UC **SANTA BARBARA**

2018-19

Student Affairs
Annual Report

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

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

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Student Affairs: Engaged in Every Student's Success

The Vision Statement for the Division of Student Affairs is *Engaged in Every Student's Success* which also is the theme of this edition of the Student Affairs Annual Report. The staff in student affairs are deeply committed to supporting the success of every student on campus and we do this work in a variety of ways. One of the best parts of <u>my</u> job is that I get to have frequent meetings with students. These meetings can be about pressing issues on campus or about activities in student organizations, but I always try to take a few minutes to do a more personal check-in with each student. How is your quarter going? What's your favorite class? Have you lined up an opportunity for the summer? These are the moments when I learn the most about the student experience at UC Santa Barbara, and they inform my work as vice chancellor.

Margaret Klawunn,
Vice Chancellor
for Student Affairs

One group of students that has consistently taken me up on the invitation to meet is the Promise Scholars. I am impressed with the dedicated study skills and commitment to improving life on campus that the Promise Scholars have demonstrated. We are featuring their accomplishments on th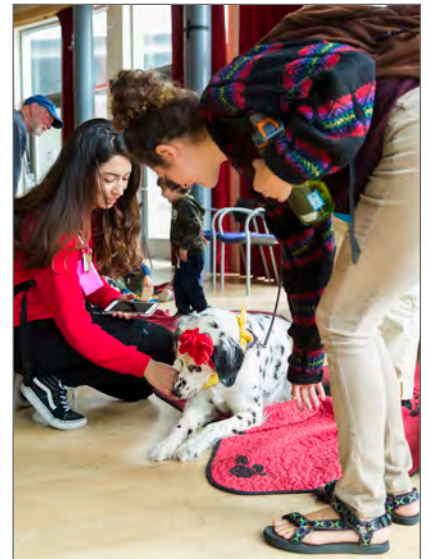e Office of the Vice Chancellor for Student Affairs' page because we are thrilled that the first cohort of Promise Scholars graduated in June 2019!

This year we added another important component to my quest to learn about the UCSB student experience, and that is to invite parents, alumni, and trustees into the conversation more fully. The Division of Student Affairs began exploring the benefits of more engagement with parents, alumni, and trustees last fall. We held events on campus with parents over Family Weekend and smaller regional events throughout the year. In fall 2019, we will be announcing the formation of a Cabinet for the Vice Chancellor of Student Affairs that will provide consultation and support to our initiatives for students, especially around building an inclusive campus, basic needs, and careers. There will be more information to come on this project.

Every page of this report describes the ways in which staff in student affairs are engaged with student success and there are a few other initiatives that I also want to highlight:

- The Early Childhood Care and Education Services (ECCES) program received a four year grant from the Department of Education in the amount of $591,544 to support low-income student parents. Funding will allow for ECCES to provide significant child care subsidies to low income student parents, which is a growing population as the transfer student population increases. In addition, support services and resources will be made available to student parents with children of any age.
- Student affairs launched a housing voucher program this fall designed

The MAC Gym at left got an upgrade, and Health and Wellness' Dog Therapy Day continues to be a more popular event with students (and dogs).

to help address short term housing emergencies for UCSB students. Eligible students can qualify for up to $500 to address housing needs both on and off campus. This innovative new program is administered through the **Office of Financial Aid and Scholarships**, and the **Financial Crisis Response Team**.

- The **Campus Advocacy, Resources & Education** (CARE) Center recently received $300,000 over three years in federal funding from the **Office on Violence Against Women**. This grant will focus on community engagement, reducing the prevalence of campus sexual assault, and increasing effective interventions.
- The **Recreation Center** replaced all of the strength and cardio equipment (a total of 567 machines and items!) in Fitness Center 1 and completely outfitted newly identified space in the MAC Gym.
- The **Office of Financial Aid and Scholarships** has instituted QLess which is a free app that creates a virtual queue so students do not have to stand in line waiting to speak to an advisor for a consultation. It's an exciting new system being adopted by other departments that gives students the gift of time rather than waiting in line!
- Many units in the Division of Student Affairs are actively working on creating a campus community and climate that is respectful of differences and feels welcoming to all members. One effort to expand awareness and understanding for all members of the campus community is described in the profile section entitled **New Focus on Equity and Inclusion**.
- The **Health and Wellness Sleep Initiative** added napping stations in the College of Engineering, Library, and at weekly pop-ups across campus. This was the third year of the Gaucho Sleep Challenge, which provides education around sleep, a main issue for all college students.

Each student affairs' department has its own distinct mission and the work they each do on behalf of students is inspiring. I am excited to share our services and initiatives with you.

Sincerely,

Margaret Klawunn

Margaret Klawunn,
Vice Chancellor for Student Affairs

Student Affairs Assessment Initiative

In This Edition …

"Engaging in Every Student's Success" is the theme chosen by the Student Affairs' Executive group and the Assessment Initiative team for this year's annual report. Research shows that engagement is among the better predictors of learning and personal development (Carini, Kuh & Klein, 2006). It has also been found to add higher levels of value to the student experience (Kuh et al., 2001). Students involved in educationally productive activities in college develop habits of the mind and heart that enlarge their capacity for continuous learning and personal development (Shulman, 2002). Because engagement impacts academic outcomes for students, understanding how our services contribute to a positive university experience is an important theme for Division of Student Affairs to explore.

Although engagement can be defined in a myriad of ways, Student Affairs' approach is to let students define their own success, and decide on their own their activities and level of participation in university life. Our goal in the Division of Student Affairs is to offer a wide array of enriching service offerings to enhance engagement opportunities for student's experience, learning and growth.

In this edition, departments highlight new or existing services or resources, and how they tailor their efforts to reach particular students, reach larger numbers of students, meet the changing needs of students, provide greater access to services, address potential gaps in service, get students involved, and positively impact students' sense of belonging. Departments also share the impact of their services to help us understand how their department's mission builds capacity for student engagement (learning, personal development, participation and sense of belonging).

Yours in Assessment,

Lupe Navarro-Garcia
Student Affairs Assessment Initiative, Chair

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Modeling the Way for Inclusive Practice

Written by **Nathaniel Burke**, Coordinator, Equity & Inclusion Office of the Dean of Students

Building a campus climate in which students, staff, and faculty of all identities and beliefs are supported, respected, and represented is challenging and ongoing work, but it is one that we are committed to achieving. To that end, we have undertaken a number of initiatives to analyze the needs of the division and the campus, and to develop practical, research-based interventions for sustainable and impactful change. Many of these initiatives have been led by two new staff positions created in 2017 in our Dean of Students Office — our Health Equity Advocate and our Coordinator for Equity and Inclusion.

Our Health Equity Advocate has not only expanded transition-related insurance coverage for UCSB students, but has also developed bias evaluation tools to identify cultural trends and needs within Student Health and Counseling & Psychological Services. Additionally, they developed a model for addressing and intervening in implicit bias that counters the defensiveness and resistance that often arises in mandatory bias and diversity trainings. This model actively engages with the guilt and shame that emerge in addressing one's own biases and gives practical strategies for change.

These initiatives had an immediate and positive impact on campus, while focusing on long-term sustainable change. We developed a new online Diversity, Equity, and Inclusion module that all incoming undergraduates are required to complete as part of new student orientation. Our students had a universally positive response to the program, and many campus partners have elected to send their staff and graduate students through the module as well. We have also identified the need for our student leaders to more effectively foster welcoming and inclusive spaces. We partnered with the National Conflict Resolution Center to offer "The Art of Inclusive Communication" to over 500 student leaders. The results were dramatic. Data indicated that after attending the program, students felt far more confident that they could stand up for others when they see prejudice, and create environments where differences are celebrated.

Creating an inclusive environment requires that our staff reflect the identities and needs of our students. We are in the process of developing a set of resources and guidelines for our managers to counteract implicit bias at each and every stage of the recruitment process. Partnering with Student Information Systems & Technology, these will become living resources on a website and will outline essential steps to take, whether writing a job description or forming a hiring committee, to the phrasing of interview questions, to ensure that bias is counteracted in each moment. Additionally, by making these resources available to staff outside the Division of Student Affairs, we will model the way for the University. To ensure that these resources are fully utilized, we will offer initial and ongoing courses for our managers.

Impactful and lasting change requires not only changing how we do things, but also deep reflection upon the ways in which we are all complicit in upholding systems of oppression. Our Multicultural Center has continued the Resilient Love series, bringing a tremendous series of speakers and events that asked us how we could respond ethically and honorably to hate, violence, and oppression. We are also working to revamp our professional development offerings to ensure that social justice is embedded into the content and model of programs. Further, we plan to partner with the office of Diversity, Equity, and Inclusion to develop a Social Justice Certificate Program modeled after a similar program offered at UC Santa Cruz. The goal is to offer all staff in-depth knowledge and skills to more effectively work with and lead diverse teams, identify and interrupt bias and oppression, and become "inclusion" practitioners.

Profile: The Sunday Student & the Rekindling of a Fire

Changing How We "See," Serve Academic Needs

Written by **Jeff Landeck**, Director, Campus Learning Assistance Services

While meeting the changing needs of students is chief among the collective aims of our programming, perhaps Campus Learning Assistance Services' (CLAS) most fruitful endeavor toward this end happened when *we changed* how we see the needs of our students.

Looking over the proverbial cubicle walls of how we have always done things, it did not take long to realize that our students' academic needs do not end after we close our barn doors on Friday evenings. In fact, for many populations, we discovered that is when more challenging ones begin — it was here where the concept of the **Sunday Student** emerged.

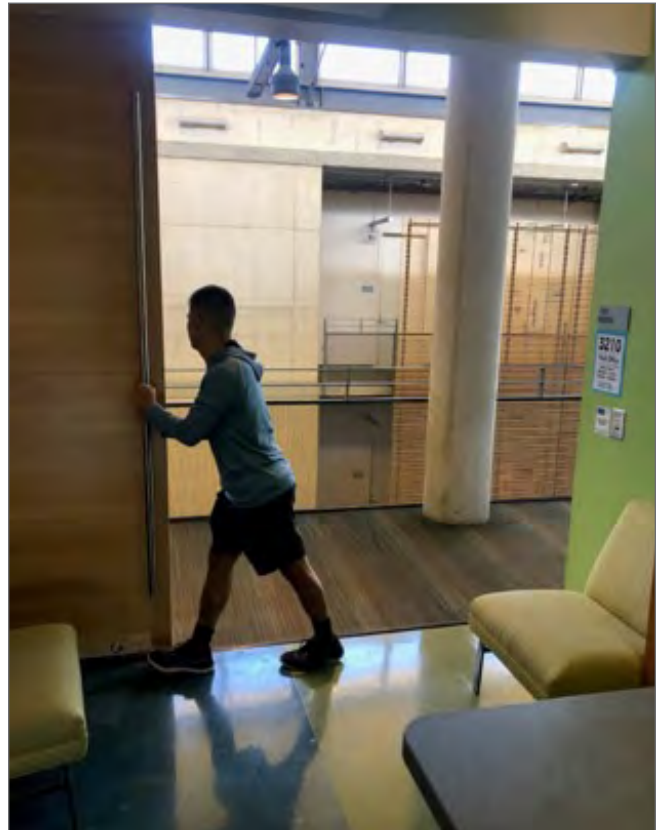But the picture did not emerge right away.

"We knew students rode their bikes past us every Sunday on their way to the library, so we knew we'd get traffic," explained recently-appointed CLAS Weekend Services Coordinator, Binh Pham, when I sat with him to talk about how our new Sunday service offerings had been going. "What we didn't realize is there's *so much more* going on in their lives than we see weekdays."

And indeed there is.

Prior to meeting the Sunday student, we had assumed students packed a couple of sandwiches into a backpack and pedaled to the library to set up camp on Sundays. What we learned about the Sunday student, and ourselves, is that the library cubicle partitions were equally as high as our own in how removed they feel from us, and we from serving them, on weekends.

The Monday through Friday student, we all know well, is often rushed and task-driven. There's a sense of urgency, always a looming deadline. Even the weekday student who leaves our math or writing drop-in center at 10 p.m. rushes off to upload an assignment before a midnight deadline.

Yet, the Sunday student who entered our doors is not under the same sense of ▶

JEFF LANDECK PHOTOS

Weekend Services Coordinator, Binh Pham, (re-)opens the CLAS barn door on a recent Sunday morning. Snacks are available to Sunday Students who gather in the math drop-in.

◀ immediacy; in the absence of task-driven work to check-off, however, they often feel adrift.

The need for a sense of belonging becomes more acute for the Sunday student. The Sunday peer environment that we are creating is equally, if not more, important than the tutoring we offer. The academic communities created on Sundays are enriched by their deeper connection to each other.

Disconnected, too, are the Sunday students who do not have access to our weekday services because they work two jobs. We have always prided our accessibility as being one of the great equalizers on campus. We did not know they felt they did not belong because we did not *know* them.

And the Sunday student isn't just in the first- and second-year of learning to study. They're transfer students successfully past the unit requirements needed to get here. They still needed to adjust. They sit in the library cubicles next to upper-division students who have taken our services before but are now, too, studying alone.

Might setting aside classroom space and resources on Sundays allow them to form their own self-facilitated learning communities and bring them together? If so, wouldn't this be the true culmination of our collective mission's *highest aim* for student success: a sense of belonging, a belief in themselves and each other?

And there it was.

I looked out my third-floor window, down to the lagoon, out over the sea, and then beyond … back to a Modernist poetry class I took as an undergraduate at UCSB in the early '90s and a quote from W.B. Yeats: "Education is not the filling of a pail, but the lighting of a fire." I was an English major in my senior year reading with a burning appetite. I had reached the point when I was learning for myself, from myself, and was uplifted.

The spark had returned.

I walked down the hall to Binh again: "What's the most important thing you learned about *yourself* from the weekend experience so far?"

"I discovered something I had never realized before," Binh explained after musing a moment on my question. "I am just as passionate about creating new models as I am about teaching."

And there it was. Again.

"The world is full of magic things, patiently waiting for our senses to grow sharper," wrote Yeats. In changing how we see what is needed for student success, our senses as Student Affairs professionals grow sharper — and, once again, we begin to rekindle a fire i*n the magic of learning how best to serve our students and, ultimately, ourselves.*

Profile: GauchoSpace and GauchoGoals

A Call for Student Affairs in the Classroom

Written by **Mark Shishim**, Assoc. Dean for Student Academic Support Services

UCSB students open GauchoSpace every day — it's open right now on multiple devices! It is the most used website on campus — averaging over 1.5 million visits (logins) and over 7 million page-views per month! By comparison, the next utilized website on campus is Gaucho On-Line Data (GOLD) with 60,000 visits (logins) and 4.1 million page-views per month. GauchoSpace is our online course management system; every class has a page. This makes GauchoSpace akin to the home page of our virtual campus. It is where academic courses, activities, assignments, and data collection live and where faculty and Teaching Assistants (TA) communicate directly with students.

Last year, when I asked Michael D. Young Intern, Antony Del Castillo Shickram "How do we bring resources to students where they are?" he opened his computer and said, "Well, everyone is on GauchoSpace." In his internship, focusing on systemic change to improve students' experience and engagement, Antony created ▶

◀ GauchoGoals; the first course at UCSB that all students are enrolled in — on GauchoSpace.

Previous annual reports have highlighted forward-thinking Student Affairs' department efforts, the Office of International Students and Scholars (OISS) and the Office of Financial Aid & Scholarship' (OFAS), who have integrated services within GauchoSpace. Antony's idea was moving the integration of academic and student services further along. His project, and hundreds of students coming to office hours for the courses I have taught over the last 15 years, have spoken about the larger issue, the "silos" of our large bureaucracy. From a student's perspective the university is a maze of jargon, acronyms, and disconnected resources. Online, they navigate a series of software programs and department websites that are essential to their survival here like Billing Accounts Receivable Collections, GOLD, Disabled Students Program, Student Health, and GauchoSpace.

Antony described the frustration he had as a senior when learning about resources for the first time. He commented that the ways that student service resources are situated for students online conveys that they are viewed by the campus as auxiliary, and separate from classes. Students must often Google or visit offices during business hours to find information. He wanted to be a part of changing the student experience and integrating the services they pay for into their daily academic lives. Antony envisioned turning the extracurricular into the curricular and acknowledging that academic success is not separate, but rather reliant on students' well-being. This vision was long overdue.

Antony did not want students to merely attend workshops and engage with departments and classes separately. He was attempting to include student service departments into classes and assignments. Although GauchoGoals is currently in its beta form, when it launches, it will live as an informational class all students are enrolled in during their entire time at UCSB. From orientation to graduation day, Antony's project will now let all students see GauchoGoals on the GauchoSpace homepage of their courses. GauchoSpace is a site that only UCSB students, faculty and staff can access. What is interesting is how few staff and non-academic departments access it. This is something that GauchoGoals is trying to change. It can provide a host of other opportunities to integrate Student Affairs into the classroom.

GauchoGoals integrated in GauchoSpace has massive potential. The all student "course" could "gamify" resources that improve the student experience. If also integrated into existing courses where assignments are developed by staff and faculty working together, opportunities exist for interactive coursework, challenging assignments, and credit-bearing motivation. Users can design a variety of exciting learning experiences using the menu of tools such as discussion forums, surveys, and wikis.

GauchoSpace itself is also a sophisticated data collector and communication tool used daily by all students and faculty. Users can communicate with one another and share materials. Instructional Development has an embedded instructor training space in GauchoSpace where faculty and teaching assistants peruse videos at high rates. This functionality is primed for curriculum infusion with Student Affairs. It can include helping faculty and teaching assistants understand student services during their onboarding, share materials and maintain ongoing interaction. Once faculty add items to a course site, they can easily import and replicate their site each quarter.

As a few innovators have shown us, GauchoSpace is primed equally to serve the student arriving from abroad and a faculty member of 30 years. It is a common starting point where students, faculty, and staff can engage and provide a unique opportunity to build Student Affairs into learning activities. Instead of sending campuswide emails, we can ping every student. Rather than asking faculty to refer, we can build academic success together on GauchoSpace and get information directly to students.

The great minds that run GauchoSpace, George Michaels and Bret Brinkman, emphasized that learning increases for students when classes are embedded with activities and tools that connect to their everyday lives. Student Affairs practitioners are outstanding teachers and their departments are poised to directly link their services and learning outcome opportunities into courses. GauchoSpace is one of the few platforms where students, faculty, and staff can interact directly with one another.

Special Thanks to George Michaels, Executive Director, Instructional Development and Bret Brinkman, Director, Instructional Technology Services, Letters & Science Information Technology for their vision and contributions to this discussion.

Members of the first cohort of the Educational Opportunity Program's Summer Transfer Transition Program (STTP) explore campus and develop friendships before fall quarter begins.
ANGELICA CAUDILLO PHOTO

Profile: Inaugural EOP Summer Transfer Transition Program

Integrating Academics and Community Building

Co-written by **Angelica Caudillo**, EOP Counselor, Transfer Student Services, and **Brenda Curiel**, EOP Assistant Director

"EOP will be the first building block to creating my community at UCSB" (C. Cordon, EOP STTP 2018 Post-Evaluation, August 30, 2018). This is the response from an Educational Opportunity Program (EOP) student who participated in the newly created Summer Transfer Transition Program (STTP) for incoming EOP transfer students.

As the number of enrolled transfer students continues to rise, EOP remains committed to ensuring their academic success and promoting campus community engagement. The UC additionally recommitted to increasing the number of first-generation students, thus necessitating support services for the successful transition of first-generation transfer students. In an effort to provide transfer students with support services, academic resources, and a smoother transition to UCSB, EOP mobilized efforts to pilot a summer bridge program for transfer students in 2018.

The STTP assists students with academic support, financial aid advising, career, research and leadership opportunities. The goal of STTP is to retain transfer students, support their smooth transition, provide opportunities to engage and build a sense of community, and support their academic, and overall success at UCSB. EOP's STTP program utilized the Model for Diverse

Learning Environments (Hurtado et al., 2012) to develop the program. The model calls for an integration of academics and community building, in order to cultivate a sense of belonging and increase cultural capital. The program anchored itself through a strong collaboration between Academic and Student Affairs, and connected STTP students to critical departments on campus that are important to their transition and success. Key departments that were instrumental in the implementation of the program and its integrated model included the Office of Financial Aid and Scholarships, Billing Office, Tropicana Housing, College of Letters and Science, Transfer Student Center, various academic departments, among many others. These connections were critical in the successful launch of the inaugural STTP program and its first cohort.

EOP was thrilled to offer such an impactful summer bridge program that reached its goals of supporting the transition to UCSB of 50 first-generation transfer EOP students. This innovative effort proved successful in providing transfer students the opportunity to engage, build a sense of community, and participate in a program to increase their academic and overall success at UCSB. One of the participants indicated, "I am very grateful to have been a part of this first year of STTP. I hope that I remain friends with a lot of the people who were a part of this program, as well as the faculty. I hope my experience this year is just as positive as this program" (S. Barsauskas, EOP STTP 2018 Post-Evaluation, August 30, 2018).

"UCSB Showed Me How Real Learning Happens"

First graduating cohort of Promise Scholars speak

Academic Initiatives' (AI) scholarships, courses, mentorships, and internships provide excellent opportunities to engage with students and understand their needs. This year, we conducted a series of focus groups with fourth-year Promise Scholars. Collecting qualitative data added life to the large quantitative datasets we have from twice-a-year surveys. While our survey data is generalizable, analysis of focus group data adds specificity, emotional impact, and extensiveness (multiple people responding to one another) (Krueger & Casey, 2000).

Graduating Promise Scholars defined "success" in college as "balance," "asking for help," and "taking initiative." The scholars emphasized the impact that resources had on their experience and how they themselves have become a resource for others. Their immediate needs were resumes, networking, degree audits, grad school help, and mindfulness. There was concern about feeling unprepared for life after UCSB. The Promise Scholars asked for structured mentoring and an "adulting 101" course that included "real world" items such as taxes and living on their own. They expressed a desire to give back to future cohorts with service projects and mentoring.

When asked about their families, the scholars' responses were emotion laden. Themes included their changing roles in the family unit, independence, and gratitude. Students discussed the "burden of choices" they have to navigate and how their families do not have an understanding of the student's university or professional development experience to be able to provide counsel.

To engage in every student's success, Academic Initiatives' research works to understand, from the student perspective, what success means. These assessment efforts will inform the growth and innovation of the entire Division of Student Affairs and its services.

By the Numbers

115
Number of students who participated in two Faculty Nights discussion events

157
Number of students enrolled in Academic Initiatives' series of one-unit courses

48
Number of students, faculty, and staff engaged as mentors and mentees in the Black Student Engagement Program

96
Number of graduate students, faculty and staff recognized for service in Academic Initiatives programs

Promise Scholar Testimonials

"My experience of college really changed when I went to office hours, it sounds cheesy, but it works."

"There's a cultural shame in asking for help that I had to get over."

"High school taught me NOT to collaborate. UCSB showed me how real learning happens with others."

Comprehensive Review Brings Excellence to UCSB

Robust operation provides individual attention to 111,754 fall 2019 applications

UCSB uses a comprehensive review process when evaluating each application for undergraduate admission. The process considers a variety of academic and non-academic factors — including academic achievements, personal history, extracurricular activities, leadership awards, service, and work experience — to identify students who would contribute to the quality and excellence of the UCSB campus. Each year, this process brings in a dynamic and diverse incoming class of students representing different backgrounds, cultures, socioeconomic statuses, and geographic locations.

After the UC application's November 30 deadline, the comprehensive review team reads, reviews and analyzes each application for undergraduate admission — totaling 93,354 frosh and 18,391 transfer applications for fall 2019. The team is made up of 38 Office of Admissions staff members, 15 staff from other UCSB departments, and 95 readers hired externally who have professional experience in education such as teachers, counselors, or administrators. External readers undergo 30 hours of training each or 2,850 training hours total.

Many applications are read two or three times each to ensure accuracy. For fall 2019 applicants, the team completed a total of 142,347 application reviews and the external reader pool logged over 21,725 hours of work time from November 2018 through February 2019. During this period, the Office of Admissions' front office and outreach teams continue to engage and support students (and parents) by answering a total of 2,280 phone calls and 9,900 emails from November 1, 2018 through March 1, 2019.

Comprehensive Review engages with each individual student. This process allows each applicant's unique strengths and contributions to be considered for the incoming class. Through this process, the academic excellence and overall diversity of incoming classes has continued to steadily rise each year.

By the Numbers

148
Number of Comprehensive Review readers

27.5%
Percent increase in applications from 2014 to 2018

53,799
Number of visitors who attended 3,029 campus tours between March 2018 to March 2019

121
Number of individual Virtual Transfer Appointments held March 2018 to March 2019

Creating a Recovery-friendly Campus

Gauchos for Recovery enables students in recovery from addiction to thrive

By the Numbers

80+
Number of recovery support meetings and abstinence-specific events offered in 2018-19

3.28
Average cumulative GPA of GFR students

71%
Number of GFR members who maintained abstinence during their involvement in GFR

134
Number of incoming frosh and transfer students identified as "in recovery from a substance use disorder"

Student Testimonials

"This program has contributed so much to my recovery. I am now able to truly experience my life and education without alcohol or any other substances."

"GFR has provided me a way to change my college experience and have a solid network of friends ... it gave me back the hope I had lost."

Students in recovery from substance use disorders and other addictive behaviors face unique challenges, such as finding a supportive social group and maintaining a balance between academics and recovery. Gauchos for Recovery (GFR) enables these students to find a sense of belonging and have a successful college experience.

Program elements include:

- **A community of supportive peers:** Diverse group of students who support one another. Recovery peer interns provide one-on-one mentoring to students who are new to campus or to recovery.
- **Recovery-oriented meetings and events:** Multiple recovery support meetings each week. Ongoing abstinence-specific social, educational, and wellness events.
- **Opportunities for leadership and service:** Paid Recovery Peer Internship and volunteer leadership positions.
- **A recovery-friendly space:** Recovery Lounge at Embarcadero Hall — a safe space to gather, relax, and study. GFR leaders have 24-hour access.
- **Access to professional support resources:** Licensed Alcohol Drug Program clinicians available for additional clinical support. GFR members can access designated academic advisers and Disabled Students Program services.

Gauchos for Recovery provides the resources necessary for more students to stay at the University when entering recovery, to return after time away for treatment, and to complete their UCSB education. More students who are already in recovery are choosing UCSB because of the support available.

Engaging with the Basic Needs for Success

Associated Students provides services by students for students

Associated Students (AS) engages in every student's success with a diverse number of programs and partnerships to help students with basic needs. These services have been imagined and developed by students and, most importantly, are funded entirely by student fees. While AS leaders and career staff help administer these programs, student leaders continue to facilitate and provide services to their peers.

A few examples of support that students provide through AS include:

- **Emergency Loans** for students in need of quick expense assistance (https://www.as.ucsb.edu/resources/emergency-loans)
- **AS/EOP Grants** for help meeting unusual educationally-related expenses (http://eop.sa.ucsb.edu/services/grant)
- **Community Financial Fund** for funding grants and financial literacy workshops (https://cff.as.ucsb.edu)
- **Child Care Grants** for childcare assistance during exam periods (https://cab.as.ucsb.edu/opportunities/childcare)
- **AS Student Initiated Recruitment and Retention Committee Book Bank** (https://sirrc.as.ucsb.edu/book-bank)
- **AS Gaucho Books** for affordable textbook resources (https://gauchobooks.as.ucsb.edu).

In 2011, students established and funded the Associated Students Food Bank to ensure that every student's basic nutritional needs are met. At UCSB, 13% of students currently experience food insecurity. No group of students is immune; the demographic mix matches that of the campus population. Despite the correlation between proper nutrition and classroom performance, food is typically the last thing affected students are able

By the Numbers: AS Food Bank

39,182

Number of pounds of food distributed in 2018-19

to prioritize on their list of expenses.

Currently, the AS Food Bank helps feed up to 2,200 students per week, which represents a 20% increase in visits over last year. To keep pace this year, facility space was expanded and remodeled in the University Center, and commercial refrigeration and freezer units were installed to accommodate temperature-sensitive food items. A refrigerated utility van was also purchased to expand food sourcing and distribution capabilities. In addition, the AS Food Bank offers resources for students to take control of their individual nutritional needs. For example, all students have access to the Food, Nutrition, and Basic Skills program to help them establish good nutritional choices and cooking skills. The AS Food Bank also provides food access programs such as Meal Swipes (access to residential hall food), and assistance with CalFresh applications (food stamps).

Violence Prevention With the Greek Community

Peer education creates change

Campus Advocacy, Resources & Education (CARE) offers free confidential advocacy to students, staff, and faculty impacted by dating/domestic violence, sexual assault, or stalking. CARE advocates provide services with an affirming, empowering, and caring approach to explore all options and resources.

CARE also develops and facilitates primary prevention education for the broader campus community on topics of violence in our community and how to prevent and respond to violence.

Through a collaboration with Office of Student Life and self-identified student leaders, CARE developed a new peer education model. It provided ongoing consent education to fraternity and sorority members as part of their organization's standards of excellence requirement.

Five CARE student peers joined five community leaders and participated in in-depth training on sexual assault and consent facilitation. The peers then led 26 presentations throughout the academic year.

Participation Data

A total of 2,007 students attended "Pillow Talk," which constitutes 77% of the total fraternity and sorority population.

After participating:
- 94% increased their understanding of consent
- 96% increased their understanding of how harmful social norms create environments that tolerate sexual violence
- 94% felt more likely to talk to their peers about the role of consent in creating communities free of violence
- 96% acquired tools for having healthy communication in sexual relationships

COURTESY PHOTO

'Pillow Talk' Testimonials

"The presentation was very thorough, but in a concise way. I really enjoyed it. They made the environment open and comfortable."

"It was a really strong presentation and I loved the fact that there was a balance between a CARE staff and a Greek member."

"This has been the best CARE workshop I've been to. The topics were presented clearly and in a fun way!"

Weekend Services: Meeting Academic Needs 24/7

Scheduled learning communities get students involved in tutoring and community-building

Weekend Services launched in fall 2018 to support the 24/7 academic needs of students. Initially, services included assistance with writing, math, physics, and statistics in the drop-in centers. Due to popular demand, services then expanded to include economics and academic skills. Weekend Services are available on Sundays from 1 to 7 p.m. Here are some ways how gaps where Weekend Services now help students:

- **Weekend Services Gap:** The "between Friday at 5 p.m. and Monday at 8 a.m." gap
- **High school/transfer to UC Bridge Gap:** Teaching how best to study on weekends, plan for the week, and develop independent routines
- **Upper division Service Gap:** Provides organized study space, models, and four environments in which upper division STEM class students can peer-facilitate the learning community models they participated in as undergrad CLAS students

With the introduction of Weekend Services, CLAS introduced Learning Communities, student-centered study groups facilitated by a CLAS tutor. These Communities that target first-year students taking math, physics and statistics are offered on select Sundays for the entire quarter. Students in the same course collaborate on course material and have access to a CLAS tutor for assistance. They serve as a catalyst for students to meet one another and then continue to study together on their own. The scheduled Sunday Learning Communities complement the weekday Learning Communities that spontaneously develop, especially in the days before midterms. Learning Communities have shown to be highly effective for both learning and community-building.

COURTESY PHOTO

By the Numbers: 2018-19

43%
Percent of undergraduates who use CLAS services

9,688
Number of students served overall

7%
Percent increase in Writing and Math drop-in services by expanding hours to Sundays

Industry-Specific Newsletter Pilot a Success

Students receive tailored career information

Career Services' mission is to promote students' successful transition into post-graduate opportunities. Our career readiness efforts include career education, programming, and counseling. Gaucho Paths to Success (GPS) is a department effort toward this end, preparing students for professional development and career readiness in industry-specific areas (see chart at right for areas).

We piloted industry-specific newsletters in fall 2018 to serve as a key promotional and educational tool for GPS. Students targeted were those who showed an inclination to one or more of the GPS career areas, using major, industry and career interest data from their Handshake profile, a tool available to UCSB students to interact with employers and search for jobs and internships. Our operational objective is for students to receive tailored digital communications about industry knowledge and opportunities. Newsletters included educational career articles, workshop and event information, and recently posted jobs and internships relating to the student's interests.

A satisfaction survey was sent to each newsletter group in winter quarter. The overall response rate to the survey was 634 participants. Respondents shared positive feelings about being more informed about industry knowledge, opportunities, and events related to their career interests; on a Likert Scale where 1 is Strongly Disagree and 5 is Strongly Agree, 80% of respondents scored 3 or above in the rating of the newsletters. These results are promising and consistent with our operational objective. In reviewing our data analytics for emails to students, we found that our industry-specific newsletter emails' open rate surpassed our general department emails', indicating that students are more apt to read emails pertaining to their specific career interests.

Moving forward, Career Services will

By the Numbers: Newsletters

Industry-specific newsletters were emailed to students to promote events, opportunities, and tips relevant to their career interests. The following data suggest students were eager to receive these targeted emails:

Newsletter Areas & # of Emails Sent	Approx. # of Recipients	Email Open Rate
Business & Entrepreneurship (6)	4,200	43%
Communications & Arts (7)	2,400	36%
Education & Human Services (7)	2,600	44%
Engineering & Tech. (16)	2,000	43%
Law & Government (5)	3,200	46%
Science & Health (2)	1,100	63%

Student Testimonials

"I truly appreciate these emails and have taken advantage of a few opportunities."

"I appreciate the job offer and research opportunity alerts — that is how I got both of my current positions!"

introduce a newsletter opt-in feature which will enable students to select the industry area(s) for which they would like regular communication. We will continue to monitor the newsletter open and click rates on a quarterly basis to review the areas of each newsletter that students respond to favorably and work to enhance other topic areas.

Satellite Offices Extend Inclusive Care and Service
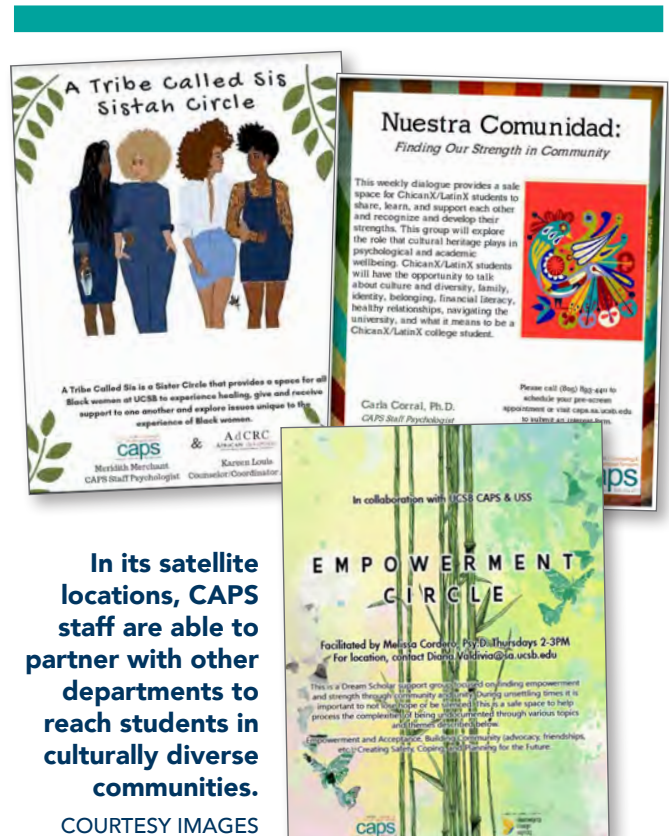
Meeting the needs of diverse student populations

Counseling & Psychological Services' (CAPS) mission is to help students achieve academic, social, and personal success. Extending services to diverse student populations informed our practice in how we approach our liaison relationship and satellite offices.

CAPS satellite offices have been developed when the opportunity for space has been coupled with the ability to meet student demand in a way that acknowledges the changing demographics of the campus population. Having satellite offices in different areas of campus has also opened the door to offer more diverse resources including identifying specific groups and offering workshops in a space that feels safe, inclusive, and affirming for all.

Care is taken to ensure that these spaces are private and appropriate for mental health services. CAPS psychologists staff these offices and work closely within the community to address individual and group needs.

CAPS currently has satellite locations in the Educational Opportunity Program (EOP) at the Student Resource Building (serving first-generation students), in El Centro (Chicanx/Latinx students), in the CAPS Annex, Building 434, (all students), in Santa Catalina (frosh students) and San Clemente (graduate students) residence halls, in Intercollegiate Athletics (athletes), at the Hosford Clinic, and in Isla Vista at the Gaucho Support Center (all students, with an emphasis on trauma informed and interpersonal violence survivors). These locations allow students to attend individual therapy and group therapy services in a location that feels more accessible to them — whether that is due to physical location, privacy, scheduling, or any other reason that students may see as a barrier to seeking support.

The group therapy and workshops that are offered in these locations cater to individual student groups. These support and skills-based

In its satellite locations, CAPS staff are able to partner with other departments to reach students in culturally diverse communities.
COURTESY IMAGES

By the Numbers

8
Number of CAPS' satellite locations across campus

3,827
Number of individual visits by students to the satellite locations in 2018-19

services impact student success by ensuring that participants can stay on course with pursuing their academic and personal goals.

Award-Winning Paper Grows Online Readership

Compelling content, expanded digital reach increases student engagement

The *Daily Nexus* engages UCSB students to expand their awareness of issues central to the university. It works to communicate about issues related to diverse student populations, and the broader community that they live in. Through its strong digital presence and its weekly broadsheet print issue, the *Daily Nexus* attracts, entertains, and informs students about issues that matter to their education as well as their personal/professional development.

One extremely successful strategy for increasing student engagement was the development of themed issues. Those cover topics that are important to the community such as mental health, gun violence, and Black History Month. Another driver of engagement was the steady stream of content about compelling community topics. For example:
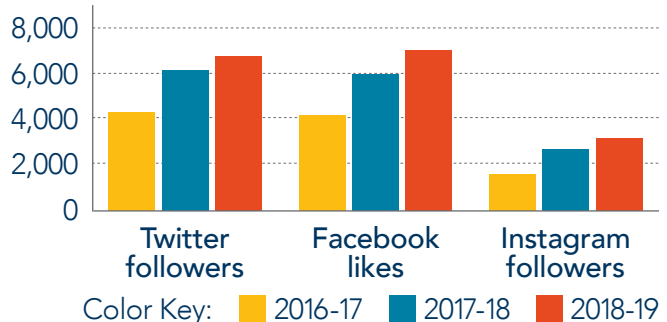
- Local coverage of campus incidents, ASCFME Strikes, Women's Rights March, and AS Elections
- Photo stories for a variety of visually captivating events (e.g., sporting events, dog therapy day, etc.)
- An online Isla Vista crime map that is updated in near real-time

In addition to delivering a steady stream of compelling content, the *Daily Nexus* also expanded engagement by further extending their digital and social media reach. The *Daily Nexus* hired two social media managers to develop new and creative ways to communicate with the greater public.

As a result, the *Daily Nexus* has gained nearly 1,400 new Twitter followers, 800 more Facebook likes, and 300 new Instagram followers. The *Daily Nexus* also started a weekly newsletter which contains all the most important information from the last week plus student responses to Twitter/Instagram polls.

Social Media Fan Growth

The number of *Daily Nexus* fans across social media channels continues to grow.

Color Key: 2016-17 | 2017-18 | 2018-19

Editor in Chief Testimonial

"The number of honest people working to inform the student body with constant reporting is unmatched … Open communication is vital to gaining the trust of the community."

— Jorge Mercado, Editor in Chief

2019 California College Media Association (CCMA) Awards

The *Daily Nexus* recently netted several Excellence in Student Media awards from the CCMA, including:

First Place: *Best Photo Series* – William Tracy

Third Place: *Best Headline Portfolio* – Evelyn Spence; *Best News Video* – Red Chua; *Best Social Media/Single Event* – Hannah Jackson; *Best Sports Story* – Jorge Mercado, Sean White & Andy Lau; *Best Newspaper Column* – Harper Lambert; *Best Feature Story* – Sanya Kamidi & Simren Verma

Efforts Foster a Climate of Success for All Students

Leading an engaged response and enhancing the student experience

The Dean of Students (DOS) Office advocates for the perspectives and needs of all students. It champions genuine inclusion of all students and the myriad of intersecting identities in UCSB's learning community through three primary functional areas:

Climate
- The DOS Office responds to incidents of bias, engages in community repair, and drives initiatives to enhance campus climate.

Crisis, Support, and Response
- The DOS Office helps students navigate University systems when personal circumstances severely affect their academic career.

Policy
- In collaboration with campus partners, the DOS Office creates, communicates, and upholds standards for the well-being of the community.

We support every student, inclusive of their unique identities and experiences, by being responsive to both individual and community-wide student needs (whether on or off campus) that impact campus climate and students' academic progress.

In fall 2018, the DOS Office partnered with the National Conflict Resolution Center to train over 500 officers of registered campus organizations on "The Art of Inclusive Communication." These workshops had a significant positive impact. Students' self-evaluation of their ability to reflect on others' perspectives went from 49.5% "completely confident" pre-workshop to 79.8% post-workshop. Students' self-reported ability to create environments where differences are celebrated went from 46.4% "completely confident" pre-workshop to 76.7% post-

COURTESY PHOTO

The Dean of Students (DOS) Office is made of staff and departments who focus on specific areas of student life, from conduct and graduate student initiatives to LGBTQ support.

workshop. In addition to campus-wide initiatives to support every student's success, the DOS Office also provides individualized support to our students.

In the year beginning spring 2018 and ending winter 2019, 575 individual contacts were made to the Dean of Students' Parent Liaison. These contacts were offered services ranging from referrals to academic accommodations to assistance with withdraws from the University, and assisting parents with supporting their students through difficult situations. During the same time span, 70 withdraws were processed by the DOS Office. The students and families served by the Parent Liaison in the DOS Office are often facing incredibly difficult and unexpected life situations. Each student served receives individual resource referrals enabling them to make the most beneficial decision for their academic progress.

Case-by-Case Modifications Can Benefit Students

Non-standard accommodations increase the accessibility of academic programs

With a focus on creating an educational environment that is universally accessible, engaging every student's success increasingly extends beyond the traditional academic accommodations that college and university disability offices have provided, such as notetaking, exam accommodations, and adaptive technologies. Nationally, more institutions are moving toward providing accommodations that mitigate the impact that traditional higher education learning structures can have on individuals living with disabilities. However, these individualized accommodations must be continually assessed to determine if they are reasonable and appropriate to apply.
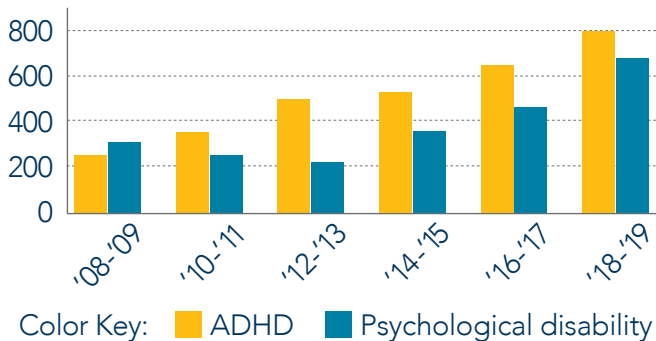
Changes in the 2008 Americans with Disabilities Act and its interpretation by the courts, as well as Office of Civil Rights cases, have expanded our interpretation of what accommodations colleges and universities should provide. As the impact of students' conditions grow more complex, it is increasingly vital to approve accommodations on a case-by-case basis.

The process for approving and providing these accommodations often requires collaboration between disability specialists, faculty, and administrators. This is critical for determining if modifications to the traditional academic framework are appropriate and reasonable under the law. These non-standard accommodations may include:

- **Flexible participation:** Adjusting the format of permitted class participation activities such as presentations and discussions.
- **Flexible attendance:** Adjusting the standard class attendance policy highlighted in the course syllabus.
- **Consideration of health condition:** Rescheduling an exam when a significant

Growing Number of Diagnoses

DSP serves an increasing number of students with ADHD and psychological disabilities.

Color Key: ADHD · Psychological disability

flare-up of a periodic and intermittent health condition incapacitates a student to the point where they cannot take the exam.
- **Four-function calculator in exams:** Allowing four-function calculators during exams if a) necessary math calculations are not the primary learning objectives of the test or class, and b) the student's disability impact significantly affects their ability to perform essential mathematic calculations.
- **Academic plan and normative time adjustments:** Modifying course load or normative time requirements for disability-based reasons. DSP works with academic departments, Colleges, and the Graduate Division to help facilitate educational plans that are reasonable given a student's disability impact. These alternatives can include a deficit load for undergraduate students or adjusting normative time requirements and time-to-completion for graduate students.

On-Site School Coordinators Help in College Preparation

Supporting high school seniors succeed from application to matriculation

Early Academic Outreach Program (EAOP) helps students at underserved schools prepare for college and career, engage in academic-enrichment opportunities, complete University of California (UC) and California State University (CSU) admissions requirements, and apply for college and financial aid. EAOP ensures 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, graduate and professional school opportunities, and/or success in the workplace.

By placing at least one full-time permanent EAOP College Site Coordinator at a high school, EAOP provides services that directly help prospective college students and their parents navigate the complexities of college preparation, university and community college applications, the FAFSA and Dream Act applications and the matriculation process.

Although EAOP services start with students who are in the 6th grade, 40% of the services provided throughout the 2017-18 academic year in nine high schools was directed to 12th grade students. This adds up to 1,165 services to seniors and their parents. Services include:

- 9 College Readiness Academies
- 30 ACT/ SAT Prep Academies
- 1,054 University Application Completion Services & Personal Insight Questions Workshops and Review
- 456 FAFSA/Dream Act Completion Services
- 151 Community College/Transfer Prep Services
- 215 Matriculation Focused Assistance
- 473 Classroom Presentations

By the Numbers

187
Number of parent services provided by EAOP staff in 2018-19

1,486
Number of classroom presentations given

630
Number of EAOP services provided to Santa Maria Bonita School District

It is through these focused efforts that EAOP has consistently met and exceeded its statewide EAOP's Student Academic Preparation and Educational Partnerships (SAPEP) standards and expectations.

Helping Student-Parents Engage in Work and School

Children's Centers provide services for students with children

Child care is a critical component in student parents' ability to balance the demands of work-family-school. The UCSB Children's Centers currently serve 21 undergraduate and 54 graduate student families. Center and campus data found that 88% of graduate student families who are currently using campus child care and 79.56% of undergraduates with children are working.

Early Childhood Care & Education Services' (ECCES) safe and high quality child care provides student parents with the ability to fully engage in their university experience, attend classes, study and work. UCSB student "Lock-in Fees" provide a 40% subsidy for child care tuition for all student parents' families who enroll in UCSB Children's Centers.

In addition to child care, the centers provide families with opportunities to be involved through parent education series, Parent Council, and family events in the classroom. The centers assist families whose children have special needs by providing resources and referrals to community-based services. Families can also use the services of mental health consultants from Child Abuse Listening Mediation who work on site with the centers' children, families, and teachers. The Family Support Program, a collaboration with the Koegel Autism Center and Gevirtz Graduate School of Education, provides direct classroom support and behavioral strategies for teachers and strategies to families whose children are facing challenging social-emotional behavior in the classroom. Highly-trained and supervised undergraduate students provide direct support to the child in the classroom. The program is also generously supported with a gift from the James S. Bower Foundation.

Student Testimonial

"If my family didn't have the support of the Children's Center, I would have needed to drop out of school and give up on my academic dreams."

— Graduate student Jolie Colby and son, Huxley, pictured above

Highlight: Parent Education Series

ECCES offer UCSB and community families an annual Parent Education series featuring topics of interest for parents, including child development, discipline and guidance, nutrition, brain development, early intervention, and challenging behaviors. Dinner and free child care are provided, in order to aid families' attendance and build a sense of community.

EOP Stands With Students Every Step of the Way

Excellence, achievement, leadership, and community are key elements to program's purpose

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 (our Holistic Advising Model incorporates academic/career development, interpersonal/cultural development, and extracurricular/leadership development), campus student support service referrals, and social/cultural programming, we strive to maximize a student's involvement and success in the campus academic community.
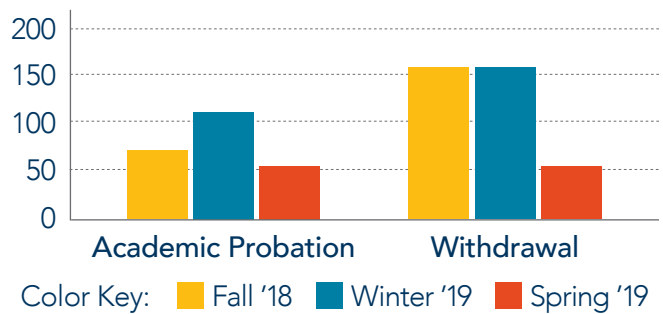
In addition to assisting students through to graduation, EOP helps motivate and inform students utilizing services to enhance their preparation for the job market and/or graduate/professional school admission. EOP services all students while focusing on those who are income eligible and first-generation undergraduates. A sample of student services include:

Pre-enrollment services: EOP participates in or sponsors many pre-enrollment efforts with the goal of representing the needs of and services for our students. We provide support to students and their families on various occasions throughout the admission cycle and even before their arrival to UCSB, including Open House, Orientations, the Summer Transitional Enrichment Program (STEP), the Freshman Summer Start Program (FSSP) and the Summer Transfer Transition Program (STTP).

Academic Services/Counseling: EOP Counselors assist students in clarifying their academic, career, financial and personal goals. Counselors work with students individually and in workshops designed to address academic support, coaching for success, and post graduation preparation throughout their college

EOP Student Snapshot

Counselors work closely with EOP students who need additional academic support to limit probation and withdrawal from the university. Data below were current as of April 2019.

Color Key: Fall '18 ■ Winter '19 ■ Spring '19 ■

tenure. As of April 2019, 174 AS/EOP Grants were awarded, totaling $75,896.02 in aid.

Students Empowering Students: Our Peer Mentor Program is comprised of UCSB first-generation students trained to help new frosh, transfer, re-entry students, and all enrolled students. Mentors are assigned to incoming students, to maintain contact, hold office hours and plan programs on campus and residence halls. They are a driving force in supporting the Cultural Resource Centers' programming efforts and work to increase EOP students' leadership, extracurricular involvement, and preparation for graduate/professional school admission.

Cultural Services: Through our five cultural resources centers and El Centro, EOP sponsors diverse programming for the entire campus community through cultural services that help create an environment which celebrates and promotes the history, contributions, intellectual heritage, cross-cultural learning, and interaction among all ethnic groups.

Efforts Focus on Addressing Students' Basic Needs

Financial Crisis Response Team offers holistic help

The Office of Financial Aid & Scholarships (OFAS) is committed to addressing the evolving needs of our students by developing initiatives beyond the scope of traditional financial aid programs. Along with disbursing over $432 million in federal, state, institutional and other aid for students, OFAS serves as one of the primary departments addressing students' Basic Needs.
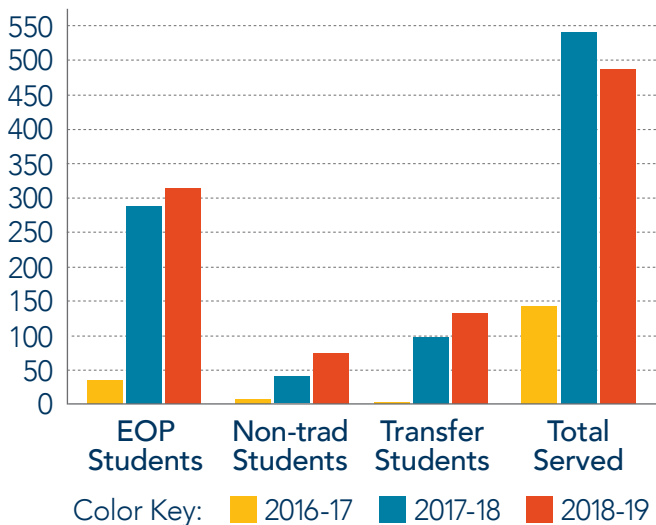
One of the key components of the Basic Needs effort is the Financial Crisis Response Team (FCRT). The team responds to the short-term financial challenges that impact student success, retention and graduation. Since the soft-launch of the FCRT during the 2016-17 school year, student outreach and contact has increased significantly. Although student contacts vary in urgency and nature, all responses are centered around a holistic support approach that can connect students with campus support services beyond financial aid. This may include supplemental housing, food security, and medical resources, among others.

When students are referred to the FCRT, their unique situation is evaluated by a Basic Needs Coordinator or Financial Aid Advisor who works closely with them to understand their needs and respond in a streamlined and timely manner. By streamlining a response process, we have reduced the amount of departments that the student has to interface with in order to receive support. By having FCRT members who represent critical departments across campus, the team is able to provide support and address a wide array of students' Basic Needs.

The department's Basic Needs effort aims to provide students with resources and education that can have a lasting impact on their time at UCSB. Over the last year, initiatives have been created and expanded to include emergency housing vouchers and advocating for Cal-Fresh enrollment. Through these programs, OFAS seeks to understand and address the

Team's Contact with Students

The Financial Crisis Response Team tracks its connections with different groups of students, including Educational Opportunity Program, Non-traditional, and Transfer students. Some students may identify with multiple groups.

Color Key: ▮ 2016-17 ▮ 2017-18 ▮ 2018-19

By the Numbers

18,000+
Number of students that receive some type of aid in 2017-18

75%
Number of undergraduate financial aid recipients who received a university scholarship in 2017-18

intersectionality and complexities of the student experience and the importance of working collaboratively to support students throughout their educational journey.

COURTESY PHOTOS

Many graduate students serve as Teaching Assistants in undergraduate classes.

Graduate Students Help Drive UCSB's Success

Many are employed in Student Affairs' departments

Graduate student success drives UCSB's success. Graduate students are involved in every Student Affairs (SA) office as customers and employees. They are significant to the mission of the University of California. They engage in research that leads to great discoveries in science, humanities, engineering, and art. Graduate students teach entire courses during the summer months and handle multiple sections as Teaching Assistants. Many graduate students take on service positions on campus committees as well as in non-profit organizations in Santa Barbara and around the world. SA helps to advise and support the Graduate Student Association (GSA), the governing body that serves as "the voice of graduate students."

The GSA has a monthly, public meeting and all SA employees are welcome to attend. Additionally, the GSA can help any UCSB entity in need of a graduate student committee member. To support their development, SA departments help keep graduate students healthy (e.g., Student Health, Counseling & Psychological Services, Health & Wellness, Recreation), focused (Career Services, Campus Learning Assistance

Services), and financially solvent (Office of Financial Aid & Scholarships). Thank you to all who keep graduate students high on their list of priorities.

Information about Graduate Students:
- The GSA website: www.gsa.ucsb.edu
- Number of graduate students at UCSB? About 3,000.
- Best source for information about graduate students is the Graduate Division website: www.graddiv.ucsb.edu.
- Not all UCSB grad students go into academic positions: https://beyondacademiaucsb.org.
- Best source for the latest news for the UCSB graduate community: www.gradpost.ucsb.edu.
- Dozens of SA professionals are completing or have completed a graduate degree from UCSB. The campus provides some tuition reimbursement as a benefit to UC employees.
- Graduate students often become fierce SA service allies when consulted during planning and policy decisions.

Charitable Giving Supports Students' Success

Donors gave more than $1.8 Million in 2018-19

Student Affairs Grants and Development identifies and seeks charitable support from individuals, foundations, and the public sector to enrich and enhance opportunities for students and the Division of Student Affairs. In the 2019 fiscal year, generous donors gave more than $1.8 million in 500-plus distinct gifts and grants to Student Affairs departments. Gifts to support student scholarships continue to attract the highest level of giving. Scholarship support enables students to focus on their academics and more fully engage with the campus community. Gift highlights include:

Student Leadership Development Endowment: In spring 2019, alumni Barry Z. Posner ('70) and Jackie Schmidt-Posner ('70), established the Student Leadership Development Endowment at the UC Santa Barbara Foundation with a generous leadership gift. The intent of this fund is to enrich and expand the current leadership development programs and activities offered through the Office of Student Life, including a seminar series based upon Barry Posner and Jim Kouzes' award-winning and best-selling book, *The Leadership Challenge*.

UCSB Promise Scholars: Our new initiative to raise funds for the UCSB Promise Scholars program resulted in pledges in fiscal year 2019, totaling over $125,000. Donors' gifts provided five scholarships and an inaugural gift to establish the program's engagement fund. Donors are paired one-on-one with a Promise Scholar to work together over the student's two- or four-year undergraduate experience. By guaranteeing our 420 current Promise Scholars a stable financial aid package over the course of their undergraduate careers, as well providing them with targeted academic and personal support, we help them succeed and graduate from UC Santa Barbara.

James S. Bower Foundation Grant for Early Childhood Care & Education Services: A relationship with the local James S. Bower

COURTESY PHOTO

A student-led grassroots group, "The Coalition for a Better UC," advocates for increasing four-year graduation rates among low-income and first-generation students.

By the Numbers

500+

Number of distinct gifts made to Student Affairs departments by donors in 2018-19

$1.8M+

Amount received from donors' gifts

Foundation yielded a successful $40,000 grant for Early Childhood Care and Education Services (ECCES). The award provides funds to launch an undergraduate student internship program at the Children's Centers, which offers hands-on classroom support to children with social-emotional developmental needs. ECCES collaborates with the UCSB Koegel Autism Center to develop, run, and evaluate the internship program's impact on children, teachers, and students.

Reducing Food Insecurity Empowers Students

Food, Nutrition, & Basic Skills (FNBS) program helps students fulfill their full potential

Many students face food insecurity during their time at UCSB. Meal skipping and unhealthy eating are a result of financial constraints or skills needed in budgeting, nutrition, shopping, and food preparation. With the help of key campus partners, FNBS provides students free tools in budgeting, planning, kitchen basics, nutrition, and food sourcing consciousness. Our aim is help them stay well-nourished to thrive academically, physically, and socially.

Prior to attending the program, 39% of attendees experienced financial insecurity, and 55% said their meals were unbalanced. 31% qualified as food insecure. From pre- and post-workshop participant surveys, students reported that after attending a FNBS workshop:

- 93% learned a new cooking technique.
- 95% are more likely to prepare and cook a meal from scratch.
- 91% are more likely to review and understand nutrition labels.
- 83% are more likely to consume plant-based meals.
- 98% stated that they will make more positive nutritional choices.

Health & Wellness (H&W) also grew its academic outreach and partnerships. We partnered with the College of Engineering to address the wellness needs of their students with the goals of sleep improvement, healthy food alternatives and stress reduction resources. To date, we have installed two permanent egg chairs at the Engineering Undergraduate Study Room, opened weekly nap stations, and implemented a free fruit program. Engineering also hosted their own Study Break event in fall 2018. Rejuvenation Stations expanded to three locations offering massage therapy and meditation/contemplation space.

PHOTO BY LINDSEY ERSTAD, H&W MARKETING INTERN

The FNBS program provides students free tools in budgeting and nutrition. Since July 1, 2018, FNBS offered 48 workshops to students.

By the Numbers: 2018-19

376
Number of events, activities, and Peer Educator trainings delivered

30,600
Pieces of local, fresh, organic fruit distributed

62K
Number of condoms distributed through the Condom Distribution Program

Members of the International Student Advisory Board pose outside the Student Resource Building and represent the following countries: Vietnam, United Arab Emirates, Taiwan, Morocco, Japan, and the United States.

PHOTO BY MADISON MOTOYASU

Listening to Student Voices

International Student Advisory Board fosters integration and success

The International Student Advisory Board (ISAB) was created by the Office of International Students and Scholars (OISS) in 2018. ISAB is comprised of domestic and international undergraduate students representing seven countries who meet weekly as part of a two-unit independent study course. Its mission is to identify the needs of international students, advocate for change to improve their experiences, and promote intercultural competency in the UCSB community.

One major barrier to the success and sense of community for international students is a lack of funding for internationally affiliated student organizations. These organizations' funding requests for events like Welcome Dinners and Movie Nights could not be funded by AS public interest money because the groups' events were not public to all students.

To address this issue ISAB collaborated with an AS senator to help create a Boards, Commissions, and Units (BCU) called the Global Gaucho Commission. Any student organization that fits within the BCU's mission to "create and promote programs to educate the student body on the international student experience and help integrate international students into the UCSB student community" is able to request funding. In just a short time, the ISAB has had a significant impact on the integration and success of UCSB's international students.

By the Numbers: 2018-19

$38K

Amount of funds received for special projects and internationally-focused student organizations

41

Number of student organizations supporting international missions
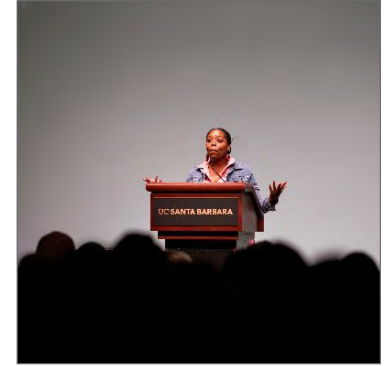
Student Testimonials

"ISAB means creating avenues of international student involvement and making the community open to new traditions and understanding."

— Hana Churay, from United Arab Emirates

"Confronting cultural differences is definitely not an easy task. It is a process of reshaping our thoughts — the way we interact with people around us."

— Joyce Lu, from Taiwan

COURTESY PHOTOS

Above, Patrisse Cullors gives a talk, "When They Call You a Terrorist: A Black Lives Matter Memoir," as part of the Resilient Love Series. At left, students participate in the first MCC Council meeting of the year.

MCC a "Home Away from Home" for Students

Staff work hard to create a safe space for increasing cultural understanding and acceptance

The MultiCultural Center (MCC) develops 25-30 social justice and educational events per quarter that reach a wide range of students, faculty, staff, and community members. These programs engage students in critical issues to help build their sense of belonging and further their involvement with the campus community.

Every quarter, the MCC, in partnership with the Division of Student Affairs, brings impactful speakers to campus as part of the Resilient Love Series. As part of the series, Co-Founder of the Black Lives Matter Global Network, Patrisse Cullors, gave a powerful lecture in Corwin Pavilion to share her work on fighting anti-Black racism and new memoir. Over 600 people attended the event. MCC also hosted an evening gala and hxstory panel which ushered in the MCC's 30th anniversary.

Demonstrating its impact on the UCSB community, the MCC has hosted 101 programs that have engaged a total of 7,914 attendees. The previous academic year, the MCC hosted 107 programs that reached a total of 8,372 attendees. The MCC also offers student employment opportunities and currently has 22 students that serve in various capacities. Additionally, the MCC has 50+ affiliated student User Groups that comprise the MCC Council. This collective body consults with the MCC and advocates for the interests of marginalized students on campus.

Our students view the MCC as a learning space as well as a "home away from home." An MCC student assistant encapsulated this sentiment by expressing, "The MultiCultural Center has instilled in me a strong vindication that learning is not measured in the grades we receive, but in the impact it has on our lives. The Center not only provides a home for programs that help students learn, meet, discuss and build coalitions, but is truly that, a home."

Non-traditional Services Build Community

Students grow together through shared experiences

Non-traditional (non-trad) students at UCSB face unique challenges which vary greatly among this community. The challenges require an intersectional approach to supporting each students' success. Whether it is due to financial constraints, childcare and family/school balance, or feelings of alienation from the traditional student experience, non-trads need support. The Non-traditional Student Resource Center (NTSRC) provides support in many ways, including working with partners across campus to facilitate grant applications to offset the cost of childcare; hosting on- and off-campus events to bring the community together in a place they feel welcome; or simply providing a consistent, inviting lounge space where non-traditional students can study, chat, rest, and gain access to resources.

Creating a space that is engaging and inspiring for non-trad students to build a community is significant to the 400-plus students who identify as non-traditional. To achieve this environment, the NTSRC hosts approximately five programs quarterly, hosts weekly drop-in hours on a variety of topics, and facilitates services offered by the Office of Financial Aid & Scholarships, Registrar's Office, and the Community Affairs Board.

From May 2018 to April 2019, the NTSRC held events such as weekly Mid-week Coffee Breaks, a Welcome Back BBQ, breakfast drop-ins, Valentine's Day Party for families, Holiday Wish List program, Mental Health drop-ins, a painting party, and more. The NTSRC saw consistent event participation and Center use during this time to include:

- 20-25 unique visitors daily to the Center.

The Non-traditional Student Resource Center can be found on the first floor of the Student Resource Building.
COURTESY PHOTOS

- 35 children receiving gifts through the Holiday Wish List program.
- 60 graduates in the Graduation Banquet.
- 84 childcare grants processed.

Throughout the year, the NTSRC is open Monday through Friday, 9 a.m. to midnight, with hours varying slightly on Fridays and holidays. During these times, students can be found studying, having a cup of coffee, attending a drop-in session, taking a quick nap, or accessing their locker. The NTSRC is designed as a space for non-trad students to share common experiences and discover tools and resources for a successful academic and social experience.

The NTSRC welcomes all visitors, especially those who identify as undergraduates ages 25+ or graduate students age 29+, partnered, and/or parenting students.

Orientation Fosters Students' Belief in Success

Students who attend Orientation more likely to persist to graduation

During the 2018 orientation program, 92% of freshmen and 89% of transfer students who completed the post-survey agreed or strongly agreed that they would be successful at UCSB as a result of attending Orientation. These percentages have remained consistent over the past several years. Throughout the duration of a student's orientation session, they are mentored in how to navigate the academic requirements of UCSB, and their major. They are exposed to a variety of campus resources to help them throughout their experience, and encouraged to build connections with new peers of diverse identities through a combination of presentations, workshops and activities.

In reviewing data from participants, many students expressed a feeling of nervousness or doubt about their success at UCSB before attending orientation. However, after attending orientation they felt more confident and prepared for their first quarter. Students also stated that a key component in developing this belief in their success was the interaction with undergraduate Orientation staff. This student mentorship provided an example of a successful student, along with firsthand accounts of what life as a Gaucho is like at UCSB.

Of the previous five graduating classes, 81% of students who attended an orientation continued through to complete their degree. While there are a multitude of factors that determine if a student will persist to complete a degree, Orientation Programs serves as a critical stepping stone to making students knowledgeable of educational, social and personal resources, as well as ensuring they have the tools needed to make their time at UCSB successful. By working with a variety of campus

By the Numbers

6,040
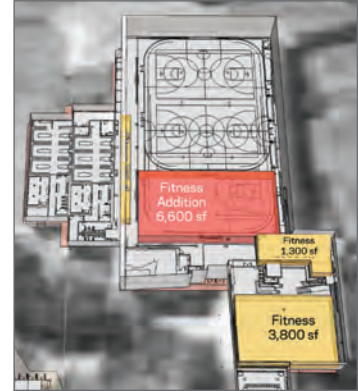Number of student who participated in the summer 2018 orientation program

17
Total number of frosh (two-day) and transfer (one-day) orientation sessions offered in 2018

Student Testimonial

"I was very nervous and honestly very skeptical as to why I was even accepted into the university. Seeing the values and the framework of the community at UCSB gave me a better understanding of why I might have been accepted. This gave me so much more confidence and a feeling of deserving towards attending such a highly regarded institution. I can't wait to start in the fall and be surrounded by such amazing people all year!"

partners, Orientation Programs continues to develop and evaluate ways to better present critical information as well as keeping the program accessible, innovative and relevant to all students. Orientation Programs is currently in the process of developing a new Frosh Pre-orientation module. Similar to the Transfer Student Module that was implemented in 2017, it is expected that this information will further push our incoming students to gain more from their orientation experience and to ultimately, succeed at UCSB.

COURTESY IMAGES

Repurposed MAC Fitness area equals a net gain of 6,600 square feet of useable space, at left.

UCSB Recreation is a Part of a Gaucho's Journey

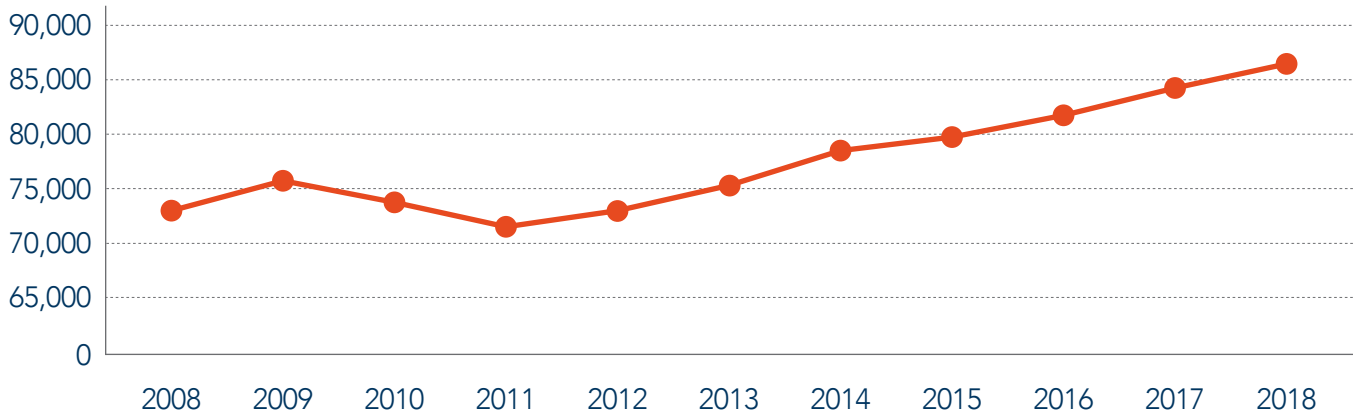*Study leads to improved space utilization*

Gauchos like to participate. Over 80% of students participate with UCSB Recreation on a regular basis, and the spaces we provide can get crowded. In 2017 the UCSB Department of Recreation hired HOK, a global design, architecture, engineering, and planning firm, to review and analyze current Recreation facilities with an end goal of building a foundation for future planning. Through site visits, student focus groups, student surveys and staff interviews, this effort yielded the "Program Needs-Assessment and Facility Plan." This 181-page document provided UCSB Recreation with concrete benchmarks indicating where facilities were lacking compared to industry standards across the country. Many of the findings came as no surprise to those familiar with campus. One such space deficit as outlined in the report was the 'fitness' areas. Looking to make an immediate impact towards this deficit, department staff identified two underutilized spaces and initiated

A rendering of the new fitness space outside Pavilion Gym.

an improvement plan. With matching funding from the Student Fee Advisory Committee (SFAC), two spaces were retrofitted to better serve student needs and opened for use in 2019. The spaces remodeled were the MAC (Multi-Activity Court) and the courtyard adjacent to the Pavilion Gym. The MAC rink in Rec Cen 2 was rarely used for hockey and a last resort for basketball drop in players. With this underutilization in mind, one of the three basketball courts within the rink was re-purposed for fitness. This increased the average daily use exponentially. Although the hockey rink is now smaller, it is still suitable for roller hockey league games. It is now a better size for intramural leagues such as indoor soccer and futsal. The grass area between Rec Cen 1 and the Pavilion Gym was occasionally used for events, but unused on a day-to-day basis. The addition of artificial turf to this area allows for an outdoor functional fitness space and an inside/outside approach to recreation.

Fall Quarter Undergraduate Course Enrollments

The total number of undergraduate course enrollments has increased by 18% in the past 10 years.

Successfully Responding to Rapid Enrollment Growth

Services crest the growing wave of students

Over the past decade, UC Santa Barbara has grown substantially. The undergraduate population alone grew from 18,910 students in fall 2008 to 23,108 students in fall 2018. The biggest growth was in 2016, when the incoming class grew by more than 1,000 students, compared to the previous fall. This represented a 12% growth in new frosh and an exciting 33% growth in new transfer students in a single year!

This rapid growth had a significant impact on the campus infrastructure. The Office of the Registrar, specifically, was faced with questions such as, how do we work with the University to ensure the campus is offering enough courses, and the right mix of courses? How do we respond to the increase in enrollment capacity with no new classrooms? How do we handle the increase in workload? Here are a few initiatives that enabled our office to successfully weather the shift, and minimize negative impacts to students:

Processing Incoming Students: Waiting for a valid residency determination can pose a significant processing delay for many incoming students. In 2018, we implemented a new system to simplify and automate this process. This technology solution reduced residency case manual reviews by 2000 cases. The average processing time for residency determinations decreased by nearly 30%. Over 76% of students were able to fully complete the residency process in under 10 minutes (as opposed to 53% who did the previous year).

Course Planning and Scheduling: In 2016, the campus began using a combination of historical enrollment, waitlist, and degree progress data to better estimate "course need." This change helped to keep the average undergraduate unit load steady at 14.6, despite increased demand.

Processing Graduating Students: In 2018, facing our largest ever graduating class, we transitioned to fully automated degree clearance for students who have no outstanding petitions or situations requiring a manual review. As a result, nearly half of undergraduate degrees can now be awarded within a few days of final grades being reported.

Promoting Restroom Access

Team creates, distributes All Gender Restroom Map

When the current staff of the Resource Center for Sexual and Gender Diversity (RCSGD) began their employment last summer, they noticed an important opportunity for increasing restroom access on campus. UCSB's inclusive restrooms were only listed on a website that had not been updated in years, and there was no paper map that could be easily accessed. Also, there were single-use restrooms on campus that had gender-specific signage which should have been changed in 2014 per a directive from the UC Office of the President. Consequently, RCSGD staff spent this year addressing these gaps to ensure that students who are most comfortable in these inclusive restrooms would be able to find them and not have to travel far from any location on campus.

All Gender Restrooms are an essential component of an inclusive campus. Often, trans and nonbinary people face harassment and violence in gender-specific restrooms when others decide that those individuals do not belong in a restroom, and use verbal and physical methods to remove a person from those spaces. Inclusive restroom options increase trans and nonbinary people's comfort and safety by removing the single-gender designation from a restroom facility. Additionally, these restrooms provide needed options for disabled people who have different-gender caretakers or parents who have different-gender children.

The RCSGD Program Coordinator worked to edit the campus map to highlight those buildings which contain All Gender Restrooms. Also, he worked with Human Resources to add campus lactation rooms to this map, so parents on campus could more easily find those spaces. RCSGD career staff, student staff, and volunteers toured parts of campus to ensure that the list of restrooms was accurate and up to date, and that restroom signage was correct.

Although increasing inclusive restroom access on campus is an on-going project, the All Gender Restroom Map has been finalized, added to the RCSGD website, and printed

COURTESY IMAGE

This map can be found at http://rcsgd.sa.ucsb.edu/ all-gender-restrooms-lactation-rooms.

By the Numbers

2,701

Total number of people who attended any of the 136 events hosted by the RCSGD in 2018-19

copies are now available and posted in key locations across campus. These inclusive restroom options fulfill an important need for trans and nonbinary students, faculty, staff, and visitors.

Student Affairs Engaged in Mission Continuity Plan Pilot

Departments are working in support of campus and UC Mission Continuity goals

The Division of Student Affairs works closely with the Emergency Management and Continuity (EMC) team to support the campus' emergency planning efforts. A key partnership effort currently under way is a Mission Continuity Plan (MCP) Pilot Project that Student Affairs' Student Academic Support Services (SASS) is conducting in collaboration with EMC staff.

"Continuity planning is the advance preparation and planning that will enable the University to resume its critical operations following an event/disruption of any size or type" (EMS, 2019).

Student Affairs' MCPs are critical for the campus because its 26 departments provide essential functions to the entire student body and the campus. Student Affairs is the home of key departments responsible for IT systems and resources for daily operations and emergency mission continuity. Access to student enrollment and contact information, and direct student service support, such as counseling, health and wellness, first aid, and other services, support the campus' emergency response and communication needs during a disaster event.

To support the campus' continuity needs, Student Affairs' SASS staff worked with the EMC team to review UC Ready (a UC-wide platform for building, storing and reviewing continuity plans). They created a platform using Google tools to create modules for departments to upload their respective MCP information. The modules gather information from each department about essential tasks, contacts, IT needs and resources, and response plans for several emergency or disaster scenarios.

The operational outcomes of the Mission Continuity Planning Pilot Project are twofold: 1.) Student Affairs' 26 departments will complete their modules by the end of summer 2019 and

JIM CAESAR PHOTO

Student Affairs and campus staff participate in a safety demonstration for a FEMA pilot course.

begin to meet with the campus Mission Continuity Specialist to transfer MCP data to the UC Ready platform; and 2.) The pilot project is functioning similar to an action research project. The project team has been assessing the pilot's progress and improving its functionality. From this pilot effort, the campus EMC team can reconfigure a mission continuity model to gather information and build MCPs for the remainder of the campus.

The benefit of this partnership effort is campus-wide. The pilot project will both help meet the University of California's mission continuity goals and maintain the university's education, research and public service functions by helping campus departments plan for and maintain mission continuity.

Reference

Emergency Management Services (EMS). Continuity. Retrieved on April 22, 2019 from http://www. emergency.ucsb.edu/continuity

The Student Conduct team assists campus community members on issues ranging from upholding academic integrity to behavioral misconduct. The office recently expanded its Restorative Justice program.
COURTESY PHOTO

Program Empowers Students to Address Concerns

Proactive educational interventions reduce harm

The Office of Student Conduct engaged in a deep programmatic review to ensure that the critical work it undertakes in service to the UCSB community is student-centered, identity-responsive, and educational. Its goal was to contribute to engaging in every student's success. Two key initiatives that highlight this endeavor is the office's name change from Judicial Affairs to Student Conduct, and the expansion of the UCSB Restorative Justice Program.

Student Conduct strives to further develop the department as a key campus resource for the UCSB community; the term "judicial affairs" did not encompass the full range of practice undertaken by the office. Student Conduct's goal is to provide proactive educational interventions and alternative resolution methods including restorative justice — not simply formal case adjudication. To be the most effective in its educational outreach efforts and in soliciting reports of impactful incidents within the community, the department changed its name to the Office of Student Conduct.

Restorative Justice Program: The intent of Restorative Justice (RJ) is to empower students and community members to address concerning behavior and engage in a powerful process that contributes to student success.

Restorative Justice is simple: It is an opportunity for students, who have caused harm in the community, to meet with the very individuals that were impacted by their behavior in a facilitated discussion. The ultimate goal in RJ is not to shame or further distance individuals from the community, but to identify what the individual must do to repair the harm that they caused and identify ways they can reintegrate successfully into their community.

The Office of Student Conduct has begun integrating restorative practices into its daily interactions with students and has engaged in efforts to expand its ability to utilize Restorative Justice for individual student conduct, group conduct, and campus climate issues. A group of 12 facilitators were trained in winter 2019, with a larger training being planned for the near future. A campus-wide Restorative Justice committee has also been formed in hopes to expand the reach of this impactful tool.

New Grant Makes Insurance Affordable for Students

New plans expand medical services to more low-income and underserved students

In spring 2016, the Gaucho Access Plan (GAP) was created at UCSB in to help students who had their own insurance and wanted low cost ease-of-access to Student Health services.

GAP is a prepaid access product offered through UCSB's Student Health for students who waive the UC Student Health Insurance Plan (UC SHIP). GAP is not insurance, but rather a convenient way for students to access many core services at Student Health without incurring additional charges.

After implementation, it became clear that lower-income students who had health insurance coverage in other counties were at a disadvantage. At that time, students who received their financial aid package could opt out of UC SHIP and GAP coverage. When these students needed medical care, they had to make a difficult choice: either be seen at Student Health and accrue costs, go home for care, or not receive the care that they needed. Many students went home to be medically managed which interfered with their academics.

Working with our partners in Financial Aid, a grant was created to help bridge this divide. As all UCSB students must have health insurance, as mandated by the UC Office of the President and the UC Regents, students are automatically enrolled in UC SHIP. The UC Health Insurance Grant helps cover the cost of UC SHIP for the academic year. The amount of the grant is dependent upon financial need. If a student decides to waive UC SHIP, the total financial aid package is adjusted and includes the full cost of the GAP. GAP coverage is automatic for low-income students on Medi-Cal who waive UC SHIP.

In the fall 2018, UC SHIP Grant recipients grew to 23% of visits, serving 12% of the population. Nearly 3,000 students were able to utilize GAP to access medical care in the year.

By the Numbers: Growth Over the Past Five Years

93,298

Number of visits to Student Health in 2018-19 — an increase of 16%

15,133

Number of patients seen at Student Health in 2018-19 — an increase of 10%

The partnership between Student Health and Financial Aid has provided improved medical care for some of our most vulnerable students, those without discretionary funds and limited health coverage. The UC SHIP Grant ensures that financially marginalized students have access to on-campus medical care which decreases obstacles to graduation.

Student Partnerships Are Key in Advancing Tech

SIS&T's customers help shape projects and contribute to greater campus community

Student Information Systems & Technology (SIS&T) provides Student Affairs and the broader UC Santa Barbara community with business-driven, secure, innovative, and technology-enabled solutions and services. In 2018-19, SIS&T continued to support and engage students through employment, collaboration, and assessment.

Employment: By employing students, SIS&T provides critical career-readiness opportunities that build students' skill sets and competencies. SIS&T's student employees mirror the diverse community that SIS&T serves and, in turn, SIS&T's career staff aim to foster the students' sense of belonging on campus. The student employees develop communication, time management, problem solving, and customer service skills, while also lending much-needed support to the Administrative Unit and the Help Desk.

Collaboration: By supporting the work of student software developers, SIS&T helps students shape their own success. In 2018-19, SIS&T partnered with Computer Science students who developed an app, called GoGaucho, shown at left. It uses non-sensitive data provided through SIS&T's Application Programming Interface (API) to publish campus maps, dining menus, course schedules, and more. By liberating the data and making it available to the student app developers, SIS&T helped them provide a new mobile service that reaches a large number of students.

Student Testimonial

"SIS&T is an incredible place to work. Everyone is genuinely committed to seeing you succeed as a student and an employee. I am so grateful for their tremendous amount of guidance and support."

— Tanya Muñoz, Psychology major and Educational Studies minor, who worked for SIS&T for four years until her June 2019 graduation

Assessment: By assessing the value and impact of projects through Project Scorecards, SIS&T sets benchmarks for success against which it can measure ongoing progress. In 2018-19, SIS&T's Financial Aid and Scholarships IT unit created a scorecard for CampusLogic StudentForms, a system designed to streamline workflow processes required by the Office of Financial Aid & Scholarships. Outcomes reported in the Project Scorecard show that CampusLogic reduced phone and office traffic, paper waste, and student "travel time" between offices because most of the required processes can now be done online. This efficiency outcome puts financial aid funding in students' hands faster.

Online Tool Helps Track Engagement and Growth

Driving student learning, belonging, and leadership development

Office of Student Life (OSL) promotes student engagement through campus organizations, fraternities and sororities, and leadership development. Engagement is the name of our game!

Our students are online and so are our department services. OSL connects with its audience of organizations, departments, and of course, our student leaders through the department's existing campus organization management platform. The department uses a third-party vendor product which aims to streamline organization management, event planning, and involvement tracking. OSL continues to evaluate which platform best suits our students' needs, as they search for opportunities to engage with any one of our 500 registered campus organization (RCOs).

In 2012, OSL recognized the importance of meeting students' engagement and organizational management needs when the department began to use this private community platform. Annually, the department has seen an increase in usage from a variety of campus community members, though the department engages primarily with students. Each year, this tool has become the primary method to connect new students to RCOs, as well as to services provided by department-affiliated RCOs. OSL, currently advises over 500 RCOs, divided into 25 categories. Through the platform, OSL has been able to address risk and liability by having users complete a blanket waiver for campus activities, as well as developing a 360 Degree Event Planning Guide used to advise and approve events hosted by RCOs. This tool allows OSL to be aware of who our student leaders are, which students may be affiliated with the RCO, and which are events being hosted on our campus, and track hours of involvement, and provide insight into growing

By the Numbers: Online Tool Service Utilization (2018-19)

45,689

Number of users from all class levels and affiliations (alumni, staff, faculty, etc.)

578

Number of active RCO portals

21,156

Number of user-involvement hours tracked

143

Number of "upcoming events" posted by RCOs

200+

Number of 360 Degree Event Planning Guide forms processed by OSL

81%

Combined percentage of Residential, Career/Professional, and Cultural events posted by RCOs

trends within our student community. By using a private online community, the department has successfully continued to carry out its mission of serving as an engine of belonging and a driver of student learning and leadership development.

Touchstone for Those in Crisis

Team takes proactive steps to help students experiencing distress

Student Mental Health Coordination Services (SMHCS) serves as a touchstone for students experiencing various types of concerns including mental health, financial, cultural, housing, and academic. SMHCS strives to connect students to support and resources in order to support the safety and well-being of students, as well as the campus community.

SMHCS utilizes a proactive approach to meeting the diverse needs of our student body. SMHCS staff outreach and connect with students in distress by calling, emailing, and meeting with them in-person. During these interactions, coordinators utilize an empowerment-based, and collaborative approach to identify barriers. They directly connect students to resources, and create a personalized plan to help meet each student's needs. This year, SMHCS staff held over 1,813 contacts with students in distress. Additionally, SMHCS holds weekly meetings with representatives across campus departments to provide wraparound support. For the 2017-18 academic year, SMHCS collaborated with other campus departments over 2,841 times in support of students. The SMHCS team also supports staff by providing trainings and case consultation to support student safety. These steps can include initiating campus police or emergency response when indicated.

SMHCS has continued to see an increase in the number of distressed students who benefit from outreach and assisted connection to campus resources. The growing number of students served reflects the shared responsibility and care that staff, faculty, parents, and peers embody by collaborating with the SMHCS team to meet the diverse and complex needs of our students.
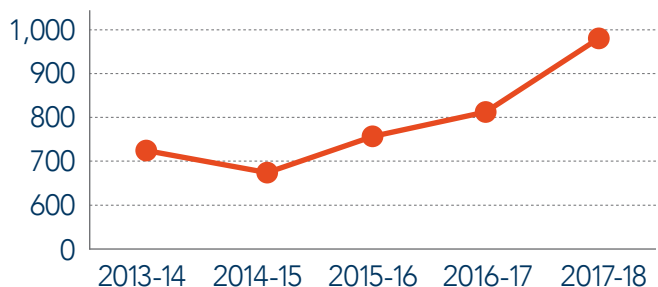

COURTESY PHOTO

The SMHCS team is, from left, Mani Yahyavi, Natalie Henry, Tracy Gillette, and Christine Dominguez.

Refer a Student in Distress

For community members seeking support for a student in distress, please see our Distressed Student Protocol. A referral to SMHCS can be filed online at: http://www.sa.ucsb.edu/responding-to-distressed-students/welcome.

Annual Referrals to SMHCS

The number of referrals made to the team on behalf of students who may be in distress grew 26% over five years.

USS Coordinator Diana Valdivia welcomes students, staff, and family members to USS' 2018 End of The Year Celebration. To date, USS has awarded $10,000 in scholarships to students.

ANNA KHACHATRYAN PHOTO

Career Development Program Leads to "UndocuSuccess"

Short-term skills program supports student growth

Undocumented Student Services (USS) programs and services aim to support undocumented students' success despite the various and unique challenges they might face due to their immigration status.

In partnership with Career Services, USS developed the Dream Scholar Career Development Program. This program engages undocumented students in activities and workshops which are tailored to this specific student population's experiences and career readiness needs.

Students who complete the program receive a $150 scholarship per quarter. Each quarter 15 undocumented students are selected to participate. Participation in this program allows students to connect with one another in safe and brave spaces. Student participants:

- Receive personalized career counseling and discuss potential career opportunities, and create an individual development plan to accomplish their career goals.
- Identify experiences to develop their teamwork and leadership skills.
- Communicate and network with professionals and alumni in the field of their choice.
- Explore graduate school and industry opportunities.
- Develop a resume and cover letter, and

Student Testimonials

*"The **career exploration meeting** was most helpful to me because not only did it provide me with a range of careers when I thought there were none meant for me, but it made me realize that I am not alone in discovering a career (path) ... and it is okay to not know yet."*

*"The **resume homework** motivated me to finally rewrite my resume and update it to my new career interests."*

*"The **mock interview** was the most helpful because it put me in a learning situation that I wouldn't have otherwise done by myself."*

practice interview skills.

Participants' career-related skills and experiences are assessed before and after program participation, in order to measure the impact of the program. Findings show positive outcomes in students' career readiness.

Veteran & Military Services

Veterans and Military Services coordinator Coby Dillard (far right) stands alongside some of UCSB's military-related students, faculty, and staff.

MARCUS MATHIS PHOTO

Department Prepares for Future in New Space

VMS positions itself to become a leader in supporting military-related students

Veterans and Military Services (VMS) provides comprehensive support to UCSB's military-related student community, which includes student veterans, active duty, Reserve and National Guard members, as well as military spouses and children. As the military community's first-stop and strongest advocate, VMS promotes a positive educational experience for military-related students, supports their transition to and through the academic community, and provides access to training, services, and resources to facilitate degree completion and student success. VMS supports its students through the coordination of benefits processing and assistance, academic counseling and advising, personal counseling, as well as social events aimed at building community within the military-related population on campus.

During the 2017-18 academic year, VMS focused on developing leadership stability under its new coordinator, Coby Dillard, as well as assessment of the campus' support for its military-related population. During the fall 2018 quarter, VMS asked its student population to provide feedback on UCSB's services. This was the first in what will become an annual needs assessment. Approximately 20% of the military-related student population responded. Of the respondents, a majority are happy with their experience at UCSB, with 73% feeling that it is a friendly environment.

Beginning in the spring 2019 quarter, VMS offered training sessions for faculty, staff, and administrators who wanted to have a better understanding of the military-related student experience. The Gaucho Military Support Network is comprised of individuals across campus who completed this training. In fall 2019, VMS and the Veterans Resource Center (VRC) will relocate to a larger space that will allow for additional student programming, as well as enhanced personal and academic support.

Through the Veterans Resource Center, VMS supports a population of approximately 550 military-related students, with military spouses and children making up the largest number of this population. The VRC sees approximately 200-300 student visits per quarter.

Division Supports Promise Scholars Program

87% of Scholars are first-generation college students

The Office of the Vice Chancellor for Student Affairs (VCSA) provides strategic and administrative leadership to the twenty-six departments in the Division of Student Affairs. The VCSA Office is "Engaged in Every Student's Success" through its commitment and guidance to the hundreds of programs and services that support the student experience at UCSB.

The UCSB Promise Scholars Program, established in 2015-16, guarantees selected incoming frosh students $120,000 in grants and scholarships over four years and transfer students $60,000 over two years. Promise Scholars are selected from talented high school and transfer students who have demonstrated their capacity for a rigorous college experience. In the current Promise Scholar population, the average household income is $25,380, and 87% of the scholars are the first in their family to attend college.

Currently, there are 428 Promise Scholars and the first cohort of 122 students graduated in June 2019. Truly, an exciting accomplishment for students, their families, and staff! Graduating seniors launched their professional careers in software engineering, finance, human resources, teaching, and others, or were admitted to graduate schools such as Harvard, UCLA, UC Berkeley, University of Pennsylvania, University of Michigan, Yale, UC San Francisco, USC, Duke, and UCSB.

The program guarantees predictable financial support and offers wraparound services in a variety of ways to ensure student success. These services orient new students and assist them in being successful in the college environment. Promise Scholars enroll in the Freshman Summer Start Program and academic courses that introduce them to the university and research opportunities. They meet weekly with specialist staff about budget planning, time management, and academic advising. Promise Scholars
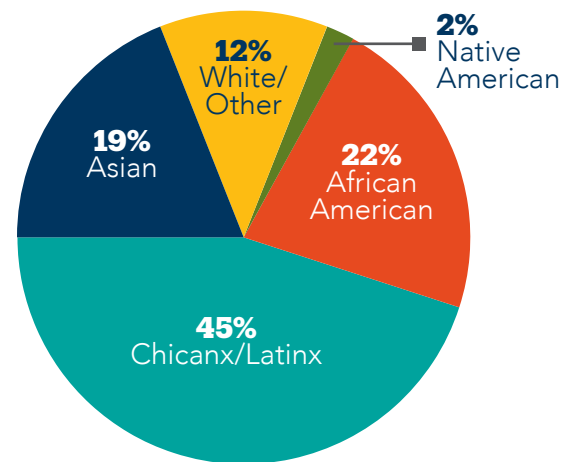
Student Testimonial

"I am a proud UCSB Promise Scholar with a 3.9 cumulative GPA. My goal is to attend law school after I receive my undergraduate degree to become either an immigration attorney or a civil rights lawyer to defend our constitutional rights."

— Ebelechukwu Veronica Eseska, Second-year Promise Scholar

Promise Scholars' Ethnicities

- 12% White/Other
- 2% Native American
- 19% Asian
- 22% African American
- 45% Chicanx/Latinx

meet with faculty to participate in research opportunities and attend regularly scheduled cultural and social programming that builds a community among Promise Scholar students.

Women's Center Brings Services to Isla Vista

Wellness Vending Machine offers access to health products

Through extensive collaboration with campus partners, the Women's Center now offers key health products to students and broader community members. Situated in the Associated Students Pardall Center in Isla Vista, the Wellness Vending Machine (WVM) provides access to health products beyond traditional 9 a.m. to 4 p.m. service hours in a safe and accessible location.

Put into operation in August 2018, the WVM provides students access to items that support the whole student beyond their academic lives. The Women's Center works directly with Student Health to expand access to such products as band-aids, menstrual products, preventative and emergency contraception, and first aid items, for the same cost offered on-campus.

With access to products during expanded hours, students are able to take advantage of this resource when it best meets their needs. When students are able to take care of their immediate needs, they are best able to carry out their personal and academic pursuits.

During the first eight months in service, the WVM provided the following items to the community:

- 45 Emergency contraceptives
- 8 Pregnancy tests
- 5 Boxes of condoms
- 3 Ibuprofen (bottles)
- 2 Thermometers
- 1 Personal lubricant

The Wellness Vending Machine offers students accessible tools and helps them engage in their personally-identified pursuits at UCSB. The Women's Center serves students, faculty, and staff and welcomes people of all gender identities to its programs, spaces, and resources.

Student Testimonial

"The access and anonymity of purchasing these products from a vending machine makes it easier for more people!"

— Women's Center student staff member

Points of Pride

In fall 2018, more than 650 students attended Women's Center programs, used the lounge and programming resources, relaxed in the massage chair, or studied in the library. These programs address intersectional topics that include race, body image, media representation, and equity.

Annual Report Coordination Team

UCSB Student Affairs:
Engaged in Every Student's Success