



2020

21

Division of Student Affairs Impact Report

The Division of Student Affairs exists to help students with every aspect of their lives at UC Berkeley. We build, shape, and enhance student experiences, and propel students to achieve their individual visions of success. From empowering them to take charge of their physical, mental, intellectual, and fiscal wellness, to supporting them as they learn to find and amplify their voices, we challenge students to transform tomorrow into the world they envision today.

*On behalf of our staff and students,
thank you for your continued support
of this important endeavor.*

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Letter from the Vice Chancellor for Student Affairs

Welcome to the fourth edition of the Student Affairs Impact Report! This format enables us to highlight the breadth and depth of the diverse student-focused programs and services that our large division provides the campus in support of student life. Even as the global pandemic continues to significantly influence what we do and how we do it, you will see in this report that we have approached our stewardship of the Berkeley student experience with vigor, flexibility, and creativity. I am incredibly grateful for the committed and dedicated staff that persevered despite the many hurdles we encountered. Our ranks grew when the Center for Educational Partnerships joined our division, adding their amazing talents and expertise and aligning with campus enrollment management functions. Equally impressive was the resilience and engagement displayed by our students as they navigated a year marked by unexpected twists and turns, resulting in an academic year like no other. Additionally, we were humbled by the extensive levels of support we received from campus donors and friends who contributed over \$1.5 million to the Student Emergency Fund.

Despite the challenges presented by the pandemic, our division made progress towards our newly-developed strategic plan. This plan is designed to provide our large division with a compass for guiding our programs, advocacy efforts, and services amidst the continued press of our budget realities. Our five priority areas include:

- Redefining the Student Experience
- Culture of Equity, Inclusion, and Belonging
- Financial Stability
- Health Justice and Holistic Well-Being
- Organizational Behavior and Development

As we move to the implementation stage of the priority areas, we will embrace the opportunities presented by the pandemic that enable us to emerge more robust and better equipped to address the developmental needs of today's college students, particularly those with intersecting identities.

Since our last report, the division has also been taking steps to combat racism and anti-Blackness in order to move us closer to becoming a more just and equitable organization. This work has always been needed, but in Summer 2020, there was a heightened awareness and reckoning with long-standing systemic racism in the United States, largely due to protests against systemic racism and the killing of George Floyd by police in Minneapolis. In this year's Impact Report, you will be introduced to the Diversity, Equity, Inclusion and Belonging (DEIB) Advisory Board and the work of our newly established Senior Advisor on Equity and Belonging.

In closing, I want to emphasize how grateful I am for the phenomenal team of committed, compassionate Student Affairs professionals we have in our division. It is their collective work we celebrate through this report.

Stephen C. Sutton, Ed.D.
Vice Chancellor for Student Affairs

 @DrSteveSutton



Student Development Theory and Introduction



Create conditions
under which
students can grow
and mature.



Student Development Theory

A primary tool that guides the work of student affairs professionals is student development theory.

Student development theory is a group of theories that help us design and implement programs that create conditions under which students can grow and mature. These theories give us insight into the complexity of students' lives, as they explore their identities and discover how they wish to fit into the world. This collection of constantly evolving theories helps explain how students think, the behaviors they display, the way they cognitively address the dissonance that arises in college, and the elements that influence their intersection of emerging identities. Student development theory also helps to explain how the person interacts with their environment, resulting in behaviors that enable them to navigate their world. As students become authors of their lives, student development theories help guide student affairs staff to provide the necessary balance between challenge and support for successful navigation of the college experience. We draw on these theories to inform our work as we create conditions that promote student success.

Resilience & Change

As the great author and disability rights activist Helen Keller once said, "Although the world is full of suffering, it is also full of the overcoming of it." The Division of Student Affairs faced immense change over the past 18 months due to the COVID-19 pandemic, and through it all, our staff's resilience and commitment to serving UC Berkeley's students have shined. Despite challenges, such as enduring layoffs and deep budget cuts, we've had successes, including raising more than \$1.8 million for the Student Emergency Fund, disbursing \$300 million in student aid, and admitting the most diverse class of freshman students in more than three decades.

The past year also brought a great reckoning with the longstanding systematic racism, disparities, and inequities in the United States. Though we have a long way to go, our Division has made some significant strides in support of BIPOC (Black, Indigenous, and People of Color), queer, trans, and institutionally underrepresented and underserved students and staff by advancing the University's African American Initiative; appointing a senior advisor for Equity, Inclusion, and Belonging; and developing a division-wide Diversity, Equity, Inclusion and Belonging (DEIB) Staff Advisory Board. This important work continues to be grounded in the division's strategic priorities of redefining the student experience, creating a culture of equity, inclusion, and belonging, advancing financial stability, fostering health justice and holistic well-being, and promoting organizational behavior and development. In this year's report, we want to celebrate the many accomplishments of our Student Affairs community and recognize the work we still need to do to make us a more equitable organization.



Strategic Plan Priorities

1
REDEFINING THE STUDENT EXPERIENCE



Create a positive and equitable experience for students during their time on campus to ensure the Berkeley we promote reflects their lived experience.



2
CULTURE OF EQUITY, INCLUSION & BELONGING

Recognize diversity in staff needs and prioritize equitable practices to ensure all staff and community members feel they belong, are valued for their contributions, and can show up as their authentic selves.

3
FINANCIAL STABILITY



Promote an equitable division-wide culture that aligns our fiscal priorities with our values of fiscal accountability, transparency, and stability.



4
HEALTH JUSTICE & HOLISTIC WELL-BEING

Create a campus experience that supports individual fulfillment, inspires community engagement, and requires a collective commitment to advancing health justice and holistic well-being.

5
ORGANIZATIONAL BEHAVIOR & DEVELOPMENT



Provide an inclusive culture that fosters trust, transparent decision making, recognizes value and builds innovative processes and systems.



Redefining the Student Experience

Every year, we tell thousands of students how great Berkeley is. We want to ensure that what we share with students about the Berkeley experience aligns with students' actual lived experience. We want to create a positive and equitable experience for students during their time on campus. Over the past year, we have worked towards this goal by:

PROVIDING VIRTUAL SERVICES FOR STUDENTS

Rec Sports held most of their programs virtually, boasting 52,000 live virtual fitness class attendees and more than 7,500 on-demand fitness classes views. The Career Center pivoted to online career fairs with 887 employers, 70,691 jobs, and 25,490 internships posted in Handshake and virtually meeting with more than 9,000 students. Cal Student Central also created a more student-friendly website and a chatbot tool, which is available 24/7/365.

SERVING STUDENTS ON CAMPUS

Cal Housing had perhaps one of the biggest challenges of the pandemic, after receiving 9,189 housing applications and public health conditions allowing for only single occupancy in the residence halls. In collaboration with Residential Life and University Health Services (UHS), instituted several COVID-19 mitigation measures, including extending the move-in process to four days to accommodate testing capacity, assigning student household groupings, mandating

a 7- to 10-day self sequester period at the beginning of each semester, enforcing a no guest policy, and requiring participation in the COVID-19 surveillance testing offered by UHS.



Cal Housing worked closely with Residential Life, Cal Dining, and Housing Facilities to provide dedicated quarantine and isolation housing in Foothill and Stern, which averaged students 15 a week. During a February 2021 surge in COVID cases, we housed 203 students in the quarantine/isolation unit over a 2-week medically-directed quarantine/sequestration across all residence halls, totaling 1,900 beds. Students had to remain in rooms except to test and pick up food from a nearby dining kiosk, and security was provided. At the same time, Housing Trades & Maintenance and Design & Projects teams were busy with several construction projects, including seismic repair in Foothill, elevator replacement in Cheney, and ADA upgrades in Unit 3.

3,983

TRANSACTIONS PLACED THROUGH THE CAL DINING GET APP SINCE IMPLEMENTATION IN OCTOBER 2020



1,199

NUMBER OF MOSTLY ONLINE PROGRAMS AND EVENTS OFFERED TO RESIDENTS



80

SUITES TOTAL QUARANTINE/ISOLATION HOUSING

305

ROOMS (FOOTHILL) TOTAL QUARANTINE/ISOLATION HOUSING

726

TOTAL NUMBER OF STUDENTS IN QUARANTINE/ISOLATION HOUSING SINCE IT WAS ESTABLISHED

61

ROOMS (STERN) TOTAL QUARANTINE/ISOLATION HOUSING

Culture of Equity, Inclusion & Belonging

Student Affairs aspires to be an organization that recognizes the diversity in its staff and prioritizes equitable practices to foster an inclusive environment. We want to be an organization where all staff and community members can show up as their authentic selves, feel that they belong, and be valued for their contributions. We have moved towards this goal by:

SUPPORTING BIPOC STUDENTS

The Division worked across campus to support the African American

Initiative and supported Undergraduate Admissions and the Financial Aid and Scholarships Office in recruiting a more diverse incoming class of Berkeley students. More than 1,360 admitted students also found their community by registering for bridges' Senior and Transfer Weekend yield events, with 970 bridges sponsored care packages received by those registered students.

WELCOMING THE CENTER FOR EDUCATIONAL PARTNERSHIPS (CEP)

In Spring 2021, the Center for Education Partnerships (CEP) joined the Division of Student Affairs. CEP prepares K-12 and community college transfer students to apply to universities and make their college dreams come true

and has a reporting line to Admissions & Enrollment (A&E). They directly serve over 75,000 students (including 35,000 cohort students) throughout California through partnerships with schools, community colleges, and community-based organizations.

ESTABLISHING NEW POSITION TO SUPPORT EQUITY WORK

In September 2020, longtime Student Affairs employee Layla Naranjo started a new leadership role as Senior Advisor on Equity and Belonging. Layla has over 16 years of professional experience at UC Berkeley with a broad range of roles and at various levels within the organization, including work on the recruitment, orientation, retention, and degree completion

of underrepresented students and organizational development and leadership and management. She is an ex-officio member for the Student Affairs executive team as advisor and consultant, providing an anti-racist and equity lens to our discussions, decision-making, and processes. As part of her work, Layla supports the coordination of equity, belonging, and anti-racist work across the division; partners with campus leaders to align priorities, strategies, and resources; and chairs the new DEIB Advisory Board focused on combating discrimination, racism, and anti-Blackness.

94

FRESHMAN ADMITS TO BERKELEY UNDERGROUND SCHOLARS IN FALL 2021 (STUDENTS WHO WERE INCARCERATED OR FROM FAMILIES IN WHICH SOMEONE WAS INCARCERATED)

112,800

NUMBER OF STUDENTS APPLIED TO UC BERKELEY FOR A SPOT IN THE FALL 2021 FRESHMAN CLASS



28%

INCREASE IN FRESHMAN APPLICATIONS FOR FALL 2021

21,773

TOTAL COLLEGE APPLICATIONS SUBMITTED BY CEP STUDENTS

8.7%

INCREASE IN TRANSFER APPLICATIONS FOR FALL 2021

Financial Stability

Through Financial Stability, we hope to promote an equitable division-wide culture that aligns our fiscal priorities with our budgetary accountability, transparency, and stability values. We are doing this by:

MANAGING BUDGET CHALLENGES

We closed Fiscal Year 2019-20 (FY20) and passed a 2020-21 (FY21) budget in the face of unprecedented financial challenges. Student Affairs reported FY21 revenue losses resulting from COVID-19 at more than \$175 million; plus new COVID-19 expenses of \$10 million. Despite cost-cutting measures, the division faced a shortfall to achieve the campus reduction target of \$9.6 million.

CHARTING THE ROAD TO RECOVERY

Student Affairs developed a framework to guide our Fiscal Year 2021-22 (FY22) budget development process. Our framework prioritizes student impact, equity, and inclusion, alignment with the Student Affairs Strategic Plan, staff wellness, and financial stability. We are not anticipating additional layoffs related to the budget, but we remain in a hiring freeze until further notice. We will leverage savings from existing job vacancies, existing cuts, and restrictions to help reduce expenses moving forward. We anticipate it will take approximately three fiscal years without COVID-19 impact to balance our budget and up to 10 years to fully recover and rebuild our reserves.



FUNDRAISING EFFORTS

The Financial Aid and Scholarships Office raised \$14.9 million from 3,987 gifts and pledges made by 2,529 donors. The Student Emergency Fund, supported by the Student Experience and Diversity (SED) philanthropy program, raised \$1.8 million from 4,469 gifts made by 3,818 donors, including a matching contribution made by Kathy Kwan, a UC Berkeley Foundation trustee and local philanthropist, of \$1 million. The scholarship was awarded to students whose financial status and ability to cover school expenses were impacted by the COVID-19 pandemic—due to a sudden job loss, illness or death in the family, or another event. Endowments also comprised just over 50 percent of the philanthropic funds raised this year, accelerated by the Haas Family Fiat Lux Scholarship and the FTG Berkeley Undergraduate Scholarship Matching Program.

**\$175
million**

COVID-19 STUDENT AFFAIRS
REVENUE LOSSES REPORTED
TO THE STATE DUE TO
CANCELED PROGRAMS AND/
OR LOST ENROLLMENTS IN
FISCAL YEAR 2020-21

**\$3.1
million**

MONEY RAISED FOR BASIC NEEDS
SUPPORT FOR BERKELEY STUDENTS

\$952,249.15

STUDENT AFFAIRS SAVINGS ATTAINED
BY THE PROCUREMENT TEAM THROUGH
FORMAL BIDS AND CONTRACT NEGOTIATIONS
SUPPORTING STUDENT AFFAIRS
DEPARTMENTS IN FISCAL YEAR 2020-21



964

NUMBER OF STUDENTS
WHO BENEFITED
FROM THE STUDENT
EMERGENCY FUND

**\$1.8
million**

MONEY RAISED FOR THE AFRICAN
AMERICAN INITIATIVE

Health Justice and Holistic Well-Being

We aim to create a campus experience that supports individual fulfillment, inspires community engagement, and requires a collective commitment to advancing health justice and holistic well-being.

PIVOTING TO COVID-19 TESTING AND MENTAL HEALTH SUPPORT

University Health Services (UHS) rapidly developed a COVID-19 response plan which included multiple on-site

testing and vaccination sites, contract tracing and clinical response teams, outreach and communications efforts, and close collaboration with crucial campus teams. UHS expanded our virtual telehealth capabilities to offer services and programs for students, faculty and staff from wherever they were and provided remote mental health counseling through CAPS. PATH to Care also offered a new resource for managers on relationship violence during the pandemic. This included websites and information for prevention and support during lockdown.



SUPPORTING OUR STUDENT FAMILIES

Student Affairs offered support to our student families by providing on-site testing and monitoring the wastewater at University Village for COVID-19 and alerting them to positive cases. We also provided much-needed support through our Early Childhood Education Program,

resuming in-person child care just a few months after the pandemic began, and more than 200 pieces of online content to help support families during lockdown. Recreational Sports also served 5,000 youth through their Summer Camps & Swim Lesson Programs.

318,000

COVID-19 TESTS WERE PERFORMED

30,000

MENTAL HEALTH VISITS DELIVERED BY TELEHEALTH TO STUDENTS FROM WHEREVER THEY WERE

22,000

MEDICAL VISITS DELIVERED BY TELEHEALTH TO STUDENTS FROM WHEREVER THEY WERE



12,000

VACCINES ARE GIVEN TO FACULTY, STAFF, AND STUDENTS

353

INDIVIDUALS WHO ENGAGED WITH PATH TO CARE SUPPORT SERVICES (E.G., ADVOCACY, HEALING) AS WELL AS ONLINE AND REMOTE SERVICES

36%

PERCENTAGE OF ENROLLED STUDENT FAMILIES WHO RECEIVE SUBSIDIZED TUITION FOR THE EARLY CHILDHOOD EDUCATION PROGRAM



I want to give our doctors, nurses, medical assistants, and all Tang staff a thank you for all they're doing to stop this virus from being out of control. They're appreciated for what they do so that we don't catch this and stay healthy.



Organizational Behavior and Development

Student Affairs aspires to create an inclusive culture through fostering trust, transparent decision making, recognizing value, and building innovative processes and systems. We did this by:

PROVIDING ANTI-RACISM TRAINING

Facilitated training sessions for Student Affairs staff that focused on confronting Anti-Black racism, Anti-Latinx racism, and Anti-Asian Pacific Islander racism.

COACHING WITH ACHIEVE TOGETHER

Rolled out a new system of coaching with intentional check-ins to ensure each staff member has an actionable, specific equity goal. The program created sample goals to help managers and supervisors establish team and/or individual goals to address anti-Black racism, racism, and implicit bias.

OPENING MORE DISCUSSIONS WITH STAFF

To help keep staff informed of critical information, the Division started hosting bi-weekly virtual update meetings in September 2020. The meetings featured a rotating list of presenters from across all units. They delivered consistent updates related to the ever-changing public health

guidance and our increasing equity, inclusion, and belonging initiatives. The update meetings proved so successful, with approximately 300 staff members attending bi-weekly. These meetings will continue as more staff transition to on-site work.

In addition, Student Affairs Administration identified and developed resources to support the transition to hybrid and on-site work as UC Berkeley prepared for a primarily in-person instruction model for Fall 2021. Between May and July alone, they held four sessions to support more than 200 managers and supervisors shifting their teams back to on-site or hybrid work.

DEPARTMENTAL AWARDS

Amid a uniquely challenging year, we were also able to celebrate and honor our Student Affairs teams and staff members who received awards and recognition for their excellent work. For example, University Health Services and Recreational Sports, as well as the School of Public Health and the Physical Education Program, earned gold-level designation from the Exercise is Medicine (R) On-Campus (EIM-OC) program as well as earning EIM's COVID Conqueror badge, a new honor given to campuses that demonstrated creative adaptations to physical activity programming during the COVID-19 pandemic.

Gold-level distinction

EARNED BY UHS, REC SPORTS, THE SCHOOL OF PUBLIC HEALTH, AND THE PHYSICAL EDUCATION PROGRAM FOR THEIR CREATIVE ADAPTATION TO PHYSICAL ACTIVITY PROGRAMMING DURING THE COVID-19 PANDEMIC

231 employees

PARTICIPATED IN THE "CONFRONTING ANTI-BLACK RACISM: HISTORICAL CONTEXT" TRAINING IN JUNE-JULY 2020

300 staff members

ATTENDED EACH BI-WEEKLY STUDENT AFFAIRS UPDATE MEETING

Student Affairs Diversity Equity Inclusion and Belonging Advisory Board

The charge of the Student Affairs Diversity, Equity, Inclusion, and Belonging Staff Advisory Board is to serve as an advisory body to the Vice Chancellor for Student Affairs and their leadership teams on the holistic staff experience from a diversity, equity, inclusion, and belonging (DEIB) framework.

WHY NOW?

In 2020, there was a heightened awareness of and reckoning with long-standing systematic racism that exists in the United States, in large part due to protests against systemic racism and the killing of George Floyd by police in Minneapolis. While our advisory board launched in 2020, this work has always been needed. It is also important to acknowledge the emotional labor that so many in our staff community have invested leading up to this year and continue to support to shift the experience of BIPOC, queer, and trans staff within our division and across campus, that has been moving us closer to becoming a more just and equitable organization.

MISSION

The advisory board serves as a thought partner, providing input and guidance, elevating the various staff experiences, identifying needs, gaps, and opportunities, articulating staff impact, drafting recommendations, and identifying potential stakeholders. The advisory board will meet with the Vice Chancellor, at a minimum, every quarter.



The advisory board will utilize a diversity, equity, inclusion, and belonging framework to examine the complete life cycle of divisional employees and systems, processes, and structures that staff interact with directly and indirectly. Some examples of areas include community and belonging, divisional communications and messages, and staff development and learning.

Advisory Board Members

Diversity, equity, inclusion, and belonging work is deeply personal and rooted in historical and systemic impact on our social and salient identities. We thank our advisory board members for their time, energy, and contributions thus far.

Miguel Angel Avila Jr. (he/him),
Financial Aid Counselor, Financial Aid & Scholarships Office

Rahmat Balogun (she/her),
Staff Physician - Clinical Lead, University Health Services

Revae Hitt (she/her/they/them),
Assistant Director for Engineering & Physical Sciences, Career Center

Sandeep Lehil (she/her),
Family Nurse Practitioner, University Health Services

Tiffany Melendez (she/her),
Health Educator, University Health Services

Harris Mojadedi (he/him),
Student Fee Analyst, VCSA Immediate Office

Madalyn Morris-Huerta (she/her),
Cal Housing Coordinator- Athletics & Theme Programs, Cal Housing

Folasade Ogunbanwo (she/her),
Math-Science Academic Prep Specialist, Center for Educational Partnerships

Grace Padua (she/they/them),
Academic Records Evaluator, Office of the Registrar

Luis Rodriguez (he/him),
CSC Director, Cal Student Central

Erica Sanchez (she/her),
Assistant Director and Latinx Community Liaison, Office of Undergraduate Admissions

Lien Truong (she/her),
Director of bridges Multicultural Resource Center, LEAD Center/bridges

Warren Whitfield (he/him),
Student Insurance Office Manager, University Health Services





**Student Affairs
Departments**

Independent Hearing Officer

PROGRAM DESCRIPTION

This past academic year, the Independent Hearing Officer focused on improvements to recruitment and training for the Committee on Student Conduct. During the Fall 2020 semester, the Independent Hearing Officer developed and implemented standardized recruitment procedures aligned with the provisions outlined in the Code for all Committee Members. Additionally, during the past academic year, the IHO convened a working group to review and revise training materials and transitioned a portion of the training content to be delivered online via bcourses.



OUTCOMES

1. The Independent Hearing Officer engages with the broader campus community through recruitment, training, and management of the Committee on Student Conduct to promote community accountability for students in the formal hearing process.
2. The Independent Hearing Officer works to ensure that the formal hearing process is applied equitably to students navigating it.

DATA COLLECTION METHODS

The Independent Hearing Officer utilizes the reporting feature in the campus's case management database and an internal case tracking system to pull data related to the Committee on Student Conduct.

sa.berkeley.edu/iho
510. 388.8613
sa_iho@berkeley.edu

WHAT WE DO

The Independent Hearing Officer (IHO) is a University staff member within the Vice Chancellor for Student Affairs' Immediate Office who works with the Center for Student Conduct to ensure that the UC Berkeley Code of Student Conduct is followed when a student has been charged with a violation of the Code. The IHO is also responsible for overseeing and administering the formal hearing process found in the Code of Student Conduct. This oversight and administration include presiding over all student conduct hearings, scheduling hearings, ruling on procedural and evidentiary questions, recruiting and training members of the campus community

to serve on the Committee on Student Conduct, and developing pre-hearing procedures.

57

NUMBER OF HEARINGS (2020-2021)

25

HEARINGS FROM JUNE 1, 2020 TO MAY 31, 2021



564

APPROXIMATE HOURS SPENT ON HEARINGS BY MEMBERS OF THE UC BERKELEY COMMUNITY (STAFF, FACULTY, STUDENTS)

17

NUMBER OF COMMITTEE MEMBERS NEW COMMITTEE MEMBERS (FACULTY, STAFF, UNDERGRADUATE STUDENTS, AND GRADUATE STUDENTS) WERE TRAINED DURING THE SPRING 2021 SEMESTER

WHAT OUR WORK MEANS TO THE CAMPUS

The Independent Hearing Officer empowers members of the broader campus community (faculty, staff, and students) to engage with the student conduct process to promote community accountability, care, and integrity. The Independent Hearing Officer also ensures that the Code of Student Conduct is being administered appropriately and equitably.



The Ombuds Office for Students and Postdoctoral Appointees

PROGRAM DESCRIPTION

We are a confidential, impartial, independent, and informal resource for students, postdoctoral appointees, faculty, and staff. We advocate for fairness, justice, respect for differences, and reasonable solutions and seek to mitigate issues and concerns so that they may be resolved at the lowest possible level. We are one of the few campus resources where visitors may safely discuss issues without disclosure resulting in notification to the university, including issues of sexual violence and sexual harassment.



OUTCOMES

We supported the following learning outcomes and operating goals:

- Furnishing visitors with written and verbal communication tools.
- Coaching visitors in conflict resolution to empower them to resolve disputes.
- Clarifying policies and procedures so visitors may make informed decisions.
- Facilitating resolutions between students, postdoctoral appointees, faculty, and staff.
- Meeting with senior administrators to share trends and recommendations to campus climate issues.

DATA COLLECTION METHODS

We collect data on the volume, general characteristics of our visitors, and detailed information on the types of issues addressed with those visitors. We maintain anonymized records of visitors for strictly data collection purposes, tracking only basic information regarding demographics and the nature of the dispute. Any records with personal identifying information are destroyed on a semesterly basis.

WHAT WE DO

We work with groups and individuals to explore and assist them in determining options to help resolve conflicts and problematic issues and bring systemic concerns to leadership's attention for resolution. We seek to listen and understand issues while remaining neutral with respect to the facts. We assist in reframing issues and developing and helping visitors evaluate options, focusing on informal resolutions. We coach visitors to deal directly with other parties, as well as the use of formal resolution resources of the university. We also may refer visitors to additional resolution resources. We assist in surfacing issues to formal resolution

channels, and when appropriate, we may facilitate resolutions and conduct informal mediations. We also consult with staff and faculty who are seeking guidance in postdoc and student-related situations. Additionally, we run tailored trainings on communication and conflict-resolution skills.

1,014

CASE ISSUES IN 2020-21-
THE MOST COMMON OF
WHICH WERE: APPEAL,
COMMUNICATION, GRADES,
RESPONSIVENESS, AND
UNCLEAR POLICIES/
PROCEDURES

260

VISITORS, A 23% INCREASE
FROM THE PREVIOUS YEAR



38%

OF ALL CASES WERE
BETWEEN VISITORS
AND FACULTY
MEMBERS

42%

OF ALL CASES REQUIRED SOME FORM OF
FOLLOW-UP, INCLUDING ADDITIONAL MEETINGS,
OUTREACH TO THIRD PARTIES, RESEARCH ON
POLICIES, AND FACILITATED RESOLUTIONS

WHAT OUR WORK MEANS TO THE CAMPUS

Consistent with divisional priorities, we foster mutual respect and encourage a culture of understanding, belonging, and civility. We save campus resources by assisting in the resolution of issues at the lowest possible level. We serve as a conduit for positive systemic change by raising issues to leadership others cannot or will not discuss.

sa.berkeley.edu/Ombuds
510.642-5754

No email, for
confidentiality
purposes

Student Affairs Finance

PROGRAM DESCRIPTION

Supporting the Student Affairs mission and business partners as financial stewards, the Finance team conducts quarterly reviews and forecasts on financial performance and budget development to ensure the division meets established budget targets. We maintain authoritative tools for financial reporting and focus on building professional competence to strengthen financial support to our division. In maintaining our financial model, we ensure high-priority divisional needs are recognized and supported.



OUTCOMES

- Closed FY20 successfully and passed an FY21 budget in the face of unprecedented financial challenges.
- Student Affairs reported FY21 revenue losses resulting from COVID-19 at over \$112 million and additional COVID-19 expenses of \$14 million.
- Despite cost-cutting measures, the Division is faced with a shortfall to achieve the campus reduction target of \$9.8 million.

DATA COLLECTION METHODS

The Finance team relies primarily on the Berkeley Financial System as the authoritative source of financial data, leveraging associated financial reporting and budget planning/execution tools provided by the Campus CFO. We also draw on human capital and procurement data systems to conduct analysis and develop budgets. In addition, we integrate specific business partner data streams (e.g., housing/dining business information, financial aid data, etc.) to align financial and program performance.

WHAT WE DO

Student Affairs Finance partners with departments and division leadership to provide timely, accurate, and relevant financial planning and analysis support to ensure the division has the financial information necessary to maximize limited resources and ensure strong financial stewardship as part of the broader campus financial community. To accomplish our mission, we are committed to engaging our partners and peers, reviewing financial/business performance, advising and informing on relevant financial management topics, and being available as needed as a decision support asset. Our core work ensures accuracy in managing funding streams, reviews analysis



of spending in key focus areas, establishes and enforces division funding priorities, and reviews and approves annual division budget submissions.

\$112 million

COVID-19 REVENUE LOSSES IN FY21 WERE REPORTED TO THE STATE DUE TO CANCELED PROGRAMS AND/OR LOST ENROLLMENTS

\$510 million

MANAGED THE STUDENT AFFAIRS BUDGET OF \$510 MILLION IN EXPENSES



4,200+

FINANCIAL AID CHECKS AND FUND TRANSFERS TOTALING \$15 MILLION WERE PROCESSED BY THE FINANCIAL SERVICES UNIT, AS WELL AS OVER 9,500 SERVICE REQUEST CASES CLOSED IN FY21



University Health Services

PROGRAM DESCRIPTION

During the unprecedented pandemic that has affected the campus and the world, UHS played a significant role in the COVID-19 response and operational efforts aimed at helping the campus stay safe and healthy. UHS efforts included: emergency operations, campus testing, triage, vaccinations, working in close collaboration with the city and county public health departments, advising and developing health and safety protocols for the campus, and providing services to students, faculty and staff through increased virtual health services.



OUTCOMES

- Rapidly developed a COVID-19 response plan which included multiple onsite testing and vaccination sites, contact tracing and clinical response teams, outreach and communications efforts, and close collaboration with key campus teams.
- Offered expanded virtual telehealth capabilities for most of our services and programs for students, faculty, and staff from wherever they were.

DATA COLLECTION METHODS

In addition to having a robust, data-driven, and evidence-based quality improvement program, UHS routinely reviews utilization data in order to monitor equitable and timely access to programs and services. Student Health Insurance Plan data is closely monitored for utilization, claims experience, and cost-saving and service enhancement opportunities. UHS conducts satisfaction surveys and provides other channels for electronic and onsite feedback (e.g., advisory committees, TellTang email).

 uhs.berkeley.edu
telltang@uhs.berkeley.edu
UHS Administration:
510.642.6621



programs and services for students, staff, and faculty is at our core.

“
The care I have received at UHS has impressed me. I have found the providers to be kind, compassionate, respectful, knowledgeable, and have good judgment. I have not had the same experience at other health centers at institutions of higher learning or other clinics.
 ”

WHAT OUR WORK MEANS TO THE CAMPUS

UHS provides leadership and expertise on critical health situations, including the impacts of public health crises, natural disasters, political events, and other emergent issues. Students consider health services essential to a positive student experience, and staff depends on employee health programs to support their productive engagement in the mission of the University.



318,000

COVID TESTS WERE PERFORMED, AND 12,000 VACCINES GIVEN TO FACULTY, STAFF, AND STUDENTS



30,000

MENTAL HEALTH (91% OF VISITS) AND 22,000 MEDICAL VISITS (65% OF VISITS) WERE DELIVERED BY TELEHEALTH TO STUDENTS FROM WHEREVER THEY WERE

PATH to Care Center

PROGRAM DESCRIPTION

by visioning and implementing primary prevention initiatives, ensuring survivors and their supporters have access to immediate assistance and resources for healing and identifying and addressing opportunities for institutional improvement. This work stretches throughout the entire campus community, focusing on undergraduate students, graduate and professional students, and faculty and staff.

OUTCOMES

- Build capacity and skills among administrators and responders to promote prevention and the culture of support for survivors.
- Institutionalize sustainable and effective survivor and victim services and primary prevention efforts.
- Cultivate collaboration and engagement toward a campus culture committed to addressing sexual and domestic violence, stalking, and sexual harassment.

DATA COLLECTION METHODS

The PATH to Care Center employs multiple data collection strategies, such as program evaluations, exposures to prevention concepts, focus groups, and documentation of services provided to assess the impact of programs, services, and campus leadership. Additionally, the Center contributes to campus institutional improvement through less quantifiable efforts related to policy, practice, and procedures.

 care.berkeley.edu
pathtocare@berkeley.edu
 510.642.1988
 24/7 Care Line:
 510.643.2005



WHAT WE DO

The PATH to Care Center leads the efforts to transform our campus into a community that is free of sexual violence, sexual harassment, intimate partner violence, and stalking through prevention, advocacy, training, and healing. We collaborate with the campus community to make social change with the goals of preventing, intervening in, and responding to harassment and violence, eliminating oppression, and creating the culture and environment we all aspire to and deserve. We envision a campus community free of violence and grounded in social justice. This vision will be realized when every



member of our community is a beacon of support and respect for those around them.



353

UNIQUE INDIVIDUALS ENGAGED IN SUPPORT SERVICES (E.G., ADVOCACY, HEALING) AS WELL AS THE IMPLEMENTATION OF ONLINE AND REMOTE SERVICES

WHAT OUR WORK MEANS TO THE CAMPUS

Achieving Berkeley's educational mission necessitates a safe environment, free of violence and harassment. The PATH to Care Center's prevention, support, and institutional leadership efforts cultivate community through increased safety, respect, and institutional trust. We strive for a strong sense of community and safety to promote the full participation and advancement of our diverse community and to reduce violence and harassment.

13,234

STAFF, FACULTY, AND STUDENTS SERVED AS WELL AS 50 ACADEMIC DEPARTMENTS OR ADMINISTRATIVE DEPARTMENTS AND 49 STUDENT ORGANIZATIONS VIA 407 PREVENTION INITIATIVES FROM JANUARY-DECEMBER 2020

1st

NEW RESOURCE FOR MANAGERS: RELATIONSHIP VIOLENCE DURING THE PANDEMIC, WEBSITES, AND INFORMATION FOR PREVENTION AND SUPPORT DURING THE PANDEMIC



Cal Student Central

PROGRAM DESCRIPTION

Cal Student Central (CSC) provides frontline general advising and services for financial aid, scholarships, billing and payments, and the registrar via in-person, phone, and web services. It refers students to partner offices for specialized advising. In an effort to continuously improve the student experience, we participate in various University initiatives and outreach activities. CSC liaises with the campus community and partner units, sharing feedback and recommendations to improve service, implement efficiencies and remove barriers to student success.



OUTCOMES

Through its commitment to service and transforming the student administrative experience, CSC has successfully streamlined the customer service experience in-person and offline. We have worked with traditional partners and other key student-serving offices to create new points of contact and handoffs.

DATA COLLECTION METHODS

Data was collected through the Qless queuing system reporting feature, Salesforce reports, and daily call reports.

WHAT WE DO

Cal Student Central (CSC) is dedicated to providing efficient, student-centered, and quality service to UC Berkeley’s applicants, students, faculty, alumni, and staff. In an effort to be inclusive and accessible, we offer services in-person, over the phone, and online. We serve as representatives of the Financial Aid and Scholarships Office, the Office of the Registrar, and Billing and Payment Services. CSC strives to support student success with a service-oriented, cross-trained, and solution-seeking professional staff. In this capacity, we assist the Berkeley community in navigating a wide range of topics, from providing support on ordering transcripts to



explaining the activity on a student account.

During the past year, the department transitioned to a new version of our CRM system, which allows us to better service our students. We also created a more student-friendly website and went live with a chatbot tool, which is available 24/7/365.

4036

VISITS TO THE VIRTUAL FRONT DESK

24,473

PHONE CALLS WERE ANSWERED FROM STUDENTS, PARENTS, AND DELEGATES WITH AN AVERAGE WAIT TIME OF UNDER 8 MINUTES



24,016

SALESFORCE TICKETS CLOSED BY CSC STAFF FROM JULY 1, 2020, TO JUNE 30, 2021

WHAT OUR WORK MEANS TO THE CAMPUS

CSC is the premier campus service avenue for students, alumni, and delegates. We meet student needs, articulate student concerns, and seek collaborative resolution with academic and administrative partners. Through our inclusive service philosophy, we strive to ensure that diverse populations feel respected and valued, aligned with the Chancellor’s commitment to improving the student experience.



studentcentral.berkeley.edu
510.664.9181

Center for Educational Partnerships

PROGRAM DESCRIPTION

For over forty years, Center for Educational Partnerships (CEP) has increased the number of diverse California students enrolling and succeeding in higher education by directly addressing college-going barriers typically faced by low-income, first-generation, undocumented, and historically underrepresented students. CEP directly serves over 75,000 students (including 35,000 cohort students) throughout California through partnerships with schools, community colleges, and community-based organizations. As a leader in college access, CEP also provides capacity building, practical tools, and resources to increase college-going rates.



OUTCOMES

- Improve the academic achievement of students who face significant barriers to college.
- Increase the diversity of students who enroll and succeed in higher education.
- Empower schools, districts, and CBOs to foster college aspirations through building a college-going culture.
- Support collaborations and partner with K-14 and post-secondary colleagues
- Create tools to partner with educators, families, and communities.

WHAT WE DO

CEP provides outreach and engagement with K-14 students, families, and educators to increase access to higher education. We believe no student should be denied the opportunity to pursue a college degree due to systemic, economic, or social barriers. Our twelve CEP programs provide direct service to students and families, professional development for educators and community partners, and engage with K-12 schools/districts, community colleges, and other higher education partners in systemic work to remove barriers to college access for students.



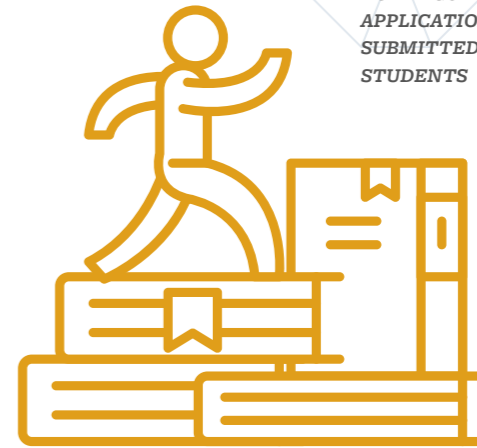
DATA COLLECTION METHODS

Multiple data collection methods are used:

- Direct service providers document both the interactions with students and college success milestones they achieve and enter into their program’s data portal from where we extract key data points.
- National Student Clearinghouse
- Student surveys (ex: senior mid-year & EOY senior milestones survey)
- Faculty/staff surveys from professional development that we provide

4,967

HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS WERE SUPPORTED WITH COLLEGE APPLICATIONS



18,010

STUDENTS WERE PROVIDED WITH A ONE-ON-ONE SESSION

3,429

TOTAL COLLEGE APPLICATIONS WERE SUBMITTED BY CEP STUDENTS

21,773

SALESFORCE TICKETS CLOSED BY CSC STAFF WITH AN AVERAGE RESPONSE TIME OF 3.2 DAYS



cep.berkeley.edu
edpartnerships@berkeley.edu
510.642.6680

Central Evaluation Unit

PROGRAM DESCRIPTION

The Central Evaluation Unit (CEU) reports on the completion of degree requirements. We do this by executing transfer credit review for eligibility and articulation, implementing UC and Berkeley Division regulations, and leveraging student systems to optimize the timely application of Berkeley and transfer credit in the degree audit. Our reporting tools provide a platform for college, major and minor programs to verify degree progress and ultimately expedite the conferral of degrees by the Office of the Registrar.



OUTCOMES

We supported the following learning outcomes and operating goals:

- Established a Central Evaluation Unit website to advise students regarding the eligibility and use of transfer work toward degree requirements and provide instructions on access and reading Cal Central reports displaying exam scores, transfer courses, and degree progress.
- Facilitated the automation for verifying completion of requirements for purposes of conferring degrees.

DATA COLLECTION METHODS

Our primary collection method is querying the Campus Solutions models used to extract transfer course detail from transcripts, review for articulation and transferability, and post to the Berkeley transcript and Transfer Credit Report.

 central_eval_unit@berkeley.edu

WHAT WE DO

The Central Evaluation Unit (CEU) serves on behalf of the faculty in evaluating and posting transfer credit and tracking completion of university, campus, college, and major requirements toward degree conferral for Berkeley undergraduates.

Toward this end, we facilitate the review and publication of California Community College course-to-course and course-to-requirement articulation and the review of coursework from other higher education institutions for unit credit toward the Berkeley degree. Additionally, we coordinate efforts to upload Advanced Placement, International



Baccalaureate, and GCE A-level exams to post to student records.

Finally, we support the undergraduate online degree audit (Academic Progress Report), which utilizes exams and transfer courses, along with Berkeley enrollment to verify completion of requirements, track degree progress, and confirm readiness for graduation.

WHAT OUR WORK MEANS TO THE CAMPUS

Our reporting tools provide comprehensive and accessible means to confirm degree progress for students. This is important to our Culture of Equity in supporting transfer students who rely on the timely posting of transfer credit, verifying their status as juniors, and enabling engagement in advanced courses alongside those who started at Berkeley.

17,572

TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM 2-YEAR CAMPUSES FOR 2020-21



759

NUMBER OF TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM 4-YEAR CAMPUSES FOR 2020-21

174

NUMBER OF TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM INTERNATIONAL CAMPUSES FOR 2020-21



Financial Aid and Scholarships Office

PROGRAM DESCRIPTION

Through strategic partnerships, rigorous planning, and a culture of care, our dedicated team:

- Counsels students and families on empowering options to manage their financial wellness.
- Provides funding: grants, scholarships, research stipends, work-study, and loans.
- Supports students through crisis and uncertainty.
- Advocates for students at the campus, state, and federal level.
- Recruits, retains, and graduates students, paving the way for success.
- Encourages community with alumni and donors to give the gift of access to the next generation of students.

OUTCOMES

Through multiple programs, we ensured:

- Eligible California families with incomes below \$80,000 (39%) receive gift aid to cover tuition and fees.
- Recruitment of the most sought-after students in the world through the Fiat Lux and Regents' and Chancellor's Scholarship programs.
- Changes in financial circumstances did not become roadblocks to success for our students (22% increase in family contribution appeals over the prior year).



financialaid.berkeley.edu
510.664.9181



WHAT WE DO

Education is life-changing. Students worldwide dream of attending Berkeley in hopes of seizing that opportunity. The Financial Aid & Scholarships Office (FASO) makes those dreams a reality by providing comprehensive financial aid and multi-level support, especially during uncertain times. FASO engages in uplifting students through financial literacy, so they can focus on receiving an excellent educational experience rather than paying for tuition and basic needs. Two Academic Senate committees provide guidance to FASO to formulate campus financial aid policy and fund utilization strategies to ensure access, affordability, and compliance. FASO supports



\$24 million

PANDEMIC RELIEF FUNDS FROM INSTITUTIONAL, PHILANTHROPIC, STATE, AND FEDERAL SOURCES PROVIDED TO 14,000 STUDENTS IN 2020-21 UP 40% FROM 2019-20

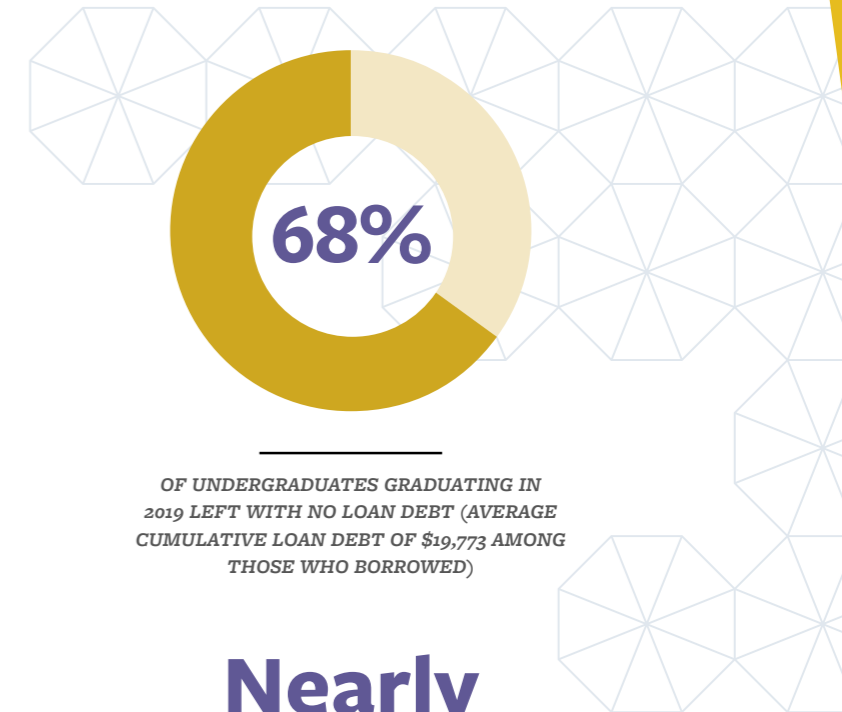
strategic university goals, including diversity initiatives, financial wellness, recruiting exceptional students, fundraising, donor development and stewardship, discovery experiences, and student work opportunities. The goal is to operationalize care for students while continually improving accuracy, efficiency, and timeliness when delivering student aid in compliance with federal, state, university, and donor regulations.

DATA COLLECTION METHODS

Multiple data collection methods are used, including the student information system and internal tracking and analytics. Average cumulative debt for graduates and percent of graduates with debt comes from College InSight, an initiative of The Institute for College Access & Success.

WHAT OUR WORK MEANS TO THE CAMPUS

Providing access to California students regardless of their financial status to build a diverse community of scholars from a wide range of economic backgrounds has been a guiding mission of Berkeley since 1868. We strive to enhance the undergraduate experience by supporting basic needs and increasing aid program sustainability through strategic stewardship of federal, state, and institutional dollars.



OF UNDERGRADUATES GRADUATING IN 2019 LEFT WITH NO LOAN DEBT (AVERAGE CUMULATIVE LOAN DEBT OF \$19,773 AMONG THOSE WHO BORROWED)

Nearly \$850 million

AWARDED ANNUALLY, INCLUDING OVER \$44M IN PRIVATELY FUNDED UNDERGRADUATE SCHOLARSHIPS (OVER \$21M ADMINISTERED DIRECTLY)



Office of the Registrar

PROGRAM DESCRIPTION

The Office of the Registrar is responsible for:

- Class enrollment and registration
- Fee assessment
- Verification of registration and graduation
- Diplomas and transcripts
- Preservation and privacy of student records
- Berkeley Academic Guide and Class Schedule
- Reservations for 200+ classrooms
- Residency determination for tuition purposes
- Aiding US veterans and service members
- Cross-registration and cross-campus enrollment
- Supporting new programs and initiatives
- Planning for future campus needs
- Ensuring the integrity of data that is shared across campus

OUTCOMES

The Office of the Registrar provides critical services that support:

- **Navigation:** Develop public-facing enrollment planning tools featuring class searches by major requirements, open seats, instructor, waitlists, and enrollment restrictions.
- **Discovery:** Promote Suggested Classes on Twitter, highlighting under-enrolled classes; Support new academic opportunities and international programs.
- **Student Experience:** Empower students with information on veterans' benefits, preferred name, degree completion, and policies.



WHAT WE DO

The goal of the Office of the Registrar is to connect our outstanding students and recent alumni with the campus's incredible curriculum and services. We do this in part by publishing the Berkeley Academic Guide and the Class Schedule. We are stewards for mission-critical student records that support operations throughout the campus, as well as data that supports decision-making and reporting. We interpret and implement academic and administrative policies in student registration and enrollment. We frequently meet with Colleges and Schools, the Graduate Division, student leaders, and other units to nurture a spirit of collaboration,



innovation, and excellence. We provide critical student support in residency, visitor and exchange programs, readmission, verifications, veteran's benefits, classroom management and scheduling, and FERPA training. This year, we adjusted many of our services to be offered remotely and served more students as a result.

\$22.4 million

AWARDED TO VETERANS IN CONJUNCTION WITH THE VA



13,903

CERTIFIED ELECTRONIC DIPLOMAS AVAILABLE FOR DOWNLOAD

364,364

GRADES POSTED TO STUDENT TRANSCRIPTS

20 million

PAGE VIEWS OF THE CLASS SCHEDULE AND BERKELEY ACADEMIC GUIDE

113,775

ENROLLMENT AND DEGREE VERIFICATIONS



registrar.berkeley.edu
Students: 510.664.9181
Faculty: 510.642.5042
egrades@berkeley.edu

Office of Undergraduate Admissions

PROGRAM DESCRIPTION

Office of Undergraduate Admissions (OUA) actively supports and works towards the following goals:

- We identify, recruit, admit, and enroll the best undergraduate students that encompass the broad diversity of cultural, racial, geographic, and socioeconomic backgrounds characteristic of California, the nation, and the world.
- We host outreach events for prospective applicants and strive to reach traditionally underserved groups.
- We work closely with academic departments, faculty, and committees of the Academic Senate on admissions criteria and policies that reflect the University's mission.

OUTCOMES

For the 2019-20 cycle, OUA:

- Selected freshman and transfer students based on a holistic review of all information in the application.
- Held a range of outreach and recruitment events with prospective students and counselors from high schools and community colleges, and daily presentations to on-campus visitors.
- Finalized records for over 9,500 students, involving intensive work validating official records and self-reported data in just a few weeks.

DATA COLLECTION METHODS

We use Slate to review, manage and track all applications and to record outreach and recruitment events. Undergraduate Application data is generated from Cal Answers and visitor and application data from internal customer service records.

2020-21 Impact Report



WHAT WE DO

The Office of Undergraduate Admissions (OUA) is responsible for managing the campuswide undergraduate admissions programs. The department seeks to recruit, admit, and enroll a student body that, beyond meeting the University's eligibility requirements, demonstrates high academic achievement and exceptional personal achievement while encompassing the broad diversity of cultural, racial, geographic, and socioeconomic backgrounds characteristic of California, the nation, and the world.



112,845

FRESHMAN APPLICATIONS WERE EVALUATED, WITH A 14.5% ADMIT RATE AND A 44.3% YIELD RATE

900+

OUTREACH EVENTS WERE CONDUCTED VIRTUALLY, SERVING PROSPECTIVE STUDENTS AND COUNSELORS STATEWIDE, NATIONWIDE, AND INTERNATIONALLY

22,203

TRANSFER APPLICATIONS EVALUATED, WITH A 22% ADMIT RATE AND A 63.2% YIELD RATE



3,500+

VISITORS ATTENDED DAILY PRESENTATIONS



admissions.berkeley.edu
510.642.3175

Division of Student Affairs

Career Center

PROGRAM DESCRIPTION

The Career Center focuses on three critical aspects of the career journey of undergraduate and graduate students specifically, career clarity — opportunities to identify career direction through activities such as individual career coaching and group workshops; career competitiveness — opportunities to enhance marketability via real-world experiences such as internships and externships; and career connections — opportunities to engage with alumni and employers, including career fairs and alumni/student networking events.



OUTCOMES

- 61% of undergraduates who complete two or more internships land their first full-time job within six months of graduation.
- This number reduces to 50% for undergraduates who have one internship and drops to a low of 34% in cases where there was no internship experience.

DATA COLLECTION METHODS

Several surveys are utilized annually to better understand the needs, expectations, outcomes, and feedback from students, employers, and alumni. Event attendance tracking for workshops, career fairs, and appointments are maintained through Handshake, and surveys are collected using Qualtrics and Mentimeter, and Google Forms. Net Promoter Scores are analyzed monthly for student satisfaction of 1:1 career counseling appointments.

career.berkeley.edu
[career.berkeley.edu/
contactcareercenter](https://career.berkeley.edu/contactcareercenter)
510.642.1716

WHAT WE DO

We prepare undergraduates, graduate students, and alumni to make informed decisions about their futures by providing comprehensive resources and programs. We facilitate and develop connections between students, alumni, and employers. We provide coaching on career development, internships, employment, and graduate school, all with the goal of becoming career ready through the three C's: Clarity, Connections, and Competitiveness.

The Covid-19 pandemic has altered the landscape of the workforce and recruiting. Nationwide, remote work has become the standard for



30%

OF PROGRAMS WERE
FOCUSED ON DIVERSITY,
EQUITY & INCLUSION

900+

ALUMNI VOLUNTEERS
PARTICIPATED IN OUR
PROGRAMS

9,000+

STUDENT APPOINTMENTS
CONDUCTED VIRTUALLY

887

EMPLOYERS ATTENDED 24
VIRTUAL CAREER FAIRS



70,691

JOBS & 25,490 INTERNSHIPS
WERE POSTED IN HANDSHAKE

many industries, as well as recruiters finding alternative avenues to connect with students. This shift in recruitment allows us the opportunity to become the conduit vs. the gatekeeper of the past.

"This appointment exceeded my expectations. I've been having difficulty navigating job search and career exploration amid Covid-19, and the counselor helped me find creative ways of finding jobs, learn how to network with previous students, and practice strategies for interviews."

RECENT ALUMNUS

WHAT OUR WORK MEANS TO THE CAMPUS

We create a culture of collaboration across campus to support the University's mission by creating opportunities for students to become career-ready. We stay current with market trends to provide insights about relevant opportunities for students to reach their full potential. We provide comprehensive programs to support students' personal and professional development.



Center for Student Conduct

PROGRAM DESCRIPTION

The Center for Student Conduct strives to challenge students to think critically about their decision-making and encourage an environment of personal and intellectual growth. Therefore, the Center for Student Conduct finds success in having low recidivism rates and mutually resolving conduct cases with students to achieve positive learning outcomes.

OUTCOMES

Students will be able to:

- Articulate their rights and responsibilities as it pertains to the student conduct process.
- Explain the policies, procedures, and purpose of the Code of Student Conduct.
- Articulate the impact their decisions and actions have on themselves and others.
- Develop methods to repair harm to those they may have impacted.
- Self-reflect on personal values and resolutions and learn tools and methods to use in future situations.

DATA COLLECTION METHODS

The Center for Student Conduct utilizes the reporting feature in our case management database to pull statistics and collaborates with the Office of the Registrar to explore demographic trends in casework.



WHAT WE DO

The Center for Student Conduct envisions a campus environment where students recognize the power and impact of their actions and embody UC Berkeley's Principles of Community.

It contributes to the holistic development of students by administering the Code of Student Conduct through equitable practices that promote education, foster a sense of accountability, and encourage community responsibility and mutual respect.

sa.berkeley.edu/conduct
studentconduct@berkeley.edu
510.643.9069



114.66%

INCREASE IN TOTAL CASES THIS
YEAR COMPARED TO 2019-2021

173.43%

INCREASE IN ACADEMIC CASES
THIS YEAR COMPARED TO 2019-2021



29.20%

INCREASE IN BEHAVIORAL
CASES THIS YEAR COMPARED
TO 2019-2021

“I ... learned what it takes to rectify a mistake like this — you must take responsibility for your actions and learn from them. I must learn from this mistake so that I never put myself or a partner in a situation like this again. I will never undermine the integrity of our university again, and I will never be complicit in such actions taken by other people.”

UC BERKELEY STUDENT

WHAT OUR WORK MEANS TO THE CAMPUS

Our work positively contributes to students' learning as we challenge students to consider how their decisions and actions impact others in our community. We strive to help create community and mutual respect while providing opportunities for students to learn about resources and tools to assist in their personal development at UC Berkeley.



Center for Support and Intervention

PROGRAM DESCRIPTION

Our Case Management work provides limited threat assessment, consultation, collaboration, and intervention for students, faculty, staff, and the community to prevent harm and violence in our campus and community. Our Violence and Harm Prevention work provides direct training to students and staff on bystander intervention strategies.

OUTCOMES

- Provided training to students and staff on bystander intervention and develop and implement harm-prevention strategies for the campus.
- Assessed and provided support to students experiencing or causing distress with the potential for harm or violence.
- Collaborated with campus colleagues on assessing harm and potential threat.
- Helped students in distress to identify, understand, and access support resources.
- Fostered resilience and self-care strategies for students experiencing distress.

DATA COLLECTION METHODS

Data are gathered continuously through reports of concern, analysis of usage and referral metrics, and surveys of bystander intervention training participants.



WHAT WE DO

The Center for Support and Intervention (CS&I) addresses prevention and intervention for harm and violence on campus and provides support to students experiencing or causing distress in the campus community. CS&I oversees the Bears that Care bystander intervention program, coordinates the university's interdisciplinary Students of Concern Committee, and founded and co-chairs the university's Hazing Prevention Collaborative.


csi.berkeley.edu
csi@berkeley.edu
510.664.4218



153

ACADEMIC AND ADMINISTRATIVE DEPARTMENTS OUR CASE MANAGERS WORKED WITH TO MANAGE CONCERNS ABOUT STUDENTS THEY REFERRED

93%

STUDENTS SAID THEY WERE MORE LIKELY TO INTERVENE AFTER PARTICIPATING IN A WORKSHOP

1,629

COMPLETED WORKSHOPS, MOSTLY VIRTUALLY



1,555

REPORTS OF CONCERN FROM THE CAMPUS COMMUNITY



WHAT OUR WORK MEANS TO THE CAMPUS

We provide early warning, prevention, and intervention for a rising number of students in distress and those who could potentially cause harm to members of the campus community and prevent acts of violence, supporting the Chancellor's goal of enhancing the undergraduate experience.

LEAD (Leadership, Engagement, Advising, and Development) Center

PROGRAM DESCRIPTION

The mission of the LEAD Center focuses on supporting student-centered learning and student leadership development through student involvement. By providing advising, resources, and assistance, the LEAD Center empowers individual students and student groups to create and develop their organizations and communities at UC Berkeley. Our hope is that every student finds an organization or community where they can build connections and flourish.

OUTCOMES

Students who engage in programs, activities, and services provided by the LEAD Center will be able to:

- Find a connection to an organization or community at UC Berkeley.
- Identify personal interests, values, strengths, and identities and use these attributes to positively shape their communities at UC Berkeley and beyond.
- Hone leadership and relationship-building skills and apply them to strengthen their organizations and communities at UC Berkeley and beyond.

DATA COLLECTION METHODS

The LEAD Center collects and analyzes data retrieved from in-person Signatory Training, feedback surveys, and information collected via Callink, the LEAD Center's student organization registration and financial tracking portal.

lead.berkeley.edu
lead@berkeley.edu
510.642.5171



WHAT WE DO

The LEAD (Leadership, Engagement, Advising, & Development) Center is UC Berkeley's hub for student involvement, leadership development, and co-curricular advising. The aim of the LEAD Center is to support students and student groups as they explore their interests, pursue their passions, and create community at Cal.

The LEAD Center supports student-centered learning and development by helping students create and develop their organizations and communities. This happens through the administrative, advising, and programmatic support the staff provides to various student



organizations and communities, including approximately 1,200 registered and sponsored student organizations, 60+ recognized fraternities and sororities (CalGreeks), the ASUC (the undergraduate student government), the Graduate Assembly (the graduate student government), the campus programming board, 50+ student publications, the bridges Multicultural Resource Center, the associated Recruitment and Retention Centers, and Cal Debate.

WHAT OUR WORK MEANS TO THE CAMPUS

With a focus on supporting students and student groups, the LEAD Center provides opportunities for students to build their organizations and communities to provide a sense of belonging, create a culture of leadership development, and support informed, ethical, and responsible decision making grounded in Berkeley's Principles of Community.

1,200+

THE NUMBER OF REGISTERED
STUDENT ORGANIZATIONS
AT UC BERKELEY

1,500+

STUDENT LEADERS IN ELECTED,
APPOINTED, HIRED, AND
VOLUNTEER POSITIONS WITHIN
THE ASSOCIATED STUDENTS OF
THE UNIVERSITY OF CALIFORNIA
(ASUC) AND THE GRADUATE
ASSEMBLY (GA)

2,500+

STUDENTS ARE MEMBERS OF ONE
OF THE OVER 60 FRATERNITIES/
SORORITIES THAT MAKE UP THE
CALGREEKS COMMUNITY



New Student Services

PROGRAM DESCRIPTION

The Golden Bear Experience consists of four components:

- Golden Bear Advising (online, completed prior to arrival): Covers the academic environment, resources, an introduction to the college and advising, and enrollment instructions.
- Golden Bear Prep (online, completed prior to arrival): Provides a comprehensive view of life outside the classroom.
- Golden Bear Orientation (GBO): Mandatory, in-person orientation the week prior to the start of classes.
- Getting Your Bearings: Continued programming throughout the first three weeks of the semester.

OUTCOMES

- New students are welcomed into Berkeley's scholarly community.
- Participants gain an understanding of academic requirements and connect with university and college resources, services, and support structures.
- Participants engage with campus traditions and the range of Berkeley's unique cultural communities.
- Participants engage with their peers and the broader campus community.
- The path is set for a lifelong relationship with the campus.

orientation.berkeley.edu
nss@berkeley.edu
510.642.7733



WHAT WE DO

New Student Services (NSS) supports the holistic transition of incoming undergraduate students. The mission is to give each student the support and resources needed for a successful transition to the Berkeley campus: academically, socially, emotionally, and culturally. New Student Services continues to welcome and support the transition through the Golden Bear Experience. This orientation model has proven to provide a smooth transition for both first-year and transfers, introduce students to the complexity of UC Berkeley experiences, and allow peer-to-peer connections which foster pride, confidence, and resilience



95%

PROUD TO BE A STUDENT
AT UC BERKELEY

91%

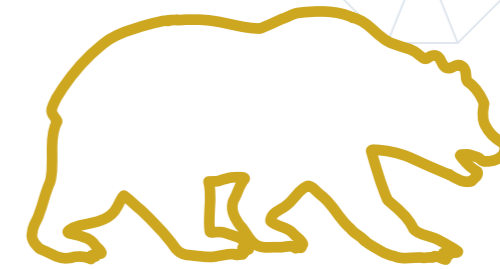
BELIEVE UC BERKELEY IS
COMMITTED TO STUDENT
HEALTH AND WELLBEING
DURING THE COVID-19
PANDEMIC

91%

CONFIDENT IN THE HEALTH AND
PREVENTATIVE MEASURES THAT
UC BERKELEY HAS TAKEN IN
RESPONSE TO COVID-19

65%

FEEL THEY WERE OFF
TO A GOOD OR GREAT
START AT UC BERKELEY



88%

FEEL LIKE THEY BELONG
AT UC BERKELEY

NSS collaborates with over 100 campus departments to implement the Golden Bear Experience, including departments within the Division of Student Affairs; all colleges, schools, and academic programs; the City of Berkeley; and more. To implement Golden Bear Orientation, NSS utilizes the talents of current Berkeley students, including hundreds of volunteer Orientation Leaders.

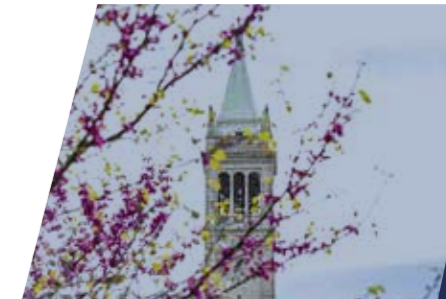
DATA COLLECTION METHODS

The Golden Bear Experience included multiple data collection methods:

- Golden Bear Experience Survey: Extensive survey distributed after GBO completion
- Golden Bear Advising Survey: Survey embedded within Golden Bear Prep to assess virtual advising experience
- Orientation Leader Survey
- Campus Partner Meetings & Focus Groups: Extensive follow up meetings across campus with contributors
- Communications metrics including website visits, email open rates, and more.

WHAT OUR WORK MEANS TO THE CAMPUS

New Student Services (NSS) facilitates the transition of all incoming undergraduates with the goal that they will succeed in the years leading up to graduation. We bring together multiple campus divisions to create a cohesive and welcoming student experience. Our work ensures that students feel a sense of belonging and understand the resources available throughout their undergraduate career and beyond.



Public Service Center

PROGRAM DESCRIPTION

The Public Service Center (PSC) supports students in developing the skills and partnerships needed to bring about collaborative community change for social justice. Through the PSC, student leaders manage partnerships with K-12 schools, nonprofit organizations, and government agencies. They engage thousands of students across campus in community service and social justice advocacy. The PSC also works with faculty and graduate students to integrate community engagement into teaching and research.

OUTCOMES

The PSC supports student leaders in building community on and off campus to:

- Lead PSC programs and facilitate others' exploration of social issues.
- Employ communication, facilitation, and project management skills to lead peers toward a goal.
- Empathize and incorporate multiple perspectives into discussions and decision-making.
- Partner with community organizations to co-create empowering approaches to social justice issues.
- Demonstrate civic identity, showing a long-term commitment to working toward social justice.



WHAT WE DO

Through the Public Service Center, students, faculty, and communities work together to co-create a more just and equitable world.

DATA COLLECTION METHODS

Basic demographic data is collected upon program application. Students complete a self-reported survey at the close of each academic year to assess progress against the stated learning outcomes. Students also complete reflections and training evaluations, which are coded for themes.



\$414,100

IN FEDERAL WORK STUDY
EARNED BY PUBLIC SERVICE
CENTER MENTORS WORKING
IN K-8 PUBLIC SCHOOLS

202

PSC STUDENT LEADERS LED
OVER 15 PROGRAMS DURING
THE 2020-2021 YEAR

\$420,000

IN CRITICAL SCHOLARSHIP,
FUNDING WAS DISPERSED
TO SUPPORT STUDENT
LEADERS PARTICIPATING IN
COMMUNITY-BASED WORK



55

GRADUATE STUDENTS
SERVED AND LEARNED
THROUGH PUBLIC SERVICE
CENTER AND AMERICAN
CULTURES ENGAGED
SCHOLARSHIP (ACES)
PROGRAMS

WHAT OUR WORK MEANS TO THE CAMPUS

Through our co-curricular and curricular service programs, the PSC is a critical partner in enhancing the undergraduate experience, creating community and a sense of belonging, and supporting faculty and graduate students in meeting the university's public service mission. The PSC also serves as a key connection point between the university and external partners in our local community and beyond.



 [publicservice.berkeley.edu](mailto:publicservice@berkeley.edu)
publicservice@berkeley.edu
510.642.3916

Recreational Sports

PROGRAM DESCRIPTION

Rec Sports excels at providing high-quality in-person and virtual recreation, experiential learning, and leadership development opportunities designed to achieve optimal well-being for the campus community.

Inspired by UC Berkeley's diversity, the scope of experiences provided by our department is far and wide-reaching. Students, faculty, staff, and affiliate members have access to multiple wellness facilities, programs, and classes, including swimming pools, outdoor learning spaces, fitness classes, and opportunities for healthy competition and team play.

OUTCOMES

Learning outcomes include the ability to:

- Explore well-being through participation in innovative programming.
- Develop personal agency through the pursuit of life-long healthy activities.
- Create healthy habits that translate to academic success.
- Develop professional skills through a comprehensive workforce training program using individual and team-based learning concepts.

DATA COLLECTION METHODS

Rec Sports is committed to systematically collecting, analyzing, and delivering programs and services to improve and promote well-being for our users. Using robust enterprise software to process and track sales, participant access, and user trends, Rec Sports relies on technology to provide data that informs our decisions.



WHAT WE DO

The Department of Recreational Sports is a campus leader and educator, inspiring the entire university community to engage in an active and healthy lifestyle that fosters well-being and a sense of community.

We offer dynamic and inclusive programming, experiential education, leadership development, cross-unit collaboration, and skill training for building lifelong healthy habits. Rec Sports is committed to providing diverse programs, services, and facilities with respect, honesty, and integrity. We leverage our resources and talent to think strategically and act collaboratively to ensure



alignment with the needs of our diverse community of students, faculty, and staff.

“
Being able to swim this fall has made a HUGE difference in my mental health (probably physical health too, but I notice the mental health more!)
”

UNDERGRADUATE STUDENT, FALL 2021

52,000+

LIVE VIRTUAL FITNESS CLASS
ATTENDEES FROM JUNE 2020 - JUNE 2021

31,000+

REC SPORTS FACILITY AND LAP
SWIM RESERVATIONS FROM
JUNE 2020 - JUNE 2021



97%

OF ALL YOUTH CAMP
PROGRAMS SOLD OUT

7500+

ON-DEMAND FITNESS
CLASSES VIEWS

5,000

YOUTH SERVED IN SUMMER CAMPS & SWIM
LESSON PROGRAMS; \$2.8 MILLION IN SUMMER
CAMPS & SWIM LESSON SALES

WHAT OUR WORK MEANS TO THE CAMPUS

Recreational Sports provide valuable resources to campus where all are welcome. Our programs inspire engagement, enrich well-being, and bolsters retention through experiential learning and leadership development. These programs provide a vital asset in a competitive recruiting landscape for top talent nationally and internationally.



Residential Life

PROGRAM DESCRIPTION

Residential Life provides an inclusive living environment by promoting learning and personal development in support of UC Berkeley's academic mission.

OUTCOMES

Through Residential Life, residents will:

- Develop inclusive communities with others from diverse backgrounds.
- Utilize academic support resources to enhance academic performance.
- Learn from the Residential Faculty what it means to be a scholar in higher education.
- Have access to opportunities to grow their leadership skills.
- Grow from poor choices that have an impact on themselves and others.

DATA COLLECTION METHODS

Residential Life uses multiple data collection methods. The data shared reflects numbers pulled between January-December 2020. Engagement metrics are gathered primarily through RoomPact and other online portals. Conduct and community standards data is collected through Advocate. And assessment is conducted via Campus Labs/Baseline utilizing various data collection strategies..



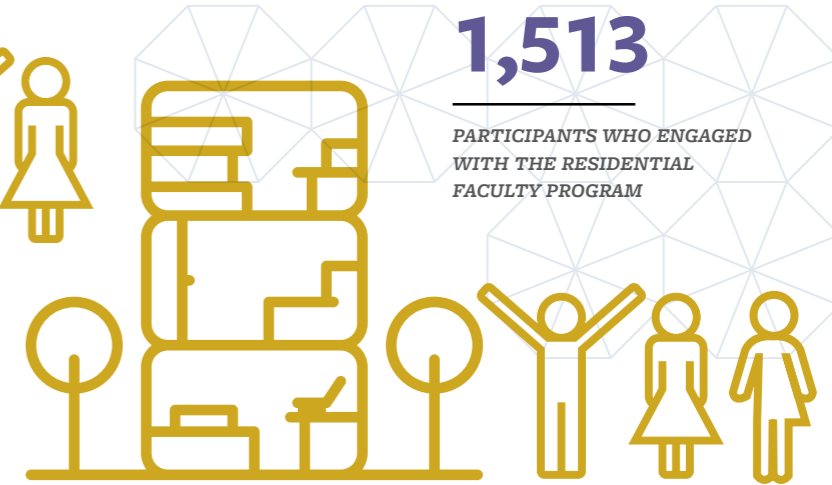
WHAT WE DO

Residential Life develops and supports programs and initiatives designed to emphasize the importance of community and academic development within our residential communities. Through the cultivation of the living/learning experience, each of the varied programs strengthens our residents' personal development, intellectual growth, and ability to develop lifelong relationships. In our family community, children also receive academic and developmental support.



1,199

ONLINE PROGRAMS AND EVENTS OFFERED TO RESIDENTS THAT FOCUSED ON INCLUSION, INDIVIDUAL GROWTH, AND/OR COMMUNITY DEVELOPMENT



1,513

PARTICIPANTS WHO ENGAGED WITH THE RESIDENTIAL FACULTY PROGRAM


86%

OF RESIDENTS WHO REPORTED THAT THEIR RESIDENTIAL EXPERIENCE ALLOWED THEM TO FIND A SUPPORTIVE COMMUNITY AT UC BERKELEY



WHAT OUR WORK MEANS TO THE CAMPUS

Residential Life provides a living/learning environment that maximizes new and returning residents' transitional and transformational experiences (Redefining the Student Experience). This environment is designed to facilitate residents' engagement in a diverse community (Culture of EIB). Our highly trained staff helps residents' acclimate to campus, connects them to academic resources, and responds to crises 24/7 (Holistic Well-Being & Organizational Behavior).

 reslife.berkeley.edu
rlife@berkeley.edu
 510.642.3280

Student Environmental Resource Center

PROGRAM DESCRIPTION

SERC enhances the student experience through environmental programs, services, funding, and leadership opportunities. The current organizational structure includes teams broken down as follows: TGIF; Programs & Services; Internal Operations; Advisees; and the ZWRC. Through its 25+ student staff and two professional career staff, SERC staff co-create programs, events, and services that support the needs of the environmental community, while also expanding its reach to non-traditional environmental students and academic backgrounds.



OUTCOMES

SERC reinforces its mission by committing to:

- Advancing quality and access of environmental education programs and resources.
- Deepening engagement in the environmental community.
- Expanding leadership and professional development opportunities.
- Supporting student advocacy, climate resilience, and health and wellness programs.
- Diverse and inclusive programming and resources.

DATA COLLECTION METHODS

SERC uses multiple methods to collect, evaluate, and analyze the outcomes of programs and services. Methods included in the 2020-2021 academic year include demographics survey, assessment surveys, online event participation and attendance, and social media and web analytics.



serc.berkeley.edu
serc@berkeley.edu

WHAT WE DO

The Student Environmental Resource Center (SERC) cultivates a collaborative space to strengthen the collective effectiveness of the sustainability community and provides resources for students to actualize their visions of a more equitable, socially just, and resilient future. Through programs, services, funding, and leadership opportunities, SERC supports, co-creates, and expands the co-curricular experience for students around environmental sustainability and environmental justice. Programs and services include grant funding for campus sustainability projects through The Green Initiative Fund (TGIF), environmental career networking



50+

ONLINE ENVIRONMENTAL,
EDUCATIONAL, AND SOCIAL EVENTS

1,000+

ATTENDEES AND
PARTICIPANTS
PARTICIPATING IN SERC
EVENTS AND PROGRAMS,
INCLUDING EARTH
JUSTICE MONTH

events, community building and resilience programs, Earth Week, Solar Spring Break, and student-led zero waste projects through the Zero Waste Research Center (ZWRC).



345+

STUDENTS CONNECTED TO THE NEW
ENVIRONMENTAL COMMUNITY AT
SLACK CHANNEL, CREATED AT THE
BEGINNING OF THE PANDEMIC

276

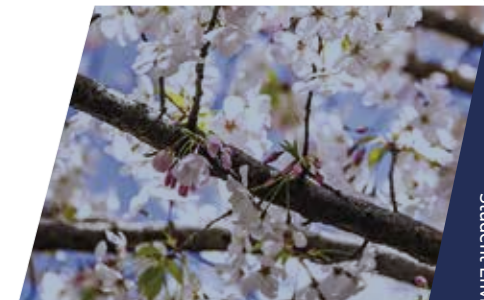
TGIF-FUNDED PROJECTS, INCLUDING
25 NEW PROJECTS IN THE FALL
2020-SPRING 2021 ACADEMIC YEAR.
SINCE 2007, OVER \$3.8 MILLION IN
FUNDING SUPPORT FOR CAMPUS
SUSTAINABILITY PROJECTS

“
SERC is a space where I can grow immensely in the environmental professional field, but more importantly a space that fosters a loving community that is passionate and dedicated to social justice and uplifting one another.
”

JESSICA MCGINLEY
3RD-YEAR STUDENT

WHAT OUR WORK MEANS TO THE CAMPUS

SERC advances the Student Affairs Strategic Priority Areas of Redefining the Student Experience, Culture of Equity, Inclusion & Belonging, and Health Justice & Holistic by delivering environmental and environmental justice programs and services to students and partnering with departments and off-campus organizations.



Student Legal Services

PROGRAM DESCRIPTION

SLS provides the following services:

- Legal Consultations and Guidance: 30 minute consultations with current students, with follow-up appointments as needed. SLS does not represent students but does help draft and review letters, legal documents, and court filings; SLS also provides referrals when needed.
- Online Resources: SLS offers info sheets and forms on legal topics most relevant to students.
- Workshops: Legal, educational sessions on various topics of interest to students.



OUTCOMES

After consulting with SLS, students:

- Understand the legal issues involved in their cases.
- Can identify and understand their legal options, and the relative merits of those options.
- Know how to navigate a problem/institution that they might not have otherwise known how to navigate.
- Feel better equipped to handle similar situations in the future.

DATA COLLECTION METHODS

SLS uses multiple data collection methods. We conduct semiannual assessment surveys distributed to SLS clients, which include detailed learning outcomes assessment questions; the latest response rate was 29.4%. We evaluate aggregated student demographic data based on SIDs and analyzed securely and confidentially with no other identifying information. We also have a confidential SLS database of clients, cases, topic areas, and frequency of consultations.

2020–21 Impact Report

WHAT WE DO

Student Legal Services (SLS) offers students free and confidential consultations with an attorney for advice, guidance, and coaching related to their legal questions, rights, and obligations. Areas of law include landlord tenant, small claims actions, credit issues and collections, family law, auto, and health insurance, accidents and personal injury, consumer fraud, criminal, traffic and alcohol citations, contract law, and basic estate planning matters. SLS helps students navigate difficult circumstances such as uninhabitable housing, illegal threats from landlords, serious credit problems, divorce, child custody disputes, bicycle, and car collisions, injuries, harassment



I went from thinking I was helpless to knowing that I had enforceable rights.

SLS UNDERGRADUATE STUDENT CLIENT

and fear for safety, and denials of insurance coverage.

The SLS mission is to support student retention by improving students' ability to stay in school via high quality counseling and assistance with their legal issues.

WHAT OUR WORK MEANS TO THE CAMPUS

The SLS caseload grows every year and continues to be a vital part of the fabric of student services that assist, educate, and empower students — in particularly underrepresented minority and lower-income students, who often have less social capital than their peers — to improve the student experience, foster campus diversity, and support persistence.

1,335

CLIENT CONSULTATIONS LAST YEAR; CASELOAD HAS INCREASED 12 CONSECUTIVE YEARS

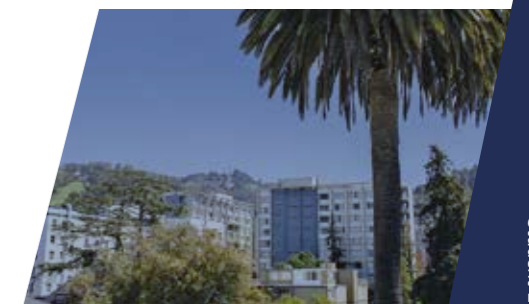


25.4%–48.3%

UREM, TRANSFER, AND PELL GRANT-ELIGIBLE STUDENTS CONSULT WITH SLS IN HIGHER PROPORTIONS THAN THEIR AVERAGE NUMBERS ON CAMPUS

93.7%

OF SLS CLIENTS SAID "YES" WHEN ASKED WHETHER SLS IMPROVED THEIR ABILITY TO STAY IN SCHOOL AND/OR TO FOCUS ON THEIR STUDIES



sa.berkeley.edu/legal
510.664.7487

Student Union

PROGRAM DESCRIPTION

The Student Union, in partnership with student leaders, creates and maintains community-focused spaces and programs. We house major centers, including the Basic Needs Center, BeWell at bNorth, Food Pantry, LEAD Center, Public Service Center, Queer Alliance Resource Center, Student Environmental Resource Center, Student Media Center, and Multicultural Community Center. We are also the seat for Student Government (the ASUC and GA), to which we provide accounting support and financial advising.

OUTCOMES

- Created a robust program of virtual activities and services for students during the Covid-19 shutdown, including online “FallFest,” “WinterWeek,” and “Open House Week.”
- Executed a large-scale distribution of laptops, hotspots, and peripherals for students to engage in remote learning and activities.
- Partnered with University Health Services and Custodial to open a large-scale vaccination clinic in Pauley Ballroom.

DATA COLLECTION METHODS

Our data collection spans all of our programs and includes:

- Long-form data collection surveys
- Short-form client satisfaction questionnaires
- Focus groups
- Website, Google, and social media analytics
- Data-collection from various point of sale and registration databases

 studentunion.berkeley.edu
asucstudentunion@berkeley.edu
 510.664.7976



WHAT WE DO

We cultivate community at Cal!

The Student Union is a hub for services, student government, and organizations that help students and the campus community thrive. We house businesses that include the Amazon Hub+, Bank of the West, Bear’s Lair, Cal Student Store, Berkeley Art Studio, Creative Lab, Event Services, and more. We also house and support student-run services like the BicyCal bike repair shop, Blue & Gold Yearbook, Open Computing Facility (OCF), ReUse thrift store, and SUPERB. We aim to create community-focused programs that bring the campus together.



700

VIRTUAL ART AND DESIGN CLASSES LED BY OUR PROFESSIONAL INSTRUCTORS AT THE BERKELEY ART STUDIO

175

VIRTUAL EVENTS COORDINATED WHILE PROVIDING 1500 INDIVIDUAL WORKROOM AND 50 OUTDOOR INSTRUCTION RESERVATIONS



800+

COVID-19 RELATED SIGNS CREATED AND INSTALLED THROUGHOUT OUR BUILDINGS

5,000+

PURCHASE REQUESTS PROCESSED FOR THE ASUC FOR MORE THAN 1,000 STUDENT ORGANIZATIONS IN FY21

WHAT OUR WORK MEANS TO THE CAMPUS

As a learning organization, we provide students with various employment opportunities and empower student leaders as important decision-makers on our Board of Directors. We provide an array of services to campus, house wellness programs, and help the Cal community successfully navigate at Cal.



Cal 1 Card

PROGRAM DESCRIPTION

The Cal 1 Card was designed and developed to provide a standardized and secure method for identifying valid active members of the campus community and their respective eligibility for access to applicable services, benefits, and facilities. Key campus stakeholders are regularly consulted to address evolving needs and assess emerging technologies for optimized operations, enhanced security, and an improved student experience.

OUTCOMES

Ensured availability of in-person Cal 1 Card services throughout the past year in full compliance with campus pandemic mitigation measures and directives, which included operating out of a locked building with restricted access for authorized staff only.

DATA COLLECTION METHODS

Multiple data collection methods are used, including queries on the CS Gold system, the student information system, and Qless reporting.



WHAT WE DO

The Cal 1 Card Office provides essential identity and access management support services to the entire campus community, primarily via the production and issuance of UC Berkeley's official campus photo identification Cal 1 Card to all eligible students, employees, and affiliates.

The Cal 1 Card is fundamental to students' ability to effectively navigate their university experience. Through collaborative and efficient partnerships on and off-campus, the Cal 1 Card photo ID enables students' access to applicable facilities, corresponding services, and



associated resources in an effective and secure manner.

In addition to the multi-faceted benefits associated with the Cal 1 Card, the Cal 1 Card Office also produces and coordinates the issuance of a separate AC Transit EasyPass Clipper Card, which affords student access to public transportation services in the East Bay.



2,500+

STUDENTS LIVING IN
RESIDENTIAL HOUSING
UNITS ASSISTED



2,250+

APPOINTMENT REQUESTS
PROCESSED




13,000

CARDS WERE PRINTED
IN TOTAL

WHAT OUR WORK MEANS TO THE CAMPUS

Cal 1 Card facilitates a positive student experience through access to key facilities and services, including Cal Dining, Recreational Sports, Libraries, and more. Cal 1 Card also enables supplemental aid to our most needy students via the Health Opportunity Fund and Food Security Program.


calicard.berkeley.edu
calicard@berkeley.edu
510.643.6839

Cal Dining

PROGRAM DESCRIPTION

Cal Dining operates a variety of locations, including Dining Commons, Campus Restaurants, and Convenience Stores. We strive to provide a service that is of good value and diversified to our student population. We continue to expand our flexibility in providing meals during all-day parts. We also continue to develop our plant-forward menus, our employee and student engagement, and our strategic partnership with our vendors. Cal Dining supports the basic needs initiative on campus through a comprehensive food donation program and two campus gardens.



OUTCOMES

Cal Dining operational outcomes include:

- Implemented CBORD GET for online ordering at The Golden Bear Café and Pizzeria 1868.
- Aligned with Berkeley’s Food and Beverage Policy by increasing healthy food and beverage choices in all dining commons.
- In collaboration with SAIT, Dining now displays detailed nutritional and ingredient information online. We have also included a carbon impact calculator in determining the best food choices from an environmental impact point of view.

DATA COLLECTION METHODS

Cal Dining data collection methods include analysis of CBORD GET portal reports, Eatec, our food management system, and communications and marketing information. The data collected for this report captures information from July 1, 2020 - June 30, 2021.

 caldining.berkeley.edu
dining@berkeley.edu
510.643.8323



361,884

NUMBER OF MENU WEB PAGE
VIEWS FOR DINING’S MENU
INFORMATION ONLINE

75.9%

PERCENTAGE OF BEVERAGES
THAT ARE COMPLIANT WITH
THE HEALTH FOOD AND
BEVERAGE POLICY AT THE
GOLDEN BEAR CAFÉ



3,983

TRANSACTIONS PLACED
THROUGH THE GET APP SINCE
IMPLEMENTATION IN OCTOBER 2020



WHAT OUR WORK MEANS TO THE CAMPUS

University food service is an essential part of the student experience. Dining together is a way to socially connect for students, providing nourishment both nutritionally and emotionally. Dining is an opportunity for learning and engagement through the many special events that provide student engagement. Cal Dining is also a source for student employment.

Cal Housing

PROGRAM DESCRIPTION

Cal Housing received 9,189 housing applications and remained flexible with our cancellation policy due to the pandemic. Public health conditions required single occupancy in our residence halls and COVID-19 mitigation measures, including extending the move-in process to four days, mandating a 7- to 10- day self-sequester period at the beginning of each semester, requiring participation in COVID-19 surveillance testing, and providing dedicated quarantine/ isolation housing. We also added Enclave Apartments and hosted our first virtual Off-Campus Housing Fair.



OUTCOMES

Cal Housing supported the following operational outcomes:

- Housing 2,136 undergraduate, 194 graduate students, and 855 family apartment units in the fall.
- Housing 2,791 undergraduate, 188 graduate students, and 845 family apartment units in spring.
- Continued to increase on-campus housing portfolio with new Master Lease Agreements and MOUs.

DATA COLLECTION METHODS

Cal Housing uses analysis of StarRez, our room management, and our billing system.



housing.berkeley.edu
reshall@berkeley.edu
510.642.4108

WHAT WE DO

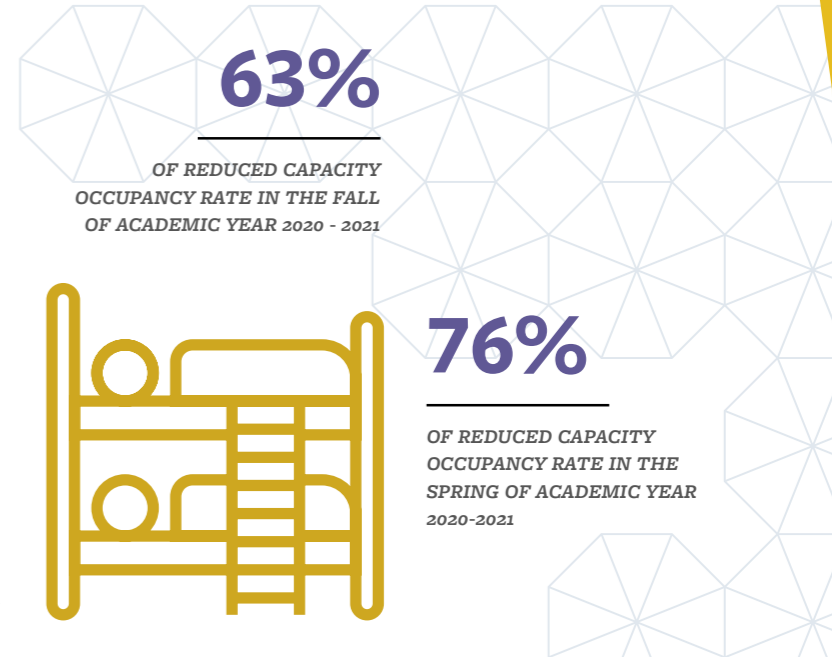
Cal Housing is responsible for all applications, assignments, contracts, and billing for both single student and family university-owned/affiliated housing properties during the academic year and summer. Our mission is to provide the campus community with homes that provide a foundation for the successful acclimation to their academic UC Berkeley experience while meeting the departmental/divisional fiduciary expectations of high-level occupancy. Cal Rentals specifically assists its clientele in making informed choices concerning their living arrangements, and it also operates rental listing services for students, faculty, and staff. Cal Rentals serves as a



bridge between the campus and the community at large, collaborating with the City of Berkeley housing officials and property owners.

250

BEDS ADDED FOR CONTINUING STUDENTS IN FALL 2020 WITH THE CREATION OF ENCLAVE APARTMENTS



WHAT OUR WORK MEANS TO THE CAMPUS

We offer students a home at UC Berkeley, which is an important — and exciting — part of their college experience. Our residence halls and single and family apartments offer convenience, academic support, a safe environment, staff, and programs to assist students in their development as a student and a leader.

Early Childhood Education Program

PROGRAM DESCRIPTION

ECEP teaches Berkeley's youngest bears in a safe, nurturing environment that sparks curiosity and lifelong discovery. Developmentally appropriate activities support learning for children from 3 months to 6 years. Using several assessment/tracking tools developed at Berkeley and other top universities, ECEP monitors the interests and needs of each young child utilizing settings designed for young children along with the natural environment to encourage healthy social-emotional skills and a strong foundation for STEAM readiness.



OUTCOMES

ECEP supports the following outcomes:

- Supporting an inclusive and family-responsive campus.
- Inspiring children's life-long love for inquiry, research, and reflection.
- A better understanding of the social, psychological, and learning capabilities of young children and their healthy development.
- Alignment with Gov. Gavin Newsom's initiatives of kindergarten readiness and education for all Californians under 3 years of age.
- Enabling students, faculty, and staff access to quality childhood education programs.

DATA COLLECTION METHODS

Enrollment packets have identifying information about children, their families, and home life. Big Give information from the give.berkeley.edu reports.

ece.berkeley.edu
ecep@berkeley.edu
510.642.1827



undergraduate and graduate university courses and supports important academic research in early development and learning science.

During the COVID-19 pandemic, ECEP provided critical childcare support services to University essential employees. ECEP's centers opened up to care for a maximum of 122 children beginning in August.

WHAT WE DO

Early Childhood Education Program (ECEP) supports and nurtures the healthy growth of UC Berkeley's youngest Bears by enabling their student, faculty, and staff parents to focus on their important studies and work. Using research-based best practices, teachers pay close attention to each child's unique needs and provide activities to encourage a life-long love of discovery in an inclusive and respectful environment. ECEP is critical to student-parent recruitment and retention through its subsidized tuition program in partnership with the California Department of Education. ECEP provides fieldwork opportunities for students enrolled in several

WHAT OUR WORK MEANS TO THE CAMPUS

Childcare during the pandemic allowed essential workers to provide life-saving services and provided a semblance of normalcy for children. The past year tested our resiliency and showcased the important work teachers provide. Thank you to our dedicated teachers and administrators who worked tirelessly to ensure we created a safe, healthy, and fun environment for our littlest Bears!



\$13,840

FUNDS RAISED DURING BIG GIVE,
BERKELEY'S ANNUAL DAY
OF GIVING



36%

PERCENTAGE OF ENROLLED
STUDENT FAMILIES WHO
RECEIVE SUBSIDIZED TUITION

200+

ONLINE CONTENT CREATED
DURING SHELTER-IN-PLACE

Facilities

PROGRAM DESCRIPTION

We provide maintenance and improvement of aging infrastructure, most of it occupied 24/7, that meets university and state regulations, ensuring the safety and comfort of our residents and campus community. We also manage response in major emergencies such as power shutdowns that affect our facilities to ensure the safety of our residents, staff, and guests.

OUTCOMES

- Response to routine planned and deferred issues, as well as emergencies for Cal Housing, Cal Dining, Berkeley Events & Conferences, Residential Education, Cal 1 Card, and Early Childhood Education Program through maintenance and upkeep of 150 buildings and their grounds, as well as Recreational Sports' fitness and activity centers.
- Staffed seven days a week with on-call responsibilities 24/7, 365 days a year.

DATA COLLECTION METHODS

We utilize TMA for our work order system, which provides various reports on labor, parts, time, outside vendors, etc. for us. Additionally, we have our own internal design-project tracking process and a scheduled/tracked, aggressive preventative maintenance program to help extend the life of our many aging system items (HVAC, electrical, plumbing, etc.) through planned work.



WHAT WE DO

We manage skilled crafts and maintenance repairs, custodial services, grounds maintenance, security/safety, sustainability projects, design and facility refresh, and property improvements for Residential Student Services Program (RSSP)'s student housing, administration, child centers, conference, catering, and dining services in 3 million square feet across 150 RSSP-owned buildings and surrounding areas. Additionally, we help oversee the various Recreation Sports facilities and provide maintenance support to University Health Services' Tang Center. In July 2019, we took over custodial service



50

CAMERAS ADDED ACROSS
CLARK KERR CAMPUS

50,000+

ANNUAL WORK ORDERS

62,400

SURGICAL MASKS WORN

delivery to all ASUC locations resulting in notable increased student, staff, vendor, and guest experience.

187,200
pair

NITRILE GLOVES USED

67

PROJECTS FUNDED
FISCAL YEAR 2020-2021



WHAT OUR WORK MEANS TO THE CAMPUS

We are important to students' campus experience as they spend more hours in our housing than the classroom or library, most notably during their critical first year at Berkeley. Lifelong friendships, partnerships, and academic endeavors are created under our roofs. During the unprecedented time of COVID-19, we supported thousands of residents for weeks as they suddenly had to navigate changes to campus life.



Student Affairs Administration

PROGRAM DESCRIPTION

In 2020-2021, SAA's work prioritized COVID-responsive workforce planning needs. We facilitated remote/hybrid work planning, provided strategic HR support for staffing adjustments, and invested change management support in areas most impacted by COVID-19, such as University Health Services and various RSSP functions. Support of staff excellence, equity, and engagement included developing the Student Affairs strategic plan and successfully implementing Achieve Together.



OUTCOMES

- Released the Tableau Manager's Report, Yield Rates, and SIR Targets Dashboard & UCPath Data Quality Report allowing campus and divisional leaders to make more efficient and better-informed decisions with up-to-the-minute data.
- Launched the Berkeley People Management Facilitated Dialogue Series.
- Identified and developed resources to support a change to remote/hybrid workforce.

DATA COLLECTION METHODS

We use multiple sources and methods to acquire relevant data on projects. We utilize Google tools, Excel, LMS, Tableau Server, internal data warehouse, and more to assess further and analyze this data to make it accessible, relevant, and illuminating.

 sa_administration@berkeley.edu

WHAT WE DO

Student Affairs Administration (SAA) supports the division in making data-driven decisions, fostering a supportive learning environment, and maximizing resources. We do this by focusing on systems, processes, and procedures as well as data analytics, process improvement, internal controls, and structured learning and development opportunities. SAA provides administrative, human resources, project management, analytical, strategic, and organizational support through targeted projects, division-wide initiatives, and representation in campus organizations. We collaboratively create solutions to increase staff engagement, enhance administrative



efficiency, and enable teams to focus on their functional areas of expertise in order to maximize their support of students. We provide consulting and training that improves skills, knowledge, equitable access to opportunity, and leadership accountability; and strategically manage all Human Resources functions at the divisional level.

Nearly 7,000

PAGEVIEWS BY OVER 220 DIFFERENT USERS: THE STUDENT AFFAIRS MANAGER'S REPORT IN TABLEAU

WHAT OUR WORK MEANS TO THE CAMPUS

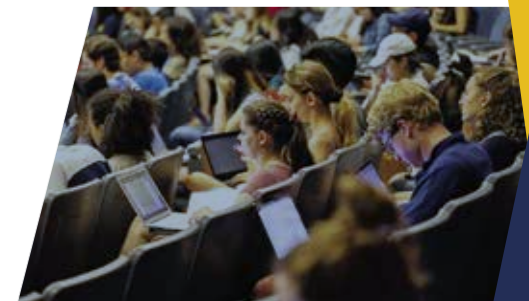
SAA invests in solutions that maximize efficiency, promote equity, and enable a culture of learning because this benefits Student Affairs and the campus community. We represent the division in campus-wide workgroups that strive to improve a diverse spectrum of critical issues—from human resources to project management—and we are known as leaders in best practices and collaboration.

32

HOURS PER MONTH OF STAFF WORK TIME SAVED BY AUTOMATING FINANCIAL AID REPORTING

Over \$27 million

SAVED IN COMPENSATION THROUGH STRATEGIC HR PLANNING



Student Affairs Business Operations

PROGRAM DESCRIPTION

Through our pillars of Integrity, Consistency, and Efficiency, our organization’s goal is to support divisional units toward optimal operational processes and procedures, policy and process consistency (risk mitigation), and effective cross-collaboration — to ensure we are compliant in our practices, while reducing expenses for the division as a whole, and maximizing the time our frontline clients spend with students.

OUTCOMES

- Acted as onsite essential staff the entirety of the closure allowing others to work remotely. Safety Officer delivered Covid training, Q&A, and complaint resolution. Transitioned departments to remote work supplying technology managing 703 hotspots and cell phones.
- Played a critical role for surveillance testing: opened 6 sites, operations, specimen transport, supply chain.

DATA COLLECTION METHODS

With a broad portfolio, we used multiple data collection methods. These included General Ledger, Campus Deposit System (CDS), BearBuy, Check Tracking System (CTS), UBuy, Benefits Bank, Fusion, Enterprise Risk Management Information System (ERMIS), Perceptive Content, and Salesforce. Furthermore, we worked closely with the Controller’s Office and Financial Analysts to ensure validity of our data.

busops.berkeley.edu
busops@berkeley.edu
510.643.5100



WHAT WE DO

Our mission is “We Serve those that Serve Students.” We embody this mission by partnering with departments to provide administrative services that benefit the division’s 41 departments, so they can spend their time in direct service to students. As the subject matter experts (SME), Business Operations oversees the following functions for the division: Document Imaging & Mail Services, Occupational Safety, Ergonomics, Leave of Absence Work Comp, Projects, Cellular Services, Equipment Support, Space, and Facility Services (Administrative Buildings). Business Operations also serves as an internal bridge for Student Affairs units to Berkeley



Regional Services (BRS), Controller’s Office,, Risk Services, Business Contracts & Brand Protection, Campus Legal Services, Central Human Resources, Office of the President, Physical Plant - Campus Services, Environmental Health & Safety, Parking and Transportation, Space and Capital Resources, Fleet Services, and Real Estate Services.

WHAT OUR WORK MEANS TO THE CAMPUS

Higher education is changing constantly, and operating in the leanest environment is critical for us to build a sustainable financial model. As SMEs in our fields, with broad divisional oversight and sound data collection methods, we identify and infuse new thinking and techniques that are vital to reducing inefficient processes and related operating issues.

7,806

PACKAGES SHIPPED ACROSS THE NATION INCLUDING LAPTOPS, HOTSPOTS, AND MATERIALS KEEPING STUDENTS CONNECTED TO CAMPUS AND REMOTE STAFF WORKING

45,355

TRANSCRIPTS, CHECKS, AND DOCUMENTS PROCESSED; COVID DELAYS MAIL BY MONTHS REQUIRING PROCESSING IN ½ THE TIME TO MEET ENROLLMENT DEADLINES

10,256

COVID SUPPLIES SOURCED AND DISTRIBUTED BY OPERATIONS DIVISIONAL SAFETY OFFICER SUPPORTING ALL NON UHS SUPPLY NEEDS ACROSS THE DIVISION



Student Affairs Communications

PROGRAM DESCRIPTION

Student Affairs Communications helps departments achieve their goals by creating and implementing strategic and inspiring communications across various tactics and channels, including print and digital media, such as websites, social media, videos, and more. Emails achieved up to a 90% open rate; marketing activities were correlated with revenue; and social media garnered millions of impressions and thousands of live views.



OUTCOMES

We supported the following learning and service outcomes.

- We empowered students to access opportunities and resources to maximize their investment in their education.
- We helped students navigate the resources they need to be successful during college and beyond.
- We helped departments effectively communicate, using data and metrics to drive results, including marketing campaigns to increase revenue.
- We helped leaders navigate and manage change.

DATA COLLECTION METHODS

We used multiple data collection methods based on the communications goals and tactics for each campaign and effort. We leverage social media tool Instagram analytics, email tool CalMessages, and website tools Google Analytics and Site Improve. COVID webpage views are based on the duration of the pandemic through June 2021. The other data are based on July 2020 through June 2021.

WHAT WE DO

Student Affairs Communications partners with departments to provide communications that support the division’s strategic priorities of Redefining the Student Experience, fostering a Culture of Equity, Inclusion, and Belonging, promoting Financial Stability, advancing Health Justice and Holistic Well-Being; and emphasizing Organizational Behavior and Development. We support a wide variety of marketing communications needs, from helping students thrive in their academic journey and beyond to raising funds to support vital student programs. We are a resource for the unit to educate and engage students, parents, alumni, donors, faculty, staff, and other stakeholders to support student achievement.



Over half a million

77 NEW COVID-19 WEB PAGES WITH OVER HALF A MILLION VIEWS; 5X THE TYPICAL NUMBER OF EMAILS AND MANY MORE



60,000+

BERKELEY LIFE PLATFORMS: ROUNDUP EMAIL 60K+ STUDENTS EACH MONTH, BLOG 31K+ PAGEVIEWS, INSTAGRAM 5.3K+ FOLLOWERS

91.3

IN COLLABORATION WITH PARTNERS, COMPLETED TEN SITE MIGRATIONS AND ACHIEVED AN AVERAGE ACCESSIBILITY SCORE OF 91.3 (HIGHER ED BENCHMARK 75.9)

WHAT OUR WORK MEANS TO THE CAMPUS

We redefine the student experience by promoting virtual and on-campus services for students; foster equity, inclusion, and belonging by supporting diversity initiatives; support financial stability through transparency; advance health justice and holistic well-being by generating awareness of resources; and emphasize organizational behavior and development by engaging with staff. We collaborate across campus to tell a cohesive university story.



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Student Affairs Information Technologies

PROGRAM DESCRIPTION

Throughout the year, SAIT continued to provide innovative technology solutions for Student Affairs departments and direct students through our Student Technology Services program. With the sudden pivot to online services due to the COVID-19 pandemic, we focused on providing remote support to the division and the students we serve to make that transition as smooth as possible and enable a high-quality student experience.

OUTCOMES

Highlights of our work include:

- **New Tech:** Fast-tracked implementation of new technologies and tools for remote work and service delivery.
- **Remote Support:** Provided technology support via videoconference and remote support software.
- **Digital Transformation:** Integrated electronic signature and document & records management solutions into Student Affairs information systems.
- **Wi-Fi Enhancement:** Upgraded wi-fi throughout campus-run housing.
- **Technology Equity:** Developed Student Technology Equity Program, provisioning laptops, wi-fi hotspots, and other technology to students in need.

DATA COLLECTION METHODS

SAIT used multiple data collection methods, including ServiceNow incident management reports, JIRA tickets, customer and employee surveys, partner focus groups, and project intake and update documentation.



WHAT WE DO

Student Affairs Information Technologies (SAIT) provides technology leadership and support to the Division of Student Affairs, and technical support, education, and hands-on learning and leadership opportunities for students. Our deep knowledge and understanding of student and staff needs, coupled with our technical expertise and responsiveness, make SAIT a trusted partner. SAIT is the only campus IT department that focuses specifically on students.

SAIT's nationally recognized student IT leadership program allows us to provide our services while training student employees and preparing them for professional roles after graduation.

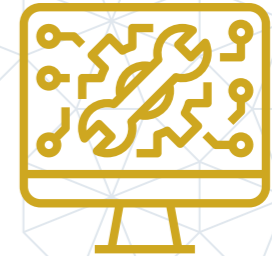


3,412

WIRELESS ACCESS POINTS
INSTALLED ACROSS
RESIDENCE HALLS AND
FAMILY HOUSING TO
ENHANCE WI-FI SERVICE

9,631

PIECES OF TECHNOLOGY
PROVIDED THROUGH THE
STUDENT TECHNOLOGY
EQUITY PROGRAM (STEP)



500

PERCENT INCREASE IN TERMINAL
SERVER CAPACITY TO ALLOW
STUDENT AFFAIRS STAFF TO HAVE
A SECURE REMOTE CONNECTION TO
THE CAMPUS NETWORK

145

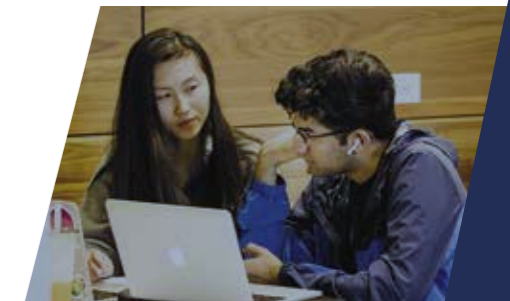
LAPTOPS AND CHROMEBOOKS
DEPLOYED TO STUDENT AFFAIRS
STAFF TO ENABLE OFFSITE WORK

“My biggest growth experience... was working in a learning-oriented environment. Everyone was willing to support me and push me to be better, and the student leads and supervisors were there to give valuable professional feedback.”

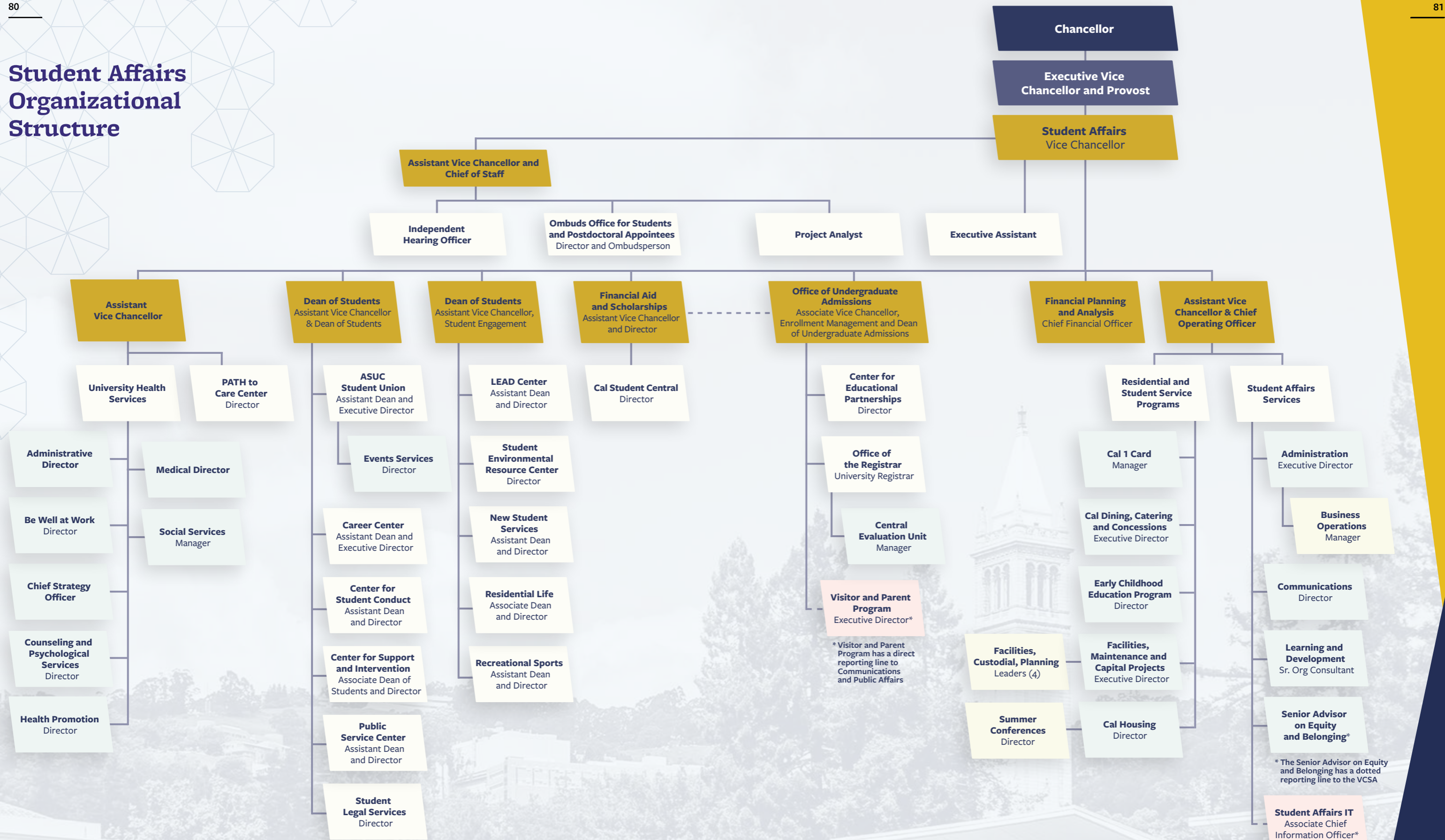
SAIT STUDENT EMPLOYEE

WHAT OUR WORK MEANS TO THE CAMPUS

SAIT's work advances the campus mission, and specifically Student Affairs' strategic priorities in support of an excellent Student Experience, Culture of Equity, Inclusion & Belonging, Financial Stability, and a Learning Organization; and the One IT vision of providing the tools, data, and infrastructure the campus community needs to continue to grow as the world's greatest public research university.



Student Affairs Organizational Structure



Student Affairs Professional Standards

The following are some of the many resources that articulate the professional standards (knowledge, skills, behaviors) expected in fields within UC Berkeley's Division of Student Affairs. In addition to this list, this year, the Division relied on insight from public health experts and guidance from the Centers for Disease Control and Prevention while managing changes and needs during the COVID-19 pandemic.

AAAHC — Accreditation Association of Ambulatory Health Care, Inc.

AAAHC focuses on ambulatory health care through a peer-based accreditation program, a consultative and educational survey process, and comprehensive and relevant nationally recognized standards.

ACHA — American College Health Association

ACHA serves as the principal leadership organization for advancing the health of college students and campus communities through advocacy, education, and research.

ACPA — College Student Educators International Association

ACPA supports and fosters college student learning by generating and disseminating knowledge, which informs policies, practices, and programs for student affairs and student services professionals and the higher and tertiary education community.

ACUHO-I — Association of College and University Housing Officers - International

ACUHO-I demonstrates the positive impact of campus housing and residence life on student recruitment, retention, growth, and achievement.

ACUI

ACUI is primarily focused on the work of those within the college unions and student activities field and strives to provide an inclusive, welcoming community for all those who choose to belong.

AORE — Association of Outdoor Recreation and Education

AORE is the premier organization dedicated to serving the needs of recreation and education professionals in nonprofit settings.

APA — American Psychological Association

APA is the leading scientific and professional organization representing psychology in the United States.

ARC — American Red Cross

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

ASCA — Association for Student Conduct Administration

ASCA is the leading voice for student conduct in higher education. ASCA and its members are dedicated to upholding the integrity of the student conduct process, resulting in building safer educational communities and positively impacting the higher education experience.

BOC — Board of Certification for the Athletic Trainer

The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs).

BRN — California Board of Registered Nursing (Nursing Practice Act)

The Nursing Practice Act is the body of California law that mandates the Board to set out the scope of practice and responsibilities for RNs. The NPA is located in the California Business and Professions Code, starting with Section 2700.

CAS — Council for the Advancement of Standards in Higher Education

CAS promotes standards in student affairs, student services, and student development programs. CAS creates and delivers dynamic, credible standards, guidelines, and self-assessment guides designed to lead a host of quality programs and services.

Case Management

This article, authored by UC Berkeley Division of Student Affairs staff, describes a clear connection between the functions in which student affairs professionals are trained and the required work for effective case management. Using the Student Affairs Professional Competencies as a framework, the authors identify the relevance of those areas and their role in case management.

Chapman Institute — Worksite Wellness

Chapman Institute's mission is to offer training products for professionals in the Worksite Wellness field to deliver world-class wellness programs and reach their own career goals.

California Board of Pharmacy (Laws)

The Board of Pharmacy protects and promotes the health and safety of Californians by pursuing the highest quality of pharmacist's care and the appropriate use of pharmaceuticals through education, communication, licensing, legislation, regulation, and enforcement.

COSUAA — Coalition of State University Aid Administrators

COSUAA provides a national forum on student aid issues and topics, shares ideas and assists member institutions in promoting and developing effective financial aid programs and practices, and promotes the professional preparation and effectiveness of our members.

CTA — California Teachers Association

CTA exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society.

EAPA — Employee Assistance Professionals Association

The International Employee Assistance Professionals Association (EAPA) is the world's largest, oldest, and most respected membership organization for employee assistance professionals, establishing employee assistance competencies, and providing certifications.

HELIC — Higher Education Loan Coalition

HELIC is dedicated to the continuous improvement and strengthening of the federal Direct Loan program.

Higher Education Case Managers Association

HECMA seeks to provide case managers working in post-secondary institutions with a professional identity and the resources to advance recommended practices, knowledge, and research to promote and enhance the well-being of campus communities.

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IACS — The International Association for Counseling Services, Inc.

IACS is the accreditation association for university, four-year college, and two-year community college counseling services.

IOA — International Ombudsman Association

IOA works to promote the continuous development of the organizational ombuds profession through its standards of practice and code of ethics, support of communication and networking among ombuds, its strategic partnerships and communications with professionals sharing similar functions, and with government agencies and other organizations.

Medical Board of California

The Medical Board of California protects health care consumers through the proper licensing and regulation of physicians and surgeons and certain allied health care professionals through the vigorous, objective enforcement of the Medical Practice Act. It promotes access to quality medical care through the Board's licensing and regulatory functions.

NaBITA — National Behavioral Intervention Team Association

NaBITA is an organization for the support and professional development of behavioral intervention team members to make our campuses safer environments where development, education, and caring intervention are fostered and encouraged.

NACAC — National Association for College Admission Counseling

NACAC is an organization of nearly 16,000 professionals worldwide dedicated to serving students as they make choices about pursuing postsecondary education.

NACADA — National Academic Advising Association

NACADA promotes and supports quality academic advising in higher education institutions to enhance students' educational development.

NACE — National Association of Colleges and Employers

NACE is the leading source of information on the employment of the college-educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.

NAEYC — National Association for the Education of Young Children

NAEYC is a professional membership organization that promotes high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.

NASM — National Academy of Sports Medicine

NASM is a nonprofit fitness certification, education, and training provider with more than 100,000 members.

NASFAA — National Association of Student Financial Aid Administrators

NASFAA provides professional development and services for financial aid administrators, advocates for public policies that increase student access and success, serves as a forum on student financial aid issues and is committed to diversity throughout all activities.

NASPA — National Association of Student Personnel Administrators

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. It serves as the principal source of leadership, scholarship, professional development, and advocacy for student affairs.

NATA — National Athletic Trainers Association

NATA's mission is to represent, engage and foster the continued growth and development of the athletic training profession. Learn more about becoming an athletic trainer.

NIRSA — Leaders in Collegiate Recreation

NIRSA comprises and supports leaders in collegiate recreation and supports members' learning and growth by fostering lifelong habits of well-being.

NODA — Association for Orientation, Transition, and Retention in Higher Education

The mission of NODA is to provide education, leadership, and professional development in the field of college student orientation, transition, and retention.

NWI — National Wellness Institute

NWI is a leader in providing professional development and engagement opportunities, offering participants the knowledge, skills, and tools to assist them in creating and sustaining a culture of wellness within an organization.

State Bar of California

The California Rules of Professional Conduct are intended to regulate the professional conduct of attorneys licensed by the State Bar through discipline.

USLAWR — University Student Legal Services Association - Western Region

USLAWR is a nonprofit professional association of legal service providers on higher education campuses committed to providing outstanding legal educational opportunities and resources to its member schools.

WELCOA — Wellness Council of America

WELCOA is one of the nation's most-respected resources for building high-performing, healthy workplaces.





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