UNIVERSITY OF CALIFORNIA · SANTA BARBARA · LET THERE BE LIGHT
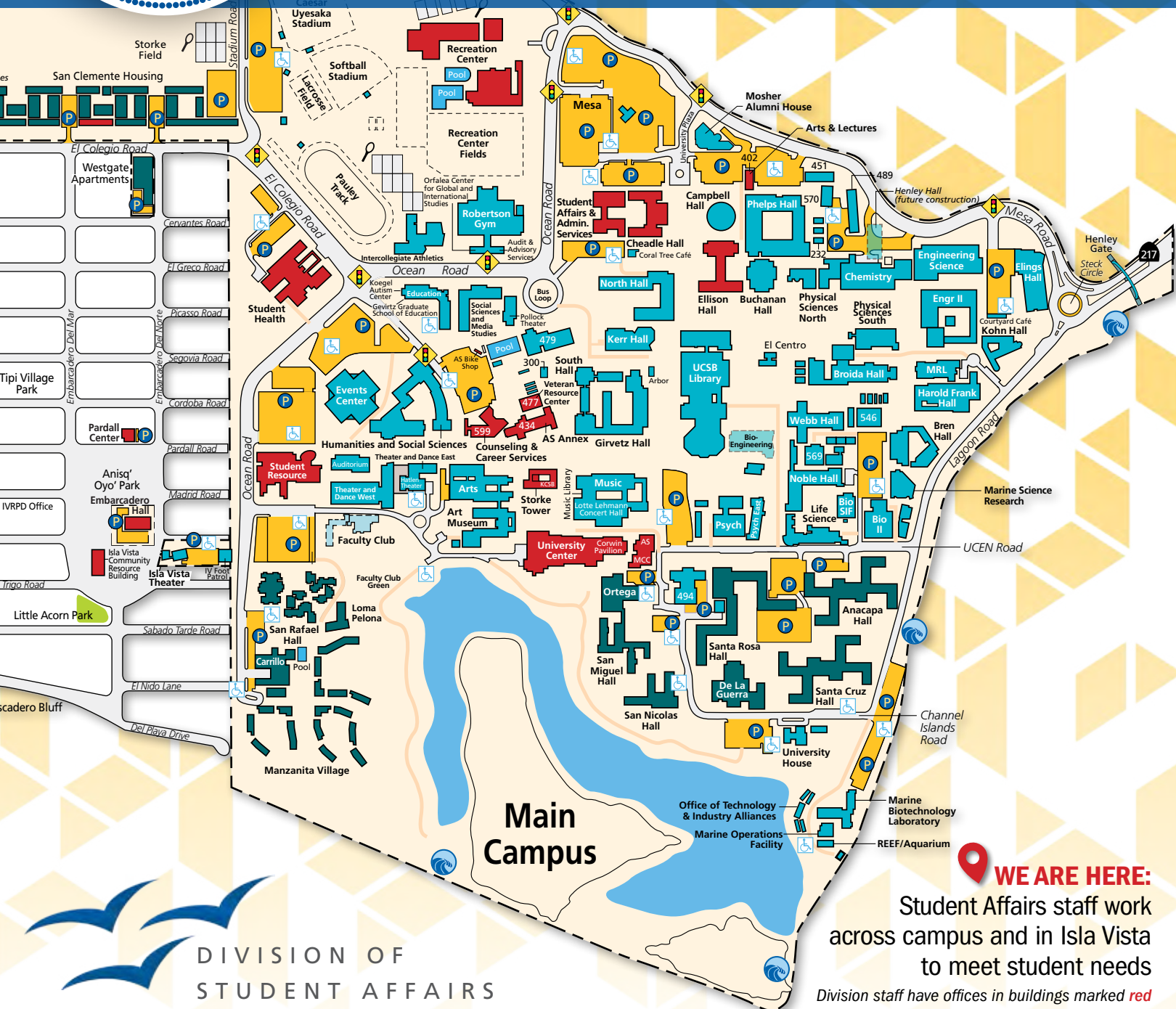
UC Santa Barbara
Student Affairs
Assessment Highlights | 2014-2015

Main Campus

WE ARE HERE:
Student Affairs staff work across campus and in Isla Vista to meet student needs
Division staff have offices in buildings marked red

DIVISION OF STUDENT AFFAIRS

The Office of Student Life has more than 500 registered clubs and organizations, so whether students are looking to join the Gaucho Pep Band or the Chemistry Club, they do not have to look far to find friends with similar interests. Shown here are students involved in Greek Life, the I Heart UCSB club, the MultiCultural Center, the Health & Wellness Peer Leader program and the Resource Center for Sexual & Gender Diversity.
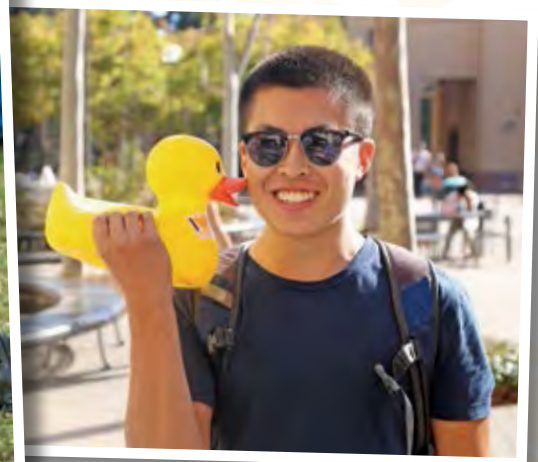
PHOTOS BY JOE ARCINIEGA, STEFAN LE, AJA MARSHALL, AHJALEAH PRICE / SAMI INTERNS

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Dear Friends:

Welcome to the *2014-15 Assessment Highlights* for UCSB's Division of Student Affairs, which this year — as a part of our ongoing Divisional assessment initiative — focuses on learning and operational outcomes for more than 35 departments and programs.

The 2014-15 academic year has been a period of transition, change and healing for our campus community and Division. With the memory of the May 2014 Isla Vista tragedy still fresh and weighing on our hearts, fall quarter began with 5,000 students and many campus and community members attending the "Come Together: Remember, Reconnect, and Unite" vigil and concert in Storke Plaza, featuring UCSB alum Jack Johnson. At the end of January, Vice Chancellor for Student Affairs Michael Young retired after 25 years of outstanding leadership and service to the University. The campus bid him farewell with an event attended by hundreds of faculty, staff, students, alumni, community members, and governmental dignitaries, many giving moving tributes. The following day friends of Student Affairs gathered at a gala fundraising dinner in his honor.

During the year, UCSB students, staff, and faculty worked together to strengthen the community and make Isla Vista a safer place through a series of initiatives and programs. Notable examples include the student-organized "I Heart UCSB" pledge and campaign and Pathways to Healing, a partnership between Student Mental Health Coordination Services, the Dean of Students Office and Counseling & Psychological Services (CAPS). Pathways to Healing offers programs that support the healing process and a comprehensive website that serves as a centralized location for information about campus resources, recommendations for managing grief and healing from trauma, and self-care tips. In addition, many offices, organizations, and student groups collaborated to put in place creative and safe programs for students during the Halloween and Deltopia weekends. Events included concerts, free roller skating, live disc jockeys, costume contests, movies, etc. By all accounts, these efforts were highly successful, with large student participation, and, indeed, Isla Vista was quieter and safer with medical transports significantly reduced over previous years during both high-profile weekends.

The 2014-15 academic year saw some significant milestones for the campus as well. Perhaps the most important was earning the designation as a Hispanic-Serving Institution (HSI) by the Hispanic Association of Colleges & Universities (HACU), making UCSB the only HSI that is also a member of the prestigious Association of American Universities. This designation represents many years of hard work from faculty and staff across campus. In Student Affairs, it reflects decades of outreach efforts from both Admissions and the Early Academic Outreach Program and major progress toward the campus goal of making UCSB's student population increasingly reflective of the California population. From 1999 to 2014, the percentage of UCSB bachelor's degrees awarded to Hispanic students each year increased from 12% of graduates in 1999 to 22% last year. The role that the Educational Opportunity Program continues to play in the academic success of our many first-generation students is crucially important to this success and was highlighted in UCSB's most recent WASC accreditation report.

Furthering our already impressive outreach efforts, the Office of Financial Aid and Scholarships launched its pilot "Promise Scholars Program" in 2015, designed to help enroll top-tier, first-generation and low-income students from California. Recipients are eligible for a minimum of $120,000 in grants and scholarships over four years. In addition, Promise Scholars are offered admission to the Woods Scholars Program, which invites top-level UCSB students to explore the University research environment and provides academic opportunities for a community of scholars with support from faculty and graduate student mentors. Three-hundred Promise Scholar offers were made to students from California high schools from which UCSB has traditionally been unable to enroll frosh. We expected our yield to be between 25 to 50 students, but the final count exceeded all expectations at 133 (a 44% yield rate).

Other significant happenings this year: The Resource Center for Sexual and Gender Diversity celebrated its 15th anniversary; in January we dedicated our second photovoltaic array (adjacent to the Student Resource Building on Parking Lot 22); and in June, the Orfalea Family Children's Center dedicated its newly renovated play yard: "visionary and sustainable" play spaces designed to connect children with nature in "a creative and whimsical environment that values the magic of childhood."

The 2014-15 academic year ended as it began with introspection and reflection on the events of last May, including a dedication of the Isla Vista Love & Remembrance Garden, and an inspiring message from Chancellor Yang: "Our community is strong. Our Gaucho family is united. Our light shines brightly, and we will share it with the world."

Sincerely,

Mary Jacob

Mary Jacob,
Acting Vice Chancellor for Student Affairs

In this edition...

The Division of Student Affairs' departments offer an assessment snapshot from one area of the wide range of services they provide to the campus community. Although each department is a universe of services unto itself, they each collaborate and contribute to the larger Division mission of anticipating, planning for and responding to the needs of a diverse and changing student body, promoting physical and emotional well-being, fostering intellectual and personal development, and ultimately, creating the supportive and challenging living and learning environments and sense of community essential to advancing the University's goals of excellence in education, research and public service.

To keep the Division moving in its assessment efforts and in the improvement of practice, this year's report has a focused task. Each department was asked to align an assessment effort with core competencies for the profession (see Competency References on page 42). Each assessment study also includes a learning or operational outcome, measure, analysis of findings and implications for the improvement of their department's Student Affairs practice.

The resulting assessment highlights demonstrate the unique manner in which each department aligns with the Division and campus mission statements and standards for the Student Affairs profession. Our inaugural *2013-14 Division of Student Affairs' Annual Report*, **http://www.sa.ucsb.edu/home/student-affairs-annual-report**, will remain an archival record and overview of the fuller range of department services.

As we develop and refine our services, we are cognizant of the opportunity assessment presents to exercise a full range of professional competencies. This edition demonstrates Student Affairs' efforts in areas such as Service; Managing Financial Resources; Sustainability; Law, Policy and Governance; Technology; Communication; Diversity and Inclusion; Resource Management; Teaching and Learning; Integrity and Transparency; and Innovation and Change Management. We hope that you enjoy this glimpse into the diversity of services that Student Affairs provides to the campus community.

Yours in Assessment,

Lupe N. Garcia,
Chair, Student Affairs Assessment Initiative

Assessment Initiative Team

Diana Antova, Student Information Systems & Technology

Keri Bradford, CommCollab

David Dunlop, Disabled Students Program

Ignacio Gallardo, Career Services

Lupe N. Garcia, Student Academic Support Services
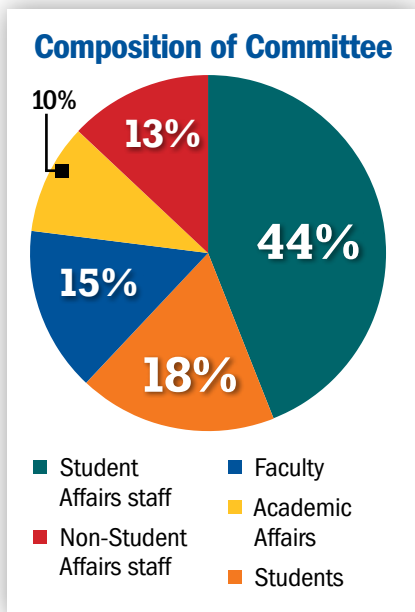
Mark Shishim, Academic Initiatives

Gary White, Disabled Students Program

Laurel Wilder, Institutional Research, Planning and Assessment

Academic Initiatives

DEPARTMENT MISSION

Academic Initiatives facilitates applied scholarship, community engagement, student academic and research experience, and stronger relationships among the Division of Student Affairs, UCSB Academic Departments, and the broader Isla Vista and Santa Barbara community.

Composition of Committee

- 44%
- 18%
- 15%
- 10%
- 13%

Legend:
- Student Affairs staff
- Non-Student Affairs staff
- Faculty
- Academic Affairs
- Students

Top three areas of focus

As ranked by members of the BRC

1. Foster the institutionalization of practices that demonstrate UCSB's commitment to supporting African American students' scholarly endeavors, personal growth and well-being

2. Facilitate networking, mentorship and research opportunities

3. Help coordinate existing and/or new programs and activities that may improve the retention of African-American students and lead to higher levels of educational achievement

OPERATIONAL OUTCOME

In order to identify and strengthen institutional opportunities for African American students, Academic Initiatives created a diverse committee of students, faculty and staff leaders. This outcome meets the CAS and NASPA/ACPA competency areas of Equity, Diversity and Inclusion.

CONTEXT

A campus and system-wide goal is to increase enrollment numbers for African-American students who are underrepresented when compared to the population at large. Academic Initiatives (AI) is uniquely positioned as a bridge department between academic and Student Affairs divisions. AI can identify resources and opportunities for collaboration to support enrollment and student services for African-American students at UCSB. The newly formed Black Resource Committee (BRC) will partner with AI to improve the enrollment, retention and graduation of African-American students at UCSB.

METHODS

Invitations were sent to representatives from multiple campus departments and points of contact for African American students to participate on the Black Resource Committee. AI created a list of objectives and surveyed the approximately 40 resource team members to assist in establishing priorities for the collaborative efforts.

RESULTS

In your opinion, how is UCSB doing in the following areas?

Ranking from 1-5, with 1 being the best.

- Enrolling African-American, African, and Caribbean students
- Supporting the success and academic achievement of the Black student body
- Campus climate and diversity
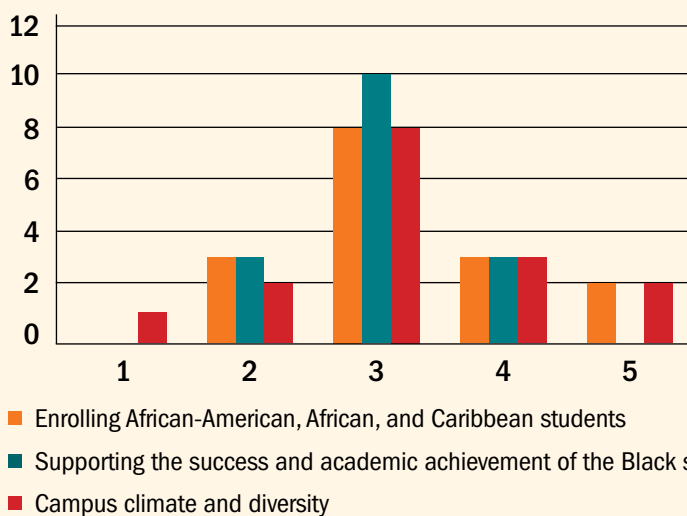
Based on a sample of 16 committee members present at the conclusion of the April 2015 BRC meeting

ANALYSIS & IMPLICATIONS

As a result of the survey analysis, short- and long-term goals were established. Short-term goals include: Inventory institutional resources available to and used by African-American students to determine areas for growth. Examine policies and the intersections that may be supporting or limiting student success. Long-term goal includes: Make recommendations for resource allocation to support expansion of existing programs where successful, and creation of new programs where needed.

Office of Admissions

DEPARTMENT MISSION

The Office of Admissions is charged with assisting the campus in reaching its undergraduate admission and enrollment objectives in accordance with the University mission and campus enrollment goals. A Faculty Senate committee sets annual admission criteria, following University of California admission policy. Department efforts are focused on increasing the academic quality and diversity of the entering class while maintaining the required enrollment level. The Office of Admissions seeks to implement the campus admission goals by providing a number of services and events.

The Office of Admissions promotes postsecondary education; encourages applications from historically underserved populations and schools; provides admission information to high school and community college counselors, teachers and administrators; provides admission advice to prospective frosh and transfer students; reviews and evaluates applications; develops recruitment strategies and events for admitted students; reviews coursework for transfer credit; and creates a presence on campus that is consistent with UCSB's mission and high academic standards.

Several units within the department provide these services: Administration and Processing, Visitor Center, High School Services, Transfer Services, Application Evaluation, and Information Systems.

OPERATIONAL OUTCOME

Prospective California community college (CCC) transfer students who receive in-person or virtual contact advising from UCSB during the fall 2015 application period will be more likely to apply, to be admitted, and to enroll at UCSB. This outcome will meet the UC Core Competencies of Communication and Service Focus.

CONTEXT

This outcome addresses the Communication competency because it assesses how the connections we make with transfer students influence them to apply to UCSB and to submit their Statement of Intent to Register (SIR). It also addresses the Service Focus competency because Admissions is committed to delivering high quality service to prospective CCC transfer students.

METHODS

We will review in-person and virtual attendance logs to find the number of CCC transfer students who received advising:

    a) **Only in person** (college fairs, open houses, campus visits, campus tours, early outreach high school programs for transfers, advising appointments, classroom visits, conferences)

    b) **Only virtually** (virtual open house, transfer webinars, video chats, virtual transfer appointments, online chats, phone calls from students)

    c) **Both**

    d) **None**

The lists of in-person versus virtual contacts will be cross referenced with CCC applications submitted to UCSB.

RESULTS

We connected either in-person or virtually with a total of 1,420 prospective CCC transfer students before and during the application period for fall 2015 admission. Below is a break down of how contact occurred.

- 4% both
- 5% neither
- 16% virtually
- 75% in person
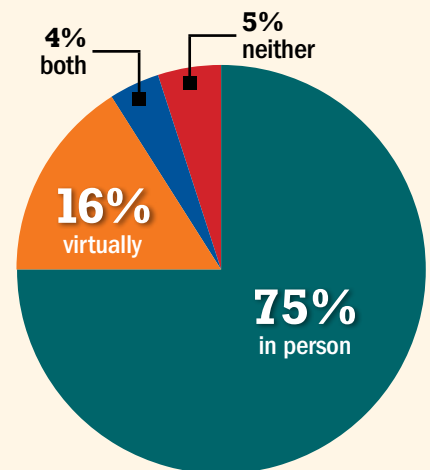
Of this pool, 50% applied to UCSB and 50% did not. Of those who did apply, 84% were admitted. CCC students who connect prior to applying are more likely to be admitted. Further, in-person contacts yielded higher application and admit rates than virtual contacts. Students in both category types are more likely to apply and are admitted at more than twice the rate of virtual contacts.

ANALYSIS & IMPLICATIONS

Our findings show that in-person contacts applied at a 54% rate versus virtual-only contacts who applied at a 33% rate. If a student had both types of interaction, they were most likely to apply at 79%. Transfers who had both types of interaction were also most likely to be admitted. This indicates that though an in-person contact is more successful than virtual only, multiple interactions with a student increase the application and admit rate. The inclusion of virtual interaction with an in-person interaction also has a positive impact on a student's likelihood to apply. Therefore, our goal is to make at least two interactions with CCC students in order to encourage them to apply to UCSB.

Alcohol & Drug Program

DEPARTMENT MISSION

The UCSB Alcohol & Drug Program strives to create a safe, healthy and learning-conducive environment through the promotion of healthy choices concerning the use of alcohol, tobacco and other drugs. The program emphasizes the elimination of harmful use, high-risk behavior and related violence.

LEARNING OUTCOME

As a result of participating in a College Alcohol and Substance Education (CASE) program, students' confidence in assessing potentially dangerous situations and taking action in real life situations will increase. This effort addresses the Information Literacy competency as defined by the WASC Senior College and University Commission.

CONTEXT

The CASE program is an educational program designed to inform students on the risks associated with use of alcohol and other drugs. More than 1,000 students participate in CASE annually as a mandatory education requirement for students who violate policies and/or laws on the UCSB campus or in the community. Student participation is known to the referring department as well as a select set of offices within the Division of Student Affairs.

CASE is facilitated by Alcohol & Drug Program staff and UCSB graduate students. Student participants are given the freedom to discuss their experiences with alcohol and other substances in a confidential space, with appropriate understanding of safety and mandatory reporting requirements.

Specific content covered includes:
■ Alcohol and drug information (such as the effects of blood alcohol concentration and impact on central nervous system)
■ Health, social, academic and legal consequences of alcohol and other drug use
■ Warning signs and risk reduction strategies (including how to moderate drinking, identify an alcohol or drug emergency, and recognize potential addictive behavior)

METHODS

The Alcohol & Drug Program evaluates CASE through feedback surveys completed by student participants at the end of their three-week program. The surveys assess whether students retain the knowledge and skills taught to them by trained facilitators and the effectiveness of the curriculum.

RESULTS

The findings indicate that the CASE program positively impacts student participants.
■ 85% of participants "Agree" or "Strongly agree" with feeling more confident in assessing potentially dangerous situations, which demonstrates that students gain information literacy while participating in the CASE Program.
■ 13% of responders answered "Neutral" to the question, while less than 2% answered "Disagree" or "Strongly disagree," indicating that the Alcohol & Drug Program needs to improve CASE program content and facilitation, in order to increase information literacy in this area.

After completing CASE, I feel more confident in assessing a dangerous situation and calling 911.

247 total respondents from fall 2014 and winter 2015 quarters

Category	Value
Strongly disagree	2
Disagree	3
Neutral	33
Agree	119
Strongly agree	90
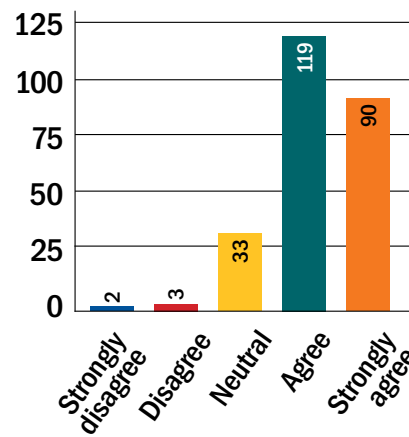
ANALYSIS & IMPLICATIONS

In order to improve the CASE program, next steps include increased attention to the delivery of curriculum and the exploration of more online assessments and educational interventions.

Arts & Lectures

DEPARTMENT MISSION

In order to promote the arts as an integral and necessary facet of education that elevates the human spirit and provokes the imagination, inspires personal discovery and intellectual inquiry, and sustains an inclusive and diverse community, UCSB Arts & Lectures embraces this mission: To present an innovative, unique, entertaining and diverse program of exceptional performances, film and lectures and thus:

- "Educates, entertains and inspires"
- Enhance the educational experience at the University
- Foster artistic excellence and creativity
- Connect UCSB and the richly varied communities of the Central Coast

OPERATIONAL OUTCOME

Arts & Lectures (A&L) will review existing data and conduct focus groups with students who participate in the Student Advisory Committee (SAC) in order to increase A&L's understanding about how programming has enhanced student learning and how the SAC has promoted student attendance. This assessment activity meets the Core, WSCUC and CAS competencies on Diversity and Inclusion.

CONTEXT

Students contribute thousands of dollars towards Arts & Lectures programming each year. It is important to Arts & Lectures to ensure that students are included in decision-making and are being educated on the diverse world through our performances. Receiving feedback from our Student Advisory Committee, who speak on behalf of all UCSB students, allows us to make sure we are fulfilling this mission.

METHODS

We analyzed existing data on the contributions of the Student Advisory Committee since its start in 2003 and also hosted a focus group with the current SAC team. This allowed for a broader understanding of how our performances have enhanced their diversity in learning and how being on this Student Advisory Committee

Members of the Student Advisory Committee pose with the Nrityagram ensemble, featuring dancers Surupa Sen and Bijayini Satpathy, kneeling, who performed their work *Sriyah*.

COURTESY PHOTO

has impacted Arts & Lectures and our students at UCSB.

RESULTS

By looking at existing data, since the start of the SAC, we have seen a large growth in the number of students that attend performances. This is because of the SAC, who helped us lower our student tickets by $10-$20, making our events more affordable for students. Arts & Lectures also now has free lectures and film screenings that have "helped them learn about the world outside of what a classroom teaches."

From the focus groups, we learned that putting on shows and lectures that are geared towards what students are also learning in the classroom helps make their learning more relevant to their lives. Sitting in classrooms teaches them what has happened in the past but being able to watch real life shows of what they are learning deepens their understanding of the world around them. With the help of the SAC, we are

more aware of what students would like to see to make learning more fun, and to broaden their knowledge of the diverse world around them.

ANALYSIS & IMPLICATIONS

It is clear that the Student Advisory Committee has assisted in making Arts & Lectures a successful program and helped make performances available to not only the public, but to more students. Since the start of the SAC in 2003, students have been able to voice their opinion and feel included in the events at Arts & Lectures. It is a part of our mission statement to educate and with the help of the Student Advisory Committee, we are able to provide lectures and performances that will continue to educate and show the public and students a world of diverse cultures. We will continue to have a Student Advisory Committee that meets monthly in order to let the voices of UCSB students be heard, and include and reward them for all that they have provided to us.

Associated Students

DEPARTMENT MISSION

We, the UCSB AS Professionals, empower, mentor, guide and support UCSB students to deepen and enhance civic engagement and social responsibility by:

- Facilitating learning through student-initiated projects and programs.
- Ensuring student inclusion in shared governance of the University.
- Initiating and facilitating collaboration within the UCSB community and beyond.
- Safeguarding the continuity, financial stability and institutional memory of the AS organization for current and future students.
- Respecting students' agency to create their own path.

OPERATIONAL OUTCOME

Through analysis of a student user survey, Associated Students (AS) will refine the AS Media Center equipment checkout program and its future purchases and expansion. This assessment activity meets the UC Core competencies of Service Focus and Collaboration, NASPA and ACPA's Student Learning competency, and the following goals from the AS Strategic Plan:

- **ENGAGE 1:** Provide Deliberate, Thoughtful and Meaningful Student Opportunities that Invite Applied Learning
- **ENGAGE 2:** Ensure Current, New and Emerging AS Services and Businesses are Meeting the Needs of Our Stakeholders

CONTEXT

The AS Media Center equipment checkout program is relatively new. AS chose to assess this measure in order to improve and provide the best service outcome for students and to facilitate collaboration and respect for student agency in decision making. The user survey will help AS understand how it can support students in the production of personal and academic projects and utilize student funds to benefit student service needs.

METHODS

AS created a survey and sent it to 100 students who had checked out equipment from July 1, 2014, through winter quarter 2015. We received 19 responses to the following questions:

1. What was checked out?
2. What was it used for?
3. What equipment would you like that we do not have?
4. How did you hear about the equipment checkout program?
5. What is your class level?
6. Would more training on the equipment be useful?
7. Do you do any post production at the Media Center?
8. Open ended — Any comments?

RESULTS

The majority of students checked out mid-range cameras and a few used available tripods. Most of the projects were personal, followed by use for class projects or organizations. A small percentage used equipment for departments or athletics. Many students would like us to invest in microphones and various camera lenses. Most students heard about our services through their friends or a professor. Many would like more instruction on the equipment. The majority of users do not utilize the computers in the media center for any post-production work. This begs the question: how many students know that these computers are available?

What kind of project did you use the equipment for?

Nineteen responded to the survey.
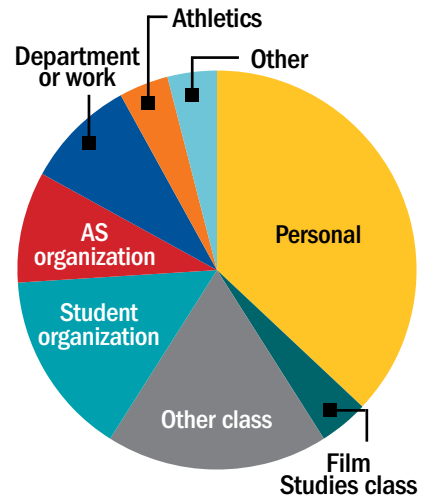
ANALYSIS & IMPLICATIONS

We reviewed the results and would like to know more about the projects being done — were they still photographs or video? In addition, we have anecdotal evidence that students want to check out equipment, but find that it has already been taken. These results have informed some of our purchases for the Media Center. We are reviewing ways to more closely integrate our workshops with the equipment checkout program by providing additional training and communicating with those who took part in the workshops or borrowed equipment. We are also putting into place a method of continuous assessment. As students return equipment they will be asked to fill out the survey while the desk attendant is completing the equipment check-in process. In addition, desk attendants will be trained to engage students in conversation about their projects in order to provide us with more detail. Finally, we will begin offering a location on our website where students can post the results of their work.

Campus Learning Assistance Services

CLAS

DEPARTMENT MISSION

At CLAS, 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 lifelong learners.

Come. Learn. Achieve. Succeed.

OPERATIONAL OUTCOME

In order to maximize budgetary efficiency and meet student and faculty demands, CLAS will review its English for Multilingual Students (EMS) data. This operational objective meets the UC Core Competencies of Service Focus and Resource Management.

CONTEXT

The number of international students enrolled in EMS classes seeking writing tutorial help at CLAS has increased from 125 students in 2009-10 to 339 students in 2014-15. In response to this growing student population, CLAS assessed how to adjust the previous service model while demonstrating efficient stewardship of student fees. In the previous model, each EMS course was assigned a designated writing tutor who was assigned EMS-specific hours to meet with each student for a standing weekly 30-minute appointment.

METHODS

CLAS used existing departmental service utilization data to compare EMS students' usage of writing services from 2013-14 to 2014-15.

RESULTS

The findings led to a new model that not only met the EMS student demand, but also increased the availability of writing services for all students. By opening access of services to all students, CLAS had fewer hours of unused services that were previously dedicated solely to EMS students. This resulted in a 13% budgetary saving.

Year-over-year service uptake and budget snapshot

	2013-14	2014-15
Percentage of all writing tutoring services used by EMS students	46%	47%
Number of EMS Students	343	339
Percentage of the quarterly writing program budget used by EMS students	60%	47%

The new 2014-15 model resulted in:

100%
Percentage of all writing service hours now available to the entire student population

48
Number of new weekly hours of writing drop-in and lab tutoring

40%
Percentage of increased writing drop-in and lab services, by day. Evening hours increased by 33%

ANALYSIS & IMPLICATIONS

While CLAS is satisfying student client demand of writing tutoring services, we plan to consult other stakeholders, including EMS and Writing Program faculty, in order to help determine the writing tutoring needs of this growing student population.

CARE

Advocate Office for Sexual and Gender-Based Violence and Sexual Misconduct

DEPARTMENT MISSION

The mission of the Advocate Office for Sexual and Gender-Based Violence and Sexual Misconduct program is to anticipate and respond to the needs of students impacted by stalking, sexual harassment, dating/domestic violence and sexual assault by providing confidential advocacy and support. CARE also works collaboratively with students, faculty and staff to educate the campus about the vital role that each of us has in ending interpersonal violence at UCSB.

LEARNING OUTCOME

Upon completion of the CARE Connect training program, participants will be able to identify and recognize the signs of an abusive relationship. The learning outcomes assessed as part of the CARE Connect training are based on NASPA's Learning Reconsidered student outcomes. This objective meets the competency of Knowledge Acquisition, Integration and Application.

CONTEXT

Research indicates that students are most likely to disclose an experience with interpersonal violence to a trusted friend and not to a University official. In order to increase the utilization of campus resources by student survivors, CARE Connect focuses on training students to be able to identify the signs of an abusive relationship, so that they can effectively refer their peers to CARE advocates or other campus resources.

METHODS

Students who attend the two-hour CARE Connect training are given a pre-test. Upon completion of the training, a post-test is administered to all participants. The pre- and post-test questions are designed to gauge initial knowledge

After attending weeks of CARE Connect workshops, Violence Intervention Prevention (VIP), interns are ready to host their own awareness events as new peer educators.

COURTESY PHOTO

on topics covered in the training, and acquisition of or increase in knowledge (if any), as a result of attending the program. Surveys were administered to participants attending CARE Connect trainings between January and May 2015. The pre- and post-tests include 10 questions utilizing a Likert Scale.
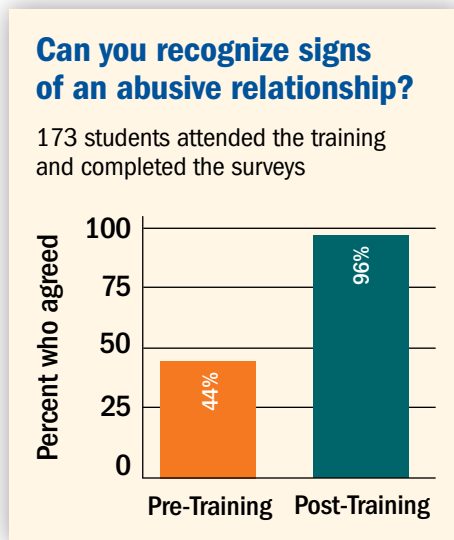
RESULTS

Of the 182 students who attended the training between January and May 2015, 173 students completed the pre- and post-tests. The pre-test data reflect that prior to the training 44% of participants agreed that they could recognize the signs of an abusive relationship. Upon completion

of the CARE Connect training, 96% of students agreed that they could recognize the signs of an abusive relationship. The content of the training focuses on identifying several signs of abusive relationships, including unhealthy relationships that involve humiliation, control, isolation from friends and family, as well as the cycle of abuse. Additional signs of abusive relationships covered in the training are physical, sexual, verbal, and cyber abuse and stalking.

ANALYSIS & IMPLICATIONS

Based on the final data, the curriculum for CARE Connect training effectively teaches participants to recognize signs of an abusive relationship. A consideration for future inquiry would be to determine if initial knowledge of abusive relationships is impacted by participation in other campus education programs, such as Gaucho FYI or Haven. If so, then the CARE Connect training curriculum can be changed to cover more advanced topics. Another area for further exploration will be to determine whether the increased knowledge about signs of abusive relationships will result in an increased likelihood of intervening if students see abuse happening in their communities.

Can you recognize signs of an abusive relationship?

173 students attended the training and completed the surveys

Percent who agreed	
Pre-Training	44%
Post-Training	96%

Career Services

UCSB CAREER SERVICES
career.ucsb.edu

DEPARTMENT MISSION

The mission of Career Services is to help the students and recent graduates of the University of California, Santa Barbara identify and fulfill their career goals. We serve students throughout their college experience to help them understand who they are as emerging professionals and how to apply their academic and real-world knowledge and skills to their careers. By providing comprehensive resources, programs, and counseling on career development, internships, employment and graduate school, we educate and support students and recent graduates on how to make sound career decisions, develop professionally, and attain their life goals.

LEARNING OUTCOME

As a result of attending the résumé workshop, students will be able to improve upon an accomplishment statement that showcases their achievements. This meets the NACE and CAS standards on Career Advising and Counseling and assists students to articulate their strengths, competencies and achievements applicable to the positions they are seeking.

CONTEXT

A shift is taking place in college career services nationwide, due to the recession and debate on "the value of college" from a career perspective. The market for quality jobs is highly competitive for students and this produces significant levels of concern for them and their families. It also heightens the demand for career services that are effective and quantifiable. It is within this context that we are assessing our workshops, events, counseling and employer services. For this edition, we

PHOTO BY DAVE PALMER
At Career Services' résumé workshops, students get feedback from human resources professionals.

chose to assess the résumé workshop, as it is one of our core areas of service.

METHODS

We created a pre-/post-assessment consisting of five true/false questions and one writing exercise. Sixty-six attendees completed the assessment. The true/false questions covered various résumé topics we wanted students to pay close attention to and the writing exercise asked students to write an accomplishment statement. A pre-assessment was given to students before the workshop and a post-assessment was given immediately following. We solicited facilitator feedback to record workshop issues.

RESULTS

Our results indicated that students were able to improve their accomplishment statement by including an action verb and providing a thorough description of their experience, thus proving the effectiveness of the writing exercise. Of the students who attended fall and winter quarter résumé workshops, 75% who participated in the pre-/post-assessment showed improvement in the accomplishment statement writing exercise. The results from the true/false questions indicated students learned important résumé knowledge. However,

content coverage varied across different workshops, and therefore was not consistently aligned with the true/false assessment tool. Comparing the true/false questions showed a 70% decline in incorrect answers after the workshop. Results from facilitators indicated they felt time constraints when giving the pre-/post-assessment as they had limited time to cover workshop content and provide both assessments.

ANALYSIS & IMPLICATIONS

Our next steps are to improve the assessment method by:

- Incorporating the post-test as an activity within the workshop to alleviate time constraints and to allow students to showcase learning.
- Improving the alignment of the assessment tool with the learning outcomes of the workshop.

We will make improvements to the résumé workshop by:

- Identifying consistent learning outcomes for all workshops and ensuring participant awareness of the outcomes.
- Creating two résumé workshops — a beginner's workshop and an advanced workshop — to have more time to cover the content and for students to achieve the learning outcomes.

Counseling & Psychological Services

DEPARTMENT MISSION

The mission of Counseling & Psychological Services is to help ensure that students — as well as the larger campus community — remain healthy in the pursuit of academic and personal success. CAPS promotes the emotional well-being of students through individual and group psychotherapy, crisis intervention and stress management services.

OPERATIONAL OUTCOME

By partnering with Greek organization members in the development of a peer-to-peer suicide prevention program, CAPS will positively impact student attitudes and behaviors toward seeking mental health services. This reflects UC's Core Competency of Service and Collaboration and CAPS' values.

CONTEXT

Suicide is the second leading cause of death for college students. A study was conducted to advance research and programmatic efforts geared toward mental health promotion and suicide prevention among college students. CAPS partnered with Greek organization members who were interested in mental health issues and particularly suicide prevention. Specifically, we wanted to increase mental health seeking behaviors, promote student well-being, and assist students in creating programs to better recognize signs of distress in themselves and their peers.

METHODS

A research proposal was submitted to and approved by the UCSB Institutional Review Board. The design included a pre-test/post-test evaluation of

COURTESY PHOTO

Pasha Foroudi and Lisa Mitalas present the "Recognize and Refer!" preliminary findings at the Best Practices in Peer Programing conference at UC Irvine.

an educational outreach workshop. Partnering with the Greek community, members were given a web-based pre-workshop survey. Participants were then invited to attend one of five bystander training workshops, "Recognize and Refer," offered over a two-week period. Those who attended the workshops were invited to complete a post-workshop survey. The workshop was led by two CAPS Mental Health Peers who were members of the Greek community. A similar survey was emailed three months later to the original sample regardless of participation in the workshop.

RESULTS

Surveys were sent to 1,921 participants. The pre-test survey was returned by 578 participants and the post-test was returned by 195 participants. The results suggest that the "Recognize and Refer" workshop had a positive effect on self-reported willingness to seek out and/or refer another person to professional counseling. Peers were found to be effective in teaching each

other how to intervene when they see signs of distress in their peers. These results were sustained in a three-month follow-up. The results imply that after participating in the workshop students have more positive attitudes toward mental health services and that these results may persist over time.

ANALYSIS & IMPLICATIONS

Working with a specific campus organization that has influence on campus helped us to tailor our service and promote well-being in a specific group context that includes diversity of membership. Next steps for CAPS include increasing peer-to-peer programs, focusing on helping students know the signs of distress, and increasing mental health seeking behaviors. The study also illustrates the effectiveness of peers working within their own pre-existing group or organization. CAPS will continue to work with students to offer workshops specifically designed to reach particular organizations such as those working with specific ethnic or cultural groups.

Dean of Students Office

DEPARTMENT MISSION

The Dean of Students Office collaborates with various departments to coordinate efforts that promote student well-being. Our efforts focus on the health and safety of the campus community and foster positive interactions among UCSB students, the University and the local area.

LEARNING OUTCOME

By communicating to students through the email marketing tool Emma, the Dean of Students Office will increase student awareness of the laws and ordinances that will affect them during major unsanctioned events in Isla Vista, such as Halloween and Deltopia, and understand what event resources are of interest to students. This meets the CAS Standard and NASPA/ACPA competencies on Law, Policy and Governance, as well as the UC Core Competency on Communication and the NASPA competencies on Alcohol & Drug Abuse Prevention and Violence Prevention.

CONTEXT

The Dean of Students Office would like to improve communication efforts to UCSB students, in advance of Halloween in Isla Vista, and learn what information is of most interest to students. We believe if students have information about how to "Keep it Local" and "Keep it Safe" during Halloween, the community of Isla Vista and our students will be safer. We are attempting to cause a culture shift away from the risky behavior associated with Isla Vista and the perception to outsiders that the community is an open place to come party, thus the "Keep it Local" and "Keep it Safe" marketing campaign was born. Our office devoted many resources to targeted communications to UCSB students before Halloween to help increase awareness of laws and ordinances.

METHODS

The email marketing tool Emma was used to send emails to UCSB undergraduate and graduate students in October 2014.

- 4,517 students whose local addresses were in areas of Isla Vista affected by parking restrictions were sent an email with detailed parking information and a link to buy a campus parking permit; students were encouraged to move their cars out of Isla Vista.
- 25,381 undergraduate and graduate students were sent an email with detailed information about Halloween laws and ordinances and tips to "Keep it Local" and "Keep it Safe."
- 21,929 undergraduate students were sent an email reminder two days before Halloween highlighting important safety information and tips to "Keep it Local" and "Keep it Safe."

Emma provides response statistics, including how many students open each email and how many links are clicked.

RESULTS

52%
Percentage of targeted students who opened an email with parking information, sent Oct. 14

43%
Percentage of all students who opened an email with Halloween safety information, sent Oct. 15; 44% of undergraduate students opened a Halloween safety reminder emailed Oct. 29

2,029
Number of total clicks in the three emails; 41% were clicks to the Transportation and Parking Services website

1,645
Number of clicks to fliers and webpages with information about alternative programming

Also, attendance at alternative on-campus events that were promoted in the Emma emails was very high. The number of out-of-town visitors to Isla Vista on Halloween decreased dramatically from previous years.

ANALYSIS & IMPLICATIONS

After reviewing the average number of opens for our Halloween emails, it is clear that students are interested in Halloween safety information. Information about parking in Isla Vista and on campus appears to be the most popular information students received during October 2014. The decrease in out of town visitors to Isla Vista during Halloween can be partially attributed to our communications encouraging students to "Keep it Local" and not invite out-of-town friends. We will continue to devote resources to our email communications about Halloween with undergraduate and graduate students.

Disabled Students Program

DEPARTMENT MISSION

The Disabled Students Program (DSP) is committed to providing equal access to students with disabilities. This is a UCSB campus-wide responsibility. DSP is the central location for coordinating appropriate academic accommodations for eligible students who are regularly enrolled and working toward academic degrees.

OPERATIONAL OUTCOME

As a result of participating in DSP's New Student Orientation, the newly registered frosh and transfer students who attended will submit timely online requests for exam accommodations for fall 2014. This supports the CAS Standards' Practical Competence (requesting disability-related needs from others) and Intrapersonal Development (understanding one's own needs and recognizing the need to request assistance).

RESULTS

Orientation Attendees Exam Accommodation Requests

Exam accommodation requests made **more than 10 days** in advance versus the **total number** of requests made, in fall 2014 and winter 2015 quarters

Fall 2014	Winter 2015	Exam type (total, both quarters)
44 finals 49	39 finals 54	Finals 83/103 = 80.6%
46 midterms & quizzes 70	58 midterms & quizzes 93	Midterms & Quizzes 104/163 = 63.8%

■ Requests made 10+ days in advance
■ Total requests made

Difference: 80.6 - 63.8 = **16.8%**

CONTEXT

To measure this outcome, DSP is looking at whether incoming students who attended DSP's new student orientation in late September submitted their service requests at least 10 days prior to their exams. While there are no deadlines for making exam accommodations requests, service history has shown that when students submit their exam accommodations request at least 10 days in advance, this gives DSP, instructors and departments enough time to make arrangements. It is important that students attend the new student orientation because they are made aware of the procedures for making requests and are encouraged to make requests at least 10 days in advance.

METHODS

We extracted data from the DSP online system on students who attended the DSP New Student Orientation and used the online requests for exam accommodations from fall 2014 and winter 2015 quarters. Information on the following questions was examined.

- For what type of exams these students requested exam accommodations
- Whether or not the requests were made at least 10 days in advance

RESULTS, CONTINUED

For fall 2014, students who participated in the new student orientation submitted their exam accommodation requests at least 10 days in advance 76% of the time, and for winter 2015 students submitted their requests at least 10 days in advance 66% of the time. Incidentally, for both quarters, exam accommodation requests that were submitted at least 10 days in advance were significantly higher (17%) for final exams (80%) than for midterms (63%).

For midterms, the percentage of requests submitted at least 10 days in advance was slightly higher for fall 2014 (66%) than for winter 2015 (62%), although the total number of requests were higher for winter 2015. For finals, the percentage of requests submitted at least 10 days in advance was significantly higher for fall 2014 (90%) than for winter 2015 (72%).
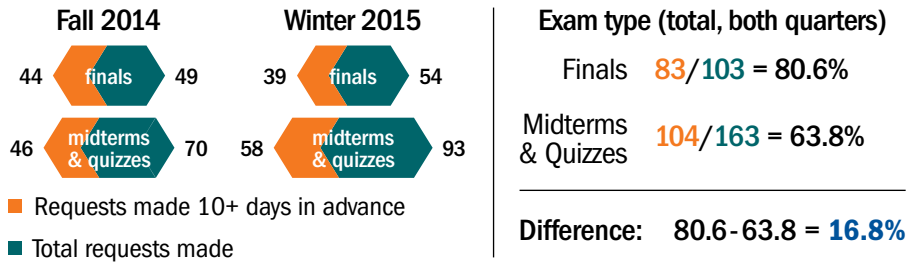
ANALYSIS & IMPLICATIONS

The high percentage of on-time requests for final exams shows the value of the New Student Orientation program's communication efforts to have students enter their accommodation requests early. The drop off in on-time requests from fall 2014 to winter 2015 also shows the need for ongoing contact with students to ensure that they continue to submit their requests in a timely fashion. DSP will investigate the use of online video segments to act as reminders for students to arrange on-time accommodations for their exams in each subsequent quarter.

Early Academic Outreach Program

DEPARTMENT MISSION

Early Academic Outreach Program (EAOP) helps students at underserved schools prepare for college and career, engage in academic-enrichment opportunities, complete all University of California (UC) and California State University (CSU) admissions requirements, and apply for college and financial aid. EAOP insures that a higher proportion of California's young people, including those who are first-generation, socio-economically disadvantaged and English-language learners, are prepared for postsecondary education, pursue graduate and professional school opportunities, and/or achieve success in the workplace.

OPERATIONAL OUTCOME

By placing at least one full time permanent EAOP staff person at a high school, EAOP will demonstrate that it satisfies each of its Statewide EAOP Operating Standards and Expectations.

CONTEXT

EAOP contributes to the UC Student Academic Preparation and Educational Partnerships (SAPEP) mission to raise student achievement and close achievement gaps. EAOP strives to achieve the following operating Standards and Expectations (S&E) set forth by the University of California Office of the President (UCOP): 70% of EAOP seniors complete A-G college prep coursework fulfilling UC/CSU eligibility requirements and register for the SAT/ACT; 90% enroll in post-secondary education; and 80% of EAOP 10th graders are Algebra I complete. EAOP uses a Dual Service model to provide 57 types of services in tandem with Academic Service Coordinators at partnership schools. Services include classroom presentations, after school and weekend workshops, school day activities and events, and small group and one-on-one advisement sessions. EAOP believes that having a staff person permanently located onsite in a collaborative partnership with the high school positively impacts the school's college-going rates, especially among students at high schools with historically low college-going enrollment rates.

METHODS

EAOP reviewed transcripts, test scores and college enrollment rates of students at Rio Mesa, Carpinteria and South high schools. EAOP and non-EAOP students with at least a 2.5 GPA were compared over a three-year period. Seventy-two percent of all students at these high schools received two or more services from EAOP staff.

RESULTS

How do EAOP students perform against UCOP's S&E Goals?

A three-year report on EAOP students from Rio Mesa, Carpinteria and South high schools shows EAOP students exceed performance goals set by the UC Office of the President.

	Algebra 1 Complete	A-G Complete	SAT/ACT Takers	Intent to Register in Higher Ed
UCOP S&E Goal	80%	70%	70%	90%

	Algebra 1 Complete	A-G Complete	SAT/ACT Takers	Intent to Register in Higher Ed
EAOP 2011-12	95%	76%	81%	94%
EAOP 2012-13	98%	84%	93%	98%
EAOP 2013-14	96%	77%	91%	97%

ANALYSIS & IMPLICATIONS

This assessment has helped quantify and demonstrate the effectiveness of the EAOP Dual Service model, and the results will be used to secure future service and cost-sharing agreements with new high schools and districts. The number of UCSB EAOP school partnerships is growing — next year, EAOP will place staff at six new schools. This will generate over $240,000 in cost-sharing and co-funding agreements, which will help restore EAOP staffing, programming and presence at school sites that had been discontinued due to the past decade of budget cuts. This expansion of EAOP services into the community will mean that more students from high schools with historically low college-going rates will meet eligibility requirements for the UC and CSU systems.

Early Childhood Care & Education Services

DEPARTMENT MISSION

We are committed to striving for the highest possible standards in early care and education programs and, in so doing, supporting the children, families, students and early childhood education (ECE) professionals of UCSB. University affiliation motivates us to be leaders in early care and education through direct service to families enrolled and as a valuable resource for the greater UCSB and surrounding community.

LEARNING OUTCOME

Student teaching assistants (TAs) will gain working knowledge applicable to ECE classrooms skills and responsibilities by participating in a variety of Early Childhood Care and Education Services training experiences.

CONTEXT

Approximately 150 UCSB students serve as TAs each quarter, helping our staff provide a safe, consistent and secure environment for the children in our care. In accordance with the National Association for the Education of Young Children (NAEYC), our program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member. We strive to provide resources and opportunities for TAs to expand their knowledge and experience both professionally and personally in a service learning framework.

METHODS

We surveyed our TAs regarding their perceived effectiveness of existing hiring and training procedures in relation to five independent job performance areas. In total, 91 of 137 TAs returned a survey, for a 66% response rate. TAs were also asked to provide a self-assessment of their own current ability level in each of the performance areas. The training procedures we assessed include interview and hiring orientation, the TA Handbook, Children's Center website, prior observation of classroom, quarterly TA orientations, contacts with Peer Mentors, on-the-job training, written guidelines for appropriate interactions, posted signs, notes and directions, mid-quarter TA evaluation with classroom teacher, articles and resources provided by classroom teacher, and modeling from other staff. The job performance areas measured include General Supervision, Health and Safety, Promotes Learning and Problem Solving, Guidance and Interactions, and Professionalism.

RESULTS

88.4%

Percentage of TAs who found on-the-job training to be most beneficial for Promotes Learning and Problem Solving

85.3%

Percentage of TAs who credited modeling by other staff to be the most effective training tool for learning proper Guidance and Interaction with children

However, based on self-assessments of job performance and the open-ended comments collected, TAs feel their own skills are weakest in Guidance and Interaction and Promotes Learning and Problem Solving. On a three-point scale, "1" being most proficient, 41.18% of TAs rated themselves as a "2" or "3" in skill proficiency in Guidance and Interaction and 54.76% of TAs rated themselves as a "2" or "3" in skill proficiency of Promotes Learning and Problem Solving.

ANALYSIS & IMPLICATIONS

Because on-the-job training and modeling by other staff were rated as the most effective training techniques, we plan to increase opportunities for observation and modeling and increase the required hours of observation and shadowing of a peer mentor. We also plan to create and expand resources for TAs in order to improve their access to tools for enhancing their job performance related to Guidance and Interaction and Promotes Learning and Problem Solving.

Specifically, we plan to review our interview protocol, make training videos and articles readily available on our website, and provide teachers with additional training and resources to supplement their supervisory skills and classrooms as training environments. We want to strengthen and encourage positive interactions between teaching assistants and teachers and foster an environment where everyone can grow personally and professionally.

Educational Opportunity Program

DEPARTMENT MISSION

The Educational Opportunity Program (EOP) is committed to providing a support and information base that validates each student's experience and nurtures a sense of participation, belonging and empowerment. Through mentorship, academic programs, one-to-one counseling/advising, campus student support service referrals and social/cultural programming, we strive to maximize a student's involvement and success in the campus academic community. EOP services all students while focusing on those who are income eligible and first-generation undergraduates.

OPERATIONAL OUTCOME

As a result of meeting with an Educational Opportunity Program Counselor, EOP students will increase their likelihood to remain in good academic standing (a quarterly and cumulative GPA of 2.0 or above).

CONTEXT

EOP plans to use the results of the data analysis to improve counseling services for students. This assessment supports the CAS standard for Student Success and Persistence.

METHODS

The academic progress of EOP students who met with an EOP counselor during the fall 2014 and winter 2015 quarters was analyzed. Using existing data, the grade point average of these Associate and Regular EOP students was evaluated against the minimum 2.0 GPA required for good academic standing. A Regular student meets income eligibility criteria and is a first-generation student; an Associate student does not meet the criteria.

RESULTS

After meeting with an EOP counselor, were the quarter GPAs of Associate and Regular EOP students above 2.0?

Fall 2014

Associate EOP student			Regular EOP student		
GPA Range	Number of Students	Average Quarter GPA	GPA Range	Number of Students	Average Quarter GPA
0-0.99	0	N/A	0-0.99	6	0.76
1.00-1.49	2	1.34	1.00-1.49	12	1.30
1.50-1.99	4	1.83	1.50-1.99	20	1.79
2.00-2.49	6	2.40	2.00-2.49	47	2.20
2.50-2.99	10	2.65	2.50-2.99	75	2.75
3.00-3.49	22	3.20	3.00-3.49	114	3.24
3.50-4.00	20	3.77	3.50-4.00	86	3.72

Winter 2015

Associate EOP student			Regular EOP student		
GPA Range	Number of Students	Average Quarter GPA	GPA Range	Number of Students	Average Quarter GPA
0-0.99	2	0.88	0-0.99	1	0.25
1.00-1.49	1	1.53	1.00-1.49	16	1.15
1.50-1.99	6	2.28	1.50-1.99	21	1.75
2.00-2.49	7	2.79	2.00-2.49	51	2.26
2.50-2.99	19	3.20	2.50-2.99	73	2.73
3.00-3.49	14	3.70	3.00-3.49	93	3.23
3.50-4.00	20	3.77	3.50-4.00	68	3.71

The majority of EOP students who met with a counselor remained in good academic standing. At the end of fall 2014, approximately 90% of all EOP students had a 2.0 GPA or higher. At the end of winter 2015, about 89% did. During both quarters that were assessed, many of these students visited an EOP counselor more than once.

ANALYSIS & IMPLICATIONS

EOP plans to improve targeted outreach efforts to better assist students' academic success and increase utilization of counseling services. Counselors will intentionally target at-risk students via campus collaboration and programming. Additionally, an enhanced success tips document will be provided to at-risk students during counseling sessions. Student peer mentors will work closely with counselors in providing intervention via office and residential hall hours. Lastly, EOP will continue to track the academic standing of students who use counseling services to further enhance departmental practices.

![OFAS logo — Office of Financial Aid and Scholarships]

Office of Financial Aid and Scholarships

DEPARTMENT MISSION

The Office of Financial Aid and Scholarships (OFAS) provides students with the financial resources and related services necessary to achieve their educational goals. We are committed to providing accurate, user-friendly, responsive, and respectful service to students and their families. We administer federal, state, and University aid and scholarship programs in accordance with applicable policies and regulations while striving to be an innovative and service-minded department.
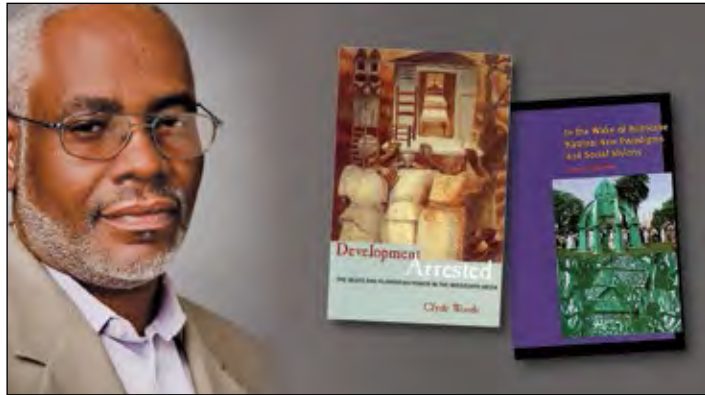
OPERATIONAL OUTCOME

By creating the Promise Scholarship Program for members of the frosh fall 2015 admissions' cohort, the Office of Financial Aid and Scholarships can attract and reduce the financial stress of top-tier first-generation, low income and underrepresented students from the State of California and impact their success in fulfilling their educational goals. Competencies addressed include:
- Equity, Diversity and Inclusion from NASPA/ACPA and CAS;
- Results Orientation and Execution from UC Core.

Dr. Clyde Woods was a soldier in the struggle for social justice teaching and scholarship at UCSB. His passion for hands-on student research is the spirit that directs the Woods Scholars Program, to which Promise Scholars are offered admittance.

COURTESY PHOTO

CONTEXT

The grant allows students the opportunity to fulfill their educational goals at a world-class research institution by offering a minimum of $120,000 in grants and scholarships over a student's four years at UCSB. The scholars program provides additional academic and leadership experience as early as the frosh year. Through their participation, the scholars will explore the University research environment under the direct supervision of faculty and graduate student mentors.

METHODS

Prior to UCSB attendance, UCSB Promise Scholars are pre-selected and offered a comprehensive grant and admission to the Woods Scholars Program for the duration of their undergraduate career. In total, 300 offers were made to newly admitted first-generation, low income and underrepresented students from the State of California. The notification was offered via written communication.

RESULTS

44%

Percentage of Promise Scholar awardees who submitted intent to register to UCSB for the 2015-16 academic year. Further analysis will be completed on this student population when they begin their studies on campus.

ANALYSIS & IMPLICATIONS

By significantly decreasing external financial stressors, the Promise Scholarship Program seeks to promote first-generation, low income and underrepresented student attainment, completion and overall success in all aspects of their educational goals, and develop active and productive citizens of the UCSB community.

As part of the Woods Scholars Program, students check in on a quarterly basis with their graduate student mentors to help the students to successfully navigate the University environment and resources. An assessment will be done to understand how students' time and experience (academically and within the community) is impacted by the reduction of significant financial stressors. Supplementary statistical data will be collected such as academic units attempted versus completed and whether completed units show significant grade achievements ("B" or better) compared to the non-Promise Scholar student population.

First-Year & Graduate Student Initiatives

DEPARTMENT MISSION

First-Year & Graduate Student Initiatives supports frosh, first-year transfers and all graduate students by helping them to make the most of University services and programs.

LEARNING OUTCOME

To better understand the transition and educational needs of transfer students and the impact of Education 118: Introduction to the Research University, Transfer Student Success course, First-Year and Graduate Student Initiatives will use existing survey responses from the 2012-13 transfer cohort and compare responses of students who enrolled in ED 118 to those of students who did not enroll. This meets the NASPA/ACPA and WSCUC competency of Student Learning.

COURTESY PHOTO

Health & Wellness educator Michael Takahara explains learning techniques to ED 118 students.

CONTEXT

Transfer students make up nearly one-half of all college and university students. At UCSB, approximately 1,500 join our campus each fall. The transition to university life is not easy for any student, and transfer students may find the adjustment to be particularly difficult. Every Student Affairs unit works with transfer students. First-Year & Graduate Student Initiatives partners with the Gevirtz Graduate School of Education to offer a popular course designed to address transfer shock, help-seeking behavior, academic expectations and honorable conduct, study tips, and an overview of the structure and purpose of the research university.

METHODS

All first-year transfer students from the 2012-13 cohort were surveyed during the winter 2013 quarter as part of the Transfer Student Transition Survey. This cohort was chosen as the more recent cohorts' data are still under analysis. Of the approximately 1,500 students surveyed, 550 (or one-third) completed the survey. After the data was processed and filtered for errors and non-complete surveys, the number of ED 118 transfer student enrollees who responded was 83. From the non-ED 118 transfer students, the survey response was 297. We compared responses of transfer students enrolled to those not enrolled in ED 118 class.

RESULTS

80%

Percentage of ED 118 respondents who answered "Somewhat Agree" to "Strongly Agree" to statements regarding how the course contributed to their sense of belonging and better prepared them to succeed at UCSB

90%

Percentage of respondents who said they would recommend the transfer student success course to first-year transfer students

Compared to their non-enrolled counterparts, ED 118 participants scored significantly higher on the composite survey variables below.

- **knowledge of campus resources**
- **anticipated level of campus engagement**
- **perceived social adjustment**

ANALYSIS & IMPLICATIONS

The results indicate that initiatives tailored to UCSB transfer students facilitate their transition to the rigor and expectations of a research university. The work that Student Affairs First-Year & Graduate Student Initiatives does in partnership with faculty and academic units has measurable power. Our courses for frosh and transfer students offer a powerful delivery system for the values of scholarship, leadership and citizenship.

Grants and Development

DEPARTMENT MISSION

Student Affairs Grants and Development seeks charitable gifts and grants to support Division of Student Affairs student services and programs at UC Santa Barbara. We strive to secure philanthropic resources from friends of the University, alumni, current and past parents, businesses, foundations, and corporations, by networking, building relationships, researching prospects, grant writing, making appeals for support, and providing stewardship to our donors. We collaborate with Student Affairs departments to seek support from governmental agencies and secure sponsorships to enhance and expand our programs and services.

OPERATIONAL OUTCOME

By establishing the Michael D. Young Endowed Fund for Scholarship, Leadership and Citizenship at UC Santa Barbara and communicating its terms to the public, Student Affairs Grants and Development will increase its outreach to the campus community, alumni, and friends and make appeals for charitable gifts to build the fund to an endowment level of at least $10,000.

CONTEXT

We chose to assess if our communications with prospective donors resulted in charitable gifts to a newly established fund. This fund was created to honor Vice Chancellor for Student Affairs Michael D. Young on the occasion of his retirement after 25 years of service. The outcome of our efforts will be used to instruct our future strategies to solicit gifts. Our work meets the UC Core Competency standards of Communication and UC Core and NASPA/ACPA competencies of Diversity and Inclusion.

METHODS

We developed a list of prospective donors and initiated our appeal and communication plan. Following our plan, we reviewed information about the charitable gifts made to the fund. We analyzed the number and levels of gifts and the gift payment methods. We also analyzed internal information about gifts requested and received for both table sponsorships for the first annual Student Affairs Gala and tributes in a book created for the occasion.

PHOTO BY BRANDON JAMES/CommCollab

Vice Chancellor for Students Affairs Emeritus Michael D. Young poses with the 2015 Student Affairs Gala committee. An endowed fund established in his name has earned close to $30,000 to date.

RESULTS

Communication with prospective donors yielded 121 gifts totaling $29,421 to help build an endowed Michael D. Young Fund for Scholarship, Leadership and Citizenship. Of these, one $2,500 gift was received (at the Student Affairs Ambassador level) and eight $1,000 gifts (considered Chancellor Council level gifts) were received. Twelve gifts were made using the online credit card payment option. Thirty-seven gifts qualified the donors for half- or full-page tributes in *Celebrate Michael!*. Three gifts were from donors who were table sponsors at the first annual Student Affairs Gala honoring Dr. Young on January 24, 2015, at the Carrillo Center in Santa Barbara, California.

ANALYSIS & IMPLICATIONS

We achieved our operational outcome. Donors contributed nearly three times our goal. We will request that the fund become a UC Regents fund functioning as an endowment, one that will earn interest and provide annual pay-outs to the fund administrator, the Office of the Vice Chancellor for Student Affairs. Moving forward, this department will form a committee to institute an application process to distribute awards that reflect the fund's priorities: Student Affairs services and programs that support low-income, underserved, and first-generation college students, and initiatives to promote student mental health and wellness. The fund will provide new Student Affairs services beginning 2015-16.

Health & Wellness

DEPARTMENT MISSION

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

LEARNING OUTCOME

Health & Wellness will analyze data to better understand:

- undergraduate peer leader self-efficacy when implementing leadership skills and
- peer leader application of leadership skills in daily life, including in campus organizations, student groups, or community groups other than Health & Wellness.

This outcome activity supports the CAS Standard of Relating Knowledge to Daily Life.

CONTEXT

Peer leaders distribute the majority of health promotion messages on our campus. Development of leadership skills is therefore an integral part of the Health & Wellness program. By analyzing data on self-efficacy in using leadership skills and the implementation of leadership skills in daily life, Health & Wellness hopes to gain a better understanding of how well we are preparing our student peers to be strong leaders within the greater UCSB community.

METHODS

All 19 leaders attended leadership training prior to fall quarter 2014. At the end of winter quarter 2015, we administered an anonymous 18-item Internet-based Leadership Assessment survey asking peer leaders to rate self-efficacy in utilizing leadership skills on a 5-point Likert scale. Staff designed this survey based on outcomes compiled from four college leadership sources, including the UC Core Competency model.

Student ratings of "confidence" in utilizing specific leadership skills are applied as "self-efficacy." Self-efficacy is defined as one's belief in their ability to carry out behaviors or tasks related to a specific situation. The survey also asked students to identify leadership skills they have implemented in daily life.

RESULTS

Of 19 leaders, 18 completed the leadership survey. Of those surveyed, 74.1% reflected high self-efficacy, 22.3% reflected moderate self-efficacy, and 3.6% reflected low self-efficacy in their ability to implement leadership skills. Analysis of qualitative data from the survey revealed that 100% of respondents reported using a leadership practice they have learned from Health & Wellness in daily life. Peer leaders reported the highest level of self-efficacy in 1) communicating with supervisors, fellow leaders, and supervisees, and 2) giving/receiving feedback.

ANALYSIS & IMPLICATIONS

Peer leaders have major responsibility for coordinating and delivering Health & Wellness messages to our student population. The data show that our peer leaders have high self-efficacy in using leadership skills, particularly in the area of communication skills. Our program prepares students to be strong leaders in their daily lives and within the greater UCSB community.

How confident are peer leaders in using leadership skills in daily life?

A majority of respondents reported high self-efficacy levels.

3.6% Low

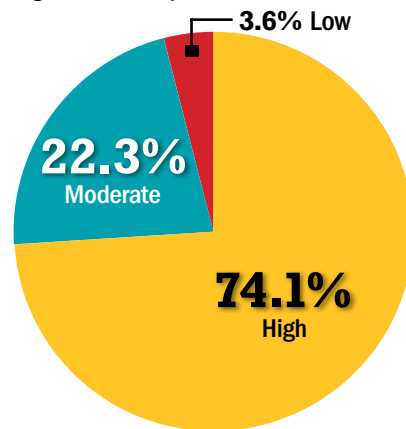**22.3%** Moderate

74.1% High

PHOTO BY BRANDON JAMES/CommCollab

Health & Wellness peer leaders participate in leadership training before school starts.

Office of International Students and Scholars

DEPARTMENT MISSION

Our mission is to serve international students and scholars, as well as UCSB faculty and departments, by responding to their needs for immigration services, cultural programs, and related information, and to help the University achieve its mission of excellence as a world-class research university.

OPERATIONAL OUTCOME

By assessing use of the redesigned OISS website, OISS staff will be able to increase the effectiveness of their online information services. This effort addresses the UC Core Competency for Innovation and Change Management

CONTEXT

Since 2008, the total population of international students at UCSB has almost doubled. OISS has been leveraging technologies to increase our ability to respond to our constituents' needs for timely, accurate information without adding staff positions. This included a complete website rebuild, using Sitefinity's content management system. OISS restructured the site's primary and secondary navigational structures and continues to edit and build new site content. The web is an especially important communication channel for OISS because our students and scholars are often in much different time zones and sometimes have limited English skills.

METHODS

The redesigned site launched August 14, 2014. Web statistics have been measured using Google Analytics since 2013. We examined web usage statistics from February to April 2015 and compared them to the same period in 2014 to see how users were interacting with the redesigned site. We used Google Analytics Overview (GAO), Audience Overview (GAAO) and Pages (GAP) reports.

RESULTS

The GAAO showed that visitors are spending 76% more time on the site (from less than 2 minutes per visit to more than 3 minutes per visit). Visitors are spending more time with the site content. Over 75% of 2015 users are returning visitors, compared to 50% of users in the past. This may indicate that there is an increase in the perceived value and usefulness of OISS web content, as people return to find additional information rather than explore other channels. In addition to a new platform and structure, the Sitefinity platform allows us to create interactive forms. We have been using online enrollment forms for our free workshops, which appears to increase attendance. We have also made it easier to find the forms that departments, students and scholars need most often. We have had over 1,000 unique visitors to our forms section since launch.

OISS total student population growth, 2008-13
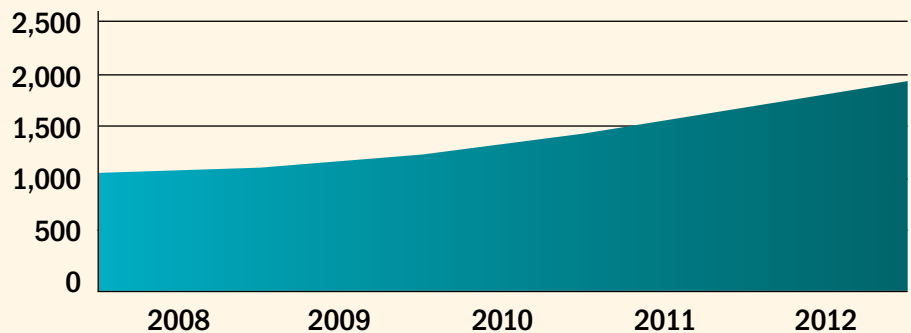
Growth by the numbers

Year	Population	Year	Population
2008	1,099	2011	1,386
2009	1,106	2012	1,586
2010	1,149	2013	1,940

ANALYSIS & IMPLICATIONS

As the OISS staff works to serve a growing population as efficiently as possible, new technologies will continue to create opportunities to automate responsive, user-driven communications through the website, interactive forms, and targeted emails. Maximizing these opportunities will allow OISS staff to focus on students, scholars and campus departments needing individualized support.

Office of Judicial Affairs

DEPARTMENT MISSION

The mission of the Office of Judicial Affairs is to maintain the integrity of the academic and co-curricular experience for all students and to ensure campus safety and security through the investigation and adjudication of University policy violations. Additionally, we are charged with assisting students in understanding the fundamentals of academic integrity and the rules and policies that govern behavior on campus.

OPERATIONAL OUTCOME

Judicial Affairs will analyze data on academic integrity cases to see how many students who receive a letter of admonishment for an academic integrity violation go on to be reported for a subsequent academic integrity violation(s). This study meets the UC Core Competency of Communication. It involves communication to both students and faculty.

CONTEXT

When faculty report cheating or plagiarism to Judicial Affairs, they have two primary options: The first is a light warning, called a letter of admonishment; or second, they can process the case with the Student-Faculty Conduct Committee. Many faculty choose the letter of admonishment. They prefer to handle the case on their own (usually by giving the student an "F" grade), but want the official notice sent from our office to the student to ensure that we are aware of the incident. By analyzing data, Judicial Affairs hopes to gain useful information about the effectiveness of the letters of admonishment.

METHODS

Data on academic integrity cases from September 2012 to May 2015 were analyzed. Students who received a letter of admonishment were tracked over time to see if Judicial Affairs received additional academic integrity reports on the same student.

RESULTS

From September 2012 to May 2015, 400 academic cases were filed with our office. Of the 400 cases, 94 moved through the Student-Faculty Conduct Committee. The remaining 306 students who were reported for academic integrity violations received a letter of admonishment. Eleven of the students who received a letter of admonishment were reported again for an academic integrity violation, with one student "offending" for a third incident.

What is the rate of recidivism for students who already received a written notice of admonishment?

In three academic years, 400 academic integrity cases were filed with the Office of Judicial Affairs; 306 resulted in students receiving letters, while the remaining 94 cases moved through the Student-Faculty Conduct Committee.

Total academic integrity cases: 400
- 306 students received a letter of admonishment
- 94 cases processed through Student-Faculty Conduct Committee

Recidivism rate from the 306 who received a letter of admonishment:
- One student offended a third time
- 11 students were again reported for academic integrity violations
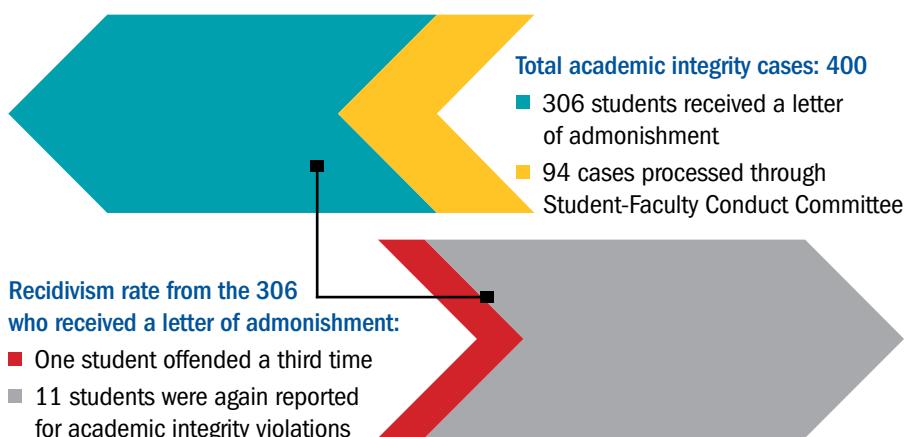
Student Affairs departments work together to educate students about academic integrity. At left is a scene from a video CommCollab created to help combat violations. Watch the whole video at **http://bit.ly/ ucsbacademicintegrity**.

BRANDON JAMES/ CommCollab

ANALYSIS & IMPLICATIONS

The department is often asked about recidivism by faculty who are trying to decide between the letter of admonishment and a formal conduct process. The data collection shows that there is a 3.9% recidivism rate for students who receive a written notice of admonishment. This is information that can be shared with faculty to help in their decision-making processes, thus improving our service to faculty.

MultiCultural Center

DEPARTMENT MISSION

In 1987, the MultiCultural Center (MCC) was created in response to the demands of students who were severely underrepresented at UCSB. The MCC strives to promote a sense of belonging among students of color, international students, and gay, lesbian, and bisexual students; works to facilitate the retention and recruitment of students of color; and works to combat institutional racism and ethnocentrism through educational programming and empowering, validating events. The MCC has grown tremendously over the years, from being housed in a one-room temporary building to now having a spacious lounge, meeting room, and 154-seat theater for students to relax, host events and organize.

OPERATIONAL OUTCOME

The MCC reviewed the qualitative comments of attendees at the Judy Baca lecture and its associated events to examine if participants' awareness of the experience of people of color and/or their sense of belonging to the UCSB community increased as a result of attending. This event promoted the UC Core and NASPA/ACPA competency of Diversity and Inclusion.

CONTEXT

The MCC collaborated with two departments to organize a series of events where Judy Baca, a distinguished Chicana muralist and UCLA professor, displayed her artwork and delivered a lecture on diversity at the MCC. The lecture occurred on October 16, 2014, in the MCC Theater. Related events included a luncheon with graduate and undergraduate students, a dinner for faculty and a reception.

METHODS

Observational and qualitative data were collected from Baca's lecture and reception. Attendance was measured at both events, attendees' interactions were observed, and verbal testimonials were informally documented. Attendance information was logged and participant feedback was transcribed for analysis. Fifteen people attended the luncheon, including five graduate students, six undergraduate students, one faculty member, and one staff member. The dinner was attended by 10 faculty members, most of whom were affiliated with the Chican@ Studies department.

RESULTS

How did attendance change at the Judy Baca events?

- Average event attendance
- Judy Baca event attendance
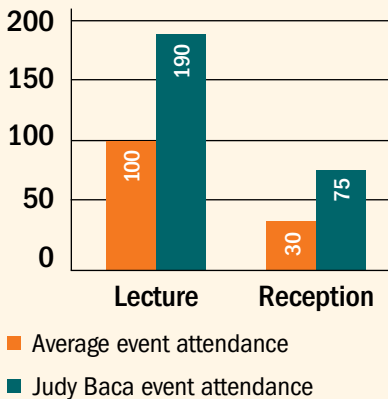
empowered enriching enjoyable

These are some of the words expressed by attendees during the Judy Baca event series. Attendees consistently expressed their appreciation to Baca and the MCC.

Testimonial

"I especially enjoyed our lunch with Judy, and observing her interact with the students. She seemed to give a lot of herself, and seemed to be at great ease with the students, and enjoyed not only sharing her experience with them, but also learning about the students' experiences and perspectives. I also felt that the combination of Judy's art exhibit with her talk was a wonderful way to provide a thoroughly rich experience for the participants."

— **Ricardo Alcaino,** MPA, Director & Title IX Coordinator at UCSB Office of Equal Opportunity & Sexual Harassment / Title IX Compliance

ANALYSIS & IMPLICATIONS

Given Baca's diverse background as a muralist, Chican@/Latin@, and lesbian, her presence on campus promoted diversity and inclusion for a variety of communities. It validated those who often feel disenfranchised. The findings highlight the importance of programming that enhances inclusion and raises consciousness about issues pertaining to diverse communities and the intersection of their identities. Programs that celebrate and engage diverse communities draw a deeper connection to the UCSB campus. The message and representation speaks to attendees' own identities. The MCC will employ similar models of programming for communities it serves.

Non-Traditional Student Resource Center

NON TRADITIONAL
STUDENT RESOURCE CENTER
UNIVERSITY OF CALIFORNIA SANTA BARBARA

DEPARTMENT MISSION

The Non-Traditional Student Resource Center (NTRC) is part of the Women, Gender, & Sexual Equity department and is dedicated to providing services to those who identify as non-traditional students. The NTRC is designed to provide a common space for non-traditional students to share resources and create community, which provides a successful environment for student development.

PHOTO BY BRANDON JAMES/CommCollab

Lockers for use by Non Traditional students are just one of the many benefits available to students who use the Resource Center.

METHODS

The Non-Traditional Student Services' staff conducted a survey of all students utilizing the NTRC as walk-in users during two weeks in Spring 2015. The survey was distributed to the non-traditional student Listserv during the same period. The NTRC survey included qualitative and demographic questions to understand how the center was being used and by whom.

OPERATIONAL OUTCOME

Through a student use survey, Non-Traditional Student Services staff can determine the impact of the NTRC on students' feelings of membership in the non-traditional student community. This assessment supports the Student Learning and Development and the Equity, Diversity and Inclusion competencies outlined by NASPA/ACPA, UC Core and CAS Standards.

CONTEXT

The NTRC is a home for students who are 24 years or older, have dependents, or are re-entry students. It provides community space to welcome these students, guide them to resources, and help them manage the challenges associated with achieving their academic goals.

RESULTS

The survey was completed by 13 people. They all identified as non-traditional students, largely in the 26-35 age category. The survey found that the dedicated space for non-traditional students' inclusion was what they most appreciated.

> " I like to see other people in there and feel like I am not the only person in a different situation than most of UCSB. "

> " I appreciate the resources it offers, a quiet study space, but most of all I feel most comfortable here than any other place on campus. "

When asked if the NTRC made them feel part of the non-traditional student community, nine responded "Yes."

> " I have felt welcomed and it has made my experience at UCSB so much better. "

Respondents asked for support for: students and parent students; offsite events on a day other than Friday evenings; graduate student only/focused events; and efforts to keep the center for non-traditional students only.

ANALYSIS & IMPLICATIONS

While not a large sample, the results show that the goal of the NTRC to create a safe space for non-traditional students is being met. Students identify with the space and with each other. In response to the survey, the NTRC will provide increased opportunity for casual interactions among student users. It will both offer programs at more diverse times during the week on and off campus, and maintain its consistent programs to help students connect to the space and community. It will provide updated versions of the physical amenities (e.g., lockers, couches, refrigerator, study tables). NTRC staff will work to create visual cues to the presence and focus on the non-traditional community to sensitively distinguish the space as well as create a mutual understanding of the mission of the center.

Orientation Programs and Parent Services

DEPARTMENT MISSION

UCSB Orientation Programs and Parent Services designs and implements comprehensive student and parent programs that introduce educational, social and personal resources to facilitate the success of new students. We focus on innovation, collaborate with UCSB departments, and develop skilled and confident Orientation leaders in order to meet the changing needs of our diverse community.

LEARNING OUTCOME

Through a participant survey, Orientation Programs and Parent Services can determine which services or resources students remember the most from Orientation's "Making the Most of Your First Year" presentation and which services or resources would benefit from increased emphasis. This assessment supports the Student Learning and Development competency outlined by NASPA/ACPA, as well as the Teaching and Learning competency within the WASC Senior College and University Commission.

CONTEXT

Orientation reviews the content of the "Making the Most" presentation yearly, and we frequently have requests from departments to add additional information or include more on a particular topic or resource. "Making the Most" is a presentation given to Orientation attendees in a large lecture-hall setting, and it focuses on campus resources and support services that many new students find helpful in their first year at UCSB. The post-Orientation survey was an ideal opportunity to assess where additional resource information was needed and what resources or departments were being covered adequately.

METHODS

Orientation developed a comprehensive, online survey that was sent to all student participants within two days of attending an Orientation session (as well as via several reminder emails). The survey asked students to rate and provide qualitative comments on their Orientation experience. The post-Orientation survey was completed by 47% of student participants in 2014. Orientation asked students to indicate, on a scale from "Very True" to "Not True at All," if the information provided in the "Making the Most" presentation provided them with information about campus resources that they will remember and plan to use in the upcoming school year. Orientation also included a qualitative question in this post-Orientation survey in which students were asked to list two resources, departments or programs that they remember from the "Making the Most" presentation.

RESULTS

The five most mentioned services or resources or departments in the survey question responses were Campus Learning Assistance Services (CLAS), Counseling & Psychological Services (CAPS), Community Service Organization officers (CSOs) and Student Health. The five least-mentioned services, resources or departments in the survey question responses were GOLD, the UCSB Library, financial aid/Money Matters, Disabled Students Program and the Kiosk.

Did "Making the Most" provide you with information about campus resources you will remember and plan to use in the school year?

47% of participants responded

- 2.5% Not very true
- 0.7% Not true at all
- 4.4% Did not attend
- 11.2% Neutral
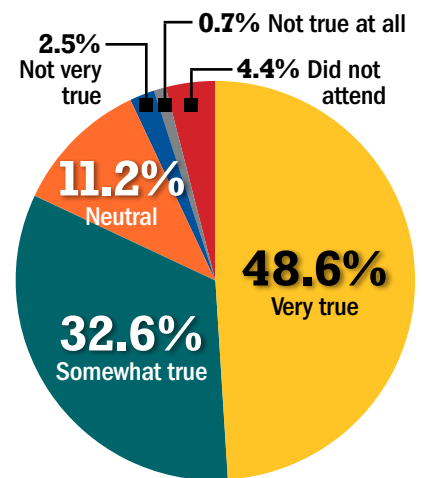- 48.6% Very true
- 32.6% Somewhat true

ANALYSIS & IMPLICATIONS

The majority of students who completed the survey were able to remember specific services or resources mentioned in the presentation and plan to use them in the upcoming school year. Because GOLD and the Kiosk are emphasized throughout the three academic advising sessions and other places within the Orientation program, they are focused on less in this presentation. Students' overall rating of GOLD knowledge remained high in academic advising-focused survey questions. Orientation will assess opportunities to include additional Financial Aid/Money Matters, the UCSB Library, and Disabled Students Program information within the "Making the Most" presentation.

Department of Recreation

DEPARTMENT MISSION

The Department of Recreation at UC Santa Barbara is committed to creating a healthy and welcoming campus environment for all students, faculty, staff and community members. The department seeks to promote an active, balanced lifestyle that contributes to the development of the social, emotional and physical skills essential to long-term health and well-being. Quality and innovation are guiding principles in all programming and student development efforts. We strive to be an industry leader in environmental conservation and sustainability.

COURTESY PHOTO

In Recreation's yoga classes, students can get grounded, balanced, centered and de-stressed.

OPERATIONAL OUTCOME

The Department of Recreation will survey participants from two yoga classes in order to gauge the degree to which yoga classes and instructors are meeting the needs and expectations of participants, and to explore what improvements could be made to yoga classes. Recreation is committed to providing exemplary services and activities to students and the campus community and accomplishing the UC Core Competency of Service Focus.

CONTEXT

The Gaucho REC yoga classes are an important part of our program as they are associated with a healthy, balanced lifestyle and stress reduction, and they potentially contribute to long-term health and well-being. In recent years, the demand for yoga classes on campus has increased and the department has responded to this need by adding classes (e.g., more sections, types of yoga) and hiring additional instructors.

METHODS

In all, 140 participants from two yoga classes taught by a newly hired instructor were surveyed at the end of the fall 2014 Gaucho REC program. We asked participants to answer 10 questions rating the class and instructor on a 1-5 scale where one is "Strongly Disagree" and five is "Strongly Agree." We also asked three open-ended questions.

RESULTS

In total, 42 participants responded to the survey, which garnered an average rating of 4.74 (on a 1-5 scale, where five mean "Strongly Agree").

4.925

Top rating (on a 1-5 scale) given, in response to the survey question "This instructor enjoyed teaching and showed enthusiasm for the activity."

4.675

Lowest rating (on a 1-5 scale) given, in response to the survey question "This instructor was responsive to students' skill levels."

Open-ended feedback was largely positive with comments including:

❝ I don't see how she could improve! She's great!! ❞

❝ This class was the highlight of my week! ❞

We also received constructive feedback about the physical space and acoustics.

ANALYSIS & IMPLICATIONS

Overall, we are very proud to know that our community appreciates our new yoga instructor's classes and believes the instruction is of very high quality. We also value feedback and strive to provide solutions that meet all stakeholders' needs and desires. Participant surveys provided valuable feedback regarding locations for yoga, room acoustics, class size and ways to make spaces more conducive and comfortable for yoga classes. This feedback is especially helpful for us as we are currently remodeling to expand space dedicated to yoga. Specifically, we gained important knowledge about acoustics and climate control to create optimal yoga space. This, in turn, will allow us to further our goal of offering exceptional services and maintaining our Service Focus.

Office of the Registrar

DEPARTMENT MISSION

The Office of the Registrar establishes and maintains the academic records of the University and provides students with the enrollment services necessary to attain their educational goals. We support the mission of the University by providing accurate, responsive, respectful service through the continual development of our staff, policies, procedures and technology. We promote an atmosphere of open communication and mutual support where effort, creativity and growth are encouraged and acknowledged.

OPERATIONAL OUTCOME

The Office of the Registrar assessed student perceptions of the degree audit system and examined historical data to determine whether degree audit has been successful in reducing the number of undergraduates who fail to graduate in their intended term. This meets the Association of American Collegiate Registrars and Admissions Officers (AACRAO) Registrar proficiency in the area of Advising, Degree Audit, Graduation and Commencement.
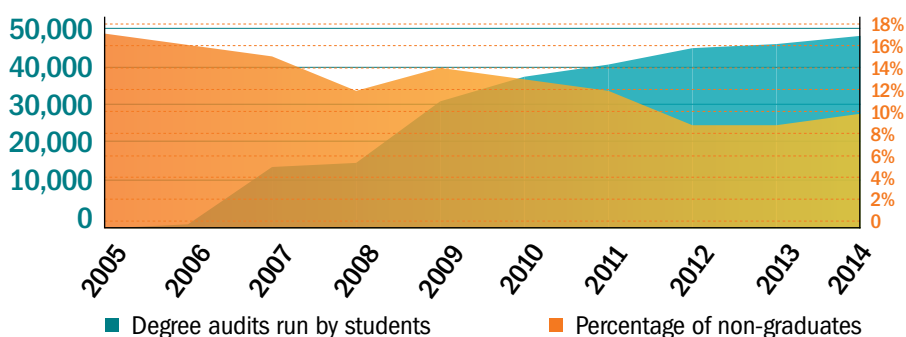
CONTEXT

Automated degree audits have been available to undergraduates through the Gaucho On-Line Data (GOLD) registration portal since 2007. A primary purpose of degree audit is to mitigate circumstances in which students inadvertently miss or misunderstand degree requirements. This is particularly important in light of our data, which show that less than 60% of UCSB undergraduates who fail to graduate during their intended term (non-graduates) go on to complete their degrees within the subsequent two years, and that certain at-risk subpopulations, including underrepresented minorities and transfer students, are disproportionately impacted by this phenomenon.

METHODS

To gauge students' perceptions, all registered undergraduates were surveyed in spring 2015 about their general usage and opinions of degree audit. The five-question survey received 1,522 responses. To measure the effectiveness of degree audit at reducing the number of non-graduates, a 10-year trend analysis (2005-14) was performed to explore the relationship between degree audit usage by students and the proportion of students who fail to complete their degree during the term for which they declare candidacy.

RESULTS

On a scale of 1-10, students rated the overall utility of degree audit in helping them to track progress-to-degree at 8.2. Ninety-one percent said that they ran a degree audit at least once per year. The percentage of non-graduates has dropped substantially since the release of degree audit in 2007. In the few years prior to the release, it consistently hovered above 16%, whereas, in the last few years, it has hovered around 9-10%. Between Fall 2008 and summer 2014, 95.3% of graduates had run a degree audit, as opposed to only 86.8% of non-graduates.

ANALYSIS & IMPLICATIONS

The results of the assessment are extremely encouraging and indicate high satisfaction with the degree audit system. However, there is still room for improvement, and many of the recommended enhancements are already underway. Students seemed most interested in improvements to the user interface, which will take effect when the campus upgrades the degree audit software (anticipated for 2016). Many also asked about double-major audits, which are currently being tested and should be released within a year. Though the rate of non-graduates has dropped, we would love to see it drop further. A concern for future inquiry is why certain at-risk subpopulations continue to be overrepresented. We hope to begin using degree audit data to identify struggling students earlier in their academic careers and perform targeted interventions.

How number of degree audits run by students correlates to percentage of non-graduates

Ten years of data show graduation rate grows as students use new tool.

Legend: Degree audits run by students — Percentage of non-graduates

Resource Center for Sexual & Gender Diversity

resource center for
SEXUAL & GENDER DIVERSITY
UNIVERSITY OF CALIFORNIA SANTA BARBARA

DEPARTMENT MISSION

The Resource Center for Sexual and Gender Diversity (RCSGD) at UC Santa Barbara works with students, staff and faculty to ensure that LGBTQ and gender-expansive student experiences and concerns are represented and addressed in caring, holistic and humanizing ways. We aim to integrate the importance and value of queer identity into all aspects of campus life, in order to create a vibrant and engaging environment in which all community members can feel safe, comfortable and affirmed. The RCSGD hosts social and educational programming for the campus and offers volunteer, mentorship and leadership opportunities. The Center also provides access to professional and student staff for collaboration, support and advocacy, a comfortable study and lounge space, computer lab, a media library, and connections to campus, local and national resources and opportunities. The Center strongly focuses on the intersections of identity and aims to be a welcoming and supportive place that values and celebrates all differences.

LEARNING OUTCOME

By attending the "Intervening as an Ally" peer-to-peer workshop, participants' self-efficacy will increase in relation to being able to interrupt homophobic and transphobic language and behaviors. The UC Core and NASPA/ACPA's competency of Diversity and Inclusion correlates to the WGSE Department mission. The CAS Standards also state that support and awareness surrounding LGBTQ identities must be integrated into the life of the institution.

CONTEXT

"Intervening as an Ally" is a peer-to-peer workshop that introduces LGBTQ identities and how to recognize, intervene, and report hate/bias incidents and microaggressions. Its emphasis is to support those impacted, directly address homophobia and issues of LGBTQ acceptance and inclusion, and highlight the importance of education. Through this training program, the RCSGD addresses the training gaps in students' abilities to fully embrace this community.

METHODS

In total, 455 participants were given a pre- and post-workshop self-assessment paper survey. It asked for demographic information and also about participants' comfort and knowledge levels in assessing hate/bias incidents and their confidence in responding to them. True/false, multiple choice, and open-ended questions assessed their self-efficacy related to the topic. The individual responses were catalogued in Excel. In partnership with Dr. Tania Israel, SPSS predictive analytics software was used to analyze the results.

ANALYSIS & IMPLICATIONS

These results directly align with the mission of the RCSGD and will be used to expand the peer-to-peer training program to also include curriculum on LGBTQ people of color and transgender identities. Our goal is to provide as many students as possible with an even wider variety of workshops to increase awareness and inclusion for the betterment of all students.

RESULTS

After attending the "Intervening as an Ally" workshop, participants developed increased abilities in the following areas.

recognize LGBTQ identities, experiences, issues

identify anti-LGBTQ crime, incident, or microaggression

intervene and respond to perpetrator(s)

provide sensitive support

refer to campus resources for those impacted

report incidents to campus police and Judicial Affairs

THE DAILY NEXUS
UC Santa Barbara's independent student-run newspaper

Storke Student Publications

DEPARTMENT MISSION

The *Daily Nexus* is the student-run media outlet of the University of California, Santa Barbara campus and as such, we, the editors, place the interests and needs of the campus community above all else and seek to provide meaningful and essential news, editorial and feature coverage to our readers. We feel that it is more than just a privilege to publish student news through various media outlets, but a duty demanded by a democratic society. Thus, we carry out our duty to the best of our abilities following the high standards of professionalism as outlined in the American Society of Newspaper Editors' Statement of Principles. Additionally, in alignment with the changing technological demands of the 21st century, we strive to produce accurate and engaging online content in a fashion that allows for more reach, engagement and accessibility to student readers.

OPERATIONAL OUTCOME

By surveying seniors, the *Daily Nexus* staff will be able to gauge readers' awareness and use of the newspaper's website at www.dailynexus.com. This study meets the UC Core Competency of Communication. The newspaper's website shares and receives information, actively seeks others' perspectives and follows the standards of professionalism outlined in the American Society of Newspaper Editors' Statement of Principles.

The *Daily Nexus* publishes most of its content at www.dailynexus.com.

CONTEXT

Four years ago, when most of the senior class began its frosh year, the *Nexus* was printed five days a week and the website was rarely updated. Now the *Nexus* posts online five days a week and prints only once a week.

METHODS

Between the fall 2014 and spring 2015 quarters, we collected data through a survey given to seniors who were waiting near the *Nexus* newsroom to take their senior portraits. We selected seniors to survey because they are likely to have the most exposure to our publication. The survey was a single question with three possible answers.

RESULTS

We were surprised that most of the students surveyed (45 out of 70) were not aware of www.dailynexus.com.

ANALYSIS & IMPLICATIONS

Survey responses identified a lack of awareness about the existence of the newspaper's website. This helped us understand that we needed to find additional methods of bringing awareness to the student population. Due to daily content uploads and cross promotions using social media sites, website views have continued to increase. In September 2013, when the *Nexus* began publishing more

RESULTS, CONTINUED

How often do you visit the *Daily Nexus* website?

Seventy seniors responded to the survey.

64% "There's a website?"

27% "Monthly/A few times per month"

9% "A couple times a week"
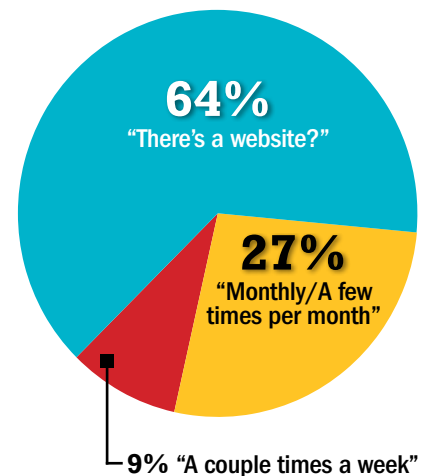
online, there were 42,302 pageviews. In May 2015, monthly pageviews increased to 162,884. Our goal is to continue increasing pageviews and user engagement by introducing a new website design, by highlighting and promoting new online features, and by developing an app. In addition, in summer 2015, the *Nexus* staff will launch a marketing campaign that targets the incoming frosh class through orientation tours, residence hall presentations and Week of Welcome events that will include contests and prizes that promote the *Nexus*.

Student Academic Support Services

Student Affairs Assessment Initiative
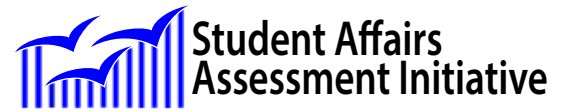
DEPARTMENT MISSION

The Assessment Initiative formalizes assessment practice in Student Affairs by:

- Consulting with departments on assessment efforts through training, publications, sharing of best practices and mentorship.
- Helping Student Affairs departments improve service delivery and show evidence-based impact of their services.
- Facilitating communication and collaboration on practices that support
  - Division and campus missions,
  - operations and efficiencies, and
  - student learning, well-being and success.

OPERATIONAL OUTCOME

By implementing assessment training, a community of practice and assessment activities, the Student Affairs Assessment Initiative (SAAI) will increase the staff's confidence and practice of assessment in their departments. This meets the Assessment and Evaluation competency for CAS, NASPA and WSCUC.

CONTEXT

Student Affairs' Assessment Initiative was established in 2014 to formalize the process of practicing assessment, and documenting and communicating evidence of Student Affairs' contributions to student learning, engagement, success and campus operations. To understand the existing assessment practice in Student Affairs and the impact of the Assessment Initiative on department and staff's assessment confidence and practice, Student Affairs measured assessment practice before commencing with a formal assessment effort and after a cycle of assessment activities.

METHODS

Staff from each department in the Division of Student Affairs were designated to participate in an assessment initiative training and a pre- and post-survey. They completed an identical Qualtrics' department-focused pre-assessment initiative survey in March 2014 and a post-survey in April 2015 after a year of assessment-related activities.

The survey was developed as part of an overall assessment of Student Affairs' assessment practice. It was composed of 18 quantitative and qualitative questions about department assessment efforts and staff resources and confidence in practicing assessment. The pre- (n=73) and post-survey (n=41) responses were compared on select questions to measure the impact of the Assessment Initiative's activities on the department and staff's practice of assessment.
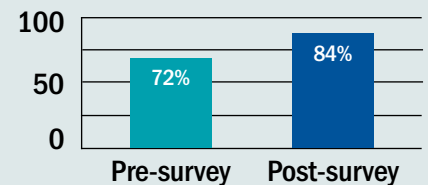
RESULTS
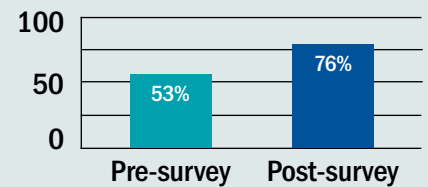
There was an increase in participants responding that departments had one or more **learning/operational outcomes** aligned with a measurement effort.
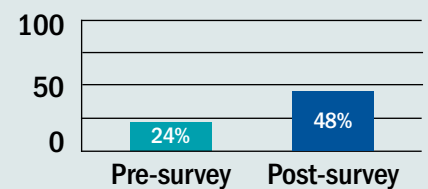
There was an increase in staff's confidence to **conduct assessment** and **evaluate** their department's **success** in meeting outcomes.

In total, there was an increase in participants responding that their department had **staff dedicated to conduct assessment**.

ANALYSIS & IMPLICATIONS

Student Affairs' Assessment Initiative is showing a positive impact on staff's confidence and department's practice of assessment. Although pre- and post-survey findings showed positive outcomes in Student Affairs practice of assessment, staff resources and time devoted to assessment, and an understanding of assessment itself, were challenges. Training areas that emerged include assessment measures, data analysis and how to embed assessment into practice. Additional training for staff will focus on the use of existing data mining sources, such as the Business Intelligence Model, to reduce the time impact on staff. Integrating assessment into staff's day-to-day activities, job cards and mind set will be ongoing goals of the initiative.

Student Health Service

DEPARTMENT MISSION

Student Health provides:

- High-quality and accessible health care
- Preventative and public health services for the entire campus
- Student-focused and convenient patient care
- Respect and celebration of campus diversity
- Campus-wide collaboration promoting health and student success

OPERATIONAL OUTCOME

By assessing students presenting concerns about Attention Deficit Hyperactivity Disorder (ADHD), Student Health Service (SHS) will be able to optimize the limited number of psychiatric appointments available and still address the psychological needs of all students. This meets the UC Core Competency of Service Focus.

CONTEXT

Students with ADHD who receive treatment are more likely to have a positive school experience and achieve their academic goals. SHS wants to enable all students with psychiatric/psychological issues to receive the help they need. Students self-identify as having ADHD for many reasons (including wanting ADHD medications as a study aid). One of the effects of this self-referral was that psychiatrist appointments at SHS became overly impacted. To help streamline psychiatric services, these students were triaged by our Social Work Services.
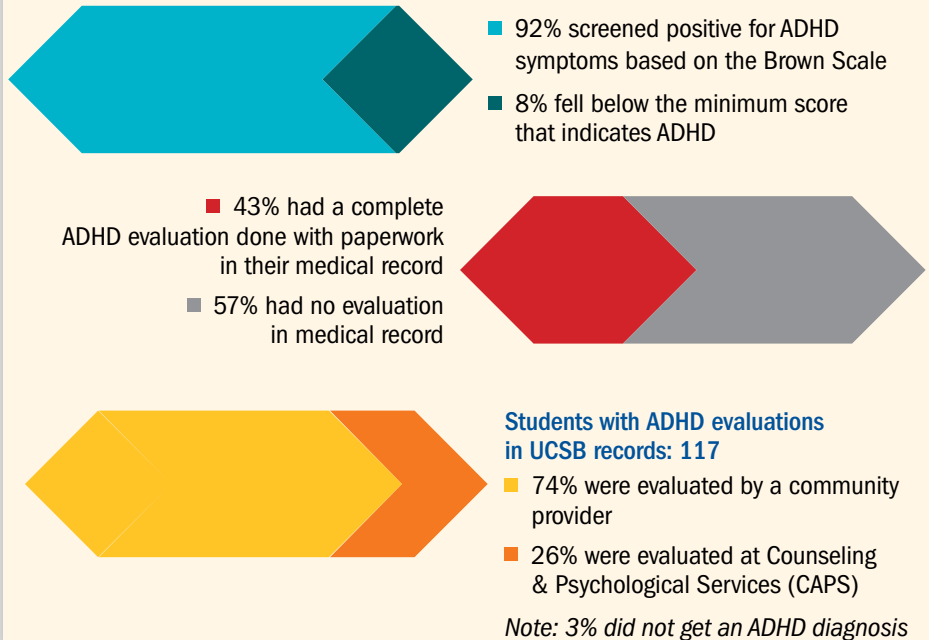
METHODS

Best practice protocols for ADHD evaluations were first discussed with CAPS and community providers (psychiatrists and psychologists).

RESULTS

How many students are screened and evaluated for ADHD?

From June 2013 to June 2014, 274 students were screened using the Brown Scale.

- 92% screened positive for ADHD symptoms based on the Brown Scale
- 8% fell below the minimum score that indicates ADHD

- 43% had a complete ADHD evaluation done with paperwork in their medical record
- 57% had no evaluation in medical record

Students with ADHD evaluations in UCSB records: 117
- 74% were evaluated by a community provider
- 26% were evaluated at Counseling & Psychological Services (CAPS)

Note: 3% did not get an ADHD diagnosis

Students presenting with concerns about ADHD were administered the Brown Attention-Deficit Disorder Scales by SHS's Social Work Services. This process was utilized to facilitate improved screening; appropriate diagnosis; referral and treatment (including medication management); identification of key practitioners both on and off campus; and to screen out students wanting medication without need.

ANALYSIS & IMPLICATIONS

This intervention helped facilitate a defined method to screen, evaluate, treat, and monitor students for ADHD and other psychological issues. Students received optimal treatment while the schedules of the psychiatrists were less impacted and more available for all psychiatric diagnoses. Next steps for SHS are to work more closely with community providers (psychologists and psychiatrists) to follow up on

PHOTO BY BRANDON JAMES/CommCollab

Student Health screens and connects students with ADHD to clinical services on campus.

newly ADHD diagnosed students. SHS will continue to explore cost-effective, state-of-the-art screening tools, staffing needs for comprehensive evaluations, and medication management. Ultimately, designing and developing a coordinated system with CAPS, Disabled Students Program, Campus Learning Assistance Services, and other providers will enable students to have a successful college experience.

Student Information Systems & Technology

SIS&T STUDENT INFORMATION SYSTEMS & TECHNOLOGIES
UNIVERSITY OF CALIFORNIA, SANTA BARBARA

DEPARTMENT MISSION

The Student Information Systems & Technology's (SIS&T) mission is to support Student Affairs' mission of serving UC Santa Barbara students by providing innovative and effective information systems and technology services. Through a team process, SIS&T develops and implements campus-wide technology solutions for staff, faculty and students.

OPERATIONAL OUTCOME

By surveying its customers, SIS&T will be able to gauge overall satisfaction about services it provides and determine opportunities for improving quality of service. This meets the UC Core Competency of Service Focus.
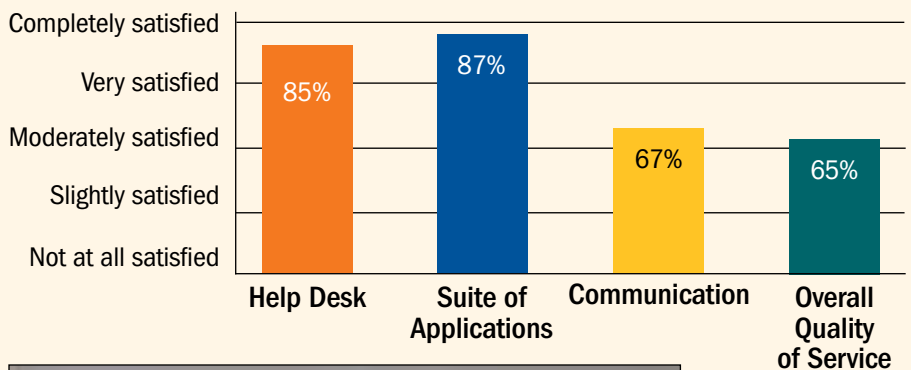
CONTEXT

As a technology service provider, the department direction must align with the needs of its customers, including Graduate Division and Division of Student Affairs staff who ultimately serve students, faculty, other staff members and the UCSB community. Understanding and maximizing the perceived and genuine benefits of technology to those using SIS&T services is critical to implementing department management objectives.

METHODS

This survey established a baseline upon which SIS&T can measure improvements in using data. It was formatted to evaluate three main service groups: people-centered customer service, communications and technology. The online survey was administered using Survey Monkey during the time period of January 28 to February 4, 2015. The survey population included 24 departments, and there was a response from every department. In total, 131 responses were received. The survey was designed and analyzed by SIS&T department management.

RESULTS

How satisfied are you with the services provided by SIS&T?

Completely satisfied
Very satisfied
Moderately satisfied
Slightly satisfied
Not at all satisfied

Help Desk	Suite of Applications	Communication	Overall Quality of Service
85%	87%	67%	65%

Registrar Information Systems manager Josh Andersen leads the SIS&T team through an exercise in December. View full survey results at http://sist.sa.ucsb.edu/survey.

PHOTO BY MIKE NESBIT/ SIS&T

ANALYSIS & IMPLICATIONS

Communication is critical to customer satisfaction. The survey itself provided a process for improvement. It provided a method for users to be heard and SIS&T management to gain valuable insight. Effective technology is measured by those that use it, not by those that implement it. In the long term, the survey is the first step toward implementing strategic process improvements. SIS&T will continue its efforts to analyze and understand the needs stated in the survey. Next steps will include holding various focus groups (SRB staff, for example) to develop an effective and comprehensive customer service approach, as well as a technology road map that focuses on serving the diverse needs of the Student Affairs Division, Graduate Division, and the campus at large. Based on the evidence provided by the assessment data, SIS&T will make structural and process improvements to increase satisfaction ratings for the people who use SIS&T services.

Office of Student Life

DEPARTMENT MISSION

The Office of Student Life (OSL) promotes undergraduate and graduate student engagement and development through co-curricular programs and services, including Campus Organizations, Fraternities and Sororities, and Leadership Development. We encourage a set of community standards that affirms both the right of freedom of expression within our community and the campus commitment to the highest standards of civility and decency toward all. We champion student perspectives, initiatives, organizations and events. We seek to encourage widespread student involvement in campus life. We believe that student activities play an integral role in student retention and success and provide opportunities for human development.

LEARNING OUTCOME

By the end of their first year at UCSB, frosh students will join at least one campus organization and self-report that they have developed meaningful relationships with community members. This measure relates to the CAS Student Outcome Domain of Interpersonal Competence.
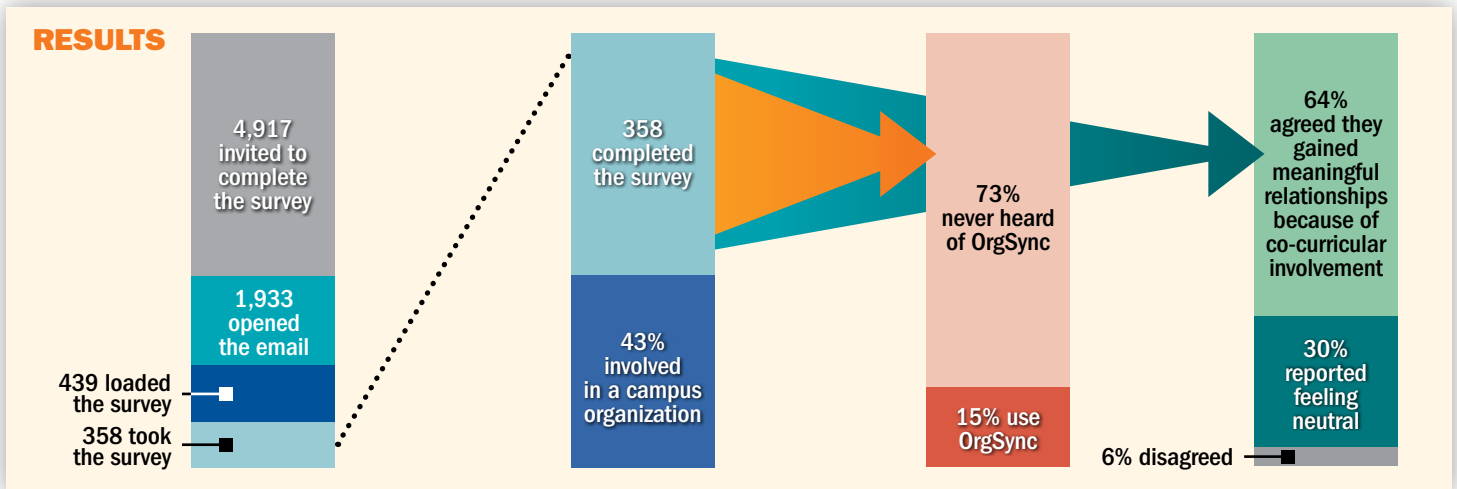
CONTEXT

OSL assessed first-year student involvement in registered campus organizations in order to establish a baseline to evaluate the effectiveness of changes that were implemented to promote student involvement. In addition to measuring the extent of first-year students' co-curricular engagement, we also asked students to evaluate the extent to which they established meaningful relationships with community members as a result of their involvement.

METHODS

The Office of Student Life partnered with Christina Orzechowski, Michael D. Young Intern, to design and administer the first survey of a longitudinal study that measures frosh students' co-curricular involvement, use of OrgSync (an online campus organization portal), and development of meaningful relationships. UCSB frosh were invited by email to complete the online survey; two gift cards were offered as incentive. The next phase of the study will be conducted in spring 2016 to assess the effectiveness of informational workshops, conducted by resident assistants in Housing & Residential Services, in increasing co-curricular engagement and utilization of OrgSync.

RESULTS

4,917 invited to complete the survey

1,933 opened the email

439 loaded the survey

358 took the survey

358 completed the survey

43% involved in a campus organization

73% never heard of OrgSync

15% use OrgSync

64% agreed they gained meaningful relationships because of co-curricular involvement

30% reported feeling neutral

6% disagreed

ANALYSIS & IMPLICATIONS

OSL is committed to improving communication to incoming students about its services and opportunities for campus involvement, which has been demonstrated to improve educational persistence and complement academic programs. To ensure that the majority of first-year students are familiar with involvement opportunities and OrgSync, OSL is working with SA Academic Initiatives and Housing & Residential Services to provide resident assistants with a script for a "getting involved" workshop and OrgSync demo. In order to assess the effectiveness of this new outreach method, OSL and Academic Initiatives will conduct the second phase of this longitudinal study in spring 2016. Through this and other efforts, we hope to see the majority of first-year students involved in co-curricular activities and familiar with OrgSync in 2015-16.

Student Mental Health Coordination Services

DEPARTMENT MISSION

Student Mental Health Coordination Services is a readily accessible single point of contact for staff, faculty and students who are concerned about a student in distress. The coordinators will consult about a student, provide referrals to campus departments, develop action plans and follow up with students, staff and faculty as appropriate.

OPERATIONAL OUTCOME

Student Mental Health Coordination Services (SMHCS) will review the number of distressed students referred to the office each month during the 2013-14 academic year. By evaluating the monthly trends, our goal is to better understand the effect the tragedy in Isla Vista had on students and the impact it had on the office. Mental Health is a NASPA Focus Area supporting ongoing efforts to address the mental health issues that students face.

CONTEXT

Each year, since being formed in 2007, SMHCS interacts with an increasing number of students. In 2013-14, more than 700 referrals to SMHCS were made by staff, faculty, police, Housing & Residential Life, and concerned family and friends. Referrals to the office increased dramatically following the tragedy in Isla Vista in May 2014, underscoring the need for additional staff. Trends are reported to the Divisional and campus leadership in an effort to highlight the need for increased mental health services and staffing in this critical area.

METHODS

SMHCS gathers information about referrals from the Advocate database, which is used as a case management tool. Data gathered from the Advocate database were assessed to discern the monthly totals of referrals to SMHCS and to discover trends in distressed student referrals.

RESULTS

How many monthly referrals to SMHCS were made during the 2013-14 academic year and following summer sessions?
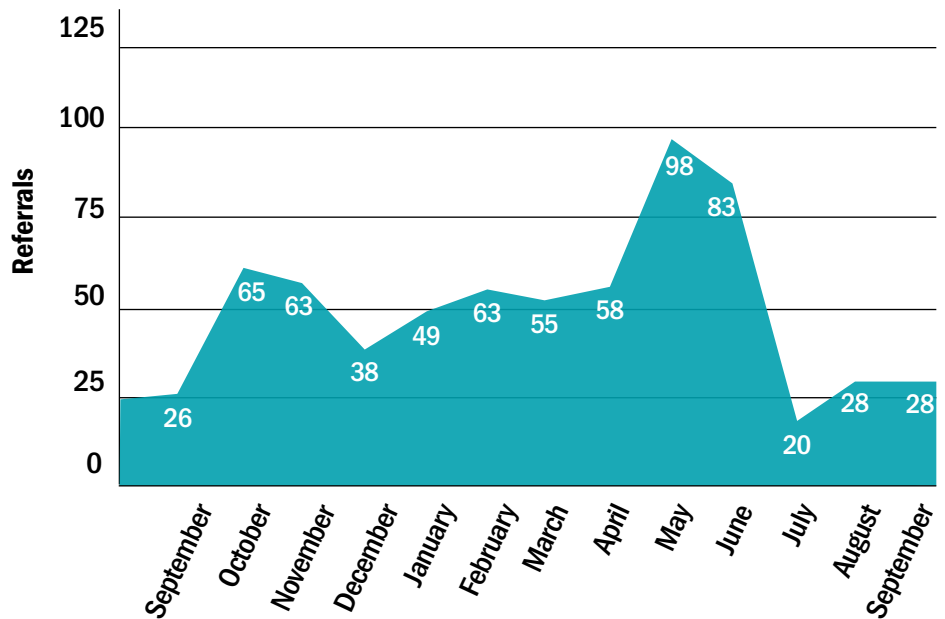
After reviewing the monthly trend in distressed student referrals, it was determined the average number of referrals from October 2013 to April 2014 was 56. Following the tragedy in Isla Vista in May 2014, referrals were 76% above average in May 2014. Referrals in the month of June 2014 were 49% above the average of 56. These results confirmed our hypothesis that the tragedy caused an increase in distressed student referrals. The low number of referrals in September 2013 and July 2014 through September 2014 is typical of summer quarter when most students are not on campus or in Isla Vista.

ANALYSIS & IMPLICATIONS

Approaching the first anniversary of the tragedy, the findings were used to understand the needs of the community and students and to tailor outreach efforts to these groups. The findings also gave the department a better understanding of the long-term student needs for recovering from the tragedy. These findings were used to demonstrate the need for increased funding for SMHCS.

Undocumented Student Services

DEPARTMENT MISSION

Undocumented Student Services (USS) at UC Santa Barbara is committed to fostering a safe and supportive environment for our undocumented students. USS strives to develop an understanding of the experiences of undocumented students (while maintaining the confidentiality of individual students); to advocate on behalf of this student community; to provide resources and referrals to address their unique concerns; and to develop campus responses and processes to address their needs related to persistence, retention, and graduation within a collaborative model of providing holistic support.

OPERATIONAL OUTCOME

By collaborating with the Office of Financial Aid and Scholarships (OFAS) and Associated Students' (AS) Community Financial Fund (CFF) in the implementation of the Dream Scholar Financial Literacy Workshop Series, USS will improve the financial literacy of undocumented students, particularly in regards to the implications of immigration status on finances. This meets the CAS competency for Financial Resources, the NASPA competency for Advising and Helping, and the NASPA/ACPA, CAS and UC Core competencies for Equity, Diversity and Inclusion.

CONTEXT

The area of finances and financial aid pose some of the greatest barriers for undocumented students to access higher education. Sorting through the complex web of state, federal, and UC policies and navigating the financial implications of their immigration status is a challenge. Financial education is critical for undocumented students due to their financial aid packages and application differing from that of their peers. Moreover, these students must learn about taxes, debt, credit and future financial planning specifically in regards to their undocumented status.

METHODS

The Dream Scholar Financial Literacy Workshop Series consisted of three workshops.

- **101:** Understanding Your Financial Aid & Loans
- **102:** Understanding Debt, Credit, & Taxes
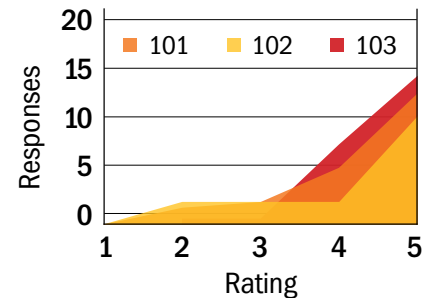- **103:** Managing Your Budget/CA Dream Act Application Help Night

In the first workshop, OFAS walked through each part of an AB540 student's Financial Aid Award Letter. In the second workshop, AS CFF provided students with financial literacy vocabulary and undocumented community-specific financial education. The series culminated in a hands-on workshop for students to receive assistance in the completion of their CA Dream Act applications. At the end of each workshop, students completed a paper evaluation survey composed of five qualitative and quantitative questions.

RESULTS

When asked what was most helpful about workshops, students commented that they increased their understanding of financial aid and learned about loans, work study, building credit, credit scores and credit score organizations. They also learned about paying taxes and had their tax questions answered on-site. When asked what could improve the workshops, they asked for scholarship resources and to bring in bank representatives to talk about how they can help undocumented immigrants. They recommended a program that allowed for more student involvement and individual help. They suggested that two sessions of the same workshop be offered at different times in the day. They also commented that it was good to hear other people's questions and personal anecdotes.

ANALYSIS & IMPLICATIONS

Based on the responses received from the evaluations, the financial literacy team will incorporate the following recommendations moving forward:

1. Begin hosting financial education workshops as early as fall quarter and at the beginning of the quarter to ensure timeliness of information and greater student attendance;
2. Break workshop series into four separate parts to allow more room for budgeting exercises and Q&A;
3. Record the workshops for online access; and
4. Incorporate an assessment mechanism to determine how much students understand the information presented.

How helpful was the Dream Scholar Workshop Series?

Ranging from "Not very" (1) to "Extremely" (5) helpful, students rated each financial literacy class
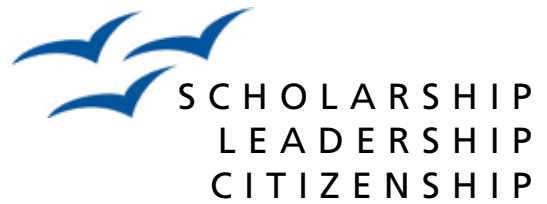
Vice Chancellor for Student Affairs

SCHOLARSHIP
LEADERSHIP
CITIZENSHIP

DEPARTMENT MISSION

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

OPERATIONAL OUTCOME

By generating renewable energy while also cutting energy usage through energy-efficiency measures, Student Affairs will reduce utility costs and, over the long term, reach a state of Zero Net Energy (ZNE). This outcome meets the UC Core Competencies of Resource Management and Results Orientation and Execution, as well as the WASC Senior College and University Commission competency of Fiscal Resources.

CONTEXT

This operational action will allow a greater percentage of Student Affairs' funding to be directed away from operational costs and toward high-priority student services and programs that directly support our mission. ZNE is the state in which Student Affairs is able to generate as much energy on each site as is consumed during any calendar year. Short-term progress can be measured as energy generated and usage cut. Two types of projects represent the different sides of ZNE: solar arrays to generate renewable energy and efficiency measures (e.g., lighting retrofits) to reduce overall energy consumption. This approach saves money now while also offsetting higher future energy costs, generating interest in renewable energy, and giving UCSB students a real-world education and experience in "green" practices. Student Affairs has two operational

Monthly REI solar array production and SRB consumption over time
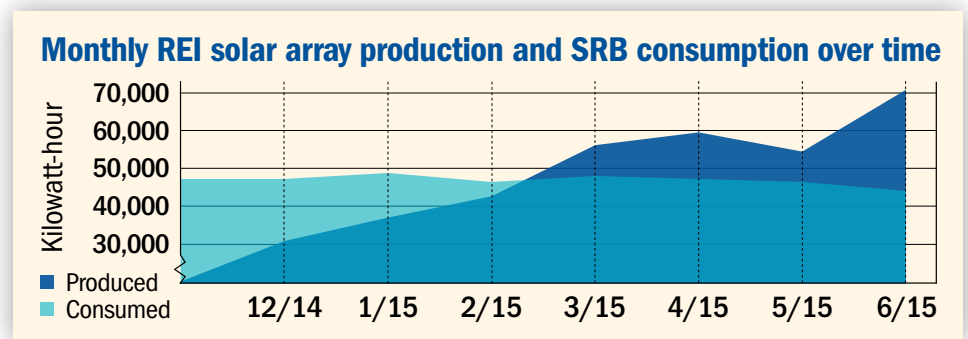
solar arrays: the 155kW system on the Recreation Center's Multi-Activity Court (MAC), completed in 2007, and the 425 kW Renewable Energy Initiative (REI) array located on top of Parking Structure 22, adjacent to the Student Resource Building (SRB). This array, a project that was student-driven and funded, came on line during winter quarter 2015. While we don't have a full year of data yet, March and April saw the array produce more energy than the SRB consumed.

METHODS

The Recreation Center, subject of multiple energy-efficiency studies, has accumulated several years of data from varied sources, with lighting being tracked pre- and post-retrofit via metering specific to the space. Additionally, a meter located at the MAC measures net energy use which, when combined with the solar-monitoring dashboard, allows the building's total energy use to be determined as well as the combined effects of generation and consumption.

RESULTS

Results demonstrate that energy-efficiency measures in the Recreation Center have dramatically reduced consumption, enabling the solar array to provide a greater portion of energy consumed and providing a snapshot of a ZNE future. An important take away is that efforts to reduce energy consumption would necessitate building fewer solar arrays, which have relatively high capital cost (compared to energy-efficiency measures).

ANALYSIS & IMPLICATIONS

The benefits of combining solar arrays with energy-efficiency measures will likely grow over time: Southern California Edison is expected to further increase tariffs as a result of closing the San Onofre nuclear plant and the increased burden of its renewable energy portfolio — from 33% by 2020 to 50% by 2030. Additionally, we can all be proud of the 1.4 million gallons of water saved by generating renewable energy for the SRB from the sun rather than from fossil-fuel-based, steam-driven generators.

Women's Center

DEPARTMENT MISSION

The Women's Center mission is to educate, advocate and promote research on women and gender equity.

...educate...

Through student-led programming and collaborations with our campus and community partners, we prepare students to recognize the ways in which gender is constructed and the diverse experiences of self-identified women and men so that they graduate with an understanding of how gender shapes our social world.

...advocate...

We advocate for the needs of women and their allies while evaluating the climate for women and promoting the respectful exchange of ideas within our community. We encourage all students, staff and faculty to contribute to the campus and greater Santa Barbara community by educating themselves on gender issues, promoting gender equity, and seeking community involvement.

...promote research...

Finally, we support academic research by women and research that promotes our mission, encourages independent thought, creativity and critical thinking.

LEARNING OUTCOME

Students who served as volunteers participating in the Women's Center second annual Tech Savvy STEM conference will demonstrate an increased knowledge of national resources related to STEM that are available for them through the American Association of University Women (AAUW). This meets the Diversity, Equity and Access competency for CAS, NASPA/ACPA, UC Core and WSCUC. It also meets WSCUC's competency for Teaching and Student Learning.

COURTESY PHOTO

Tech Savvy is a science, technology, engineering and mathematics camp for girls.

CONTEXT

Tech Savvy STEM conference is a one-day event targeting 6-8th grade girls. Its goal is to promote STEM literacy prior to high school matriculation. The Women's Center chose this event because it provides a strong connection between UCSB and the local community, local schools, and the AAUW. The conference complements the University's strong record in promoting STEM literacy and exploration and prepares young women to consider STEM careers.

METHODS

The AAUW conducted a post-conference paper survey consisting of 13 quantitative questions and a qualitative question about the impact of the conference. The survey was administered to UCSB and Santa Barbara City College (SBCC) student volunteers at the conference following the STEM workshops. All volunteers were members of the Women in Science and Engineering organization at their respective schools. Survey responses were analyzed for thematic content.

RESULTS

The survey was administered to 25 student volunteers and 12 volunteers completed the survey in its entirety. Analysis of the data indicated that volunteers found the conference beneficial, particularly in working with young students who held an interest in STEM; 56% of volunteers listed that they enjoyed working with the young students in STEM-related fields. Volunteers noted that the interaction with the young women participating in the conference fostered intergenerational collaboration and mentorship conversations about STEM career preparation and opportunities. Prior to attending the Tech Savvy conference, 67% of volunteers responded that they had no knowledge of AAUW. After participating in the conference, 46% stated they had learned about AAUW's resources and role in the community.

ANALYSIS & IMPLICATIONS

The survey findings demonstrate the involvement of student volunteers in the Tech Savvy conference as an excellent means of fostering partnership in motivating young women toward STEM fields. Participation also demonstrated the impact that the UCSB Women's Center's partnership with the local community can have on increasing the preparation of and outreach to young women interested in STEM fields. Overall, the results from the student volunteer's post-conference surveys reported a high interest to participate in future Tech Savvy conferences. Positive experiences and interactions among the intersegmental partners from UCSB, SBCC and local school students and exposure to the UCSB Women's Center and AAUW resources created a sense of community and career interest for women pursuing STEM.

For more information

ACADEMIC INITIATIVES
http://academics.sa.ucsb.edu

OFFICE OF ADMISSIONS
www.admissions.ucsb.edu
/UCSBAdmissions
@UCSBAdmissions
/UCSB4Me
@UCSantaBarbara

ALCOHOL & DRUG PROGRAM
http://alcohol.sa.ucsb.edu
/ucsbadp

ARTS & LECTURES
http://artsandlectures.sa.ucsb.edu
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ASSOCIATED STUDENTS
http://flashback.as.ucsb.edu
http://www.as.ucsb.edu
/AssociatedStudentsUCSB
/AssociatedStudents

CAMPUS LEARNING ASSISTANCE SERVICES
/ucsbclas
/CLASWritingLab
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/gauchoskills.tumblr.com
/ucsbwritinglab

CARE: ADVOCATE OFFICE FOR SEXUAL AND GENDER BASED VIOLENCE AND SEXUAL MISCONDUCT
http://wgse.sa.ucsb.edu/care
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@ucsbcare

CAREER SERVICES
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/groups/UCSB-Career-Services-3818691
/ucsbcareerblog.wordpress.com

COUNSELING & PSYCHOLOGICAL SERVICES
http://caps.sa.ucsb.edu
/UCSBMentalHealthPeers
@ucsbgauchotalk

DEAN OF STUDENTS OFFICE
http://studentlife.sa.ucsb.edu

DISABLED STUDENTS PROGRAM
http://dsp.sa.ucsb.edu
/ucsb.sa.dsp
@ucsb_dsp

EARLY ACADEMIC OUTREACH PROGRAM
http://eao.sa.ucsb.edu

EARLY CHILDHOOD CARE & EDUCATION SERVICES
http://childrenscenter.sa.ucsb.edu

EDUCATIONAL OPPORTUNITY PROGRAM
http://eop.sa.ucsb.edu
/UCSBEOP
@ucsb_eop

OFFICE OF FINANCIAL AID AND SCHOLARSHIPS
www.finaid.ucsb.edu
/ucsbfinaid
@UCSBFinaid

FIRST YEAR & GRADUATE INITIATIVES
http://www.sa.ucsb.edu/first-year-and-graduate-initiatives

HEALTH & WELLNESS
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GRANTS & DEVELOPMENT
http://sa.ucsb.edu/giving

JUDICIAL AFFAIRS
http://judicialaffairs.sa.ucsb.edu
/OfficeOfJudicialAffairs

MULTICULTURAL CENTER
http://mcc.sa.ucsb.edu

NON-TRADITIONAL STUDENT RESOURCE CENTER
http://wgse.sa.ucsb.edu/nontrad

ORIENTATION PROGRAMS
www.sa.ucsb.edu/orientation
/UCSBOrientationPrograms
@ucsborientation

DEPARTMENT OF RECREATION
www.recreation.ucsb.edu
www.gauchosplay.com
/UCSBRecreation

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http://registrar.sa.ucsb.edu

RESOURCE CENTER FOR SEXUAL & GENDER DIVERSITY
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http://osl.sa.ucsb.edu
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@ucsbosl

STUDENT MENTAL HEALTH COORDINATION SERVICES
http://www.sa.ucsb.edu/responding-to-distressed-students

OFFICE OF THE VICE CHANCELLOR FOR STUDENT AFFAIRS
http://sa.ucsb.edu
/ucsbofficeofVCSA
@VCSAofficeucsb
/ucsbsa

UNDOCUMENTED STUDENTS SERVICES
http://www.sa.ucsb.edu/DreamScholars

WOMEN'S CENTER
http://wgse.sa.ucsb.edu/women

Competency References

American Society of Newspaper Editors: http://asne.org/content.asp?pl=24&sl=171&contentid=171

American College Personnel Association (ACPA): http://www.myacpa.org/professional-competencies

Association of American Collegiate Registrars and Admissions Officers (AACRAO):
http://www.aacrao.org/resources/professional-competencies

Council for the Advancement of Standards in Higher Education (CAS Standards):
http://www.cas.edu/generalstandards

National Association for the Education of Young Children (NAEYC):
http://www.naeyc.org/files/naeyc/Position%20Statement%20EC%20Standards.pdf

National Association of College Employers (NACE):
http://naceweb.org/knowledge/career-services-competencies.aspx

National Association of Student Personnel Administrators (NASPA): http://www.naspa.org/focus-areas

National Association of Student Personnel Administrators (NASPA) and **American College Personnel Association (ACPA)**, *Learning Reconsidered: A Campus-Wide Focus on the Student Experience*:
https://www.naspa.org/images/uploads/main/Learning_Reconsidered_Report.pdf

University of California Core Competencies:
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University of California Statewide EAOP Standards and Expectations:
http://www.sri.com/sites/default/files/publications/eaop_final_report_revised-7-22-13.pdf

Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC): http://www.wascsenior.org/resources/handbook-accreditation-2013

Assessment Report 2014-15 Production Team

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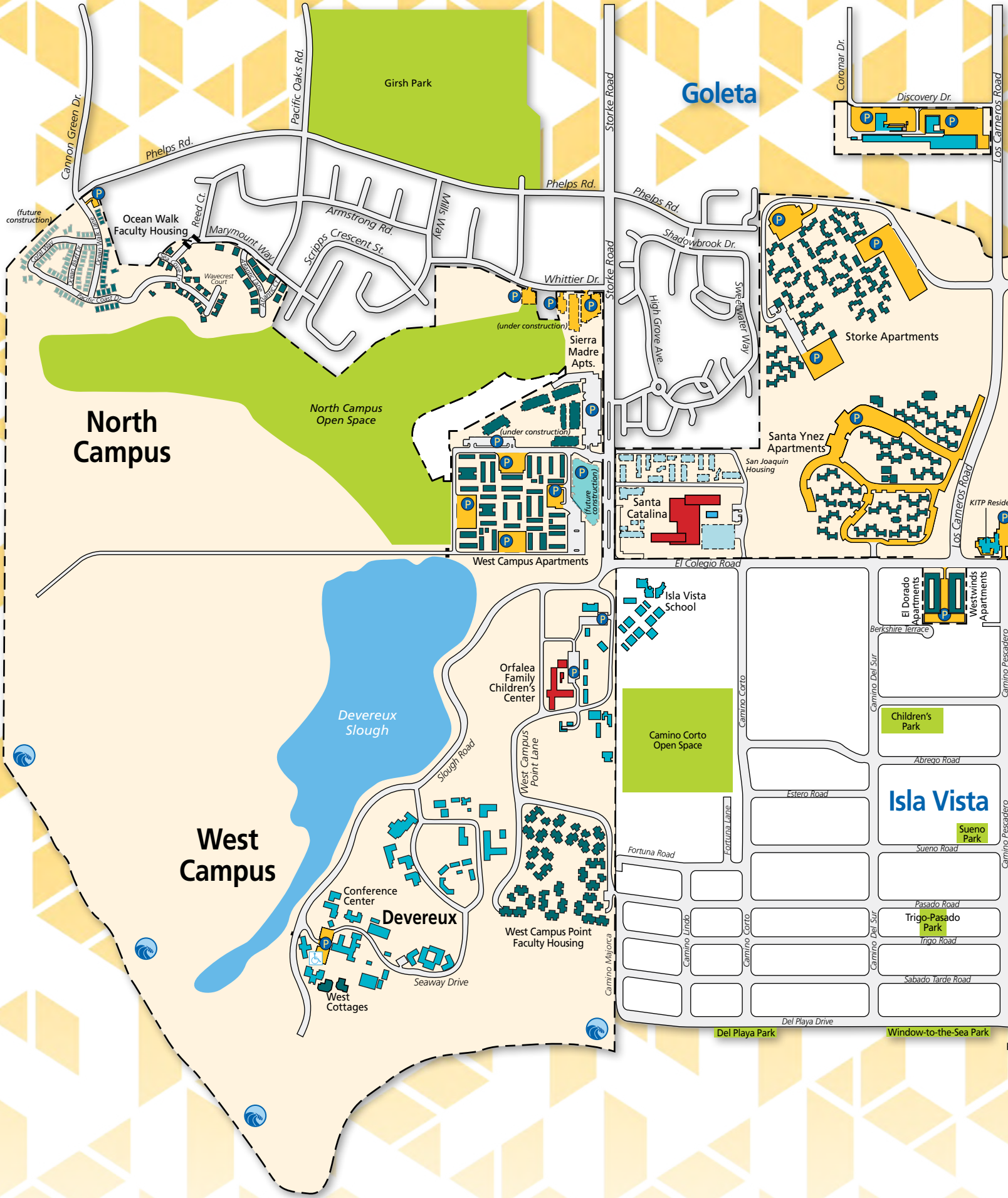
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Girsh Park

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Discovery Dr.

Coromar Dr.

Cannon Green Dr.

(future construction)

Phelps Rd.

Ocean Walk Faculty Housing

Marymount Way

Reed Ct.

Scripps Crescent St.

Armstrong Rd.

Mills Way

Wavecrest Court

Phelps Rd.

Phelps Rd.

Shadowbrook Dr.

High Grove Ave.

Sweetwater Way

Storke Road

Los Carneros Road

Storke Apartments

Whittier Dr.

(under construction)

Sierra Madre Apts.

North Campus

North Campus Open Space

(under construction)

West Campus Apartments

(future construction)

Santa Ynez Apartments

San Joaquin Housing

Santa Catalina

KITP Reside

El Colegio Road

Isla Vista School

Orfalea Family Children's Center

El Dorado Apartments

Westwinds Apartments

Berkshire Terrace

Camino Pescadero

Camino Del Sur

Children's Park

Camino Corto

Abrego Road

Isla Vista

Camino Corto Open Space

Devereux Slough

West Campus Point Lane

Slough Road

Estero Road

Sueno Park

Sueno Road

West Campus

Fortuna Road

Fortuna Lane

Camino Lindo

Camino Corto

Camino Del Sur

Pasado Road

Trigo-Pasado Park

Trigo Road

Conference Center

Devereux

West Campus Point Faculty Housing

Sabado Tarde Road

West Cottages

Seaway Drive

Camino Majorca

Del Playa Drive

Del Playa Park

Window-to-the-Sea Park