pre-existing concerns unrelated to the pandemic have had a profound effect on students, as well as staff. We continue to adapt as we strive to meet the challenge of ever-changing circumstances.

Service Request Form

3,090

REQUESTS MADE FROM MARCH 2020 – MARCH 2021

Daily Nexus

THE NEWS STOPS FOR NOTHING

Printing the Daily Nexus *During the Pandemic*

No Slacking!
New Remote Communication Up Fast and Running!

Prior to the pandemic, the *Daily Nexus'* operations largely relied on in-person communication on campus for daily online and weekly print publication. We had to streamline and centralize our operations by moving all communications onto the virtual workspace application, Slack. This produced noticeable improvements in coordination between departments; in the efficiency of communication efforts with our staff of 300+ students; and in the accessibility of Zoom events and meetings. The leadership team also conducted bi-weekly editor Zoom meetings to ensure content quality and quantity standards were being met, discuss new and ongoing projects, and troubleshoot any issues. Through these methods, we were able to maintain our pre-pandemic publication schedule online.

Harper Lambert, Editor in Chief, *Daily Nexus*

No Stopping Our Presses!

Using Slack and Google Suite, leadership was able to safely and responsibly coordinate three print

<div class="highlights">

Highlights

875
NEWSLETTER SUBSCRIBERS

300+
STAFF TRANSITIONED TO REMOTE WORK

</div>

issues, one per quarter. This involved obtaining negative COVID tests from all editors, having them complete an online COVID safety training program and staggering print shifts to limit the number of people occupying the office simultaneously. Forgoing our typical campus distribution pattern, we received permission to distribute copies of the issues to businesses in Isla Vista and Goleta.

New Projects Create New Community Connections

We launched several new online projects that allowed us to recruit more students and reach more readers than ever before. Our weekly newsletter amassed more than 875 subscribers. In Spring 2021, it featured advertisements. We also founded a recruitment website for prospective writers and content creators. Most importantly, our quarterly Zoom orientations have drawn hundreds of new recruits, including frosh looking for a way to get involved in campus life. During this period of uncertainty, which has fractured and halted so many activities, the *Daily Nexus* has continued to connect, inform and unite the community, and of that, we are immensely proud.

PREPARING OUR STUDENTS FOR COLLEGE AND BEYOND

Providing Hope and Connection

In Fall 2020, amidst calls for increased awareness of anti-Black racism and social justice, UCSB welcomed our first fully virtual cohort of students. In an effort to address these conditions and in collaboration with many campus partners, the Dean of Students Office significantly revamped our Education (ED) 20: Introduction to the Research University course and offered it to an increased number of students (245). It previously enrolled less than 100 students.

ED 20, a course for first-year students to understand and navigate the research university, needed to help students connect to campus in new and different ways, and understand their ability to affect positive change during and after their time at UCSB.
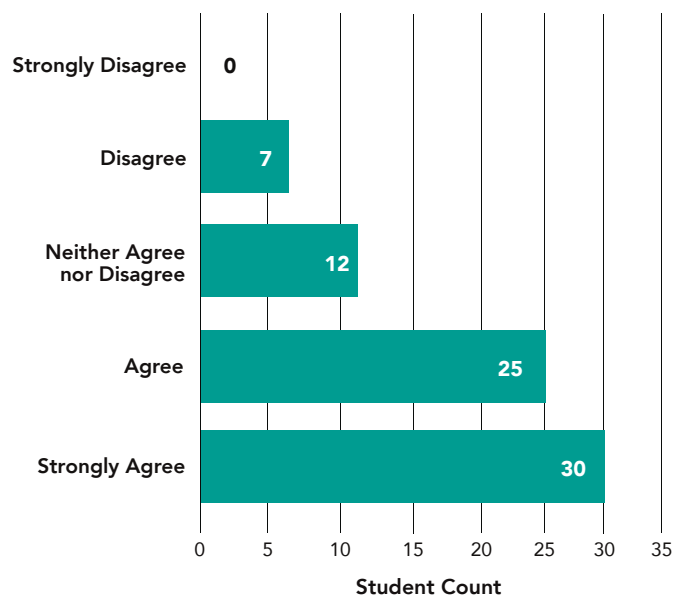

Through collaboration with staff from the MultiCultural Center (MCC), Women, Gender and Sexual Equity (WGSE) department, and the Resource Center for Sexual and Gender Diversity (RCSGD), the course materials presented students with national and global patterns of social inequality, and demonstrated how they exist at the campus level. Using this framework, the course presented the various campus resources designed to provide equitable, engaging, and impactful learning. Students gained knowledge of the many resources designed to support their success, as well as an increased awareness of issues relating to social justice, anti-Black racism, social change, and higher education's role in these movements.

In total, 33 staff from across the Division of Student Affairs volunteered to oversee small groups of eight students by offering rich feedback, robust support, and a meaningful connection to the university. This was particularly important as the pandemic necessitated instructing students all around the world who were dealing with a variety of challenges in navigating their entry to the university.

Student survey data collected over the course of the class showed significant increases in the comfort level to engage in conversations about identity and the belief that students could make a positive impact at UCSB. Moreover, the data showed a meaningful decrease in those feeling overwhelmed and worried, as the course provided "newfound hope" and connections to other students and to the campus. This expanded course offering allowed for important cross-campus collaboration and offered measurable improvements for our students during a time of unprecedented challenges.

Student Impact Survey Results

"I can make a difference in the campus community at UCSB"

Response	Student Count
Strongly Disagree	0
Disagree	7
Neither Agree nor Disagree	12
Agree	25
Strongly Agree	30

Student Count

**Disabled Students Program**

STRATEGIC AREAS FOR INTERVENTION

Innovations in Outreach and Use of Technology

The COVID-19 Pandemic and subsequent remote instruction significantly impacted students with disabilities. Using qualitative and thematic analysis of data collected via a COVID-19 survey, Disabled Students Program (DSP) identified strategic areas for intervention. Student-centered, data-driven strategies allowed for acute shifts to address students' growing needs.

Student Engagement via Virtual Outreach

Upon the initial transition to remote instruction, DSP launched a quarter-long email campaign offering evidence-based best practices for establishing wellness. Beyond academic support services, students were invited to connect with staff on key impacts related to:

- Resiliency • Relationships • Routines •
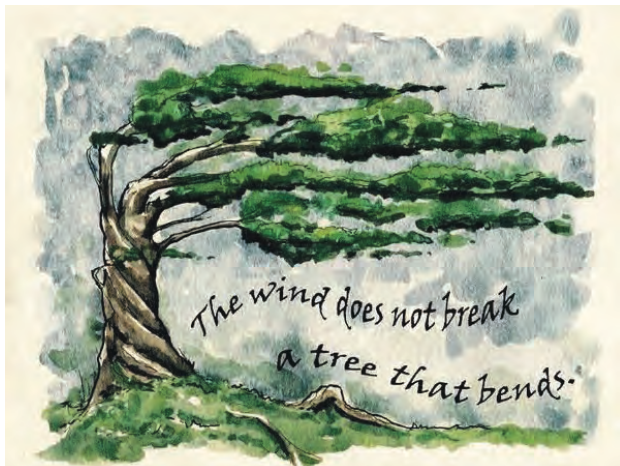
Sukuma proverb, Tanzania

Targeted communication was advanced to promote solidarity in response to civil unrest, encourage voter registration, and simplify processes for requesting accommodations. Presence on Nectir increased accessibility to staff and provided a platform for peer-to-peer connection. The addition of Shoreline ensured transparency in staff availability, resources, and events.

Remote Resources via Website Redesign

DSP's reimagined website helped students and faculty connect to campus and community resources necessitated by remote instruction. Such enhancements included:

- YouTube video tutorials for services and orientation
- Virtual drop-in hours to check in with staff
- Equity-minded resources for faculty to bolster Universal Design for Learning
- Remote learning study strategies for students with disabilities
- Links to campus resources (i.e., CAPS, Commission on Disability Equality, CARE) for students with disabilities

Equitable Access via Adaptive Technologies

Adaptive technologies became essential in helping students with disabilities transition to online learning. COVID-19 Survey results indicated 65% of DSP students experienced a change in their accommodations needs. The majority of these students reported increased reliance on note taking due to the overwhelming impacts of online lectures. In response, DSP adopted new technologies, including:

- Otter.ai transcriptions
- Closed-captioning on Zoom
- Sonocent and Glean notetaking software
- Increased online tutorials and Zoom drop-in hours

Sonocent and Glean were demonstrably effective for students with ADHD, and Otter was for psychological conditions, as noted by significantly higher GPAs (on average) compared to peer notetaker utilization.

HUMANIZING THE DIGITIZATION OF COLLEGE PREPARATION

Pivot, Assess, Pivot, Do It Again…

First-generation, under-resourced and low-income students still need human relationships, guidance, and inspiration during the digitization of the college preparation process. Simply providing links, websites, and announcements was not going to be effective for first-gen students in the new virtual atmosphere. EAOP continued to serve as the human connection for students and their parents. Throughout the pandemic, EAOP communicated with them through the use of personalized phone calls and video chats.

Education Leadership and Careers Conference Participants

**EAOP Students by Grade
Total Students Served = 18,312**

The EAOP team was critical in sharing information directly from the schools, their colleagues, and stakeholders. We continually assessed the needs and priorities of our schools, administration, counseling staff, and EAOP students and their parents through existing and newly developed feedback mechanisms such as surveys and interview questions. This helped us assess what was needed to fill the gaps and how we would retool our efforts to meet the ever-changing challenges.

Services Arrived in New Formats, Modalities, and Approaches

Our entire world of on-site service delivery was upended; however, we continued to provide uninterrupted services, programs, and events since March 2020. All of our services and programs have been impacted by the pandemic and were modified to fit the virtual or drive through context. We have adapted to various agencies, institutions, state, and federal policy and regulation changes and updates, as well as numerous health advisories. We re-tooled as needed, re-designed when necessary, and strategized whenever possible to ultimately provide a host of annual services across three counties, six school districts, 10 high schools, five middle schools, and 16 elementary schools for yet another year. The EAOP team delivered!

EAOP staff were able to combine their collective talents to quickly modify presentations with updated UC and CSU admissions policies implemented due to COVID-19. This included learning new applications, purchasing license agreements, and participating in do-it-yourself training strategies, teaching one another, learning how to use the new technologies (such as Canva, Powtoons, YouTube TV, DocuSign, Calendly, and MS Teams), and growing our social media presence.
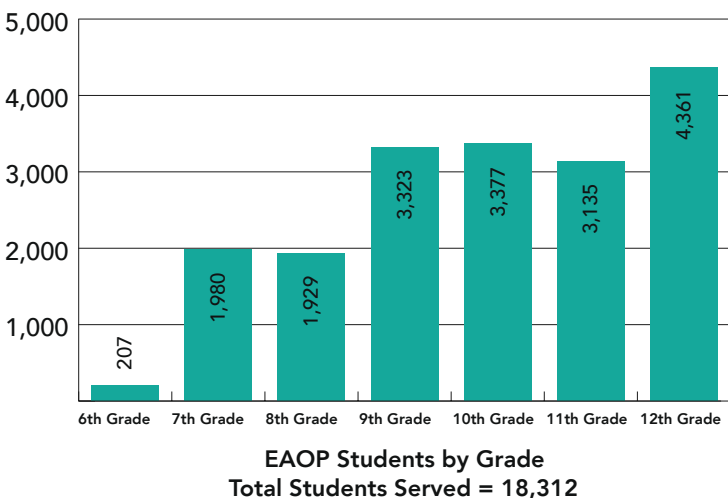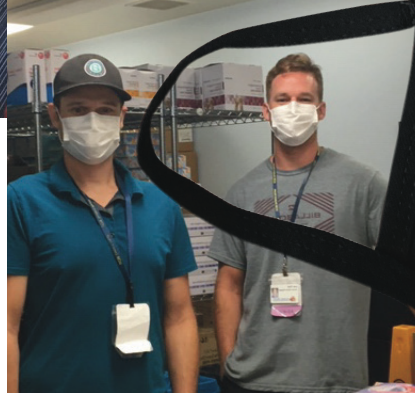
Thank You
Student Health Service Colleagues!

We appreciate the "public health" care that you provided to our campus community.

Your efforts during the pandemic were Herculean and critical to the health and safety of our faculty, staff, and students, and campus operations.

Early Childhood Care & Education Services

STAYING CONNECTED TO FAMILIES DURING THE CLOSURE

New Methods for Providing Support

The Children's Centers closed on March 16, 2020, and remained closed to childcare until September 9, 2020 due to the COVID-19 pandemic. Like many other departments, our staff quickly transitioned to remote work. With children now staying home with their families, the Center staff worked to find new ways to serve families and stay connected. Teachers and administrators were tasked to find innovative ways to bring the Centers into the children's homes.

Screenshot of Earth Room Zoom Meeting, Photo by Lourdes Munoz

Zoom meetings with the children and parents became a common method of staying connected and making sure that the children did not forget their teachers while at home. Teachers hosted class meetings, story time, and group lunches.

The staff was already familiar with ParentSquare software for messaging families, scheduling parent-teacher conferences, and sharing classroom activities that happened throughout the day. During the closure, teachers filmed video messages for children in their group and used ParentSquare to send simple, home-friendly lesson plans for families to utilize. Community resources such as websites and articles were also shared with the parents.

In May 2020, with the help of the ECCES Parent Council, the centers hosted a car parade for families so that children could see their beloved teachers in person. The turnout was huge and lifted the spirits of all who participated. It reminded all of us of how interacting with children and families is what fuels our work.

The Centers continued their partnership with Santa Barbara Child Abuse Listening Mediation (CALM) to provide "CALM at School," free classes and workshops lead by CALM therapists for parents in English and Spanish. The workshops dealt with subjects such as parental stress, mindfulness and movement, circle time for preschoolers, and work with elementary age children.

Points of Pride

CCAMPIS (Child Care Access Means Parents In School) is a grant from the US Department of Education to support UCSB student parents. The 4-year grant award totals $1,143, 851 with the first-year campus tuition subsidy at $44,822. During 2020-2021, 14,438 of CCAMPIS's childcare hours were provided to 36 families.

Highlights

166
CHILDREN RETURNING

99
FAMILIES SERVED

STRENGTH-BASED SERVICES IN A VIRTUAL & PANDEMIC ENVIRONMENT

Pivoting Use of IT Tools and Services to Meet Students' Needs

The impact of the COVID-19 pandemic brought forth countless challenges for the Educational Opportunity Program (EOP) this past year. Addressing the critical issues faced by our students was of the utmost importance. EOP students faced many hardships including transitioning to remote learning, housing and food insecurity, and mental health and wellness distress which subsequently compounded students' financial precariousness. To address the challenges experienced by our students during these unprecedented times, EOP career and student staff deftly pivoted to continue providing strength-based holistic counseling, cultural programming, and support services in a virtual environment.

In order to provide such critically necessary support for our students during these challenging times, EOP needed to be flexible and creative in adapting our services to multiple electronic platforms. We transitioned our appointment scheduling process to the campus Shoreline platform, revamped and enhanced our website, and offered students the choice to meet our Counselors via zoom or by phone. As a result, we experienced a 4% increase in the number of students served compared to the previous year, meeting with over 2,700 students! Given that students' schedules varied widely and familial and employment responsibilities increased, we successfully launched the Qless platform to allow for more immediate access to our counseling staff. As such, the platform was "live" and monitored for sixteen hours a week. We also implemented a live chat function from 9 a.m. – 9 p.m. as part of our website upgrades which contributed to a dramatic increase in visitors from 300/week to 1,300/week—an increase of 333%!

Additionally, EOP prioritized the daunting and urgent financial needs of students by collaborating with the Associated Students to secure, process and

distribute an additional $50,000 through the AS/EOP Emergency Grant. We successfully broadened the grant criteria to better support our students as they navigated their studies and the global pandemic. We converted our AS/EOP Grant application to an online DocuSign format which helped expedite processing. In total, EOP awarded 221 grants totaling $127,956. EOP also met the challenge of supporting students' basic needs and financial hardships by strengthening collaborative relationships with critical campus partners such as the Office of Financial Aid and Scholarships, the Financial Crisis Response Team, and Basic Needs, among many others.

Highlights

2,700
STUDENTS SERVED OVER PAST YEAR

333%
INCREASE IN VISITORS FOLLOWING WEBSITE UPGRADES

221
AS/EOP EMERGENCY GRANTS DISTRIBUTED, ADDING UP TO A TOTAL OF

$127,956

Office of Financial Aid & Scholarships

A THOUGHTFUL APPROACH TO A CHALLENGING YEAR

Proactively Reaching Out to Support Students

The Office of Financial Aid & Scholarships (OFAS) identified several ways we could assist students in meeting the challenges faced by the COVID-19 pandemic, the resulting economic downturn, and remote learning.

We started by eliminating the late applicant penalties for 2020-21 so that any student who completed their financial aid application this year was considered "On Time" for institutional aid. In total, 845 students benefited from this more generous treatment, totaling almost $1.7 million in additional financial aid awarded.

We also lowered the work/loan expectation or student "self-help" amount, so that all grant-eligible students would see an average of $500 more per award in 2020-21.

Another way that we met the challenge for 2020-21 was our handling of students who may have departed the Santa Barbara area during the COVID-19 pandemic. We decided to not lower their budget to "living with parents" if the student would have normally lived off campus. The difference in the Cost of Attendance is $4,536, enabling students to retain this amount in total financial aid to assist with living expenses.

Because the COVID-19 pandemic has impacted so many families financially, we proactively reached out to parents regarding aid appeals and basic needs resources at UCSB, which resulted in an approximate 20% increase in financial hardship appeals.

So many students rely upon Work-Study as an important component of their financial aid award. Despite the challenge of so few students being on campus, and departments working remotely, we needed to do something to encourage student employment opportunities. We decided to temporarily increase the Work-Study funding split from 60/40 to 80/20 for our on-campus employers,

making it much more affordable for departments to hire students.

Another challenge we met during the pandemic was to ensure their academic success and assist students who needed access to laptop devices and consistent reliable internet. To this end, our Financial Crisis Response Team and the Student Needs Advising Center (SNAC) provided new technology-based support to eligible students. They distributed mini-grants to specifically address the cost of a hotspot/WiFi connection (awarded more than $69,329), and facilitated Google Chromebook distribution and loaner laptops.

BY THE NUMBERS

$69,329
AMOUNT AWARDED IN TECHNOLOGY SUPPORT MINI-GRANTS

$500
INCREASE PER AWARD FOR EVERY GRANT-ELIGIBLE STUDENT

80%
OF ON-CAMPUS WAGES CURRENTLY COVERED BY WORK-STUDY (NORMALLY 60%)

20%
SPIKE IN FINANCIAL HARDSHIP APPEALS PROCESSED IN 2020-21

VIRTUAL TOOLS ASSIST IN COMMUNITY BUILDING

$2.7M Raised for the Division—Surpassing All Expectations!

Fundraising is largely a person-to-person, contact-reliant field where many achievements are dependent on successful relationship-building interactions. In a time when contact with others was restricted to solely virtual communication, we expected that meeting our financial goals would seem like a daunting task and seemingly impossible feat to take on for a unit as small as our development team here in the Division of Student Affairs.

Despite the obstacles, the Student Affairs Development team met the challenge and even managed to exceed the goals that were set during Summer 2020, raising over $2,700,000 this fiscal year. This impressive progress is on account of creative solutions to the inevitable opportunities posed by working from home in a profession that depends so heavily on interpersonal relationship building. We could reach people where they were!

of donors and prospective donors and for campus departments and student communities such as Financial Aid & Scholarships, Resource Center for Sexual & Gender Diversity, Undocumented Student Services, and Promise Scholars. The online format allowed for greater involvement from Vice Chancellor Margaret Klawunn's Student Affairs Cabinet. Its members from throughout California were able to engage in productive dialogues on a handful of new initiatives such as developing a communications strategy for parents during the Fall quarter, and assisting with suggestions for second year students returning to campus. Actively using the virtual tools opened even more opportunities for donors to attend events and learn more about our programs than ever before.

Vice Chancellor Margaret Klawunn's Student Affairs Cabinet engaged in a Zoom meeting

$2.7 Million

Grants and Development surpassed its 2.5 million dollar goal by utilizing Zoom to connect and engage with others, exceeding all expectations.

Throughout the pandemic, the team utilized community building as a tool to continue to engage existing donors and garner support from new donors. They did this by using Zoom as more than just a platform for getting work done, but rather using it as a means to connect with others.

During the Spring and Fall quarters alone, there were over 15 Zoom events for several different groups

Health & Wellness

PIVOTING PROGRAMMING AND DEEPENING LEARNING

New Efforts to Meet the Unique Needs of the Pandemic

Health & Wellness messaging took on new meaning in the ever-evolving pandemic environment. We increased emotional and social health programming to combat loneliness and isolation as well as collaborated closely with Student Health to support campus COVID-19 messaging. In addition to keeping students informed, we increased outreach for the protection and education of students through mask distribution and the creation of a Public Health Ambassador program.

In Spring 2020, the pandemic-imposed constraints that required us to stop programs that could not be converted to a virtual format, including drop-in stress reduction events (professional chair massage, dog therapy, etc.).

This change resulted in an overall 70% decrease in participation while our emotional and social health (mindfulness meditation) programming increased by 109%!

This type of programing provides deeper learning and long-term skill development (i.e., mindfulness) rather than reducing stress in the moment (i.e., massage). This has opened up more opportunities

Public Health Ambassador station in Isla Vista in 2021
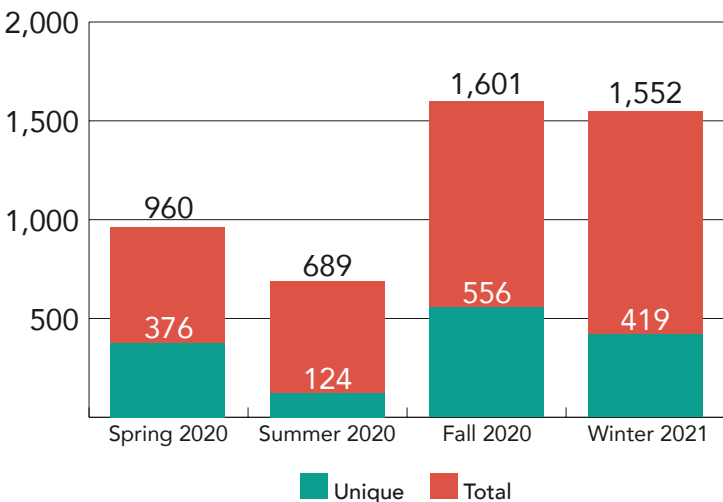
H&W marketing team

for a different kind of outlet for students that may lead to habitual changes and longer lasting benefits.

When there was a spike in summer enrollment and student needs, we expanded our calendar. With national attention on systematic racism, we partnered with the MultiCultural Center to develop a Mindfulness for Social Justice series. This quarter-long offering was well received by participants. Recognizing the demand to sustainably offer programs virtually, we expanded our online Sleep Challenge from seven learning modules to 19, including a module based on new research of sleep changes with young adults during the pandemic.

Health & Wellness is currently investigating the effectiveness of the Sleep Challenge through formal research. Thus far, we have learned that a majority of participants stated that their quality of sleep has decreased since the start of the pandemic. After taking the seven-day online Sleep Challenge, sleep prioritization improved among 67% of participants!

We will continue to embed well-being services into the campus culture and values; they are integral to everyone's success at UC Santa Barbara.

Health & Wellness Event Attendance

	Spring 2020	Summer 2020	Fall 2020	Winter 2021
Total	960	689	1,601	1,552
Unique	376	124	556	419

Legend: **Unique** (teal), **Total** (red)

UCSBGLOBAL: ANYTIME, ANYWHERE

New Platform Delivers Ease and Accessibility for International Students

In February 2021, the Office of International Students & Scholars (OISS) launched UCSBGlobal, an online platform for international students, scholars and UCSB departments to submit, review, approve, and track requests related to their visas.

What Users Have Said About UCSBGlobal

"I think the new UCSBGlobal system is very easy to use and I prefer it to filling out forms."

"It looks like [UCSBGlobal] is going to make the process of signing forms so much easier!"

—UCSBGlobal Participants

COVID-19 Causes International Drain from Campus

In March 2020, the global pandemic reached our community. Countries began to close down their airports and borders. Over 2,000 international Gauchos (that's around 38 % of the international population) made the difficult decision to leave the U.S. The decision to stay was also difficult.

How do you provide seamless services when your stakeholders are dispersed across 94 different countries and 24 international time zones? This challenge has been a puzzle, but better yet, an opportunity. OISS leveraged technology to quickly adapt its services to a remote model, while working within federal stipulations. Now, our business processes and services have been streamlined and modernized in a way that is here to stay.

UCSBGlobal Provides 24/7 Online access

The arrival of UCSBGlobal could not be more timely. The platform features over 100 e-forms, which required the implementation of countless business processes and data conversion from previous systems. Now students, scholars and departments alike can submit, review, and track OISS requests no matter their time zone or location.

UCSBGlobal alleviates several pain points. There is no more:

- Running around campus to collect signatures
- Coordinating drop-offs or pick-ups
- Printing or scanning of paper forms
- Wondering about the status of requests

Words of Thanks

OISS would like to give special thanks to the team at SIS&T, and our very own Erik Williams and Kerry Trimble. Without you, this 17-month project would not have been possible. Thank you!

RETHINKING THE "NEW NORMAL"

Rising to the Challenges Faced by Marginalized Communities

Social Justice Conference 2021

Photo credit: Ronaldo Noche

At the onset of the global pandemic, it became clear that the "new normal" would adversely affect marginalized communities. With the disproportionate impacts of COVID-19 on Queer, Trans, Black, Indigenous, and other People of Color (QTBIPOC) communities, an increase in anti-Asian hate crimes, and calls to action for racial justice supporting Black Lives, the MultiCultural Center (MCC) addressed these issues, among others, through educational programming and community-building events. To engage students during these times, the MCC held virtual community spaces to process, grieve, advocate for change, and find joy in moments of uncertainty.

Uplifting these community spaces was a combined effort by MCC staff in collaboration with other campus units and community members. These efforts brought creative solutions that modified the MCC's programming to a virtual format which fostered learning and built connections. A savvy and timely response that quickly adapted to changing priorities and needs of students was necessary because circumstances changed daily.

#BlackLivesMatter—Collective Healing and Organizing Space

Artwork credit: Michi Turner

STUDENT-CENTERED COLLABORATIONS

Meeting the Needs of Non-Traditional Students in 2020

Department Key Effort

The Non-Traditional Student Resource Center (NTSRC) increased our collaborations with departments across the university, in order to provide resources and support to our students during the COVID-19 pandemic. Non-Traditional Students—particularly those who are parents—had to adapt to new challenges such as balancing their own academics with increased family responsibilities. To support these students, we partnered with departments including Career Services, CAPS, Financial Aid, and academic advising units. With campus partners, we offered informational programs on topics such as work-life-school balance, general academic advising, and the impact that a reduced course-load has on financial aid.

In addition, we have partnered with faculty members to create a new series of child-friendly programs called "Story Hour" that student parents could attend with their children. In fall, we launched this series with the help of Professor Kathy Foltz who read *Shark Lady*, a children's book about the zoologist and scientist Eugenie Clark. Professor Foltz also answered children's questions about marine science. Our Spring Story Hour featured a bilingual book about Cesar Chavez and Dolores Huerta.

Social media advertisement for our first Story Hour program designed by Melody Li

having this. I felt so lost with school until today." Another provided feedback through Shoreline stating, "Very nice to have support from this group! Especially with being home, away from college. It helps to connect with people."

Impact of Effort

Our larger collaborations engaged approximately 25-30 students. Our smaller, recurring programs—such as our discussion hour with an academic advisor—attracted 6 participants each session. Students reported that these smaller programs are particularly helpful in making connections and getting guidance that helped them navigate the university. One student stated, "Thank you for

Overview of Department Services

The NTSRC provides programs for undergraduate students over age 24, graduate students over age 29, re-entering students, married/partnered students, veterans, and student parents. We also worked with the Community Affairs Board to provide childcare grants to student parents, and with the Registrar to provide priority registration to those who qualify.
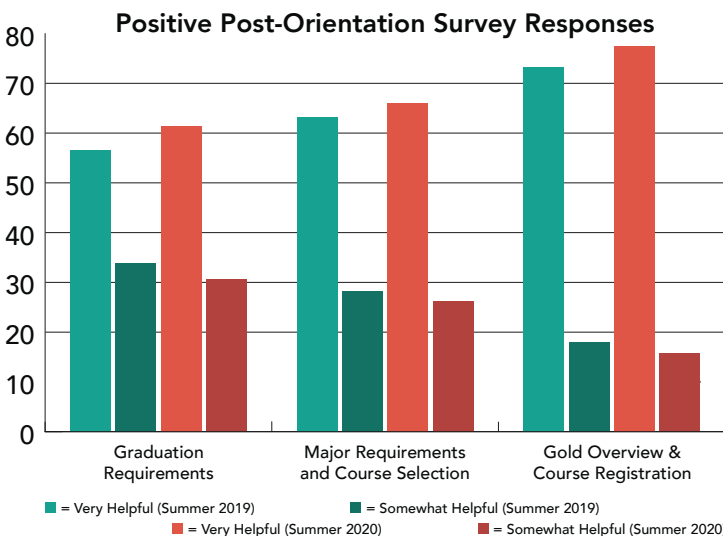
IMPLEMENTING A COMPREHENSIVE ONLINE ORIENTATION

Intentional Program Design Achievements in Student Learning

Due to COVID-19, Orientation Programs & Parent Services transitioned, designed, and implemented a fully online summer orientation program for incoming students and their families over the course of three months. By attending an orientation program, students learn about academic graduation requirements, and the services, resources and programs available to support them. They also begin to build bonds with their incoming classmates. While maintaining the core program structure, we created new methods for encouraging student engagement, including extended hours on Zoom and additional training for Orientation student staff, the lead staff team, and campus partners. One major advantage of the online setting was students' ability to practice navigating GauchoSpace, the campus's learning management system.

Highlights

6,706 STUDENTS
5,507 PARENTS
SERVED IN 2020 SUMMER PROGRAM

12 FROSH AND **5** TRANSFER
ORIENTATION SESSIONS CONDUCTED

100+
HOURS OF STUDENT STAFF TRAINING

Achievements in Student Learning

Upon analyzing the results of our post-Orientation surveys in 2019 and 2020, we found that the understanding of academic information, preparedness for academic success, and overall orientation experience maintained similar ranking levels to past in-person

Positive Post-Orientation Survey Responses

- = Very Helpful (Summer 2019)
- = Somewhat Helpful (Summer 2019)
- = Very Helpful (Summer 2020)
- = Somewhat Helpful (Summer 2020)

summer programs. Access to the online orientation experience allowed students and families who have traditionally been unable to participate, due to Visa regulations, financial restrictions, or work obligations to experience the program. This summer, the program recorded the departmental and academic presentations and made them available after the sessions ended. Additionally, the program provided a more comprehensive Summer and Winter Advising Day for students who were unable to attend the full online program. Due to COVID-19, the 2021 Orientation Program will be offered online. To maintain access for students and families, Orientation Programs will keep some aspects of the online program, even when it is able to safely transition back to in-person. Particular focus this year will be spent on continuing to make the program engaging and build additional opportunities for students to develop connections with their peers, campus staff, and critical resources.

RECREATION GOES REMOTE

Adapt! Pivot! Reimagine!

For over 60 years, the UCSB Department of Recreation has provided the campus and the community at large with activities almost entirely based on in-person physical and social interaction. On March 16, 2020 this paradigm shifted and the Department of Recreation staff adapted, pivoted, and reimagined programming to continue providing opportunities to "Find Your Fit."

The Department formed the "Remote/Online Programming Workgroup" with the following mission:

- Translate the Department's mission—to provide programs, services and facilities which promote an active, balanced lifestyle that contributes to the development of social, emotional and physical health essential to long-term well-being—to an online format
- Create online educational and experiential programs and resources that are relevant and exclusive to the UCSB campus community
- Facilitate connection to UCSB and being a Gaucho
- Utilize technology relevant to our student population to "speak their language"
- Follow Campus, State and CDC safety guidelines
- Provide work opportunities for our practitioners and students

Within weeks of being tasked with developing the online programming, the first class, "Fit For Life" went live on Monday, April 6, 2020. This first class was followed by 20 more classes that week, and over 1,000 offerings including classes, workshops, runs, challenges and Esports leagues over the next 12 months.

The Department of Recreation proved to be creative and nimble, and stepped up to the challenges that the COVID-19 pandemic presented.

ZOOM ZUMBA®

Instructor: Dr. Dina Mijacevic

UC SANTA BARBARA
Department of Recreation

Get up GAUCHOS!
Register on shoreline.ucsb.edu

Testimonial

"During the pandemic, these classes have kept me going strong! Exercising has been my savior."

—Y.W., Zumba Participant

Office of the Registrar

ANSWERING THE CALL

Keeping Lines of Communication Open with All Students

When the COVID-19 pandemic shifted the campus to remote work, the primary question for the Office of the Registrar was how to keep the lines of communication open with students. In 2019, our Student Services unit fielded an average of 60 phone calls per day. One option was to shift all communication to email, but we felt that retaining the ability for students to reach out to us and have their questions answered in real-time was important.

We began discussions with Communication Services to identify options to maintain phone service while working remotely. Communication Services recommended a software-based Automatic Call Distribution (ACD) system that would allow staff to access the main office phone line remotely through their computers. This change allowed all student services staff to continue to answer phone calls in real-time.

In the months leading up to the pandemic, the office had been discussing how to implement Qless to manage walk-in traffic. When we discovered that other departments had been successful in leveraging that tool as a call back queue for phone lines, we decided to implement it, and it went live with call back and appointment queues in September 2020.

In addition to better managing the distribution of calls, the Qless system also allowed us to ask the student about the general intent of the call. This allowed us to ensure that the staff person calling the student was a good match for the inquiry. A student with a question about residency would receive a call from the residency staff, and someone asking about their readmission would talk to the person responsible for processing those requests.

As conversations shifted to a discussion about returning to campus, these new changes positioned the office to be able to provide in-person services to students while maintaining proper physical distancing.

Highlights

- Used DocuSign to electronically manage student forms
- Continued to produce paper and electronic transcripts for students
- Processed undergraduate major changes

MARCH 2020-APRIL 2021

OVER **8,900**

MAJOR CHANGES PROCESSED

OVER **2,500**

STUDENT FORMS PROCESSED THROUGH DOCUSIGN

OVER **26,800**

TRANSCRIPTS SENT

A VIBRANT LGBTQ COMMUNITY—ONLINE

Connecting Students Virtually via Advocacy, Events, & Weekly Groups

Much of the Resource Center for Sexual and Gender Diversity's (RCSGD) work has historically relied upon students' physical presence. Whether visiting the center or attending an event on campus, students access the RCSGD resources and services in-person. Maintaining a vibrant LGBTQ community for UCSB in virtual settings was a challenge, but the team responded by providing advocacy, events, and weekly groups online.

An essential function of the RCSGD is providing one-on-one support and advocacy to LGBTQ students. All of the staff made themselves available to meet with students during remote instruction. Students could schedule Zoom meetings with staff through Shoreline and received guidance and resources related to mental health, basic needs, gender-affirming healthcare, and academics. A new addition this year is Associate Director Quinn Rioz serving as the campus's first Title IX Advocacy Liaison. In this role, Quinn serves as an additional confidential resource for LGBTQ students and connects them to CARE and the Title IX Office for support and reporting options.

Learning and working remotely did not stop the center from providing almost 100 events per term. Annual fall quarter traditions continued through Zoom and YouTube, including the Into the Night drag show, the annual Open House, and the LGBTQ Orientation. During the winter term, the Trans Revolution Series brought Mother Eyricka Lanvin from Legendary, and Peppermint from RuPaul's Drag Race. Additionally, student staff provided virtual lounge hours, weekly empowerment hours, and engaging content through Instagram Live.

One of the center's most successful initiatives was weekly groups. They created small cohorts of students who built community by virtually seeing each other regularly. Because meeting new people through Zoom can be daunting, RCSGD staff provided spaces for students to come together repeatedly, in addition to offering one-time events. These on-going meetings gave students the chance to build relationships and feel a sense of belonging as UCSB students.

Cohorts Who Met This Year

- First Year and Transfer Students
- Graduating Seniors
- Volunteers
- Gender Non-conforming and Trans Talks
- Lesbian Discussion Group
- Black Emotional and Mental Health
- Addressing Anti-Blackness in Non-Black LGBTQIA+ Communities of Color
- White Queer Trans People Practicing Anti-racism

Student Academic Support Services

PARTNERSHIPS THAT SUPPORT CAMPUS NEEDS

Taking a Deeper Dive to Advance New Initiatives

As a cluster administrative unit that oversees academic service departments for the Division of Student Affairs, the Student Academic Support Services (SASS) team works closely with SASS Directors and campus partners on initiatives with campus wide implications. Here are a few examples.

Partnership with the Black Student Union Demands Team

As our campus continues its exciting work to build and staff the Office of Black Student Development (OBSD), ongoing communication with the Black Student Union (BSU) Demands Team and campus partners has kept SASS on track to understand the student experience, and respond to Black student needs. Meeting regularly with student leaders about all aspects of the department's development was a collaborative model that supported student agency. This partnership also involved critical reflection about serving and leading with an equity lens. This model for how we partnered with student leaders, and responded to both their lived experience on campus and achievement needs, will continue to apply to Student Affairs' social justice efforts.

Office of Black Student Development, New Director, Mr. Elroy Pinks, on his first day on campus.

Partnership with Campus Emergency Management

The COVID-19 campus response has been a real-life application of our Mission Continuity Plans (MCP). The MCP planning that the SASS and the campus Emergency Management team led in 2019-2020 helped Student Affairs departments respond to COVID-19, and sustained our student services during remote work in 2020-21. To respond to immediate needs, members of the SASS and Student Affairs teams sit on the daily campus Operations group meeting. Returning to in-person services, and debriefing and archiving the remote work practices and student service models from both the transition "to and from" remote work ensures that future campus MCP planning will include the valuable lessons learned from this historic year in the campus's emergency response.

Partnership with Disabled Students Program and the Testing Center
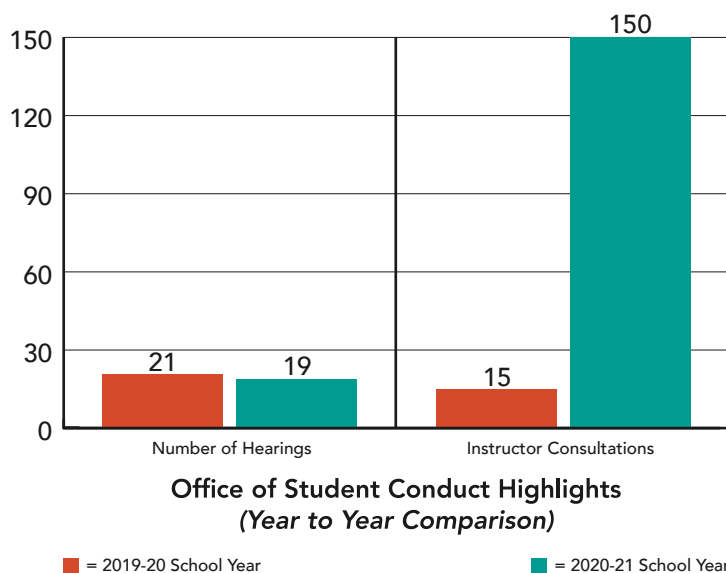
SASS partnered with the Disabled Students Program (DSP) in its collaboration with the new campus Testing Center. This year SASS, Student Information Systems & Technology, DSP and Testing Center teams implemented an Academic and Student Affairs partnership agreement to coordinate the services and Information Technology (IT) needs for proctoring accommodations in and out of the Testing Center. SASS worked with the Testing Center on a grant application and was awarded a Student Fee Advisory Committee grant (thank you SFAC!) for equipment for the Testing Center. SASS, DSP, and Testing Center teams worked with campus teams to integrate department software programs with campus IT and vendor soft-ware. The return to campus will see a pilot testing of new IT tools for campus test proctoring.

NEW CHALLENGES, SAME MISSION

Supporting Remote Instruction and COVID-19 Policy

TIMELY ACTIONS

EFFICIENT FILESHARING

VIRTUAL HEARINGS

STUDENT CONDUCT

RESTORATIVE JUSTICE

TIMELY RESPONSES

MANAGED CASES

Even with fully remote operations, the Office of Student Conduct (OSC) successfully engaged in its crucial work on behalf of the campus community. OSC adapted to the remote environment by being proactive and planning for worst-case scenarios. This allowed all parties involved in conduct processes to have peace of mind that their matter would come to resolution in a timely manner despite unprecedented world events. Technology solutions were identified for secure document sharing and participation in virtual hearings. The conduct process remained fundamentally unchanged, allowing parties to rely on the procedure set by the Student Conduct Code. OSC held 21 remote hearings between March 2020 and March 2021, only two fewer hearings than conducted in person during the prior year.

OSC also expanded its scope during 2021 due to changes in student trends and COVID-19. OSC saw significant increases in academic misconduct during the remote instruction. Between March 2020 and March 2021, OSC managed and responded to approximately 150 formal requests by instructors for consultation, compared to 15 during the previous

year. The COVID-19 pandemic resulted in conduct cases in new areas that were related to COVID-19 such as testing compliance, unsafe social gathering, and quarantine/isolation housing. In collaboration with the Dean of Students Office, OSC crafted a new conduct process for reviewing and responding to COVID-19 matters of alleged non-compliance.

A constant in the work of the OSC was the commitment to its Restorative Justice (RJ) program. From formally incorporating restorative practices as resolutions within the Student Conduct Code to establishing an internship program for student participation, the OSC was able to further develop its utilization of RJ. To increase awareness of RJ resolutions, the OSC continued to train cross-divisional partners. The OSC intends to increase the utilization of RJ as a resolution of formal and informal conduct matters.

Throughout the past year, the OSC has maintained a strong work ethic, despite its small team of five and the expanding workload. It is our goal in the coming years and challenges to continue to be successful in fostering our mission to value humanity and honor identity throughout all of our processes.

Office of Student Conduct Highlights
(Year to Year Comparison)

Number of Hearings: 21, 19 — Instructor Consultations: 15, 150

= 2019-20 School Year   = 2020-21 School Year

BEYOND STUDENT ENGAGEMENT

Creating Community Connection—Online!

Student Engagement & Leadership (SEAL) has faced challenges "head-on" since the formation of our department. Flexibility and adaptability are our department values. When SEAL first introduced Shoreline to our campus partners, we envisioned the system to be used by student leaders. In the face of the global pandemic, there was a need for an immediate solution to create space for our campus to create community and engagement opportunities for all. This year, our small but mighty team worked to highlight key features within Shoreline to support student success and face challenges "head-on".

Between April 2021 and June 30, 2021, it advertised an additional 1,028 events for students all across campus. Not only has our campus hosted events for UCSB students, but our collective services expanded to their families, our campus staff, faculty, and our families as well. In the face of challenge, we have substantially grown our impact to create community beyond our physical campus. Student success and engagement have truly persisted with the participation from other departments. Campus departments and organizations are able to have a page on Shoreline and take advantage of its tutorials **(studentlife.sa.ucsb.edu/ shoreline/tutorials)**. Users can contact SEAL for any follow up questions at shoreline@ucsb.edu.

Danielle Quiñones-Ortega, M.A.
Director

Viviana Marsano, Ph.D.
Director Civic and Community Engagement

Coleen Sears
Campus Organizations Accountant

Kathleen Vu
Campus Organizations & Activities Coordinator

Jonathan Ng
Assistant Director for Fraternity & Sorority Life
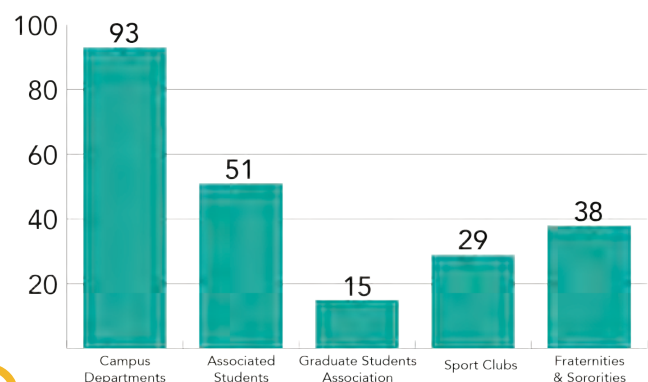
Jennifer Mitchell
Fraternity & Sorority Life Coordinator

Shoreline by the Numbers

56,939 TOTAL ACTIVE USERS

611 TOTAL GROUPS

400 REGISTERED CAMPUS ORGANIZATIONS

Active Group Users

Group	Active Group Users
Campus Departments	93
Associated Students	51
Graduate Students Association	15
Sport Clubs	29
Fraternities & Sororities	38

Through this platform, we increased our connection to campus partners, and provided service beyond our daily direct service to students.

This year, SEAL hosted 127 events virtually via Shoreline. From March 2020 to March 2021, Shoreline was the home to 5,581 events for the campus.

A WHOLE NEW LANDSCAPE IN THE DELIVERY OF HEALTHCARE SERVICES

Providing Solution-focused Services During Extraordinary Circumstances

Student Health Service welcomed its new Executive Director and Campus Physician in July 2020, just in time to address a campus-wide influenza vaccine mandate, CDC changes in COVID-19 guidelines and protocols, and the anticipated rollout of a COVID vaccine. All the while, it was simultaneously adapting to an ever-changing landscape in the delivery of essential healthcare services.

To ensure compliance with the new vaccine mandate, Student Health collaborated with campus leaders on this effort. Campus contracted an outside entity to administer the vaccine, with the assistance of Student Health staff. The flu clinics operated (from the Recreation Center) for six days, successfully **vaccinating 4,642** faculty, staff, and students, either living, working, or learning on campus.

At the beginning stages of the COVID crisis, Student Health was already in the process of providing remote services by use of telehealth and Zoom. A phone triage system also had just been implemented, allowing the benefit of developing a COVID Call Center for screening and case investigation.

In August 2020, a select group of Student Health providers was redeployed to form a Campus COVID Response Team. Student Health and the Campus COVID Team worked in partnership with campus leaders to establish UCSB protocols for COVID testing, case investigation, and student housing isolation requirements.

As the holidays approached, Student Health started to see high peaks in calls from students who had exposure or COVID-related symptoms. Mass communications went out encouraging the campus community to avoid travel, in order to stay safe. As positive case numbers increased, Student Health recruited additional clinical personal and staff furloughed from other campus departments to support their efforts.

Winter Quarter brought a whole new challenge, as Student Health immediately started preparing for the first phase of administering the Moderna COVID vaccine to campus essential workers. An outdoor vaccination clinic was set up (with a secured perimeter to accommodate safe distancing). By **March 2021, 2,977 COVID vaccines** were administered. On March 30, 2021 Student Health averaged an impressive 45 vaccinations per hour over a six-hour clinic.

It was a year of action for Student Health Service's staff. Their efforts scaled up to address the campus's public health needs, and they were an important part of the campus response.
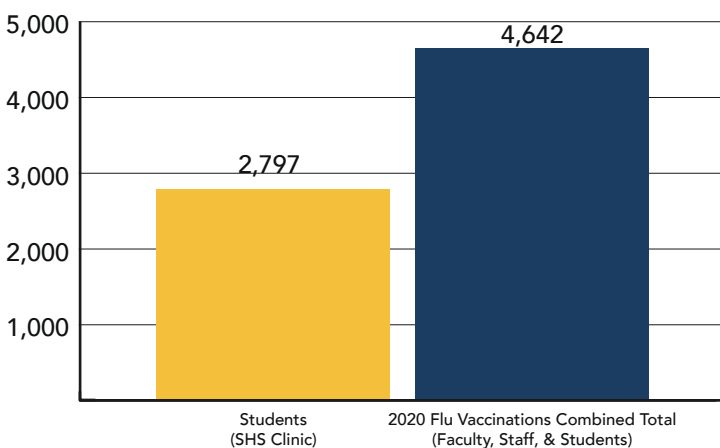
Number of Flu Vaccinations (*2020*)
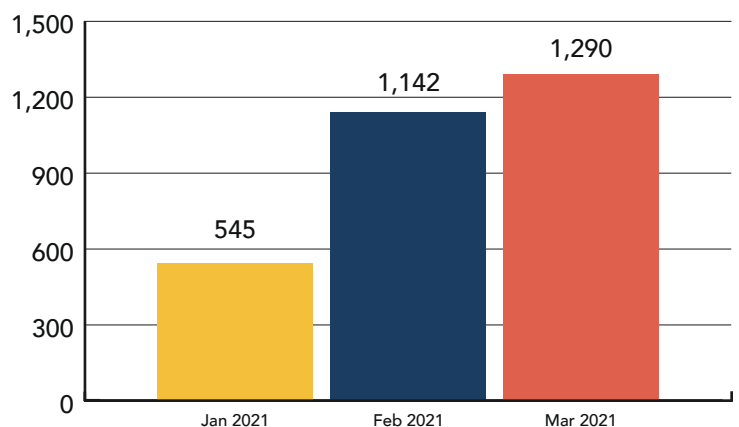
Number of COVID Vaccinations (*2020*)

Student Information Systems & Technology

VALUES AT HEART IN RISE TO CHALLENGES

Findings Spotlight a People-centered Approach

Wildfires, mudslides, power outages, and a meningitis outbreak—the resilience of Student Information Systems & Technology's (SIS&T) staff and services has been tested time and again. Lessons learned from each "test" allowed SIS&T to strengthen its resilience and better plan to meet the next challenge. When COVID-19 impacted on campus operations, SIS&T staff jumped into action.

Last year, SIS&T staff responded to COVID-19 by helping students, researchers, staff, and faculty pivot to online work and service in a matter of weeks. This year, SIS&T staff focused on the community's health, safety, and plans to return to campus. In 2020-21, SIS&T staff set up COVID-19 testing and vaccination clinics; purchased, networked, and configured clinic workstations; and integrated testing and vaccination data with campus and county tracking software. We set up Power Business Intelligence reports for the Chancellor, the campus COVID-19 Operations team, and the California Reportable Disease Information Exchange (CalREDIE) system.
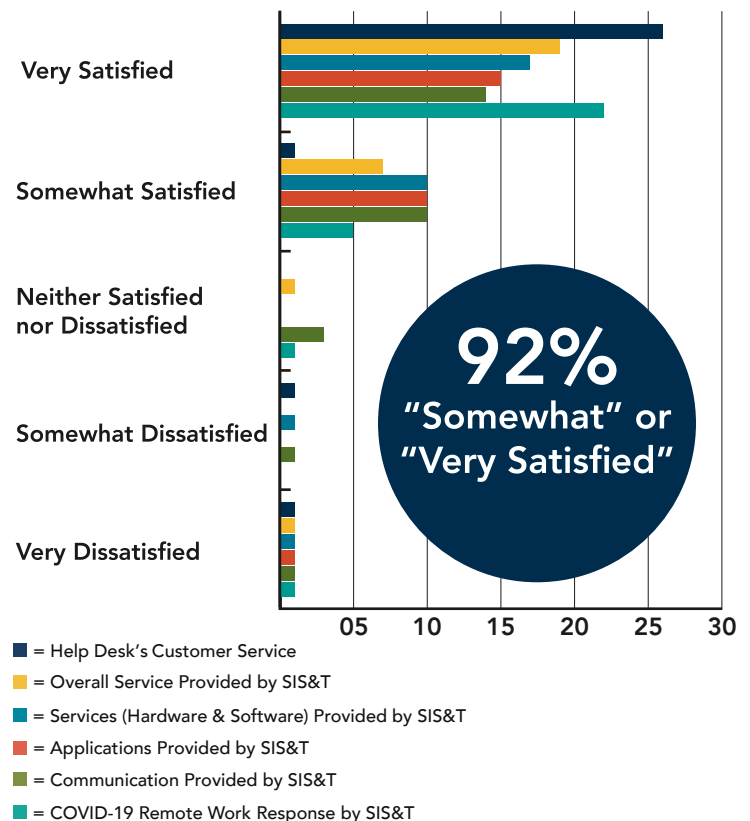
SIS&T staff members' adaptability, agility, and growth mindset helped the department to evolve and improve its services, even while COVID-19 occupied everyone's attention. In September 2020, SIS&T leaders distributed their annual User-satisfaction Survey to every department in Student Affairs. Respondents from 32 departments reported a 90% overall level of satisfaction ("very satisfied" or "satisfied" combined) with SIS&T services.

Forty-six percent of SIS&T staff took the survey and reported a 92% overall level of satisfaction. That was a 10% increase over what SIS&T staff reported in the 2019 survey; a significant increase given the challenges introduced in 2020. Part of the department's success can be credited to intentionality and foresight—for example, committing to a departmental vision, mission, and strategic plan. However, it is the department's people-centered

approach that truly compels its success. Findings from a January 2021 Values Alignment exercise showed "teamwork," "empathy," and "accountability" were values strongly held by SIS&T staff. These findings fit with the department's "by the people, for the people" philosophy

SIS&T staff are currently participating in a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to help leaders identify areas of risk and potential. Findings from these staff input exercises (i.e., SWOT, Values Alignment, User-Satisfaction) reveal department-readiness to meet unknown challenges, while affirming an unending commitment to serving the people.

2020 SIS&T User-Satisfaction Survey

92% "Somewhat" or "Very Satisfied"

■ = Help Desk's Customer Service
■ = Overall Service Provided by SIS&T
■ = Services (Hardware & Software) Provided by SIS&T
■ = Applications Provided by SIS&T
■ = Communication Provided by SIS&T
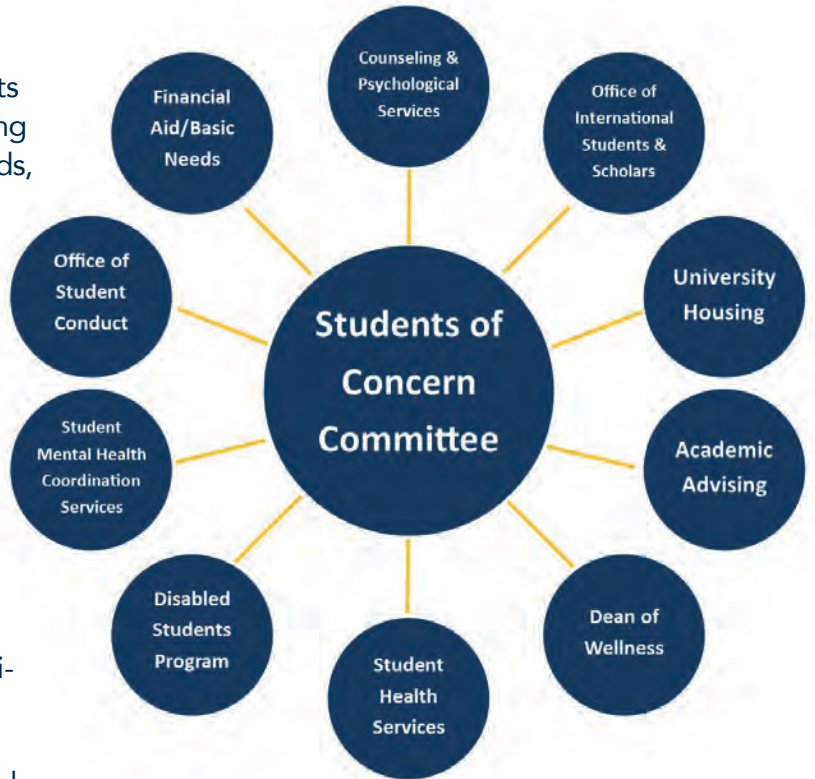■ = COVID-19 Remote Work Response by SIS&T

STUDENTS OF CONCERN TEAM

Increased Collaboration During a Time of Isolation

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

"Facing the Challenge of Change" describes many aspects of the past year for SMHCS including having welcomed two new team members and a new director. As the Fall 2020 quarter began, SMHCS found that adapting to the remote environment brought additional challenges to connecting with students in need of support. Despite awareness that students were struggling overall, the increased isolation due to COVID-19 and lack of an in-person classroom environment were significant barriers to staff/faculty, friends, and family members' ability to recognize signs of distress for students that could be referred.

One of the ways campus support services have been able to collaborate and coordinate support for students who were facing significant distress was

SMHCS Annual Referrals = 443

- = Staff — 49.66%
- = Faculty — 25.06%
- = Friend (Current Student) — 7.90%
- = Other — 7.90%
- = Family — 4.74%
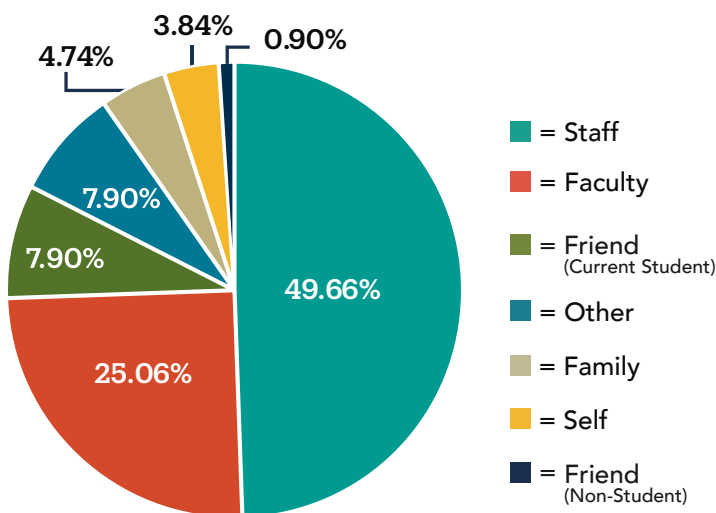- = Self — 3.84%
- = Friend (Non-Student) — 0.90%

via the Students of Concern Team (SOC). The SOC team is a multidisciplinary group of campus professionals that focuses on responding to students who may be at risk to harm themselves or are experiencing distress in multiple areas of functioning that can best be served by a coordinated campus approach.

Chaired by the Director of SMHCS, the SOC Team meets on a weekly basis during the academic year, and as needed over the summer. The SOC's coordinated approach helps effectively serve students by breaking down the systemic silos between academic, financial, administrative, and wellbeing resources, and ensuring that students are offered clear paths to support.

During the 2020-2021 academic year, the SOC coordinated support for:
- 81 students experiencing significant distress
- 198 case coordination discussions

Undocumented Student Services

STUDENT OUTREACH AND NEW FORMS OF COMMUNICATION

Shifting Our Focus to Virtual Connections

In the midst of a global pandemic, undocumented immigrant communities are disproportionately facing various obstacles including higher unemployment with no access to federal benefits such as stimulus checks. Undocumented Student Services (USS) stepped up and created remote resources for undocumented students on and off campus, in Isla Vista, and beyond.

USS was able to continue their impactful outreach to undocumented students by implementing new ways of reaching out to our community. USS used social media platforms such as TikTok and Instagram to provide content that was relatable and informative.
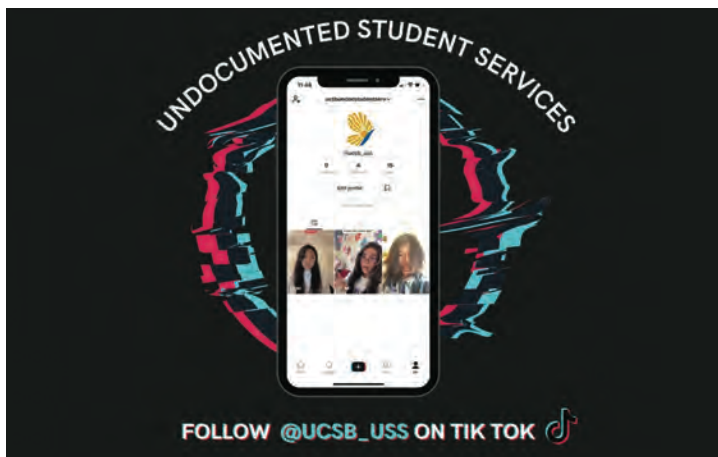
USS' TikTok content provides students with support and resources

USS launched their first social media series through Instagram Live in order to allow easier access to our resources and education. This social media series consists of a 20-minute live video with campus partners such as Career Services, Counseling & Psychological Services, and the UC Immigrant Legal Services Center. USS' "followers" are given an opportunity to have their questions answered by our campus partners during this time. Additionally, USS increased the creation of TikTok and Instagram Reels, specifically quick 15-second

videos that are easier for audience interaction. For example, with one Instagram Reel, USS was able to reach more than 1,500 views.

There was no significant decrease in students' interest in USS' programs. USS continued holding career development workshops, socials, etc., with similar attendance as in person activities previously held on campus. USS implemented scholarships and emergency grants to reach students who were facing financial issues. USS also solidified the grocery voucher program, an alternative program for undocumented students that were not eligible for Cal Fresh. In partnership with the Student Needs Advising Center (SNAC), USS made the grocery vouchers available for on campus students and worked with Basic Needs to make online grocery vouchers available for off campus students.

Highlights

60-70
STUDENTS RECEIVED ONLINE $100 GROCERY VOUCHERS EACH QUARTER

$30,000+
AWARDED IN SCHOLARSHIPS AND EMERGENCY GRANTS

15-20
STUDENTS PARTICIPATED IN PREP PROGRAMS EACH QUARTER

VIRTUAL COMMUNITY

Adapting Programs and Maintaining Services While Remote

Department Key Effort

For the Women's Center, transitioning to remote programs involved more than just using video conferencing and live streaming tools. We wanted to address the sense of alienation caused by COVID-19 closures, so we shifted our attention to smaller, recurring events that would allow students to interact and build a sense of community.

We created a program series called Wednesdays at the Women's Center (or W@W), which emphasized small-group discussion and incorporated a self-care activity, to help students handle stress and anxiety. Examples of W@W discussion topics included the 2020 Presidential Election, the workload of graduate students teaching online, the significance of Indigenous People's Day, and increased family responsibilities during COVID-19. The activities and forms of self-care that we practiced included creating vision boards online, painting, card making, growing plants, and making sugar scrubs.

Impact of Effort

Our programs attract students, staff, and faculty. While remote, our larger programs have drawn approximately 30 participants. Most of our W@W events draw 8-12 people, with the smaller size helping to encourage interaction. A student who attended multiple programs reported, "Such a nice experience! The events were extremely welcoming."

Testimonial

"It was fun to do the Jamboard activity together and then have the opportunity to talk about it. I felt like I got to know other people, even though we weren't in person."

—W@W Participant

An ad for W@W designed by student staff Melody Li and Shelsea Sanchez

Overview of Department Services

The Women's Center offers feminist educational and community building programs. When in person, we distribute free condoms and menstrual products in our Center and also collaborate with Student Health to make emergency contraception and pregnancy tests available in our Wellness Vending Machine. While our spaces have been closed, we have teamed up with the AS Food Bank to distribute over 900 of these health and wellness items through their on campus location.

Office of the Vice Chancellor for Student Affairs

GETTING THE WORD OUT: "WE'RE OPEN—ONLINE!"

Supporting Students and Parents in a Virtual Environment

Department Key Efforts

As Student Affairs departments transitioned seemingly overnight to provide mostly remote services, the Office of the Vice Chancellor for Student Affairs (VCSA) assembled a COVID-19 Communications Workgroup, established new communications channels for students and parents, and sought student insights to make sure our services were responsive and accessible. These efforts helped students navigate our new "virtual campus" and yielded important student feedback for course instructors and student services alike.

COVID-19 Communications Workgroup

Under the advisement of Joe Sabado, Associate CIO for Student Affairs, this interdisciplinary team identified and executed a variety of projects to support Student Affairs' transition to remote service delivery. Among its 20+ projects, the group addressed telephone systems; drop-in advising; group meetings and workshops; large-capacity webinars; remote work resources; and more. It also consulted one-on-one with departments facing unique technological needs and challenges.

Weekly Preview Emails

Immediately upon our transition to remote instruction, the COVID-19 Communications Workgroup began sending "Weekly Preview" emails to all students. On Monday mornings, students woke up to emails with the latest campus updates, including important public health messages, a digest of announcements, a calendar of virtual events coming up in the next week, and a directory of available support resources. All Student Affairs units were invited to provide weekly content. This practice continued through Spring 2021.

Student Affairs Webinars for Students and Parents

Throughout remote instruction, the VCSA Office hosted several webinars for students and parents—including one designed specifically for international students and families—to provide updates about campus operations and planning. These webinars attracted as many as 1,000 attendees and included panelists from all areas of the campus to inform participants about available resources, forecast operational changes, and address frequently asked questions.

Remote Learning Surveys in Partnership with the Office of Undergraduate Education

Surveys of all undergraduate students in Spring 2020 and Fall 2020 yielded important insights about how best to support them throughout the protracted COVID-19 pandemic. Findings revealed resource utilization rates and preferences; obstacles to academic and personal success; and feedback for instructors.

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