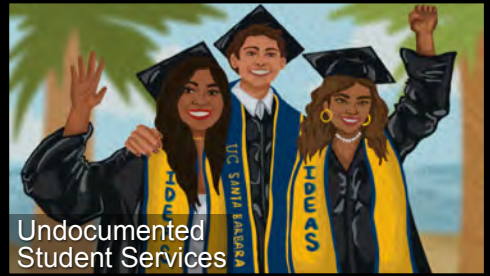Associated Students

Student Health Service

Undocumented Student Services

Resource Center for Sexual & Gender Diversity

Early Childhood Care & Education Services

MultiCultural Center

Recreation

Health & Wellness

Admissions

Disabled Students Program

Campus Advocacy Resources & Education

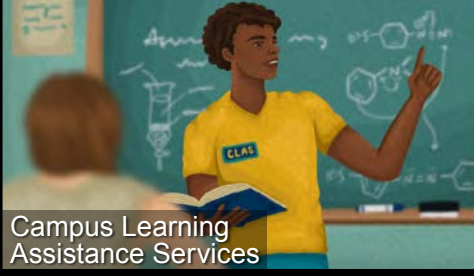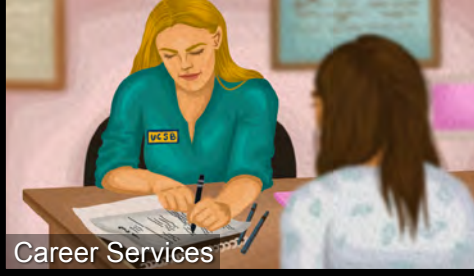Educational Opportunity Program

Daily Nexus

International Students & Scholars

Student Information Systems & Technology

Campus Learning Assistance Services

Career Services

Counseling & Psychological Services

Student Affairs Annual Report

2019-20 | Learning Happens Everywhere

UC **SANTA BARBARA**

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

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

Annual Report Coordination Team

Editor: Lupe Navarro-Garcia

Editing Team: Lupe Navarro-Garcia, Jeff Landeck, & the Assessment Initiative team
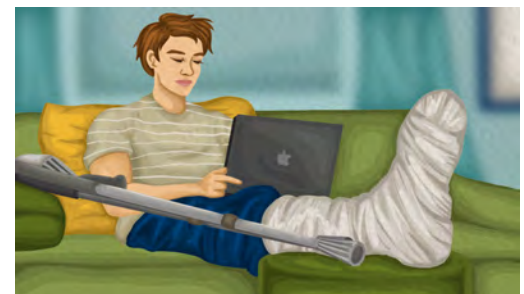
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Student Affairs: Engaged in Every Student's Success

When we first discussed this year's theme that "**Learning Happens Everywhere**," we could not have imagined the lessons that 2019-20 would bring regarding the COVID-19 global pandemic in the winter quarter, and national and local attention focused on systemic racism and the Black Lives Matter movement in the spring quarter. We are committing ourselves to important new learning, and actions in response to these circumstances. In the first part of 2019-20, the Division of Student Affairs identified three priorities: **Basic Needs**, **Mental Health**, and **Diversity and Inclusion**. Once COVID-19 restrictions were announced, it was a dramatic change for the entire UCSB community as students were asked to return to their homes. Staff began working remotely, and faculty began teaching using remote modalities.

Margaret Klawunn,
Vice Chancellor
for Student Affairs

Some of our learning opportunities this year included these initiatives:

Enhanced Support for Basic Needs Addressing Food and Housing Insecurity
- Established a Student Needs Advising Center (SNAC) in our University Center as a one-stop shop for food, housing, and financial crisis needs of undergraduate and graduate students.
- Expanded our housing voucher and emergency housing programs.
- Developed a very comprehensive virtual presence for basic needs at food.ucsb.edu including a live chat assistance feature.
- Provided food through two food bank locations and meal scholarships.

The Financial Crisis Response Team (FCRT) offers holistic fixes for students who are struggling because of economic circumstances. During the COVID-19 pandemic, the **Financial Crisis Response Team (FCRT)** responded with a **laptop loan program** for students who did not have the computer access needed for remote classes. Using gift funds, the FCRT gifted 350 laptops to students in need. In total, UCSB awarded **more than $3.5M in emergency funds** during academic year 2019-20. These essential services keep students enrolled and on track to graduate on-time.

In addition, the Office of Financial Aid and Scholarships, in partnership with the Graduate Division, awarded $12.6M in federal funding as part of the CARES action. Through this program, and other campus efforts for undocumented students more than 13,000 UCSB students were provided additional funding to help address the impact of COVID-19. UCSB was one of the first institutions in the country to get this funding into the hands of needy students.

Improved Access and Utilization of the Range of Mental Health Services We Offer to Undergraduate and Graduate Students
- Developed an online mental health

module to educate students, faculty, and staff about how and when to access mental health support.

- Developed a new website that brings all our mental health services together with clear information about how and when to access resources, which can be found at https://wellbeing.ucsb.edu.

In March 2020, when the campus transitioned to remote modalities, CAPS and Behavioral Health began offering all of our counseling services through zoom or phone. Intakes held steady, and the majority of students who had accessed mental health services previously were able to continue during the spring quarter.

Increasing Academic Success Through Diversity and Inclusion Curricula, Programs, and Services

- Expanded and evaluated the Summer Transition programs for transfer students. Assessment found that the program improved student success.
- Increased the number of Promise Scholars to recruit more academically talented high-need students. Our Promise Scholars are graduating in four years at a rate of 98%!
- Developed a Diversity Module that is required of all first year and transfer students entering our community. It has resulted in more awareness of our community values and introduces our cultural resources and protocols for bias reporting and response.
- Established the **Office for Black Student Development** to provide comprehensive academic support to Black students at UCSB.
- Offered engaging and timely programming, including Race Matters, Race and Literature, and Engaging Community with Resilient Love, through the MultiCultural Center.

Technology and Digital Platforms

- Pivoted to create online modalities for all student services in every department.
- Implemented a student engagement platform to communicate with students and to bring all of our virtual services together in one online location for students this spring:

The Student Affairs division continued its focus on student wellbeing, even during COVID-19 restrictions, by quickly pivoting department services online.
COURTESY PHOTO

Shoreline — shoreline.ucsb.edu. The Shoreline homepage includes campus announcements, upcoming virtual events, University and student media, and an extensive directory of student resources. The platform proved to be an excellent way of centralizing co-curricular activities and events and hosts a centralized calendar and registration process — now optimized for online events.

Student Health Service Used TeleHealth and Managed Testing and Care for Students During COVID-19 Pandemic

- Converted to Zoom TeleHealth to care for students. UCSB's Student Health Service (SHS) was the first in the UC System to do so.
- Developed a phone and triage system for managing students with potential COVID-19 symptoms in a quick response in early March.
- Advised campus leaders about our university's response, and SHS' leadership participated in campus Operations meetings. SHS worked with UCSB research faculty and will play a critical role in the testing and contact tracing operation for UCSB going forward.

This year offered many opportunities for learning, and Student Affairs embraced these opportunities alongside our students.

Sincerely,

Margaret Klawunn,
Vice Chancellor for Student Affairs

In This Edition ...

"Learning Happens Everywhere" is the theme chosen for this year's annual report by the Student Affairs' Executive group and Assessment Initiative team. We chose the theme to illustrate how our many student development activities and academic services augment the learning that takes place in the classroom. Learning at Student Affairs happens with families and children at our children's centers, and with students through instruction, tutoring, internships, co-curricular programs, and leadership activities. We also reach the entire campus community through our diverse education and awareness training efforts and partnerships. To inform best practice, our staff both participate in a wide range of professional organizations, and offer professional development opportunities on and off campus.

We constantly learn from students, and student activism. This year, we listened and learned from Black Students and Black Lives Matter actions world-wide. Embracing the anti-Black racism call to action, we responded to the needs of the Black community through programs, advocacy, communication with our faculty colleagues about grading flexibility, and support services such as healing spaces. We took ownership and responsibility for our own learning.

When we chose this year's theme in September 2019, we never envisioned that in March 2020, campuses all over the world would transition to remote learning and work due to a global pandemic. Shifting most of our services online in a short amount of time was an exercise in patience and innovation, and a real-world example of learning happening everywhere.

Other than essential campus services that remained open on campus, such as Associated Students, Student Needs Advising Center, Financial Aid & Scholarships, and Student Health Service (Thank you, colleagues), most other Student Affairs' departments transitioned to remote work. The lessons we have learned about service delivery, alongside our students who are studying remotely and faculty who are offering online instruction, have been profound. From our home offices in cities all over the country, using a wide range of devices and informational technology platforms, we have shifted our models to offer learning, service and growth opportunities for all campus constituents.

Learning truly does happen everywhere. We dearly miss our students and work-family, but we continue to serve our students wherever we all find ourselves.

Yours in Assessment,

Lupe Navarro-Garcia
Student Affairs Assessment Initiative, Chair

Assessment Initiative Team

Diana Antova, Student Information Systems & Technology

Keri Bradford, American Indian Student Services; Student Information Systems & Technology

Sara Cook, Office of the Registrar

Dr. David Dunlop, Disabled Students Program

Ignacio Gallardo, Career Services

Jason Hopkins, Office of International Students & Scholars

Jeff Landeck, Campus Learning Assistance Services

Dr. Lupe Navarro-Garcia, Student Academic Support Services

Dr. Mark Shishim, Academic Initiatives

Gary White, Disabled Students Program

Understanding the Impacts of COVID-19

By **Miles Ashlock Burke**, Associate Dean for Student Life

Following the campus' rapid transition to remote instruction, the Division of Student Affairs (SA) conducted an Undergraduate Remote Learning Survey in collaboration with the College of Letters & Science and Institutional Research, Planning & Assessment. The survey was conducted between April 23 and May 4, 2020. More than 1,600 students responded. Survey results were presented to faculty and staff on May 14, 2020 and posted to the Executive Vice Chancellor's website.

Relocation

Prior to COVID-19, 98% of students reported living in Santa Barbara County, by late April only 24% remained in the County. Approximately three-quarters of students relocated as a result of COVID-19.

- **24%:** Santa Barbara County (UCSB-owned housing, Isla Vista, elsewhere)
- **69%:** Elsewhere in California
- **5%:** Elsewhere in the United States
- **2%:** A different country

SA Responds

Student Affairs rapidly moved almost all of its services to virtual formats accessible to students in any location. Every department found creative ways to translate their advising, programs, and resources into online formats. Our homepage was populated with specific instructions for accessing our 30 units. Certain essential services were maintained in-person (e.g., Student Health Service and the Student Needs Advising Center). Student Affairs launched the Shoreline mobile app, which includes extensive resource information, and a calendar of remote student activities.

Student Needs

Students reported a variety of challenges about their new living environments that needed to be considered by faculty and staff. The vast majority reported having access to a computer or mobile device to access course materials, but there were important limitations.

- **1 in 7:** Students were without a webcam and/or microphone
- **1 in 4:** Students did not have reliable broadband internet access
- **2 in 5:** Students did not have private space to attend Zoom classes and access services

SA Responds

Extensive Basic Needs resources were provided including a free Chromebook rental program, information about free and discounted internet access, and free access to essential software programs. Rapid financial assistance continued to be offered by the Financial Crisis Response Team, responding within 24-48 hours, to provide additional support to students through grants, vouchers, scholarships, case management, and other forms of aid.

Workload

Students made good academic progress, with median enrollment in 4 courses and 15 units. While students reported spending an average of 30 hours per week on course-related activities, the vast majority — 74% — reported that their workload felt like more work when compared to the previous quarter. As a result, students cited being too busy with schoolwork as the primary reason that they did not engage in student services.

SA Responds

Student Affairs established a weekly ▶

◀ digest of important announcements, upcoming events, and resource links sent to all students to keep them informed (see examples below). Services that support academic success — like the Disabled Students Program and Campus Learning Assistance Services (CLAS) continued to operate at full capacity — while units like Health and Wellness and Recreation provided programming to help students balance their workloads and manage stress. Student Affairs published a slide of Student Resources & Services for course instructors to use to help guide students to continue to utilize the full complement of resources available to them.

Note: For readability, "survey respondents" and "students" are used synonymously in this article. However, the data presented are representative of the sample of 1,641 students that completed the survey.

Shoreline is UCSB's official engagement tool, and it was heavily used in the spring quarter to connect students to virtual events.
COURTESY IMAGE

Timeline: Student Affairs Goes Virtual

3/11/20: Campus transitions to remote instruction for the remainder of the winter quarter and the start of the spring quarter.

3/12/20: Student Affairs sends message with COVID-19 FAQs and related resources to all students.

3/14/20: Campus confirms it will continue remote instruction for the spring quarter.

3/18/20: Student Affairs sends additional information including basic needs resources, student services contacts, and other transition-related information to all students.

4/1/20: Student Affairs sends a virtual spring quarter welcome email to all students, which showcases a redesigned Student Affairs' homepage to highlight resource information during remote instruction, and introduces the Shoreline webpage and mobile app where students can find resources and activities.

4/5/20: Student Affairs begins sending weekly emails to students and parents with important announcements, events, and resources — all accessible to students virtually throughout the spring quarter.

Profile: Digital Transformation

Going Lean Six Sigma

By **Joe Sabado**, Associate CIO for Student Affairs, and Executive Director of Student Information Systems & Technology

and **Mark Shishim**, Associate Dean of Student Academic Support Services, and Director of Academic Initiatives

The 2019-20 Annual Report theme of "Learning Happens Everywhere" took on a new life in March 2020 when we all went home and started talking through our screens and using fun virtual backgrounds. Lucky for us, we had tools ready to go thanks to the hard work of Information Technology (IT) professionals across campus. The Student Affairs Digital Transformation (DT) group is now working on digitizing all paper forms and envisioning the needs for our next big shift. For posterity, this discussion may reflect on this unique time in history. For the campus, this is one step in the evolving nature of the modern research university.

The DT team is comprised of individuals from a variety of campus departments, who are all looking for ways to change the way that we do business. They recognize that Information Technology (IT) is a limited resource, and it can no longer be the funnel that all projects must pass through. ▶

◀ Who do you turn to when you want to change campus processes and keep up with our students' needs? Business Officers. The group considers them the experts. They interact with students, faculty, staff, and parents. They know the details of a cluster, department, and the whole university! They are the wise professionals we all turn to with hard questions.

Business Officers see technology as only one tool for more efficient and more effective processes. They recognize that the third rail is user experience. This is why the group is talking about equity, accessibility, and even ergonomics. The user experience is too often left out of the conversation about technology. We can talk about numbers of efficiency with 90% of people using a system like UC Path, but are they getting frustrated when they have to use it? If so, it's not really a working system.

The DT group is thus calling for and designing more data collection methods. To measure effectiveness, efficiency, and the user experience, they are calling on all units to do more surveying, interviewing, or focus groups with people who are actually using the tools. Fortunately, some tools will provide metrics on their own. For example, in Shoreline, we can count the number of participants or visits with a campus department. If there's a bottleneck that's preventing people to go through that system, that's a measure of efficiency, effectiveness and user experience without asking a single question.

What do you actually do with that data? Predictive analytics. Many years ago, SIS&T designed an application for EOP advisors. Before then, paper files were kept in the various EOP Offices. When a student would see a counselor in another EOP office, there was a likelihood that the record of what the previous counselor had reviewed with the student was in another building. You can imagine how frustrating that was for students and staff. A central database was created that could share counselor notes, and collect data about why students visited the EOP Office. Analyzing the data trends changed the priorities, staffing and partnership efforts. If students were coming in week one with the same presenting issues, the EOP Office could prepare accordingly.

This effort is perfectly aligned with the aims of the Student Affairs Assessment Initiative and this Annual Report; to encourage departments to collect data to show their great work. Sometimes that data helps us improve by trying new things,

Lean Six Sigma Eight Types of Waste

1) Defects: Efforts caused by rework, scrap, and incorrect information

2) Overproduction: Production that is more than needed or before it is needed

3) Waiting: Wasted time waiting for the next step in a process

4) Non-Utilized Talent: Underutilizing people's talents, skills, and knowledge

5) Transportation: Unnecessary movements of products and materials

6) Inventory: Excess products/materials not being processed

7) Motion: Unnecessary movements by people

8) Extra-Processing: More work or higher quality than is required by the customer

and other times it helps us say no. The DT group is taking this on directly, working in a discipline called Lean Six Sigma. Lean refers to reducing things that are identified as waste. These are the generalized things that get in the way of efficiency and effectiveness, and increase the user experience. If you have been worried during this COVID-19 situation about colleagues who struggle to turn off work, the eight wastes provide a diagnostic tool to reduce.

Six Sigma refers to using data to increase productivity and satisfaction. While reducing waste can be hard at first, the aim is that it will also release space, time, and energy for more complex work, analysis, and autonomy. Even while writing this, we are actively managing new blended professional and personal worlds! We wax and wane poetic about the struggles and silver linings of this change. We relish in the fact that we can continue to serve students, but also recognize that there is a huge disadvantage when things like the internet, electricity, and computers are not available. The DT group is imagining a world where location is only one factor in the university/user experience. They are discussing how to build systems that can anticipate needs and deliver them in the ways that they are needed.

Just another day at the (virtual) office.

Science of Student Affairs

HSI working group conducts action research projects

Assessment in higher education is growing rapidly. Co-curricular measures are increasingly used in both university accreditations and rankings. Modern university students are seeking a more holistic experience with our university that addresses their learning outside of the classroom.

This year, we collaborated with the Chicana/o Studies Institute (CSI) to develop a unique action research project that paired six Student Affairs' Directors with six graduate students. Each pairing took on a unique project that would serve the current needs of the department with tangible implications for improving their future practice. This "Hispanic Serving Institution (HSI) Working Group" was built on the premise that services in Student Affairs are obvious contributors to the mission of any Minority Serving Institution like UCSB.

Our projects explored a wide variety of objectives and methods.

- EOP paired with Monica Cornejo (Communication) to analyze data on how EOP services are closing the achievement gap for first-generation scholars
- USS paired with Daniel Del Cid (CCSP) to analyze their recent student survey results and develop strategic priorities
- OISS paired with Ryan Arrellano (Education) to develop and analyze a new survey of students who received advising
- OFAS paired with Anthony Clairmont (Education) to explore institutional variables that affect Pell recipients through statistical modeling and machine learning
- CAPS paired with Roselia Mendez Murillo (Communication) to conduct focus groups with students about the stigmas associated with seeking counseling
- CARE paired with Ida Taghavi (CCSP) to conduct interviews with staff and analyze student survey data regarding advocate services

Our project was a win-win collaboration

By the Numbers: 2019-20

169

Number of students enrolled in the INT 95 courses "Introduction to the Modern Research University," "Introduction to Undergraduate Research," and "The Second Year Experience"

11

Number of students named Gene & Susan Lucas Scholars and Shirley Graves/Kennedy scholarship awardees (8) and Michael D. Young Interns (3)

80%

Average of UCSB faculty who opened quarterly emails with Student Affairs updates and services

Growing Rapport With Faculty

Below are average email open rates by faculty.

Color Key:
- 2017
- 2018
- 2019
- 2020
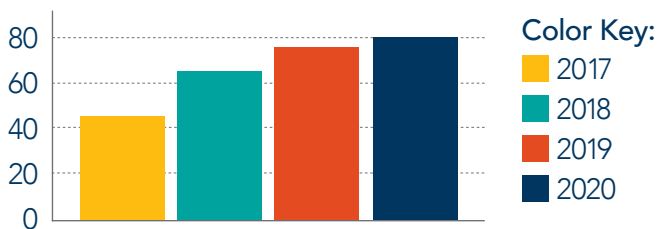
with UCSB professionals receiving analysis and external research perspectives, while graduate students in three different academic departments received unique access to current data sets with a tangible goal of serving students. We hope this serves as a model for the future of improving assessment, and also relationships with current and future faculty members.

Special thanks to Dr. Laura Romo and Tracey Goss of the Chicana/o Studies Institute for their support and partnership.

Robust Training Schedule Facilitates Staff Learning

Increased training boosts staff knowledge and confidence

Annually, Admissions offers a diverse training series to foster the continuing education of staff. As the first point of contact with prospective students, trainings help ensure staff have the information required to advise students. In 2019, 16 total training sessions were offered. Topics were chosen by the Admissions Training Committee based on staff suggestions. Presenters came from across campus and University of California Office of the President. Admissions staffers also led the presentations, which provided professional development for those staff.

Full List of Training Topics
- ASSIST Transfer and Articulation System
- Commensurate Review Process
- Connexxus Overview
- Diversity Initiatives
- Education Abroad Program
- Family Educational Rights and Privacy Act
- Interpersonal and Cultural Communication
- Leave of Absence for Staff
- Professional and Continuing Education
- Positive Psychology and Professional Development
- Prospective Student Stress
- Resource Center for Sexual and Gender Diversity LGBTQIA+ Recruitment
- Retention Services
- Transfer Basics
- Travel Logistics
- Update on Campus Construction

Anonymous data was collected from staff after each session. When combining all sessions, 94% of attendees said they were "very satisfied," or "somewhat satisfied," while only 6% stated that they were "neutral," "somewhat dissatisfied"

By the Numbers

109,902
Number of fall 2019 applications

133
Number of Comprehensive Review readers

58.9%
Percent increase in total applications from fall 2015 to fall 2019

56,851
Number of campus visitors in 2019-20

Training Program Testimonials

"It was an excellent presentation with clear organization and fantastic speakers."

"Loved the SPECIFIC examples of students in programs and what they did."

"Great job! Provided me with more of a foundation to suggest the transfer pathway confidently."

or "very dissatisfied." When asked if participants would like to attend another training on a similar topic in the future, across all topics offered 87% answered "yes" and 9% said "no" (the remaining 4% were blank responses).

Staff surveys also included constructive feedback and critiques for presenters and topics, which will continue to improve future training offerings.

Learning Happens Everywhere, in Every Way

Life of the Party students lead these efforts

LIFE OF THE PARTY is a UC Santa Barbara student-run organization that advocates for safe socializing. It hosts alternative social events to ensure a healthy and responsible community. Under the supervision of the UCSB Alcohol and Drug Counseling, Education, Prevention and Recovery Program, LIFE OF THE PARTY educates students regarding safety for themselves, their friends, and their community, including recognizing the warning signs of drug or alcohol misuse or overdose. Students participating in LIFE OF THE PARTY receive unique opportunities for leadership and career training. During spring quarter 2020, LIFE OF THE PARTY successfully adapted and increased the frequency of safety messaging and alternative events to reach over 6,500 students via Zoom, e-mail, and enhanced social media outreach. LIFE OF THE PARTY develops safety campaigns, educational workshops, and late-night events to provide engaging, collaborative, and fun learning opportunities for the campus and community.

Ongoing Safety Messaging
- Campus DigiKnows
- Weekly email newsletter
- Facebook, Instagram, Snapchat, Twitter
- KAHOOT online games

Campus/Community Event Support & Tabling
- Quarterly Yoga Nights collaboration with Recreation
- Fraternity/sorority events and Standards of Excellence workshops
- Associated Students Mental Health Town Hall
- Fun & Fitness Festival and Hallowheels
- Associated Students' Welcome Back and Delerium concerts
- Pardall Street Carnival
- Annual Memorial Dodgeball Tournament in Memory of Alec Torchon

Life of the Party Peers develop engaging learning opportunities for the campus and community.
COURTESY PHOTO

Student Testimonial

"Working with Life of the Party has been one of the most rewarding experiences at UCSB. I work with an amazing team that has helped me grow as an individual and as a team member. Additionally, working to help promote safe partying practices and seeing the impact we have on our community is gratifying. The skills I have acquired are skills I use in my everyday life and skills I will use in the future."

- Santa Barbara County Sheriff's "Restorative Justice" workshops

Academic Support
- Classroom guest lectures (Exercise Sports Studies and Education)

2019-20 Educational Campaigns
- Just Call 911 (alcohol and drug overdose information)
- Vaping/E-Cig facts and safety
- Naloxone overdose prevention program
- Prescription drug misuse

Learning Experiences that Last a Lifetime

Associated Students facilitates experiential learning opportunities

As a department whose mission is to provide students with leadership, employment, cultural, and growth opportunities to serve the campus community, Associated Students (AS) truly exemplifies the theme of "Learning Happens Everywhere."

Student self-governance is central to how these opportunities are imagined, implemented, and managed. With the guidance of AS professional staff, students enter leadership positions every year. They receive a hands-on education on the practices of governing an organization that provides a broad collection of services, and programs to the campus community.

In addition, learning opportunities through employment abound at AS. With a variety of business services provided to the campus, job skills are developed in such areas as media, tutoring, broadcasting, events/ticketing, cash handling, administration, printing, and others.

Providing Financial Literacy

Established by students in 2010, the AS Community Financial Fund (CFF) provides students with financial assistance for living expenses. Uniquely, qualifying applicants must attend a workshop where valuable personal financial management knowledge is provided. Furthering the scope of learning, the program is governed by a student board and workshops are facilitated by student instructors tasked with educating their peers on the basics of personal finance.

Since its inception, the CFF program has grown from a basic financial supplement to collaborating with other programs such as the Office of Financial Aid & Scholarships and the AS Food Bank to help students living with

COURTESY PHOTO

By the Numbers

320+
Number of students employed by AS

60+
Number of AS student groups offering Experiential Learning opportunities

650
Number of 2019-20 CFF Grant Recipients and Financial Literacy Attendees

food or housing insecurity. In addition, CFF has and continues to enhance its learning resources beyond the basics of personal financial management to that of overall financial knowledge on topics that students will encounter throughout their lives. This includes a Financial Literacy Speaker Series that brings business professionals and professors to speak on topics such as insurance, investing, tax filing, retirement, credit/loans/debt, housing and mortgages. For more information, please visit the AS Community Financial Fund website at https://cff.as.ucsb.edu.

Office of Black Student Development

In January 2020, UCSB Affinity group "ucsb BLACK," which creates engaging opportunities for Black faculty and staff, hosted a welcome for Office of Black Student Development Director Dahlia G. Hylton and Assistant Director Kareen Louis.

BLACK LIVES MATTER:
50 Years Later, the Legacy Continues

More than **50 years ago,** members of the Black Student Union (BSU) at UCSB took action to raise awareness of the systemic issues the Black student community was experiencing. In educational institutions across the country, there is a predictable disparity in learning outcomes due to America's exploitation and disenfranchisement of Black communities. UCSB, however, has made a step in the right direction through the funding and creation of a new department. Birthed from generations of student activism, and the ongoing efforts of the BSU Demands Team, the Office of Black Student Development is now a reality for our campus and an opportunity for learning.

OFFICE OF BLACK STUDENT DEVELOPMENT
UC **SANTA BARBARA**

A Special Welcome

On February 26, 2020, the Office of Black Student Developments' newly appointed Director, Dr. Dahlia G. Hylton and Assistant Director, Kareen Louis, received a special campus welcome. It was hosted by the Black Resource Committee, and attended by various members of the campus community, including Chancellor Yang, UCSB Black alumni, and the BSU Demands Team. During this momentous occasion, personal narratives were shared and a special unveiling of "The Legacy Tree" was offered. The department's logo, "The Legacy Tree," conjures strong symbolism: the roots illustrate the hard work of the 1968, 2013, and 2018 student activists who organized and demanded that the university address the needs of Black students. From their hard work emerges the Office of Black Student Development as the trunk. The trunk connects to the branches which symbolize the opportunity for growth and development that students now have access to as a result of generations of activism and the newly formed office dedicated to Black student's academic and personal achievement.

A Collection of Programs

The Office of Black Student Development's focus has primarily been on building strategic partnerships and increasing visibility. Collaborations have included the "Black Men's Barbershop Talk Series" and "A Tribe Called Sis," a partnership with Counseling and Psychological Services which serves as student support groups centering the importance of Black student's mental health, community building, and knowledge of campus and community resources. Another exciting addition to the OBSD programmatic repertoire was "Brown Skin Yoga," a collaboration with Housing and Community Living. Spring quarter offered three sessions ranging from Gentle Flow, to Vinyasa Flow with Afro Beats, and ending with Restorative Flow all of which aided in the relaxation of Black-identified folx, mind, body, and soul.

In an effort to support the recruitment of Black students, the OBSD teamed up with the Diversity Initiatives group within the Office of Admission to create "The Lowdown Series," a summer weekly series intended to bring important updates and news to our incoming Black student and family community through interactive questions and engagement with campus partners. Campus partner engagement for "The Lowdown Series" included Orientation, Housing and Community

ANTHONY BOLDEN PHOTO

In February 2020, the Black Resource Committee held a reception to commemorate the Office of Black Student Development. At left is Taylor Jackson (BSU Demands student), Jeremy Scruggs (Resident Director), Essence Wynter (BSU Demands; student), Kareen Louis (OBSD Assistant Director), Dahlia Hylton (OBSD Director), Jeremy Edwards (BSU Demands; graduate student), Dr. Meridith Merchant (Counseling and Psychological Services Assistant Director), and Cassidy Schells (BSU Demands; student).

Living, Educational Opportunity Program, CAPS, and the Assistant Vice-Chancellor and Dean of Student Life. Outside of campus partner collaborations, OBSD developed an educational series, "Uprooting Anti-Blackness." The first workshop, entitled "Existing While Black: Coping with the Damaging Effects of Anti-Blackness," centered Black students' collective healing around the trauma of anti-Blackness. This has been much needed during recent times when anti-blackness and police violence has been at the forefront of national headlines. As the office continues to grow, it will strive to ensure that Student Affairs is truly "engaged in every student's success" by advancing the experiences of all Black students, advocating for their needs, and fostering their personal and academic achievement through graduation and beyond.

Onward and Upward

The next few months promise to be a period of action and progress: As the OBSD staff continues to engage campus partners to strengthen their visibility, they are committed to working collaboratively to create sustainable and innovative programming, while keeping the four pillars of the BSU Demands in mind: (1) Recruitment and Retention, (2) Academic Success, (3) Holistic Support, and (4) Advocacy. Programmatic efforts that emerge from these services strive to create a positive learning environment, foster a sense of belonging, and assist Black students in achieving academic excellence.

Extending Beyond the Student Resource Building

Advocacy and accompaniment for survivors in the community

The mission of Campus Advocacy, Resources & Education (CARE) is to provide professionally designed services for the prevention and intervention of sexual assault, relationship violence, stalking, and harassment. All services are free and confidential and are available to students, staff, and faculty of all identities. Through policy development and community collaborations, we are committed to survivor empowerment and a public health approach for prevention.

Department Key Effort

We aim to provide responsive and accessible services 24-hours a day to survivors. The fundamental practices of advocacy include crisis intervention, accompaniment, and facilitation of survivor rights. CARE helps survivors navigate their options, provides support and connection to resources, and serves as a trusted point of contact throughout the whole process. Confidential advocacy sessions with CARE allow survivors to seek emotional, academic, housing, medical, reporting, and/or financial support and guidance.

To achieve advocacy goals, CARE works collaboratively with the campus and the broader Santa Barbara community. This involves establishing partnerships with other entities that refer to CARE when they receive a disclosure or are informed of a survivor's experience. CARE increases service accessibility by offering advocacy in our Isla Vista location. Advocates transport and accompany survivors to various locations for services including the Santa Barbara Court House, Cottage Hospital, and other community resources.

By the Numbers: 2019-20

490
Number of clients served

2,640
Number of services provided

91%
Percent of clients referred to CARE by someone else (e.g., Counseling & Psychological Services, friend/family, Housing)

23%
Percent of services provided at Isla Vista location

12%
Percent of services provided in accompaniment, outside of a CARE location

Student Testimonials

"You all do an amazing job. I love that the advocates know who has what expertise and ask if you would like them to bring in someone else for further assistance. I felt truly supported and empowered."

"My advocate is incredible. I wouldn't have graduated if it wasn't for her. I appreciate CARE so much. I don't know where I would be without it."

Learning (*Literally*) Happens Everywhere at CLAS

Year for identifying values, identity, and growth

Learning is our middle name. No, seriously — it really is our middle name. It is actually pointed out in the first line of our mission statement:

At **Campus Learning Assistance Services**, *learning is our middle name:*
we help students understand course concepts;
we engage students in the learning process;
we guide students toward discovering solutions to problems;
we encourage students to become independent thinkers and life-long learners.
**C**ome.
Learn.
Achieve.
Succeed.

Learning indeed happens everywhere. At CLAS, it is happening all around us (again, *literally*): In our many drop-in centers, workshops, consultation sessions, in lecture halls where our tutors are attending courses along with their students, to the hundreds of groups happening in CLAS classrooms that stretch from Embarcadero Hall through the Student Resource Building and out to the UCen, the passionate process of discovery that makes the challenge of exploring and experimenting with — and sometimes the necessary step of failing at — new ideas exciting *is thriving.*

But, let us return to that mission statement: In recent CLAS history, CLAS staff began the process of re-writing an older mission statement that had purported our aspiration was to help students achieve course "mastery." Staff felt that this did not best represent our department's true mission because such lofty language glossed over the reality that "success" is a measure unique and personal to the individual at any one stage of intellectual growth.

While this mission statement certainly detailed the *verbs* involved in our day-to-day practices to reach our aims, there were no *value-*
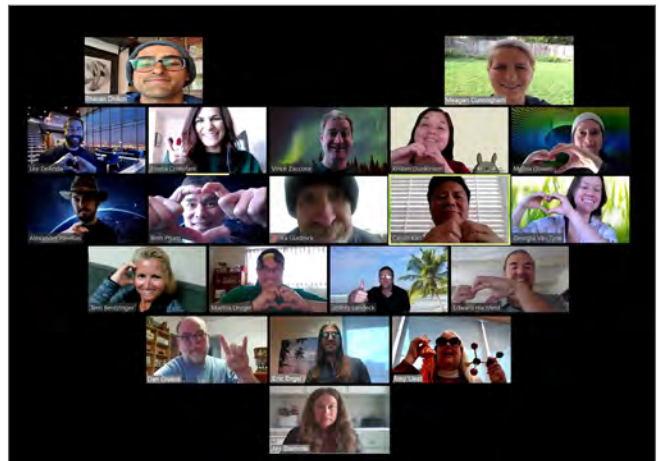
COURTESY IMAGE

The same CLAS faces learning in new cyber spaces.

By the Numbers: 2019-20

8,511
Number of students served by CLAS

114,073
Number of contact hours with CLAS staff

oriented words. We, the teachers, *learned* in that moment that the mission alone fell short of *who we are*. Learning *happened* in the staff meeting; we learned we needed to fix something.

We turned our department into a classroom, and now *we* were the students, embarking on a process of discovery in search of new ideas, just as we ask our students to do every day.

After reviewing our mission collectively as a department, we learned together what our true values are …

Belonging. Commitment. Quality. Growth.

Introducing New Gaucho Job Shadow Program

"A conversation can only do so much — experience is more!"

The Gaucho Job Shadow Program pairs students with professionals from across California for an opportunity to spend a half-day or one full day in the workplace that they are interested in during spring break. This program involves shadowing a professional through a normal day's activities and may include informational interviews, a tour of the facility, and participation in workplace projects. This experience is an excellent way for students to get an insider's view of a position and an organization, while gaining professional skills to prepare for their career and expand their network.

Career Services piloted this program during Spring Break 2019. Nine companies participated and offered job shadow opportunities to 44 students. Career Services partnered with the Office of Financial Aid and awarded $250 scholarships to 28 of the students to offset costs associated with taking part in the program such as transportation and professional dress.

One-hundred percent of students agreed that they enjoyed the job shadow experience and that they learned a lot about the organization and about a new industry. Ninety-percent of students agreed that they have a better idea of their career goals and 97.5% of students would recommend this program to another student. Eighty-three percent of the employers stated that they would take part in the job shadow program the following year and agree that the job shadow program was beneficial.

Due to the success of the 2019 Job Shadow Program, the program was set to run again during Spring Break of 2020 with nine employers offering shadow opportunities to 62 students. However, due to the COVID-19 pandemic, the program was temporarily canceled.

Students visited with employer Zpower, based in Camarillo, during one of the six Career Fairs hosted in 2019-20.
COURTESY PHOTO

By the Numbers: 2019-20

68
Number of on-campus employer info sessions

80
Number of virtual info sessions

15
Number of panels and mixers

Student Testimonials

"I enjoyed the personal aspect of the program. The amount of one-on-one time I had with a company representative is unparalleled and no one-hour talk presentation or discussion at a career fair could replace it."

Beyond Therapy

Giving students access to personal and professional development tools online, on their own time

Mental health and wellness can impact all areas of life outside of the therapy office. CAPS is involved in projects that allow for students to engage in the learning (and practice!) of coping skills, stress management, and other helpful information on their own time.

Therapy Assistance Online (TAO): CAPS is in the final stages of setting up a library of self-help content that all registered students will be able to use online.

Everfi: This project is a collaboration with several Student Affairs' departments. CAPS was actively involved in the customization, dissemination, and piloting of a Mental Health & Wellness online training module. This module, mandatory for all new undergraduate students and optional for returning students, highlights prevention and education, and connects students to resources when appropriate. It provides students with the ability to use scenarios for practice and reflect on their own self-care strategies. Approximately 7,000 students completed the training.

CAPS continues to host information on a department website which had over 19,000 unique users during this academic year. The Mental Health Peer Program also hosts a website with information related to stress management, and unique identity concerns. That website had over 7,000 unique users.

CAPS acknowledges the importance of student mental health efforts and actively participates in discussions regarding student efforts. This included the campus-wide Town Hall event that brought mental health front and center for the student attendees.

In addition to efforts that are focused on student learning, the CAPS staff also focused on professional development. The entire CAPS staff participated in a Diversity, Equity, and Inclusion training which focused on race and identity. As an additional professional development effort, the entire staff read and discussed the book

**CAPS provides resources in person and online, at left, via Everfi.**

COURTESY IMAGES

"Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do" by Jennifer L. Eberhardt. Individual staff members have participated in a variety of professional development conferences, trainings, projects, and research.

No Journalism Major, No Problem

Student-run newspaper thrives on knowledge passed down through the years

The *Daily Nexus* works hard to be the eyes and ears of the campus — reporting the facts that expand UCSB students' awareness of issues central to the university, the diverse student population, and the broader community that they live in. As they provide content that helps the community learn, the *Daily Nexus* staff itself is gaining invaluable on-the-job experience that is not covered in UCSB courses and programs.

The writers, designers, and photographers involved in planning, creating, editing, and publishing news stories have mastered the art of consuming vast amounts of information on a variety of subjects, and presenting it in a way that is compelling to a diverse target audience. Moreover, there are many learning opportunities beyond content; for example, students gain professional experience with marketing, sales, web development, production, circulation, and more. In all domains, mentorship and collaboration are central to sharing best practices with new team members and staying on top of emerging trends. Through its strong digital presence and its weekly print issue, the *Daily Nexus* informs students about local and campus-wide issues. The *Daily Nexus* also provides insight into arts & entertainment, local food spots, and provides satirical commentary relevant to the lives of UCSB students.

COURTESY PHOTO
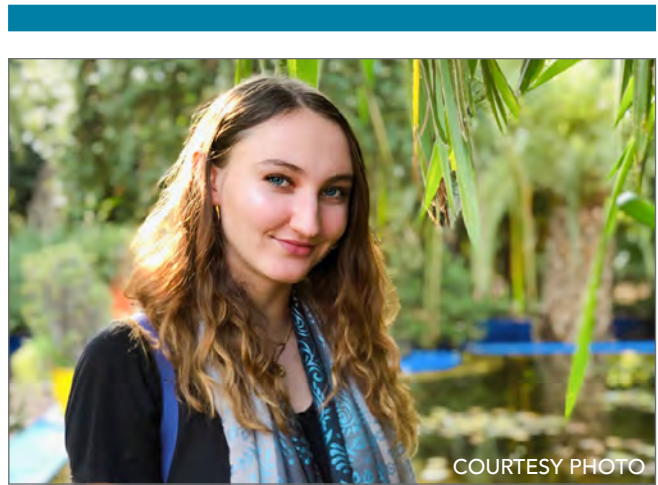
Editor in Chief Testimonial

"The Daily Nexus *epitomizes learning by doing. We are a newspaper for students, by students. We are so fortunate to be able to learn from one another and the talented student-journalists who come before us, and also to pass this knowledge along to the passionate, empowered writers of UCSB and our community at large."*

— Hannah Jackson, Editor in Chief

Social Media Fan Growth Across Channels

Color Key:
- 2016-17
- 2017-18
- 2018-19
- 2019-20
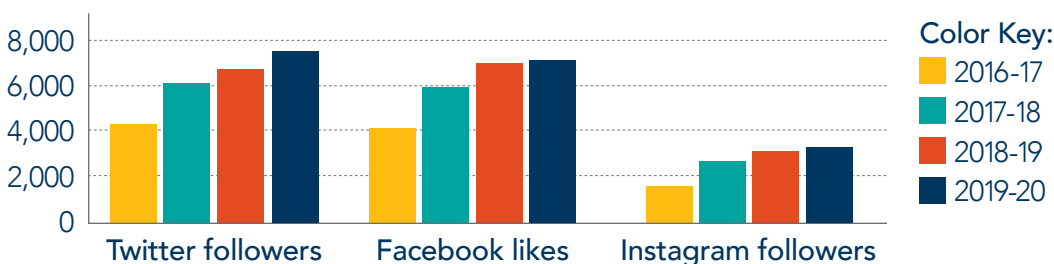
By the Numbers

1.8M

Number of website views from March 2019 to March 2020

Learning and Email Inboxes

Commitment to student learning, improving email communications

This year, the Dean of Students Office leveraged the Jeremy D. Friedman Internship to provide an opportunity for one graduating senior to engage with practitioners, learn about Student Affairs, and design a research project. AJ Simpao, a fifth-year Sociology major, was selected for this internship. His efforts as the Friedman Intern have been focused on collecting data and completing projects related to email communications from our office and the Division of Student Affairs.

Over the course of the year, he collected data on UCSB emails received using his own student inbox. This report represents data pulled from fall 2019 and winter 2020.

- In fall 2019, he received 589 UCSB-related emails, including 178 bulk emails.
- In winter 2020, he received 622 UCSB-related emails, including 172 bulk emails. He received an average of 75 bulk emails from Student Affairs units on a quarterly basis.
- Bulk emails from Student Affairs units, on average, made up 43% of bulk communications received from the University and 12% of all UCSB-related emails.

What does this tell us? Although this data set is not representative of the entire student population, these data may imply that crucial

COURTESY PHOTO

AJ Simpao (he/him/his), was the 2019-20 Jeremy D. Friedman intern for the Dean of Students Office.

and timely information might get lost amongst other communications that reach student inboxes on a regular basis. Our office hopes that this inquiry into communication data will create more opportunities to conduct more statistically significant and representative studies in this area, and ultimately inform a better Divisional and campus-wide approach to student email communications.

In addition, our Friedman Intern devoted time to learning about email best practices in an effort to improve the Dean of Student Life newsletters, increase student engagement, and effectively share important campus news, updates, and resources. His efforts to learn about and follow best practices have helped our office to reach more students and engage with them when compared to previous years' efforts.

By the Numbers: Dean of Student Life e-Newsletter Engagement

	2017-18	2018-19	2019-20
Email Open Rate	33%	44%	55%
Email Click-through/ Engagement Count	138	384	537

New Online Intake Process Promotes Expedited Access

## *Students benefit (and learn!) from streamlined approach*

The Disabled Students Program (DSP) provides academic support services for students living with disabilities. These include ADA-mandated services such as exam accommodations, notetaking services, adaptive technologies, and other nonstandard accommodations. These accommodations advance learning by enabling full participation and providing equal access to all educational activities and classes at UCSB.

DSP has seen a 186% increase in enrolled student population since 2005-06. With more students competing for a limited number of appointments, the wait time for an intake appointment also increased. As the Office of Civil Rights has historically held the position that access delayed is access denied, this impediment to access was concerning.

To streamline access to support services, DSP implemented an optional online intake process in September 2019. After receipt and verification of documentation, students were offered the choice of completing the intake process online or attending a traditional intake meeting.

The online option offered the student the ability to add a firsthand narrative of their functional limitations and provided a history of received accommodations. The specialist was

Online Process 100% Satisfying

- 17% Very Satisfied
- 21% Satisfied
- 62% Extremely Satisfied
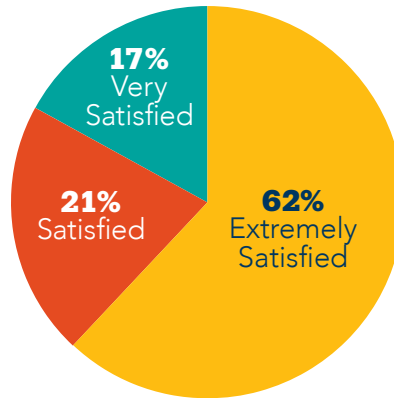
DSP sent an accommodation survey to a sample of students in fall 2019, and all students reported having a positive experience with the new online intake process.

then able to approve or adjust services based on documentation and the student's narrative. The student would register for services prior to meeting in person. With a traditional in-person appointment, the student would meet with a specialist for an intake interview, then would learn about (and register for) services.

Once this system was in place, DSP was able to accelerate onboarding for new students, despite a continued increase in population over summer and fall quarters 2019. Students using the online intake process were able to access approved services within hours, and students who preferred in-person intake appointments were able to be accommodated in days rather than weeks. Faster access to these support services reduced barriers to learning.

DSP Student Enrollment Up 186% in the Last 15 Years

Learning Happens Everywhere

Students explore and learn outside of a typical classroom
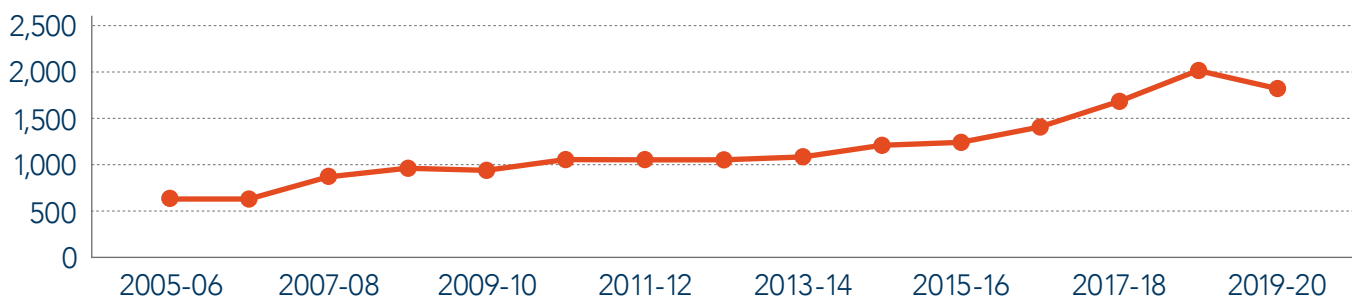
The Early Academic Outreach Program's work centers around the UC System's Student Academic Preparation and Educational Partnership's (SAPEP) mission: By offering academic advising, entrance-exam preparation, academic-enrichment activities, and college-knowledge programming EAOP attains the goals of raising student achievement and closing the achievements gaps of first-generation students.

EAOP UCSB utilizes a dual service model approach that focuses on intensive cohort services for EAOP enrolled students and school-wide initiatives for all 9th-12th grade students, regardless of college eligibility status. EAOP also strives to provide our 6th-12th grade students with unique learning opportunities outside of the typical classroom environment. These experiences include EAOP sponsored events such as university field trips, College Readiness Academies (rising seniors), High School Readiness Academies (rising frosh), SAT Prep Academies, College Clubs, and EAOP Student Meetings.

Additional learning opportunities include collaboration between our partner districts and UCSB including, but not limited to, Parent Conferences at UCSB, "Pathways to Success" student and parent events (Santa Maria Bonita School District), and promoting EAOP student participation in the Center for Science and Engineering Partnership's (CSEP) School for Scientific Thought sessions (SST).

We know these types of interactive experiences have the greatest impact on first-generation students and parents, and in the formation of students' college goals. EAOP strives to provide additional resources, academic preparation, and enrichment services at the students' school sites in order to broaden access to these experiences.

Students from the Santa Maria Joint Unified High School District celebrate at the 2019 UC Success Night.

ROSA MARTINEZ PHOTO

By the Numbers: 2019-20

20,858
Number of students served by EAOP

3,437
Number of services provided by EAOP

3,913
Number of parent contacts

1,525
Number of classroom presentations

1,023
Number of services focused on university applications and the matriculation process

682
Number of financial aid application assistance services provided for students and parents

Learning in Nature

CCBER and the Children's Centers collaborate on environmental education

In collaboration with The Cheadle Center for Biodiversity and Ecological Restoration (CCBER), the UCSB Early Childhood Care & Education Services-Children's Centers are offering young children the opportunity to explore nature in a new way. The Early Childhood Natured-Based Education Program, facilitated by CCBER staff and UCSB student interns, provided outings for young children to learn about plants and habitat, insects, and birds at the North Campus Open Space (NCOS).

Over the course of six months, each of the seven preschool classrooms engaged in three 90-minute nature walks with lessons, activities, and songs aimed at increasing awareness of local habitats and literacy. The theme for the first field trip was "Plants and Habitat." The children explored plants of various shapes, textures, colors, and growth patterns to demonstrate diversity in the plant kingdom. The children learned about the plants and creating habitats by walking through the NCOS.

The second trip focused on "Bugs." The children were shown photos of bugs at different life stages. They viewed displays of insects from the CCBER Kids in Nature collection learning that scientists collect bugs to study them and better understand the environment. Children collected bugs to study and release. At NCOS, children saw plants that they previously planted, and collected bugs.

The third trip focused on "Birds." The children were shown pictures and specimens of different birds they might see at the Devereux Slough. On the trail and at NCOS, children observed nesting birds and learned about the materials used to build nests, and traits of different birds and their different habitats. In addition, the four toddler classrooms engaged

COURTESY PHOTO

Teacher Testimonial

"The nature walks to our surrounding environments give the children firsthand experience of what it means to be an active caring contributor to the protection of their environment."
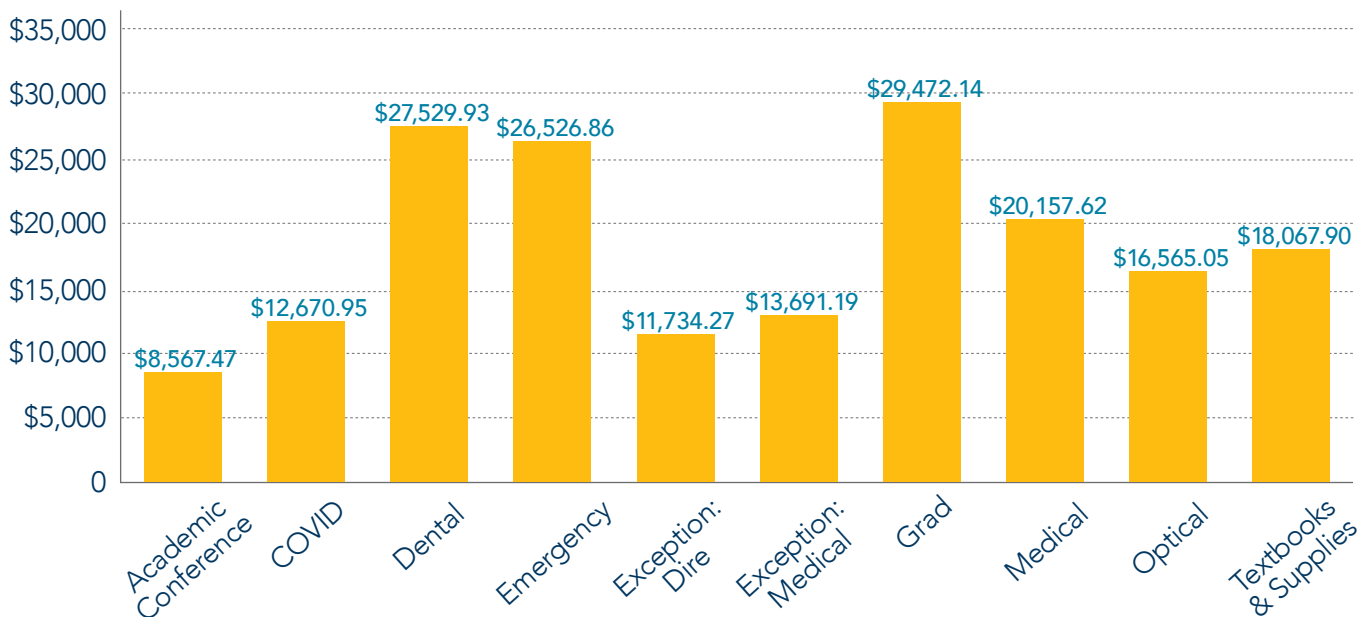
— Preschool Teacher Valerie Batikian

in interactive lessons about insects, looking at specimens over the course of two mornings.

Families were also included in the collaboration and were invited to two Saturday morning Parent/Child days in which they got to recreate the children's experiences on the nature adventures.

EOP Continues to Collaborate in Critical Times

AS/EOP Grants Awarded in 2019-20

AS/EOP distributed $184,983.38 to 266 students who applied for help with extra or unexpected expenses.

Bar chart showing AS/EOP Grants by category:
- Academic Conference: $8,567.47
- COVID: $12,670.95
- Dental: $27,529.93
- Emergency: $26,526.86
- Exception: Dire: $11,734.27
- Exception: Medical: $13,691.19
- Grad: $29,472.14
- Medical: $20,157.62
- Optical: $16,565.05
- Textbooks & Supplies: $18,067.90

EOP and AS partner to support students in urgent need in unprecedented times

Through the enactment of a student lock-in fee beginning spring 1991, and in collaboration with the Associated Students (AS) of UC Santa Barbara, the Educational Opportunity Program (EOP) offers a grant to our most vulnerable currently enrolled EOP students experiencing unexpected or education-related expenses and/or emergencies. In addition to medical and dental expenses, the grant has expanded over the years to include expenses related to graduate school attendance (test prep courses, examination, and application fees); lost, damaged, or stolen textbooks and supplies; and the ability for students to attend academic and research conferences.

The popularity of, and need for, this financial assistance is ever-increasing. And with the onset of the COVID-19 pandemic, our students, already challenged under "normal" circumstances, were faced with even greater hardships. In recognition of the additional needs of our EOP students, the AS Senate allocated an additional $40,000 to the AS/EOP Grant fund that included expanded criteria allowing for unforeseen education-related expenses as a result of COVID-19.

This 2019-20 academic year, there have been 3,588 student appointments in-person and remotely. Of those appointments, 1,175 were students seeking financial support and resources, and 327 resulted in students applying for the AS/EOP Grant. In total, 266 students received an AS/EOP Grant totaling $184,983.38.

Adjusting to Remote Learning

Creating solutions for unprecedented situations

As universities across the country transitioned to remote learning, we leveraged technology and allocated resources by working outside of traditional awarding practices.

We utilized our virtual line management tool, QLess, for call back processes that prevented an interruption in service. Since the transition in mid-March through June, we have completed over 5,600 QLess calls that replaced in-person meetings.

Many students made difficult decisions about their housing statuses. In an effort to provide some financial relief, we did not reduce cost budgets for students with canceled spring housing contracts, which allowed students to keep $1.5 million in grant aid. We were able to adjust budgets of students in university-apartments resulting in an increase of financial aid of $360,000 for that group.

Students were impacted by COVID-19 in different ways, and maintaining full-time enrollment may have not been feasible for many of them. For Pell and Cal Grant recipients, less than full-time enrollment can lead to a substantial amount of gift aid reductions. Considering this, we back-filled state and federal aid losses with over $230,000 in institutional aid. This allowed for students to not see a net loss in aid and helped keep them enrolled. Students in UC Education Abroad Program also faced financial uncertainty and aid adjustments. We were able to disburse over $200,000 in emergency EAP scholarships to address pending balances caused by program suspensions.

In response to employment disruptions due to COVID-19, OFAS guided campus departments through providing remote work and important pay continuation to ensure student employment was not disrupted. Additionally, we developed the spring 2020 Work-Study Employment Grant, awarded to students utilizing Work-Study prior and up to the national emergency and state stay-at-home orders. Grants up to $500, for a total of $383,747, were directly refunded to students to provide financial relief. An appeal

By the Numbers

The following numbers reflect spending adjustments, due to the shift to remote learning.

$12.6M
Dollars disbursed through CARES Act spending

$417,311
Dollars disbursed through USCB COVID-19 Relief

$230,000
Dollars disbursed for less than full-time enrollment aid replacer

$360,000
Increased budgets for students originally housed in University-owned apartments

$1.5M
Aid that was not reduced when students moved from on-campus to off-campus housing

$202,879
Dollars disbursed for emergency UC Education Abroad Program scholarships

process was also implemented for those students that continued to experience employment disruptions. We understand that finances play a critical role in student retention and are committed to finding creative ways to support our students as we navigate unprecedented situations.

Providing Financial Support for Student Learning

Over $2M was donated in 2019-20 to support direct-impact programs

Grants and Development identifies and seeks financial support to enrich and enhance opportunities for students. In fiscal year 2020, generous donors gave over $2 million to over 20 different initiatives.

Here's a look at some of the core ways their programs promote student learning:

The **UCSB Veterans Resource Center,** founded by and for student veterans on campus, is inching toward the "one-stop shop" model that student veterans advocated for five years ago. The center expanded this fall, nearly doubling the current space available for student veterans. The new space is a study area with multiple computers and a 24/7 workspace for our veteran students and military related students. This expansion moves closer to the goals of a resource center that would have space for an academic advisor, a counselor and a financial aid representative, and provide any other resources that an incoming veteran student would need.

The **Promise Scholar program** supports students with its safety net model year after year. This foundation of aid has been facilitated by gifts to the Promise Scholar Engagement fund, which provides resources for learning inside and outside the classroom. For example, last spring, a Promise Scholar was able to attend the United Nations Commission on the Status of Women at the UN headquarters in New York, thanks to the Promise Scholar Engagement fund. Professional development opportunities prepare these students to make an impact in their local communities as well as globally.

The **Resource Center for Sexual & Gender Diversity's CyberCenter**, funded by the David Bohnett foundation since 2005, makes state-

COURTESY PHOTO

Donor Betty Wells, standing at center, shares a smile with students during an event for Promise Scholars. The Promise Scholar Program supports students in many ways, including with off-campus professional development opportunities.

of-the-art technology accessible to UCSB's LGBTQIA+ students. The 2019 grant renewal provides five new iMacs — giving even more students experience with the latest technology within a vibrant and engaging learning environment.

Campus Advocacy, Resources & Expand (CARE) provides peer-led sexual violence education to nearly 500 registered student organizations through grant funding. CARE's peer educators collaborate with campus student organizations to prevent sexual violence both on campus and in Isla Vista. Peer educators learn as they help educate and support others.

Integrating Mindfulness as Part of College Experience

Students engage in training to improve well-being and stress management

Based on National College Health Assessment data reported by our students, 78% indicated need for stress reduction resources. In response, we introduced the Koru Mindfulness Series and Mindfulness Meditation Practice (MMP) programs. Koru is a four-week, evidenced-based curriculum developed for college student mindfulness and stress management. Students learned practical skills to improve their ability to cope with stress, reduce anxiety, and foster a sense of belonging to the campus community. In tandem, our MMP groups offered an ongoing opportunity for students to meet with peers to sit together and practice guided meditations.

To measure the impact of Koru on our students, we used a combination of two scales: Sheldon Cohen's Perceived Stress Scale (PSS) and Kristin Neff's Self-Compassion Scale [mindfulness sub-scale] (SCS). Pre and post-survey results indicate that PSS scores moved from a mean score of 20.02 ("high stress") to 13.33 ("average stress"). Likewise, the SCS mean scores moved from 3.54 ("moderate/high self-compassion") to

COURTESY PHOTOS

Health & Wellness staff practice Koru Mindfulness.

By the Numbers: Fall 2019 to Winter 2020

219
Number of events and workshops offered

4,375
Number of attendees at events and workshops

5,542
Number of Library nap-pod rests
(with an average rest time of 13.02 minutes)

Students enjoyed a new 6-week UCSB Cooks series, in which they learned to cook nutritiously on a budget. Since its pilot in fall, the program tripled its sessions to accommodate popular demand. At left, students make Korean Tuna Pancakes.

4.0 ("high self-compassion"). We hypothesize that students who were attracted to this course began with high levels of self-compassion. The MMP program also showed a reduction in perceived stress after one session — 69.4% of respondents indicated "moderate to high" stress levels prior to meditation, and after the session, only 7.65% indicated this level.

Teaching International Students How to Succeed

ED20i fosters academic and personal growth

Imagine beginning your first quarter as a college student after never having stepped foot on an American university campus. Imagine the questions you might have: How do I talk to professors? Is there a resource for learning how to study better? How do I use Counseling and Psychological Services?

These and similar questions are common for international students who have little or no previous exposure to the American university system. Recognizing the need for an academic course that would help students navigate the university, the Division of Student Affairs partnered with the Gevirtz Graduate School of Education many years ago to offer a course called ED20: Introduction to the Research University. In 2019, UCSB's Academic Senate approved ED20i, giving the course an official designation for an "international" focus. Eighty-nine international freshmen enrolled in the inaugural course in fall 2019.

Key Topics Addressed
- US Higher Education System: Structure and Functions
- 15 Things International Students Should Know
- Taking Notes in the University Classroom
- University Classroom Norms
- Academic Integrity and Avoiding Plagiarism
- Understanding Student Affairs' Services
- Maintaining a Balanced Academic Life
- Communication Strategies
- Personal Development and Student Leadership

International students have praised the course for helping them adjust to academic life at UCSB. The course also included a survey to better assess international student concerns. The data will be used by future instructors and staff

Growth of International Frosh

The number of International Frosh more than doubled in two academic years.

Number of International Frosh
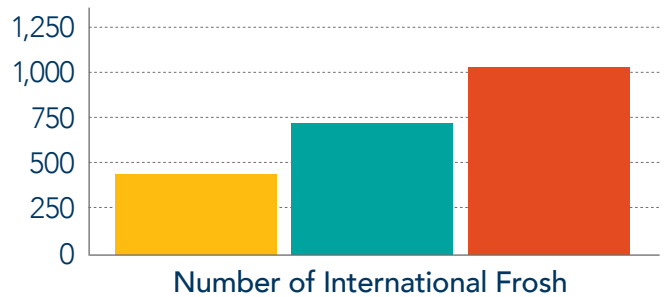
Color Key: 2017-18 ■ 2018-19 ■ 2019-20 ■

Student Testimonials

"When I first came to study here in a completely new environment and in a different nation, I was very anxious and overwhelmed by the unfamiliar things around me. However, … I was gradually relieved by learning how to get acquainted to college life, how to find the resources on campus, and how to deal with the relationship with my professors."

"I'm so thankful that I chose your class and learned all the resourceful knowledge from ED 20i. Also, I am grateful to learn my first valuable life lesson in my higher education — that is I have to always be responsible for myself! I believe this great point will accompany me for my whole life and really help me a lot in the future!"

to adapt the course to meet the evolving needs of UCSB's international students so we, too, can continue learning how to best serve.

Home Away from Home

Honoring and Engaging Our Communities Series, MENASA Community Extravaganza!, November 20, 2019.
COURTESY OF ANGEL PONCE

MCC sparks learning and leadership for Transformative Change

The MultiCultural Center was created in response to student protests which were demanding that a center for marginalized and underrepresented students be established to promote a sense of belonging and raise consciousness. As a "home away from home", the MCC provided educational programming that validated their experiences. The MCC's approach to facilitating community and learning has since expanded beyond its original vision and now fosters learning beyond the classroom through its programming, student engagement, and community outreach.

With nearly 30 free events per quarter, the MCC focuses on intersectional social justice issues through lectures, films, performances, and workshops. For example, the Resilient Love Series brings together different communities to explore connections across topics such as race relations and immigration. This past academic year, key events included a presentation by criminal justice reform advocate and member of

"The Exonerated Five," Yusef Salaam, which was followed by a reception that gave community members from UCSB and off-campus the opportunity to meet Salaam in a more intimate setting.

Such events often inspire students to engage in deeper learning. For example, a current graduate student shared that she first met Free-Dem Foundations, a non-profit community-based youth organization in New Orleans, during their first visit to the MCC a few years ago, and they inspired her undergrad senior thesis. She has now expanded this research into her graduate school work.

The MCC also offers unique opportunities for student engagement and community outreach. Marginalized student organizations develop and showcase their leadership through the MCC Council and Empowering Student Leaders Workshop Series. These workshops reimagine how we conceptualize student leadership through topics such as mental health, self-care, anti-racism, and coalition building. Beyond campus, the Community, Engagement, and Advocacy Program is comprised of student interns that work toward their education and application of social justice through grassroots community outreach and social justice practices and tools to uplift, empower, and heal marginalized communities.

Coffee Talk

Non-traditional students connect with services and each other

The Non-Traditional Student Resource Center (NTSRC) offers a weekly Coffee Hour as a service to students looking to take a break, talk with peers, and have a mid-afternoon snack. Beyond the food and beverages, it provides non-traditional students — including student parents, undergraduate students over age 25, and students re-entering after a break in their academic experience — the opportunity to meet others facing similar challenges, share experiences, and build a supportive community.

This year, the NTSRC welcomed Academic Advisor Miguel Moran-Lanier to attend each Coffee Hour. Miguel advises re-entry students and provides the opportunity to connect with non-traditional students who need assistance. Miguel provides general guidance and encouragement in a relaxed, group setting. Students who require more in-depth, personalized advice can schedule subsequent follow-up meetings with the colleges' Academic Advising offices. In spring, we hosted Coffee Hours online via Zoom. We also invited additional members from the Advising office and Career Services to facilitate more focused discussions on topics such as writing resumes and cover letters.

Every week, approximately 6-10 students come to the Coffee Hour. The participants attend because they enjoy meeting other non-traditional students, experiencing a sense of belonging, and learning about other university services and opportunities. One Coffee Hour participant stated, "[It's] great! We get exposed to other aspects of college life including financial aid, research, and housing."

Coffee Hour is just one of several programs offered by the NTSRC. The Center hosts other events, such as study sessions and family-friendly programs for student parents. Each quarter, the center processes approximately 20-25 childcare grants funded by Community Affairs Board (CAB) and verifies priority registration for 35-40

CLINT TERRELL PHOTO

The Non-Traditional Student Resource Center's popular Coffee Hour, above.

The Coffee Hour is advertised by the flyer at left, designed by student staff member Teena Kang.

students. In spring, a proposal was submitted to CAB to expand the parameters of the childcare grant. Because most parents were homeschooling children in spring, CAB agreed to allow student parents to request childcare funds to offset COVID-19 related educational expenses, such as books or art supplies. We also mailed out over 80 silver graduation cords to non-traditional students completing their degrees in 2020.

Skill Development in Orientation Student Staff

Taking an internship approach to learning

Over the course of spring quarter and Final Training in mid-June, Orientation student staff ("O-Staffers") receive over 100 hours of in-person training. This training consists of retreats, committee meetings, and sessions that range from academic advising and campus department knowledge to leadership skills like public speaking and group facilitation. During this extensive training, O-Staffers have the opportunity to interact and develop relationships with individuals from across campus, as well as to assess their leadership abilities before actively leading orientation sessions during the summer. A critical piece of student learning occurs in the form of structured feedback meetings led by the lead team staff. This feedback loop allows student staff to develop and further hone the skills they will need to be successful in their leadership roles. The O-Staffer role is modeled after the ideals of an internship where interns practice and develop the skills needed for success in a variety of situations and employment fields.

Student growth during summer

O-Staffers mentor incoming students as they navigate the academic, social and personal transition to UCSB, and expose them to a variety of campus resources to help them throughout their experience. O-Staffers encourage new students to build connections with peers of diverse identities and experiences through a combination of presentations, workshops and activities.

After the summer 2019 program, O-Staffers expressed an increased confidence in all measured areas of their abilities and transferable skills for the future. Significant growth was expressed in the areas of responding to difficult people and concerns, public speaking (particularly in front of large groups), understanding diverse

By the Numbers: Summer '19

8,777
Number of student and parents, respectively, served during the summer 2019 program

100+
Number of hours of student staff training

12
Number of two-day frosh programs offered

5
Number of one-day transfer programs offered

99%
Percentage completion rate of Gaucho FYI program

student experiences, and integrating as a team. Previous O-Staffers have informed us that their staff experience helped prepare them for opportunities that came after Orientation, as well as encouraged them to be more engaged in their University experience.

Orientation Programs is currently working to expand our internship approach by offering a senior capstone experience for graduating O-Staffers, which will offer students a more comprehensive understanding of leadership skill-building and marketing their leadership experience as they prepare to navigate the career or graduate school experience.

Recreation All Student Staff Training

Culture of "one staff team" fosters cohesion

UC Santa Barbara Department of Recreation held the 3rd annual Recreation All Student Staff Training Day on September 21, 2019, a gathering for all staff to develop skills, share knowledge, and build community. The Training Day was attended by more than 400 student staff. Department professionals delivered key training points and messaging of job awareness and success. The day featured the keynote speaker, Joanna Hill, with "Jo's Top 10 Life Hacks." In collaboration with our campus partners, we organized and offered over 20 workshops, such as "Free Speech and Campus Climate with Dean of Student Life Katya Armistead, and "ABZzzs of Sleep – Stress Reduction & Sleep Hygiene," presented by our Mental Health Peers. Workshops focused on Recreation's mission and core values, as well as developing professional and personal skills, all while strengthening team collaboration and communication among our student staff.

Collegiate recreation professionals create a wide variety of classes, trips, sports, and events fifty weeks each year. This high volume of diverse offerings could not be possible without over 600 recreation student employees working in fifty unique positions across our multi-faceted department. This Training Day has been instrumental in achieving the Department of Recreation's long-desired goal of breaking down individual silos and shifting the department culture to unite all recreation staff as one large team, following the Department's administrative reorganization in 2017. As a result of Training Day, Recreation runs more cohesively and delivers the best service and programming possible to the UCSB community. Valuable post-event feedback informs professional staff on the success of the event, as well as offers training suggestions for the future.

Registrar Office Hours: The Experts are IN!

New training format expands learning opportunities

In September 2019, the Office of the Registrar sent a survey to campus advisors in the colleges and academic departments about the topic of training and subject matter knowledge. The goal of the survey was to determine respondents' satisfaction with their current level of knowledge about topics related to Registrar functions, and to determine preferences about when to offer future trainings. Fifty-eight people responded to the survey. Survey results showed that constituents were most interested in learning more about graduation processes and academic records, the master course approval process (including general education course approvals), readmission and reinstatement, residency for tuition purposes, and intercollegiate athletics and National Collegiate Athletic Association requirements. Respondents also reported that though they found previous trainings useful, they were often too long or infrequently offered. Since receiving the survey results, the Office of the Registrar offered an in-person training with a new format: Registrar's All-Star Office Hours. Seven office staff made themselves available for 90 minutes where campus partners could drop by and ask questions. The new format was intended to generate more face-to-face interaction with our stakeholders and provide meaningful help for their most pressing questions and training needs.

Staff who attended the event noted that they liked the a-la-carte format and were able to get their specific questions answered. In the post-event survey, 94.7% of respondents said they were satisfied with the event, and 89.4% of respondents found the training relevant and helpful. It also provided an opportunity for campus partners to meet in-person for the first time and learn who to contact in the future. We have also begun to create additional training and documentation materials that will be available via the department's website. This will include infographics, short training videos, and printable handouts.

Points of Pride

- In 2019, undergraduate students ran more than 384,000 major progress checks in GOLD
- Current and former students ordered more than 17,000 (or 73%) electronic official transcripts in 2019
- Beginning with the fall 2019 graduating class, digital diplomas were offered. To date, more than 1,500 students have downloaded and shared their digital diplomas online

Reg All-Star Office Hours

Mar 5th | 9 - 10:30am | Lib 1312

Bring any questions or problems that you want to work through with expert staff in the Office of the Registrar - or just come to learn from each other! This is an open-format, individualized, and collaborative space. Come by any time between 9am and 10:30am.

Coffee and snacks provided – RSVP appreciated for planning purposes.

https://forms.gle/QUJ7Hr8c7etPrDc49

COURTESY IMAGE

"Reg All-Star Office Hours" were created in response to survey feedback from campus advisors.

QTies, Pronouns, and Renowned Speakers

Providing education for a more welcoming campus

Education is a core function of the Resource Center for Sexual and Gender Diversity (RCSGD). The RCSGD's mission to facilitate the intersectional inclusion and representation of LGBTQIA+ people cannot be realized without spreading awareness and accurate information about this community on campus. RCSGD staff provide a variety of educational opportunities, including seminars and events, to ensure that students, faculty, and staff can learn more about the LGBTQIA+ community.

Over the past year, RCSGD staff piloted a new, rebranded education initiative. Formerly called the Safe Zone Program, the new Queer Trans Identities and Experiences Seminars (QTies, pronounced "cuties") seek to provide education that is informed by student input and regularly adjusted to best meet the needs of current students. QTies were facilitated for departments, student organizations, and off-campus partners. In addition, three open QTies were held each term for UCSB staff and faculty to attend. This year the RCSGD hosted 65 seminars with over 1,250 participants.
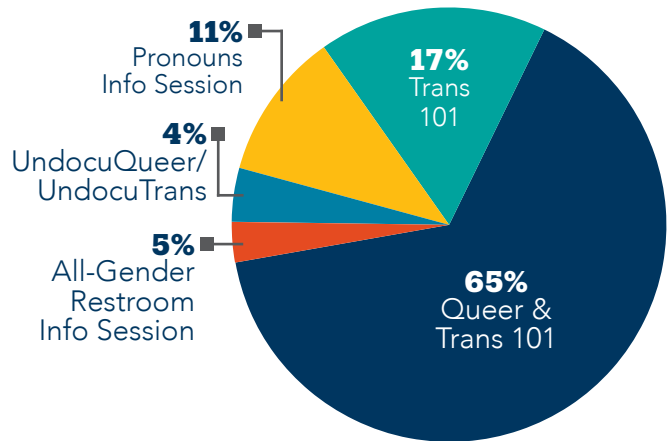
In September, the RCSGD, Trans Task Force, Office of the Registrar, and Student Information Systems & Technology launched pronouns capability for select campus systems. Now, students can indicate their pronouns in the GOLD system to be listed on course rosters through eGrades and displayed in GauchoSpace. Messages were sent to inform students, faculty, and staff of this new functionality, which helped increase awareness of the importance of pronouns. Also, RCSGD staff hosted 7 Pronouns Information Sessions to help faculty and staff integrate this new student information into their daily practice.

The RCSGD collaborated with other departments to host nationally recognized

Seminar Participation Rates

In 2019-20, percentage participation rates were:

- 11% Pronouns Info Session
- 4% UndocuQueer/UndocuTrans
- 5% All-Gender Restroom Info Session
- 17% Trans 101
- 65% Queer & Trans 101

By the Numbers

7,500+

Number of students who use pronouns in GOLD

scholars, activists, and speakers, including: MJ Rodriguez, star of the ground-breaking television series *Pose*, educators and authors Dr. Susan Stryker and Robyn Ochs, and *RuPaul's Drag Race* stars Ongina, and Latrice Royale. Each guest had a different perspective to share, but they all had a strong impact on the students who attended.

Education is one of the five goal areas in the RCSGD Strategic Plan, and staff will continue expanding options for educating the campus to work toward UCSB being a welcoming and inclusive place for all LGBTQIA+ people.

Teams that Learn Together Grow Together

Learning to inform student affairs' practice

The Student Academic Support Services (SASS) 10-person team, made of SASS staff and department Directors, pursue learning activities together. The power of a group aspiring to support one another in a learning effort has transformative impacts in our respective Student Affairs' practice. When we concentrate our efforts in an area of mutual interest or concern, it gives us singleness of purpose to both learn, motivate one another and have critical conversations about the topic and our departments' pedagogical approach. The net result is that we take action on the findings, and put our learning into our academic services' practice.

Some efforts we set as a professional development goal with a timeline to achieve it for the entire team, and others we invite participation and proceed with those who choose to do so. An area we embraced for learning was supervision and leadership. We chose the People Management Series and Certification Program offered by the Human Resources Learning Center. Completing the certificate was one of the prerequisites for eligibility to attend the UC People Management Conference. Eligibility required completion of the Implicit Bias Series — an area we as a SASS team, and the division specifically set as a learning goal. A third of us met this 20 instructor-led and online course goal.

To understand our individual strengths and how we can work effectively together as a SASS team, our Campus Learning Assistance Services colleagues led us on a Five Voices activity. Sitting in the multipurpose room of the Orfalea Family Children's Center, we played with building toys, while talking about how to build our team, leadership and initiatives. We identified learning needs, and key strengths.

When the campus moved to 100% remote instruction for spring 2020, some of the SASS

LUPE NAVARRO-GARCIA PHOTO

UCSB Student Affairs' Nancy Dinh shares a smile with "Find Your Voice as a Leader" author, Paul N. Larsen, at the UC People Management Conference.

team enrolled in the same online course to understand the online student experience. Granted one certificate course is not a full-time course load, nor as academically rigorous in its grading requirements, but the quarter-long course, homework and IT platform did make us think about what our students were experiencing. We learned about technology limitations, study space and interruptions at home, and study skill adaptation needs. This experience helped us anticipate what academic and support services students might need, and how we might better adapt our academic services to assist students with remote learning.

Promoting Education through Student Conduct Process

First resource, not last resort

The Office of Student Conduct team has worked diligently to transform itself into many students' first resource at UCSB when seeking support services and academic resources during the student conduct process. Student Conduct continues to promote student development and learning through both formal and informal processes. From the implementation of a more accessible website and new public reporting form, to its continued restorative practices, the Office of Student Conduct continues to foster an environment conducive to learning, despite the assumption of it being a "last resort" for students, staff and faculty.

As the Office of Student Conduct transitioned into the 2019-20 academic year, it began to improve upon the previous year's implementation of restorative practices, specifically through its Restorative Justice program. Student Conduct continues to expand its use of restorative practices within the student conduct process, as well as partnering with
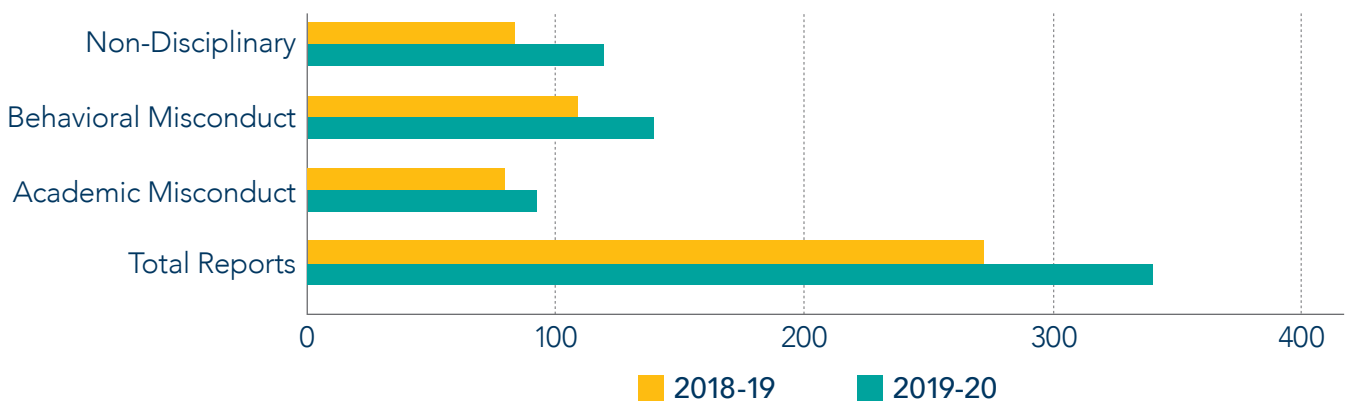
stakeholders to promote restorative justice utilization across campus.

In a similar vein, Student Conduct increased its use of informal resolutions, such as educational meetings, in an effort to connect with students through developmental discussions regarding their impact on their community. These interactions were frequent occurrences as the new Office of Student Conduct website and public Incident Report Form yielded a higher number of reports from the UCSB community. As a result, the total number of reports submitted to the Office of Student Conduct increased considerably during the 2019-20 academic year.

During the fall and winter quarters in the 2019-20 academic year, the Office of Student Conduct received and reviewed approximately 340 reports, an increase of over 20% during the same period last academic year. Approximately 120 of these reports were managed through non-disciplinary or informal conduct avenues. While managing serious behavioral concerns and promoting safety within our community is critical to the Office of Student Conduct's work, student development and education remains at the forefront of the student conduct process.

Office of Student Conduct Report Type, 2018-20

A new public Incident Report Form yielded a 20% increase in reports in one academic year.

More Than Going to Class

College is where students go to get involved

As student affairs' educators, we know that learning does not only happen in the classroom. Alexander Astin's theory of involvement highlights the amount of physical and psychological energy that students devote to their learning experience outside of the classroom. Participation in registered campus organizations (RCOs) fosters satisfaction with the college experience, increases campus and community involvement, and enhances intellectual development. This participation boosts classroom knowledge and develops skills for life. At the same time, students are aware that participation in extra-curricular activities allows them to demonstrate competencies not otherwise visible in their resumes.

Student Engagement & Leadership (SEAL) is home to more than 500 RCOs. These organizations are a cornerstone of community life at UCSB. There is a wide variety of RCOs: academic, cultural, professional, recreational, environmental, service-oriented, spiritual and religious, and social fraternities and sororities. UCSB students are committed to community service, philanthropy, scholarship, civic and community engagement, and the arts.

Recognizing the need and value of integrating student learning outside of the classroom, SEAL has implemented the use of co-curricular transcripts as a unique and organized method for students to record their involvement in co-curricular activities. Combined with the academic transcripts, this record of involvement helps create a holistic view of our students' total education. With the launch of Shoreline.ucsb.edu, SEAL will be able to manage co-curricular tracking more actively/at a larger scale.

SEAL offers a variety of co-curricular opportunities and educational requirements in collaboration with campus partners, including: Standards of Excellence & Greek Leader Retreat for fraternity and sorority members, an annual leadership retreat, the Leadership Challenge seminar series, #Gauchoback for bystander intervention, Real Talk focused on diversity and

By the Numbers: 2019-20

These numbers include information SEAL currently has on listed RCO officers, not on individual members of each organization. As Shoreline continues to increase recording of co-curricular involvement, true data will emerge.

25,216
Number of undergraduate students in Shoreline

2,077
Number of undergraduate RCO officers

166
Number of undergraduate RCO officers who are also transfer students

New campus engagement tool, Shoreline, will help students track their co-curricular participation, providing a more holistic record of learning that happened outside the classroom.
COURTESY PHOTO

inclusion, and more. Our goal is to have every member of the 500+ RCOs leave UCSB with this holistic record of their learning.

Clinical Health Peer Program

New program teaches student staff in-clinic skills, educates student-peers, and expands clinic's reach

Student Health Service partnered with the Department of Health and Wellness to launch the Clinical Health Peer Program (CHP) in winter 2019. There were several goals in creating the program: one, dissemination of accurate information, creating open dialogue between students and medical providers, enhancing knowledge/skills of our student body, not only for personal edification, but so they might act as liaisons to their peers; and, two, to provide a means for students to have more interaction with Student Health Service and our providers.

Students were invited to undergo training on over-the-counter cough and cold medications, vaccines, basic wound care, sleep, nutrition, and campus resources. In total, 177 students took the initial training. Bimonthly meetings are held to keep students engaged, provide opportunities for feedback, identify knowledge gaps, and give health-related updates to the CHPs.

The CHPs get updates as acute needs present themselves. For example, e-mails were sent out during wildfires with links to air quality websites and, recently, to provide information about the COVID-19.

CHPs get opportunities to volunteer for special projects/events sponsored by Student Health Service. This allows students real-life experience while helping Student Health Service reach a greater number of students. For example, CHPs helped with mass flu shot clinics, as well as HPV immunization clinics.

The next phase involves continuing education by providing more in-depth training on subjects (chosen by the CHPs). Currently, these topics are mental health, birth control, medicine in underserved populations, health insurance, naloxone training, and nutrition.

The partnership has been a success. Students interested in being of service have the opportunity to educate themselves and, in turn, educate their peers. They are also involved in aspects of the delivery of care with Student Health Service. We hope this program continues to grow so our students can better the health of our campus as a whole.

Spring 2020 TeleHealth Zoom Visits, by week

Week-by-week: March 30 to June 15, 2020
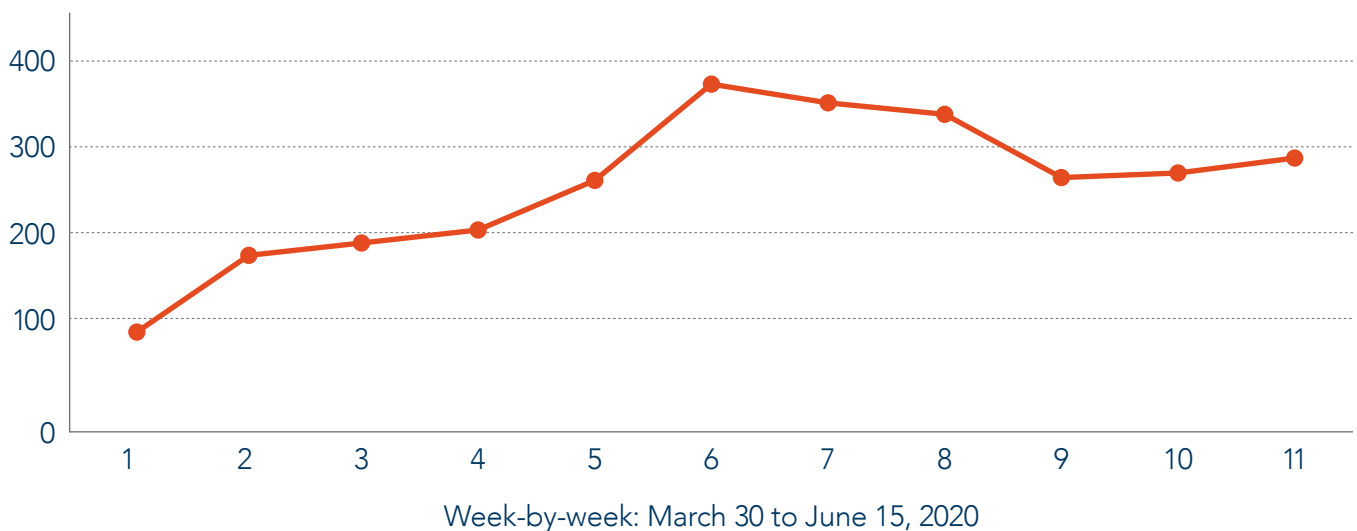
In 2019-20, the SIS&T department celebrated its 25th birthday. Staff were celebrated with tributes from former SIS&T directors and Student Affairs administrators — and birthday cake!

ERIC MAYES PHOTO

Democratizing Learning

SIS&T helps learning happen everywhere for everyone

For nearly 10 years, Student Information Systems & Technology (SIS&T) has supported its career staff to work remotely when it makes sense for the employee, the department, and all teams served by the employee. Before March 2020, when COVID-19 hit Santa Barbara County, 24% of SIS&T's career staff were already permanently working remotely. As "safer at home" orders were issued, Student Affairs and the campus looked to SIS&T to help other departments transition to working from home. From providing divisional staff with Virtual Private Network access and loaner laptops, to creating how-to remote-work resources and supporting drop-in virtual "office hours" and divisional webinars, SIS&T worked swiftly to champion an environment where staff and students could succeed online.

COVID-19 was the catalyst for pushing many toward remote work, but promoting distanced learning and working furthers SIS&T's strategic focus on building resilience while also advancing the campus' digital transformation effort. For example, by encouraging staff to participate in skills-development training online, SIS&T saves costs on conference registrations, travel, and lodging. Some SIS&T staff enroll in for-credit courses that lead to advanced degrees or certifications, and all staff learn from each other informally over Slack, a web-based engagement and collaboration tool, and other platforms.

Learning happens everywhere, and SIS&T helps learning happen for everyone. Several of SIS&T's staff started their careers in the department as student-employees, and this legacy of learning on the job continues. Student-employees hired by SIS&T's Help Desk, Administrative Unit, and now-retired CommCollab unit immediately graduated with job offers in those respective fields — a few even returned to work full-time in career positions at UCSB the week after graduating.

In the classroom, students enrolled in the Computer Science course, Advanced Applications Programming (CS56), use SIS&T's Application Program Interfaces (APIs) to create apps. Faculty and staff build curricula and business practices around SIS&T's APIs, too, and the department recently granted API access to a local communication start-up called Nectir, founded by UCSB students and alumni. No matter where our community members live, learn, and work, SIS&T is committed to equalizing education for all.

Student Mental Health Coordination Services

Adapting to COVID-19

## *Supporting complex needs during remote learning*

Student Mental Health Coordination Services (SMHCS) provides a coordinated effort to support students experiencing distress. SMHCS reaches students and connects them to resources addressing financial hardship, mental health concerns, academic difficulties, housing needs, and more. This includes steps to support a student's safety and the safety of the community.

The theme, "Learning Happens Everywhere," is illustrated this year as SMHCS and other Student Affairs' departments adapted to provide services in the remote environment due to the COVID-19 pandemic. Beginning March 2020, SMHCS pivoted to virtual services, including Zoom, Google Voice, phone, e-mails, and other innovative ways of interacting with students, staff, and faculty.

Overall, SMHCS responded to 173 referrals of students experiencing distress. In analyzing data further, SMHCS saw shifts in three areas: Timing of referrals, referral sources, and types of student concerns. The graph, "Referral Data, by Week," at top-right, shows increased referrals during times when students were faced with academic stress or transitions, e.g. the beginning of the stay-at-home order and during midterms and finals. SMHCS also saw referrals come from staff and faculty (see "Referral Source," at bottom-right). Of note, referrals made by other students decreased during this time period: We hypothesized this reduction in referrals is related to students being isolated from peers and, instead, having more communication with campus staff and faculty about their needs.

The majority of student concerns involved academic challenges (34.8%), well-being concern, e.g. someone noticing a student is struggling (21.9%), and mental health concerns related to anxiety, depression, substance struggles (32.6%). Many students presented with multiple areas of complex need. Our work with students, as well as the data, suggest that there is an interaction between mental health, well-being, and academic stress. Examples of students' more complex needs during the

Referral Data, by Week

Week-by-week: March 15 to June 15, 2020
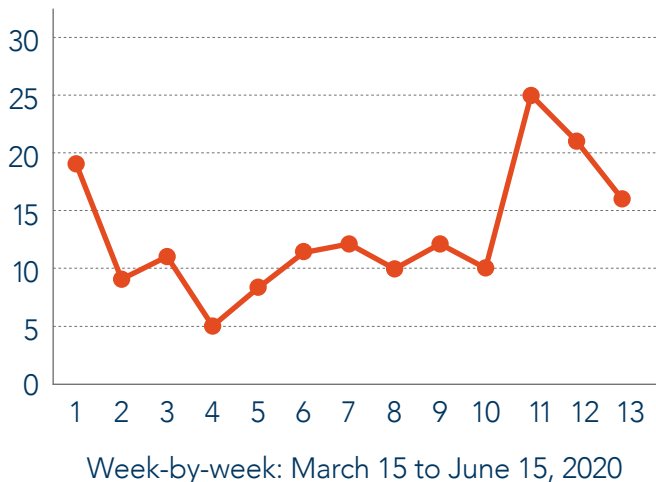
Referral Source

Data are from March 15 to June 15, 2020.
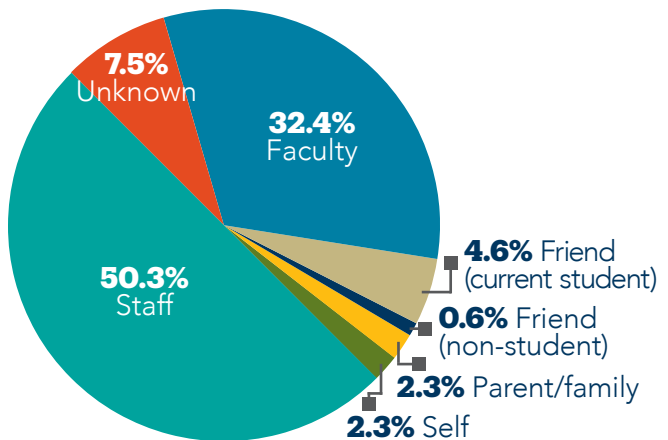
pandemic include struggles with housing, finances, family conflict, travel bans, inability to go home, interrupted education abroad trips, etc. This snapshot does not explain the whole picture, but it does illustrate some of the unique needs students have faced during an unprecedented time. SMHCS continues to accept referrals online at http://www.sa.ucsb.edu/REFERaGAUCHO.

UndocuSeminars: Immigration Knowledge is Power

Shifting knowledge into actions to support Undocumented Students

UndocuSeminars are an alternative to traditional training formats, with the aim of fostering an interactive and collaborative learning environment with our campus community which includes students, staff, and faculty. Shifting to the use of a conversational framework is a way to create a welcoming space. Participants are invited to share what they already know, or ask what they wish to know about the Undocumented Student experience.

The following seminars, offered throughout the academic year, include relevant information that helps others have a better understanding of how they can contribute to Undocumented Students' success:

- UndocuSupport helps the campus community put allyship into action. This is a great way to learn how to support Undocumented Students by serving as a resource.
- UndocuPeer Support encourages conversations about the identities and experiences of Undocumented Students. We discuss how to actively support and raise awareness for the Undocumented community among students.
- UndocuQT emphasizes the importance of taking an intersectional approach to immigration by collaborating with UndocuTrans and the Resource Center for Sexuality and Gender Diversity. We move away from a deficit mindset by dismantling stereotypes and debunking myths.
- UndocuUpdates spreads awareness on laws and policies, in collaboration with UC Immigrant Legal Services. This includes the latest updates regarding immigration

By the Numbers: 2019-20

5

USS celebrated its 5th anniversary at UCSB

$17,000

Amount awarded through the Dream Scholar Fund

UndocuSeminars Attendee Testimonials:

"This is an absolutely fantastic workshop, and I can't wait to take the other seminars."

"The human experiences of being Undocumented were really powerful."

"I appreciated hearing the other side of the narrative (that) you typically hear."

policies in the current political climate.

Overall, UndocuSeminars' aim is to disrupt "trauma"-only narratives and highlight resilience and joy within and among undocumented immigrants. These seminars also provide spaces for those who are interested in supporting Undocumented Students to connect and learn from each other. The average attendance for these seminars is 25 participants.

Campus Climate Assessed for Military-related Students

Students surveyed on levels of satisfaction

In 2020, Veterans and Military Services (VMS) completed its first large-scale survey of the campus climate for military-related students. Conducted by the Military Resource Committee, the survey was sent to student veterans, active/Reserve/National Guard members, and military dependents. According to survey findings, most military-related students report feeling adequately prepared for post-graduate opportunities, including careers and graduate school. They also report that UCSB shows sufficient recognition for military-related students by allotting enough meeting and study spaces, circulating military-related messaging for Veterans Day and Memorial Day, and providing services and opportunities specifically for military-related students.

Student Testimonials

"Because of the coordinator, I was able to finish at UCSB. He created a safe environment where veterans can connect. Great networks were formed and propelled me in my life beyond the university."

"The Veterans Resource Center is very helpful in thoroughly providing information."

"The program has gone above and beyond with making me feel welcome and supported. The facilities are great and useful, and the program presents many opportunities to get more involved with the military community."

By the Numbers

81%
Number of military-related students who reported they are achieving their academic goals

1/3
Number of students who credit Veterans and Military Services with their retention at UCSB

Satisfaction with Services

A survey distributed in January 2020 that received 171 responses back from students who use Veterans and Military Services found that students were most satisfied with services provided by the following departments.

93%
Recreation

89%
Veterans and Military Services

87%
Campus Learning Assistance Services

86%
University Center*

*Not a Student Affairs department

Office of the Vice Chancellor for Student Affairs

The planning team, below, registered 367 Student Affairs' staff to attend the annual SA Professional Development Program. Attendees chose from among 19 workshops in which to learn. Post-conference evaluations' comments called the event "engaging" and "positive."

COURTESY PHOTOS

SA Annual Professional Development Conference

A day dedicated to staff learning, professional development, and personal growth

Each year the Division of Student Affairs hosts the Annual Professional Development Conference (PDC). PDC is a way to ensure that Student Affairs' staff have at least one in-depth opportunity to step out of their normal work lives and focus on their development and replenishment. It is also one of the few times that the entire division can gather together, share a common experience, and be reminded that we are a team working together to serve students.

The planning committee, which consists of 12 Student Affairs staff members, works hard to assemble an interesting and meaningful day of professional development and personal growth activities. The committee creates a schedule of events and workshop offerings that reflect an array of topics and interests. Their goal is that every member of the division will find something informative and enjoyable in the workshop and keynote offerings.

This past year, the keynote was given by Dean Jeffrey Milem from the Gevirtz Graduate School of Education. His expertise on racial

dynamics and diversity in higher education filled the morning gathering with insightful topics followed by breakout sessions of small discussions among colleagues.

The remainder of the day was filled with networking opportunities and workshops covering topics in higher education, personal wellness, and professional development. The second-annual SA Speaks session closed the day with heart-warming stories from our staff, which also included a student speaker.

Focus on Graduate Students

New series explores Feminist Pedagogies

The Women's Center launched a new series of programs focusing on the interests of graduate students who are pursuing careers as educators. The year-long series, titled Feminist Pedagogies, began with a kick-off social event in fall quarter, which was designed to promote the series and reach out to graduate students who may not be fully aware of Women's Center resources.

The winter quarter included two workshops in the series, both of which were collaborations with other Student Affairs' departments. The first workshop, "Trauma-Informed Pedagogy," was a collaboration with CARE. The second workshop, "Trans-Inclusive Teaching Practices," was a collaboration with the RCSGD and the Graduate Division. In spring, the "Trans-Inclusive Teaching Practices" workshop was replicated online via Zoom, which reached an audience beyond UCSB. Participants in the Zoom workshop included high school teachers, as well as faculty at other California colleges and universities. The Feminist Pedagogies series will continue in the next academic year with a day-long conference. It will include graduate student presenters in various disciplines from multiple universities. UCSB faculty from Feminist Studies and Sociology will also be participating as keynote speakers.

The Feminist Pedagogies series was a successful collaboration that has strengthened the relationship between the Women's Center and other Student Affairs' departments. It also increased the visibility of the Women's Center among graduate students. Approximately 25 graduate students attended each workshop in winter quarter. Workshops focused on providing participants with specific teaching skills and techniques. When asked for feedback, one workshop participant stated, "Great facilitators ... the content included practical examples of ways to make the classroom more inclusive of trans people."

IMAGES COURTESY OF JAMIEE COOK

Women's Center Graduate Assistant Jamiee Cook leads the Feminist Pedagogies initiative, and she designed the above flyer and buttons below.

The Feminist Pedagogies series is one example of educational programs on feminism, women's issues, gender, intersectionality, and social justice that are offered by the Women's Center. Along with programming, the Women's Center provides students with a library, a place to study, and a lounge to meet and learn with other students.

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