



2022

23

Division of  
Student Affairs  
Impact Report

Berkeley  
UNIVERSITY OF CALIFORNIA

Division of  
Student Affairs



## Our Vision

The Division of Student Affairs will give every student a transformational experience that is unsurpassed in preparing them to transition into global citizens. We'll make a big, public institution feel smaller and help students navigate through all aspects of the student experience. We will advocate for and with students as they transition into, navigate through, and connect beyond their UC Berkeley experience. Additionally, we aspire to create a culture of continual improvement and collaboration for our staff, pursue equity in compensation, and foster professional development and growth opportunities at all levels.

*We strive to be one of the best places to work in student affairs in the nation.*

## Contents

**02**

Letter From the Vice Chancellor for Student Affairs

**04**

Student Development Theory

**05**

A Vision for the Future

**16**

Student Affairs Organizational Structure

**18**

Student Affairs Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) Staff Advisory Board

**20**

Student Affairs Departments

**22**

Dean of Students

**22** Berkeley Career Engagement

**24** bridges Multicultural Resource Center

**26** Center for Student Conduct

**28** Center for Support and Intervention

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

**32** New Student Services

**34** Public Service Center

**36** Residential Life

**38** Student Environmental Resource Center

**40** Student Legal Services

**42** Student Union

**44**

Enrollment Management

**44** Center for Educational Partnerships

**46** Central Evaluation Unit

**48** Enrollment Management Immediate Office

**50** Office of the Registrar

**52** Office of Undergraduate Admissions

**54**

Financial Aid and Scholarships & Cal Student Central

**54** Cal Student Central

**56** Financial Aid and Scholarships Office

**58**

Health and Wellbeing

**58** Recreation & Wellbeing

**60** University Health Services

**62**

People and Administrative Services

**62** People and Administrative Services

**64** Student Affairs Business Operations

**66** Student Affairs Diversity, Equity, Inclusion, Belonging, and Justice

**68**

Residential and Student Service Programs

**68** Berkeley Dining

**70** Cal 1 Card Office

**72** Cal Housing Administration

**74** Early Childhood Education Program

**76** Custodial Services

**78** Design and Project Services

**80** Maintenance, Trades, and Grounds

**82** Residential Operations

**84** Student Affairs Information Technologies

**86**

Student Affairs Finance

**86** Student Affairs Finance

**88**

Vice Chancellor's Immediate Office and Divisional Offices

**88** Independent Hearing Officer

**90** The Ombuds Office for Students and Postdoctoral Appointees

**92** Student Affairs Communications

**94**

Student Affairs Professional Standards



## Letter from the Vice Chancellor for Student Affairs

I am pleased to introduce the 2023 Impact Report. This edition of our Impact Report provides a retrospective look at a pivotal time of transition and growth for our division.

At UC Berkeley, we provide a transformative student experience that shapes our students' lives and gives them the tools and skills they need during their time on campus and long after they graduate. We want our students to leave feeling like Berkeley helped them thrive and achieve their definition of success. Most importantly, we want our students to feel that they belong at Berkeley.

We have aspirations of the Division of Student Affairs being one of the best in the nation for both students and staff. We want to make a big public institution feel smaller by creating a strong sense of community. We understand that navigating the complexities of our culture and campus can be daunting, which is why we are here to support our students and act as translators of the student experience. We want our students to feel that every door is the right door and that we are here to provide a safety net and collaborate with them towards any challenge that may arise.

We remain just as dedicated to our staff. Our vision includes challenging and supporting all staff striving to achieve their personal and professional goals. We want to dream together and provide a culture of continual improvement, growth, and collaboration. We aim to create staff experiences grounded in our values of diversity, equity, inclusion, belonging, and justice. We want our staff to feel seen and heard and know that they contribute to making our organization the best for all others.

This report speaks to the great work we have accomplished over the past year and outlines some things that lie ahead in our future. Behind these many data points are the compelling stories of staff working hard to fulfill the commitments we have for our diverse student community, as well as the stories of students that have been positively impacted by our mission, values and intentions.

I hope you enjoy this report.

Stephen C. Sutton, Ed.D. (he/him/his)  
*Vice Chancellor for Student Affairs*

 @DrSteveSutton

## Student Development Theory and Introduction







## 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

Using academic research to inform student affairs programs

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.

College campuses are constantly changing, like the rest of our world. We can draw on student development theory to help us respond to these emerging changes. One such theory that informs this change management is Kurt Lewin's (1936) behavioral theory. This theory says that individual behavior is a function of both the person and the environment ( $B = f(P, E)$ ). As student affairs professionals, we need to consider the context and culture of our environment in order to create effective strategies and programs that facilitate the development of our students. Student development theory provides us with a range of diverse tools and perspectives to create the best communities that we can.



## A Vision for the Future

**I**n Fall 2022, we unveiled the Student Affairs Vision as one of our guiding principles. The Vision encompasses two key themes: fostering successful student transitions by making a big, public institution feel smaller and cultivating a culture that inspires personal growth and nurtures a strong sense of community for both our divisional staff and students. This Vision serves as our destination and illuminates our path as a division.

To support this Vision, we have established two comprehensive division-wide plans. The Student Affairs Strategic Plan advances the development of our people, services, and programs and drives us closer to realizing our

Vision. Additionally, the Student Life Master Plan, which complements the campus's long-range development strategy, aims to renovate, rebuild, and create new spaces and enhance our physical environments where we come together as a community and provide the essential services and programs integral to our Vision.

These initiatives - our Strategic Plan and our Student Life Master Plan - have only been made possible through the commitment, leadership, and hard work of our Student Affairs staff and the invaluable input and feedback provided by our student body. We are grateful to everyone who continues to contribute their time, knowledge, and resources to these initiatives. It truly takes a village.

### A Look Back: Strategic Plan Initiatives

All of this work began with our Strategic Plan, launched in 2019. This year, we wrapped up the implementation of our Year 1 initiatives and kicked off the initiatives for Years 3-5. Here is what we accomplished during our first year of implementation and where we are headed for the next several years within each priority area:

### Transforming 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.

**96.9%** **34,463**

OF NEW STUDENTS WERE ABLE TO REFLECT ON THE IDENTITIES THEY HOLD AND FEEL THAT THOSE IDENTITIES HOLD VALUE AT BERKELEY AFTER ATTENDING BEAR FOUNDATIONS.

SALESFORCE TICKETS CLOSED BY CAL STUDENT CENTRAL AND PARTNER OFFICE STAFF, PROVIDING STUDENTS WITH ACCURATE AND TIMELY INFORMATION TO MEET THEIR NEEDS

**1,805,654** **30**

VIEWS ON OUR CENTRAL UC BERKELEY TIKTOK ACCOUNT, PROVIDING STUDENTS RESOURCES AND CONNECTION IN ONE CENTRAL LOCATION.

MIGRATION OF 30 STUDENT AFFAIRS WEBSITES TO NEW MOBILE-FIRST WORDPRESS PLATFORM, WITH A 95/100 AVERAGE WEBSITE ACCESSIBILITY SCORE AT LAUNCH BY STUDENT AFFAIRS COMMUNICATIONS.

**16,000** **83%**

STUDENTS ATTENDED FREE STUDENT UNION HOSTED EVENTS, WHICH PROVIDE RESOURCES AND HELP STUDENTS BUILD COMMUNITY.

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

**150%+**

MORE THAN 150% INCREASE IN THE NUMBER OF ADMITTED UNDERGRADUATES OFFERED AUGMENTED FINANCIAL AID PACKAGES WITH A REDUCED NEED TO BORROW AND/OR WORK.

### Years 3-5 Initiatives

- Draft recommendations for the Residential First-Year Student Experience to inform a three to five-year strategic plan to enhance the student experience for first-year residents living on campus, including transfers and graduate students, and align budgets and resources accordingly.
- Review and make recommendations for Student Affairs Communications to be more integrated, streamlined, and student-focused (i.e., websites, newsletters, social media, email). Review the current names/brands of departments and make recommendations for a refresh/update as needed (to be more reflective of the purpose of the dept. to support navigation).
- Assess the balance of proactive/preventative services and programs with intervention/response actions and recommend providing more upstream measures to reduce the escalation and harm of cases and situations.
- Collect, explore, and identify business hours for offices and services to better meet the diverse needs of students in expansive modalities (i.e., weekend/evening hours, hybrid delivery).
- Review the ambiance and aesthetic design of physical spaces and make recommendations to be more welcoming and student-friendly, focusing on high-impact student spaces, including Sproul Hall and Student Union.





### Culture of Equity, Inclusion, and 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.

**\$2.9M** **65**

IN FUNDS ALLOCATED TOWARDS COMPENSATION EQUITY ACROSS THE ORGANIZATION.

SENIOR LEADERS SUCCESSFULLY COMPLETED A 10-PART SERIES ON ENHANCING THEIR SKILLS, KNOWLEDGE, AND LEADERSHIP THROUGH DIVERSITY, EQUITY, AND INCLUSION FLUENCY SERIES.

**100**

STUDENT AFFAIRS PROFESSIONALS PILOTED A THREE SESSION SERIES ON UNDERSTANDING TRAUMA AND DEVELOPING TRAUMA-INFORMED RESPONSIVE STRATEGIES TO CREATE A MORE SAFE WORK ENVIRONMENT.



**Over 25**

DEI PROGRAMS AND INITIATIVES ARE EMBEDDED AMONGST THE UNITS AND TEAMS TO ENGAGE AND IMPROVE STAFF CULTURE BY INCREASING AWARENESS, CONVERSATIONS, OPPORTUNITIES, AND ACCESS.

**Over 400** **100%**

HOURS COMBINED OF DEIBJ TRAININGS BY UHS MANAGERS AND SUPERVISORS.

OF SAIT EMPLOYEES COMPLETED UC SYSTEMWIDE HR MANAGING IMPLICIT BIAS CERTIFICATE.

### Years 3-5 Initiatives

- Establish a comprehensive equity-oriented hiring process. Include a review of the interim position process.
- Develop DEIBJ competencies and behavioral anchors, and develop educational modules/ training, including trauma-informed framework and practices for student leaders and student employees, all Student Affairs staff, and direct student development staff.
- Launch a divisional staff experience survey that complements My Experience and Pulse survey responses that can inform program and services for staff.
- Bring together divisional DEIBJ champions to inventory DEIB work, share best practices, and collaborate.



## Financial Stability

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



**\$28.6 million**

RAISED FOR FINANCIAL AID & SCHOLARSHIPS ADMINISTERED SCHOLARSHIP FUNDS BY SED FUNDRAISING TEAM. LAST ACADEMIC YEAR, THE FINANCIAL AID AND SCHOLARSHIPS OFFICE DISBURSED \$310 MILLION TO 23,126 STUDENTS — THAT'S ABOUT \$17 MILLION MORE AND 420 MORE STUDENTS THAN RECEIVED AID AT THE SAME TIME LAST YEAR.

**\$3.9 million**

TRANSFORMATIONAL GIFT SECURED BY SED FUNDRAISING TEAM IN SUPPORT OF STUDENT MENTAL HEALTH AND HEALTH EQUITY. THESE FUNDS FACILITATED STAFF GROWTH AND PROVIDED FINANCIAL SUPPORT TO STUDENTS, RESULTING IN AN INCREASE IN APPOINTMENT AVAILABILITY, REDUCED WAIT TIMES, AND INCREASE IN ACCESS TO MENTAL HEALTH SERVICES.

**\$29 million**

TOTAL RAISED FUNDS BY THE STUDENT EXPERIENCE AND DIVERSITY (SED) FUNDRAISING TEAM

**\$17 Million**

IN FUNDING FOR OVER 8,000 STUDENTS FROM NEW PROGRAMS INCLUDING MIDDLE CLASS SCHOLARSHIP 2.0, NATIVE AMERICAN OPPORTUNITY PLAN, CALIFORNIA VOLUNTEERS, AND LEARNING-ALIGNED EMPLOYMENT PROGRAM

**Over 4,300**

YOUTH SERVED BY BERKELEY YOUTH RECREATION, WITH THE 2023 SUMMER CAMPS AT 93% CAPACITY.

**25%**

INCREASE IN BERKELEY DINING OFF CAMPUS MEAL PLAN SALES FROM FY22 TO FY23.

## Years 3-5 Initiatives

- Develop a funding strategy in support of appropriate staffing levels to meet student needs and population growth.
- Develop and implement a comprehensive strategy to maximize sales revenue related to catering/retail, expansion of health care services, including dental, and more.
- Streamline and codify financial support/cost recovery for services provided by Student Affairs to other campus units.
- Coordinate expansion of fundraising and sponsorship opportunities, including establishing all units as donor-ready with infrastructure to support fundraising and implementation (including support towards establishing a debt-free UC).
- Identify funding sources; set fundraising goals; seek sponsorship opportunities; develop and package narratives for fundraising (sponsor a student for their time at Berkeley, themed housing, etc.).
- Develop a capital investment plan that includes identifying and addressing deferred maintenance and identifying a financial support plan.





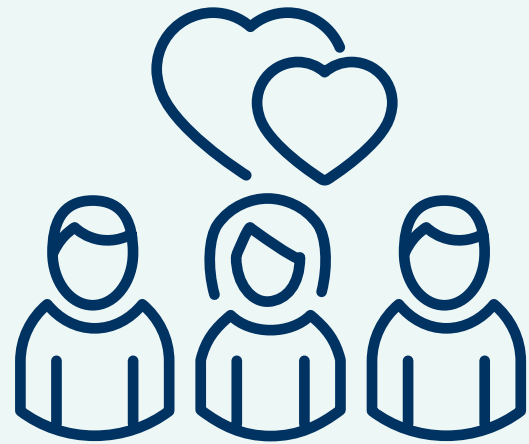
### Health Justice & Holistic Well-Being

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

**85%** **89,600**

OF STUDENTS ENGAGED WITH RECREATION & WELLBEING SERVICES.

TOTAL UHS VISITS OF WHICH 30,045 WERE TELEHEALTH VISITS.



**Under 3** **93**

DAY WAIT TIME TO SEE A COUNSELOR FOR THOSE SEEKING OUT MENTAL HEALTH VISITS.

TOTAL COLLEGIATE RECOVERY PROGRAM EVENTS, WITH 92% OF SURVEYED PARTICIPANTS REPORTING CRP TO BE HELPFUL OR VERY HELPFUL FOR THEIR MENTAL WELLBEING.

**1,746**

CARE REPORTS RECEIVED AND MANAGED FOR STUDENTS IN DISTRESS.

### Years 3-5 Initiatives

- Collaborate with partners and provide subject matter expertise in developing and refining the pandemic, disaster, and other health-related emergencies as part of a larger campus/divisional Emergency Response Plan.
- Assist the Campus Mobile Crisis Response program that includes a team of mental health professionals and peer workers to serve as first responders in wellness checks and mental health emergencies, providing rapid response and in-the-field assessment, crisis management, transport, and referral, using culturally informed practices and interventions at all levels.
- Design a full continuum of high-quality wraparound medical, mental health, and wellness services for students offered by professionals and a peer workforce specifically trained in neurodivergent care competencies.
- As a Health Promoting University (Okanagan Charter), assist the campus and the division in significantly expanding the integration of health and well-being into everyday operations, business practices, and academic mandates.
- Implement a campus Total Worker Health program that integrates protection from work-related safety and health hazards with promoting injury and illness-prevention efforts to advance worker well-being.





### Organizational Behavior & Development

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

**62** **20,000**

HOURS SPENT IN TRANSITIONING TO THE NEW JDX JOB BUILDER SYSTEM INCLUDING CONSULTING, TRAINING, AND RESOURCE DEVELOPMENT.

REPORT VIEWS ON THE STUDENT AFFAIRS SITE IN TABLEAU AND USED BY OVER 300 EMPLOYEES, INCLUDING CAMPUS LEADERSHIP.



**41%** **6**

INCREASE IN HYBRID MEETINGS RESULTING FROM UPGRADED CONFERENCE ROOM TECHNOLOGY.

HOURS OF STAFF TIME SAVED WEEKLY BY USING STATE-OF-THE-ART CUSTODIAL EQUIPMENT.

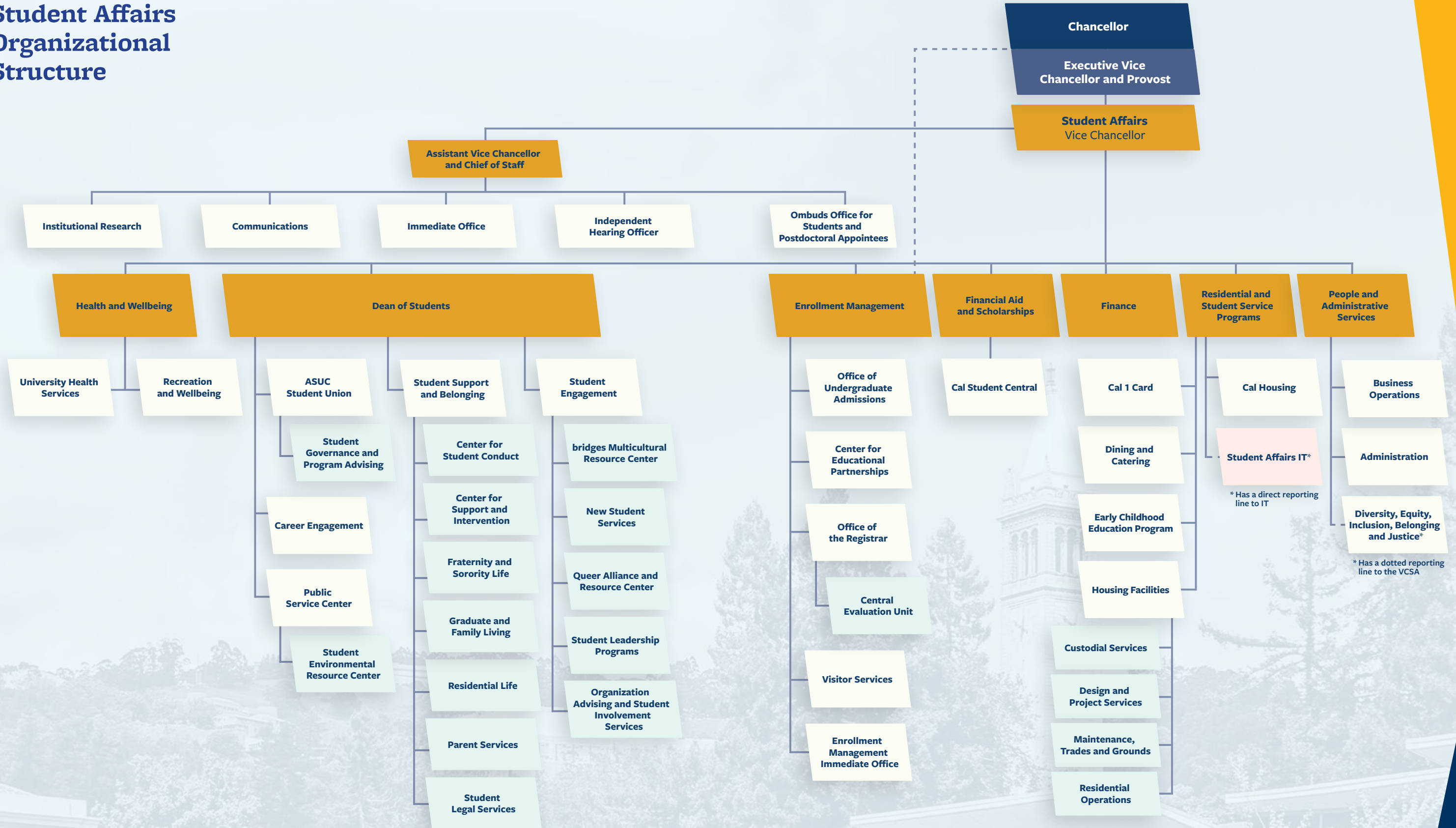
### Years 3-5 Initiatives

- Establish intentional first-year experiences to ensure staff achieves belonging, professional development/network, and division-wide success.
- Streamline divisional (centralized) services for better service delivery, coordination across divisional resources, reduced duplication, and responsiveness to current and future divisional needs.
- Strategize and implement Student Affairs space reconfiguration to be responsive to the student-centered delivery model and improve staff experience.
- Create an organizational learning plan outlining how we use internal and external data/insights to inform decision-making and priority setting.
- Establish Student Affairs' mission and values and be intentional about reinforcing the culture that will support achieving them.





# Student Affairs Organizational Structure





## The Student Affairs Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) Staff Advisory Board

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

### PURPOSE

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 meets with the Vice Chancellor on a monthly basis.

The advisory board navigates through a diversity, equity, inclusion, 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.

This past year, we welcomed ten new staff members from various units and departments within our division. Each staff member offers unique, creative, and innovative recommendations in advancing and elevating DEIBJ perspectives. The advisory board has consulted on and with multiple stakeholders, and initiatives such as the Student Affairs strategic plan, staff appreciation week, workforce

demographics, navigating Student Affairs virtual services, State of the Division, Space Planning Workgroup, and communications frameworks and practices.

Additionally, in response to a series of harmful events locally and state-wide, members of the advisory board hosted the first ever community engagement event for all staff to participate in various activities such as reflection writing, arts and crafts, mindfulness walk around campus, and facilitated spaces to get to know each other. Our goal was to create time and opportunity for staff to break away from their work space to destress and relax by connecting with each other as a community and creating a sense of belonging.

This year the advisory board integrated sub-working groups that interconnect with the strategic plan including creating a staff experience survey aimed to understand post-pandemic needs, establishing affinity spaces to foster belonging and retention of staff, and offering intentional resources such as trainings, books, and listening sessions for staff to implement within their teams.

### Advisory Board Members

Diversity, equity, inclusion, belonging, and justice 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.

**Lien Truong (she/her)**  
*Chair, Interim Senior Advisor on Equity and Belonging for Student Affairs*

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

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

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

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

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

**Cassy Huang (she/her)**  
*Associate Director, Public Service Center*

**Cristal Carpinteyro (she/her)**  
*Housing Facilities Manager*

**Daisa Pimentel (she/her)**  
*Admin & Project Analyst, Student Affairs Finance*

**Jaime Santoyo (he/him)**  
*Student Union Facilities Director*

**Kiran Johl (she/her)**  
*Employee Assistance Counselor, University Health Services*

**Marvin Floyd II (he/him)**  
*Inclusive Recreation Coordinator, Recreational Sports*

**Stacy Hunter (she/they)**  
*Graduate Student Housing Coordinator, Residential Student Services*

**Stefan Montouth (he/him)**  
*Associate Director in Admissions, Enrollment Management*

**Victor Sanchez (he/they)**  
*Interim Program Director for Queer Alliance Resource Center (QARC), LEAD Center*

**Michael Cervantes (he/him)**  
*Senior Assistant Director in Admissions, Enrollment Management*







**Student Affairs  
Departments**



# Berkeley Career Engagement

## PROGRAM DESCRIPTION

Berkeley Career Engagement focuses on three critical aspects of the career journey of undergraduate and graduate students. We engage students on their journey to reflect, discover, and design a personally meaningful career. We connect students with alumni, employers, and their larger professional community to forge meaningful relationships that will guide them into their early career. We empower students to develop the professional confidence and experience necessary to secure the career opportunities they seek.



## GOALS

- Implement new program strategy focused on campus partner collaboration
- Bring back more in-person career fairs to connect employers and students
- Expand reach to affinity-based populations on campus through promotion of resources
- Career Education Team maintains a Net Promoter Score of 95% annually for individual appointments.

## 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 Google Forms. Net Promoter Scores are analyzed monthly for student satisfaction of 1:1 career counseling appointments.

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

## WHAT WE DO

**W**e prepare undergraduates, graduate students, and recent 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.

Our goal is to cultivate a university-wide culture of career readiness, where every student engages in

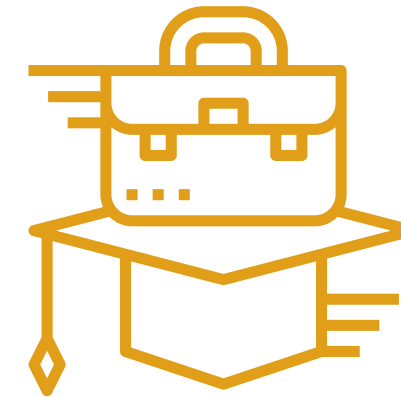
meaningful experiences, has a supportive professional community, and is empowered to achieve lifelong career success.



IMPLEMENTED "COMMUNITIES" PAGES ON WEBSITE FOR DIFFERENT IDENTITY GROUPS THAT GENERATED

**5,000+**

VISITS SINCE DECEMBER



**17**

FAIRS OFFERED: 8 IN-PERSON AND 9 VIRTUAL

## 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.

PARTNER ALIGNED PROGRAM OFFERINGS GENERATED

**25%+**

INCREASE IN STUDENT EVENT ATTENDANCE

**95%**

AVERAGE NPS SCORE OF EVERY STUDENT SURVEYED FOLLOWING 1:1 APPOINTMENTS



# bridges Multicultural Resource Center and 7-Recruitment and Retention Centers

## PROGRAM DESCRIPTION

Outreach programming to prospective high school / community college students includes: BRRC's Bay Area College Tour (BACT), Raíces Transfer Student Program (RTSP) and REACH! Bay Area OutREACH!

On-campus retention programming includes: INC Sunrise Ceremony at Alcatraz, bridges Boost Week, and RRR Study Week Jams

Yield programming includes: Senior Weekend and Transfer Weekend, where students are invited to learn more about what the UC Berkeley student experience has to offer.



## GOALS

- Recruit and outreach to underrepresented students of color into higher education and provide resources to retain these students.
- Empower underrepresented students of color to pursue opportunities for postsecondary education through workshops, campus tours, and access to academic resources and support
- Increase cross-cultural dialogue and solidarity, cultural awareness, and political mobilization through community programming and advocacy.
- Acquire financial, institutional, and physical resources to facilitate the work of the bridges coalition.

## DATA COLLECTION METHODS

bridges collects and analyzes this data retrieved from their respective programs RSVP forms, check-in forms, and campus partners (i.e. Office of Undergraduate Admissions).

## WHAT WE DO

**b**ridges Multicultural Resource Center is composed of seven identity-based Recruitment and Retention centers (RRC) that are student-run, student-led, and student-initiated:

- bridges Multicultural Resource Center (bridges MRC) founded in 1996
- Black Recruitment and Retention Center (BRRC) founded in 1983
- Indigenous Native Coalition Recruitment and Retention Center (INC) founded in 1996
- Middle Eastern - North African Recruitment and Retention Center (MENA RRC) founded in 2012
- Mixed @ Berkeley Recruitment and Retention Center (MRRC) founded in 2005



79%

OF ATTENDEES AT SENIOR WEEKEND COMMITTED TO ATTENDING BERKELEY FOR THE UPCOMING ACADEMIC YEAR



- Pilipinx Academic Student Services (PASS) founded in 1985
- Raíces Recruitment and Retention Center (Raíces) founded in 1970s
- REACH! Asian and Asian American Recruitment and Retention Center (REACH!) founded in 1994

There are three dedicated professional staff that support bridges leaders by centering student empowerment, transformation, and leadership development to aid students in creating and developing their own programs and respective centers. These advisors serve and support the coalition of student leaders, and provide transformational advising, leadership and identity development, programmatic guidance, and socio-emotional support.

75%

OF ATTENDEES AT TRANSFER WEEKEND COMMITTED TO ATTENDING BERKELEY FOR THE UPCOMING ACADEMIC YEAR

2,490 students

SERVED BY RRR WEEK STUDY JAMS FOR FALL AND SPRING, A 3-DAY PROGRAM FOCUSED ON PREPARING FIRST-GENERATION, LOW-INCOME, BIPOC STUDENTS IN PREPARATION FOR FINALS.



[lead.berkeley.edu/student-engagement-units/bridges-mrc/](https://lead.berkeley.edu/student-engagement-units/bridges-mrc/)



# 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.

## GOALS

As a result of engaging with our office, students will be able to:

- 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

**T**he 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.

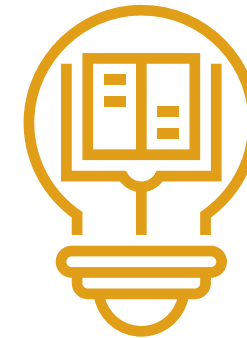
# Over 600

REFLECTIVE ACTIVITIES ASSIGNED TO STUDENTS AND REVIEWED BY CSC STAFF.



# 0%

ACADEMIC MISCONDUCT CASE NUMBERS SAW NO SIGNIFICANT CHANGE COMPARED TO 2021-2022 - INDICATING THAT THE CASELOAD IS STABILIZING POST PANDEMIC.



# 85%

DECREASE IN BEHAVIORAL MISCONDUCT CASES THIS YEAR COMPARED TO 2020-2021 - THE DECREASE IS ATTRIBUTED TO CEASING COVID-RELATED POLICY ENFORCEMENT.

## WHAT OUR WORK MEANS TO THE CAMPUS

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

 [sa.berkeley.edu/conduct](https://sa.berkeley.edu/conduct)  
[studentconduct@berkeley.edu](mailto:studentconduct@berkeley.edu)  
510-643-9069



# 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 Prevention and Harm Reduction work provides direct training to students and staff on bystander intervention and hazing prevention strategies, supports students in recovery, and advances campus harm reduction efforts.



## GOALS

- Continue to intake and manage high-level cases of student distress to provide support for some of our most vulnerable student populations.
- Increase Collegiate Recovery Program visibility and expand harm reduction education & Naloxone access for the campus, particularly in residential facilities.
- Increase campus community members trained to recognize and intervene when harm is occurring, particularly with the new Bears That CARE Hazing Prevention workshop.

## DATA COLLECTION METHODS

Data are gathered continuously through reports of concern, analysis of usage and referral metrics, attendance counts, and post-service surveys for students who access case management services, educational workshops, events, and support groups through CSI.

 [csi.berkeley.edu](https://csi.berkeley.edu)  
[csi@berkeley.edu](mailto:csi@berkeley.edu)  
 510-664-4218

## WHAT WE DO

The Center for Support and Intervention (CSI) addresses prevention and intervention for harm and violence on campus and provides support to students experiencing or causing distress in the campus community. CSI provides training to students, staff, and faculty to increase their knowledge and confidence in supporting students in crisis, and Case Managers provide one-on-one support for students and coordinate with campus partners to provide students with assistance during times of hardship. CSI also oversees the Bears That CARE bystander intervention program, coordinates the university's interdisciplinary Students of Concern Committee,



founded and co-chairs the university's Hazing Prevention Collaborative, and hosts the Collegiate Recovery Program.

# 1,746

CARE REPORTS RECEIVED AND MANAGED FOR STUDENTS IN DISTRESS



# 93

TOTAL COLLEGIATE RECOVERY PROGRAM EVENTS, WITH 92% OF SURVEYED PARTICIPANTS REPORTING CRP TO BE HELPFUL OR VERY HELPFUL FOR THEIR MENTAL WELLBEING

# 974

CAMPUS COMMUNITY MEMBERS TRAINED THROUGH 34 PEER-LED BEARS THAT CARE WORKSHOPS



## WHAT OUR WORK MEANS TO THE CAMPUS

We work to enhance the undergraduate experience by supporting students experiencing significant challenges at the University, coordinating early warning, prevention, and intervention for students in distress, and providing consultation and tools to the campus community to better prevent harm and violence.

# 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.

## GOALS

- Establish and support the ASUC and Graduate Assembly student leaders in an advising capacity, plan and organize social and community programs for ASUC/GA leaders, organize and implement leadership development trainings and workshops
- Support student's out-of-classroom experience through student-led activities, including leadership development opportunities from organizational dynamics, fundraising, and event management to conflict resolution and transition planning.

## DATA COLLECTION METHODS

- End of semester advisor feedback survey administered through Qualtrics, CalLink, ASUC Volunteer Form
- Registration, Signatory and RSO Activity data collected via CalLink and Calendar tools



## 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, 55+ recognized fraternities and sororities (the CalGreeks community), the ASUC (the undergraduate student government), the Graduate Assembly (the graduate student government), the campus programming board, and the bridges Multicultural Resource Center and the associated Recruitment and Retention Centers.

## 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 in order 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.

4,900

SIGNATORIES TRAINED VIA SIGNATORY BCOURSE

1,305

REGISTERED STUDENT ORGANIZATIONS



750

ADVISING APPOINTMENTS SUPPORTING RSOs AS THEY HOSTED 6,500 EVENTS

2,800

STUDENTS SUPPORTED ACROSS THE CALGREEKS COMMUNITY, WHICH INCLUDES 55 RECOGNIZED FRATERNITIES AND SORORITIES AND 4 GOVERNING COUNCILS

1,500+

STUDENT GOVERNMENT LEADERS SUPPORTED, WITH 50+ HOURS OF LEADERSHIP DEVELOPMENT TRAININGS AND 172+ SCHEDULED ADVISING SESSIONS



[lead.berkeley.edu](https://lead.berkeley.edu)  
[lead@berkeley.edu](mailto:lead@berkeley.edu)  
510.642.5171



## 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, hybrid orientation the week prior to the start of classes
- Getting Your Bearings: Continued programming throughout the first three weeks of the semester

### GOALS

- 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.



## WHAT WE DO

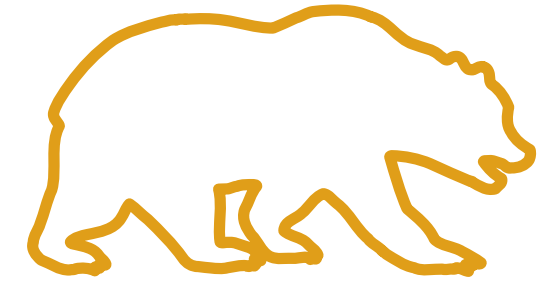
**N**ew Student Services (NSS) supports the holistic transition of incoming undergraduate students. The mission is to give each student the support and resources needed for a successful transition to the Berkeley campus: academically, socially, emotionally, and culturally. New Student Services continues 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.

 [orientation.berkeley.edu](https://orientation.berkeley.edu)  
[nss@berkeley.edu](mailto:nss@berkeley.edu)  
 510-642-7733



**90.5%**

OF NEW STUDENTS REPORT POSITIVE OVERALL SATISFACTION WITH GBO EXPERIENCE



**96.9%**

OF NEW STUDENTS WERE ABLE TO REFLECT ON THE IDENTITIES THEY HOLD AND FEEL THAT THOSE IDENTITIES HOLD VALUE AT BERKELEY AFTER ATTENDING BEAR FOUNDATIONS

**89.5%**

OF ORIENTATION LEADERS FELT STRONGLY APPRECIATED BY THE CAMPUS COMMUNITY FOR TAKING ON THE VOLUNTEER ROLE

Fall 2022 Golden Bear Orientation (GBO) was hosted fully in person for the first time since Fall 2019. GBO occurred over five days and saw record engagement from the 9,500+ incoming undergraduate students.

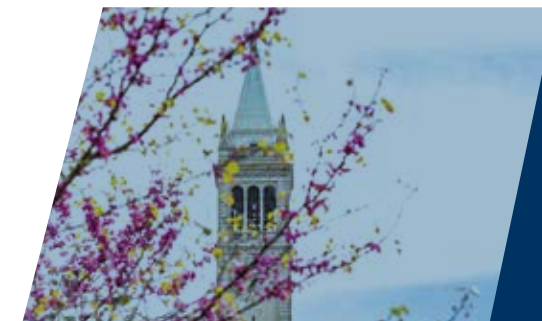
### DATA COLLECTION METHODS

The Golden Bear Experience included multiple data collection methods:

- Golden Bear Experience Survey: Extensive survey distributed after GBO completion (58% completion rate, n=5200)
- Golden Bear Advising Survey: Survey embedded within Golden Bear Prep to assess virtual advising experience
- Orientation Leader Survey
- Campus Partner Meetings and 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 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.

## GOALS

- To support students in using their community service as a springboard to explore their identities, agency, and future paths as engaged community members
- To help students develop skills in collaboration, as community-based change can only come through collective, coordinated engagement
- To create space for students to learn about community social justice issues and connect with local community change efforts

## DATA COLLECTION METHODS

We track student participation using Salesforce for applications. Work Study pay and scholarships earned are tracked using our General Ledger.



[publicservice.berkeley.edu](https://publicservice.berkeley.edu)  
[publicservice@berkeley.edu](mailto:publicservice@berkeley.edu)  
510-642-3916



## WHAT WE DO

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



# \$1.143 million

IN FINANCIAL SUPPORT TO PUBLIC SERVICE STUDENTS

# 114

COMMUNITY PARTNERS



# 178

PSC STUDENT LEADERS ENGAGING THOUSANDS OF STUDENTS

## 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.





# 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.

### GOALS

Residential Life aims to help residents:

- 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 2022. Engagement metrics are gathered primarily through RoomPact and other online portals. Conduct and community standards data is collected through Advocate. Assessment measures are conducted via Anthology's Baseline tool.



## WHAT WE DO

**R**esidential 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, residents' children also receive academic and developmental support.

 [reslife.berkeley.edu](https://reslife.berkeley.edu)  
[rlife@berkeley.edu](mailto:rlife@berkeley.edu)  
510-642-3280



952

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

4,644

ATTENDEES FOR DROP-IN TUTORING AS WELL AS MIDTERM AND FINAL REVIEW SESSIONS



83%

OF UNDERGRADUATE RESIDENTS 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).



# Student Environmental Resource Center

## PROGRAM DESCRIPTION

SERC enhances the student experience through environmental programs, services, funding, and leadership opportunities. Through SERC's 25+ student staff and five 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.

## GOALS

- Advance quality and access of environmental education programming and opportunities to refine leadership and professional development skills among students
- Strengthen programs and resources to deepen engagement with sustainability initiatives in the community and to promote wellness
- Integrate equity and inclusion programmatically and culturally throughout organization

## DATA COLLECTION METHODS

SERC uses multiple methods to collect, evaluate, and analyze the outcomes of programs and services. Methods included in the 2022-2023 academic year include assessment surveys, event participation and attendance, post-program surveys, applications received, and social media and web analytics. One of our graduate fellows has supported SERC in overhauling our metrics collection guides with the intention of providing more support and resources for student staff to collect data throughout the next school year.



## WHAT WE DO

**T**he Student Environmental Resource Center (SERC) cultivates a collaborative space to strengthen the collective efficacy 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,



community building and resilience programs, Climate Justice Week and Earth Week, renewable energy education, external civic opportunities, and zero waste projects through the Zero Waste Research Center (ZWRC).

*SERC plays a crucial role in bringing together all student-led sustainability efforts. SERC engages students from all walks of life and takes on projects from the community to the international level.*

**KHYATI GARG**  
CLASS OF '23, CNI ENGAGEMENT FELLOW

## WHAT OUR WORK MEANS TO THE CAMPUS

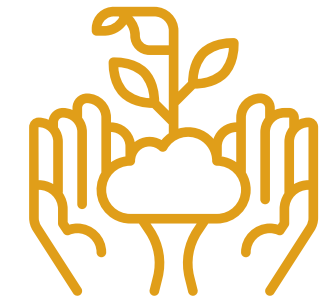
SERC advances the Student Affairs Strategic Priority Areas of Redefining the Student Experience, Culture of Equity, Inclusion & Belonging, and Health Justice & Holistic by delivering environmental and environmental justice programs and services to students and connecting them with campus departments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

# \$375k

FUNDED TOWARDS 23 TGIF PROJECTS ENGAGING 21 CAMPUS ENTITIES. SINCE 2007, OVER \$4.7 MILLION HAS BEEN GIVEN TO 330 PROJECTS

# 60+

STUDENT LEADERSHIP, COMMUNITY, AND EDUCATIONAL EVENTS ORGANIZED INCLUDING CLIMATE JUSTICE WEEK, EARTH WEEK, AND THE STUDENT LEADERSHIP INSTITUTE FOR CLIMATE RESILIENCE



# \$37k

PROVIDED IN SCHOLARSHIPS SINCE 2020 THROUGH THE SERQUEER AND ENVIRONMENTALISTS OF COLOR SISTER SCHOLARSHIPS, AND \$17,000 REDISTRIBUTED THROUGH THE ECOFUND.





# 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 and drop-in hours: Legal educational and info sessions on various topics of interest to students



## GOALS

After consulting with SLS, students should:

- Understand the legal issues involved in their cases
- 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 21.7%. We evaluate aggregated student demographic data based on SIDs and analyze securely and confidentially with no other identifying information. We also have a confidential SLS database of clients, cases, topic areas, and frequency of consultations.

 [sa.berkeley.edu/legal](https://sa.berkeley.edu/legal)

## WHAT WE DO

**S**tudent 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

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.

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

SLS UNDERGRADUATE STUDENT CLIENT

## 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 particular 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.

# 1,527

CLIENT CONSULTATIONS LAST YEAR; CASELOAD HAS INCREASED 14 CONSECUTIVE YEARS

# 44.9%–58.3%

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



# 89.9%

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





# 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, OASIS, Student Government Advising, Public Service Center, Student Environmental Resource Center, Berkeley 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.

## GOALS

- Be a welcoming and vibrant space for the Berkeley Community that truly embodies inclusivity and belonging.
- Expand the Student Union’s services, offerings, and programs, ultimately providing comprehensive student resources, while building community.
- Develop a comprehensive customer service model and ensure that all staff are ambassadors of the Student Union.

## DATA COLLECTION METHODS

- Long-form data collection surveys
- Short-form client satisfaction questionnaires
- Website, Google, and social media analytics
- From various points of sale and registration databases

 [studentunion.berkeley.edu](https://studentunion.berkeley.edu)  
[asucstudentunion@berkeley.edu](mailto:asucstudentunion@berkeley.edu)  
 510-664-7976



## WHAT WE DO

**W**e 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+, BMO: The Official Bank of UC Berkeley, the Bear’s Lair, the Cal Student Store, Berkeley Art Studio, Creative Lab, Berkeley Event Services, Goldie’s Coffee, 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.

**16,000**

NUMBER OF STUDENTS ATTENDING FREE STUDENT UNION HOSTED EVENTS IN OUR FACILITIES

**35,961**

NUMBER OF FINANCIAL TRANSACTIONS PROCESSED FOR THE ASUC, GRADUATE ASSEMBLY, AND REGISTERED STUDENT ORGANIZATIONS



**27,000**

NUMBER OF CUSTOMERS SERVED AT GOLDIE’S COFFEE

## 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 UC Berkeley.



## Center for Educational Partnerships

### PROGRAM DESCRIPTION

For almost 40 years, CEP has increased the number of diverse California students enrolling and succeeding in higher education, and UC Berkeley specifically, 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.



### GOALS

- 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
- Provide deep impact and involvement as a partner in the Bay Area K-16 Collaborative and other K-16 collaborations and partnerships throughout California
- Create tools to partner with educators, families, and communities

### WHAT WE DO

**C**EP 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 ten 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 milestones survey)
- Faculty/staff surveys from professional development that we provide

**20,051**

HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS WERE SUPPORTED WITH COLLEGE APPLICATIONS

### WHAT OUR WORK MEANS TO THE CAMPUS

CEP provides leadership, expertise, and services to increase college access and educational opportunities for California's underrepresented minority, low-income, and first-generation students. CEP advances UC Berkeley's diversity, equity, and inclusion efforts by increasing students' academic readiness and college preparation. This work aligns with UC's core mission to serve the interests of California.

**27,376**

STUDENTS WERE PROVIDED WITH A ONE-ON-ONE SESSION

**5,308**

WORKSHOPS WERE PROVIDED TO STUDENTS AND THEIR FAMILIES



**55,765**

TOTAL COLLEGE APPLICATIONS WERE SUBMITTED BY CEP STUDENTS



 [cep.berkeley.edu](http://cep.berkeley.edu)  
[edpartnerships@berkeley.edu](mailto:edpartnerships@berkeley.edu)  
510.642.6680



## Central Evaluation Unit

### PROGRAM DESCRIPTION

The Central Evaluation Unit 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 apply Berkeley enrollment 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.



### GOALS

- Help students prepare to transfer to Berkeley by facilitating and maintaining course articulation agreements with California Community Colleges
- Track degree progress for students and advisers via Exam Results, Transfer Credit and Academic Progress reports in CalCentral
- Automate 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](mailto:central_eval_unit@berkeley.edu)

## WHAT WE DO

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

To accomplish this service, 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, in order to verify their status as juniors and enable them to engage in advanced courses alongside those who started at Berkeley.

# 11,996

TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM 2-YEAR CAMPUSES FOR 2022-23



# 1,216

NUMBER OF TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM 4-YEAR CAMPUSES FOR 2022-23

# 119

NUMBER OF TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM INTERNATIONAL CAMPUSES FOR 2022-23



# Enrollment Management, Immediate Office

### PROGRAM DESCRIPTION

In the last year, we have codified our efforts to support the University’s core academic mission and long-term institutional planning objectives around enrollment and student success. The Immediate Office has strengthened the recruitment and admissions pipeline, created initiatives to remove barriers to majoring in STEM fields, and worked to facilitate student success, all within a dynamic and competitive environment that presents ongoing challenges to meeting goals established by the University of California Office of the President and State Legislature.

### GOALS

- Serve as a leader in the state for promoting upward mobility.
- Help students navigate their higher education pathway and provide support towards graduation.
- Meet the university’s enrollment targets.

### DATA COLLECTION METHODS

Multiple data sources were used including Cal Answers, enrollment reports submitted to UCOP, and internal Immediate Office administrative data.



### WHAT WE DO

**T**he Enrollment Management Portfolio at the University of California, Berkeley, is dedicated to fostering academic excellence, diversity, and equity across campus. Grounded in institutional and industry research, as well as best practices, our mission is to ensure that all students at Berkeley are provided with exceptional services and opportunities. The Immediate Office provides leadership to the campus and oversees student services in the areas of undergraduate admission, registration, and enrollment; financial aid and scholarships; and early academic outreach.



863

INCREASE IN OUR CALIFORNIA RESIDENT STUDENT ENROLLMENT IN ACADEMIC YEAR 2022-23

23

NUMBER OF FACULTY AND STAFF COLLABORATING ACROSS CAMPUS ON A NEW INITIATIVE TO REMOVE ACCESS BARRIERS TO STEM MAJORS

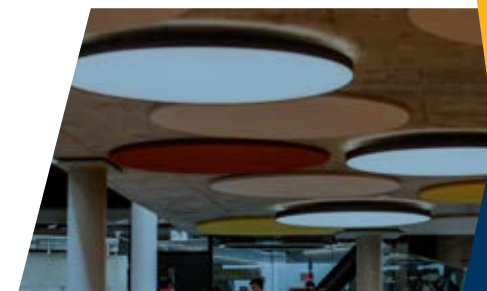
1,533

NUMBER OF STUDENTS AT RISK OF STOPPING OUT WHO WE DIRECTLY CONTACTED



2.2%

INCREASE IN THE PROPORTION OF FIRST GENERATION STUDENTS ENROLLED AT BERKELEY COMPARED TO THE PREVIOUS YEAR



### WHAT OUR WORK MEANS TO THE CAMPUS

We continuously improve the university’s holistic support to all students to ensure they have the essential tools and opportunities to succeed in the academic pipeline. We work across campus to foster an experience that encourages collaboration, understanding, and social responsibility, empowering our students to become global leaders and advocates for positive change.

 [enrollmentgmt@berkeley.edu](mailto:enrollmentgmt@berkeley.edu)  
(510) 604-2213



## 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+ general assignment 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

### GOALS

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, instructors, and enrollment restrictions
- Discovery: Promote suggested and under-enrolled classes on Twitter; highlight new academic opportunities and international programs
- Student Experience: Empower students with information on veterans' benefits, preferred name, degree completion, and other academic 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 of mission-critical student records that support operations throughout the campus, as well as data that support 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, veterans' benefits, classroom management and scheduling, and FERPA training. This year, we have continued to refine our services to best serve students both in-person and virtually.



20  
million

PAGE VIEWS OF THE CLASS  
SCHEDULE AND BERKELEY  
ACADEMIC GUIDE

\$26.45  
million

AWARDED IN VETERANS  
EDUCATIONAL BENEFITS IN  
CONJUNCTION WITH THE VA

Over  
135,000

ENROLLMENT AND  
DEGREE VERIFICATIONS



489,667

GRADES POSTED TO  
STUDENT TRANSCRIPTS

13,781

CERTIFIED ELECTRONIC  
DIPLOMAS AVAILABLE FOR  
DOWNLOAD

### DATA COLLECTION METHODS

Multiple data collection methods are used, including the student information system, scheduling system, Salesforce, and web analytics.

### WHAT OUR WORK MEANS TO THE CAMPUS

We will be instrumental in making the transition of programs to the new College of Computing, Data Science, and Society a success. We will also work to implement a Comprehensive Curriculum Management System that will streamline curricula and provide everyone on campus with easier access to the information data they need.



[registrar.berkeley.edu](http://registrar.berkeley.edu)  
Students: 510.664.9181  
Faculty: 510.642.5042  
[egrades@berkeley.edu](mailto:egrades@berkeley.edu)

# Office of Undergraduate Admissions

## PROGRAM DESCRIPTION

OUA 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 and yield events for prospective students and strive to reach traditionally under-served 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.

## GOALS

The goal of the Office of Undergraduate Admissions is to attract, admit, and enroll a class that reflects the diversity of the state of California.

## DATA COLLECTION METHODS

The data was collected from Slate, which is the admissions system that manages applicant records, communications, and events.



## WHAT WE DO

**T**he Office of Undergraduate Admissions (OUA) is responsible for managing the campus-wide 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.

  
[admissions.berkeley.edu](https://admissions.berkeley.edu)  
 510.642.3175



## First year

125,924 APPS  
 11.6% ADMIT RATE  
 48.8% YIELD RATE

# 605+

FALL OUTREACH EVENTS WERE CONDUCTED IN PERSON AND VIRTUALLY, SERVING PROSPECTIVE STUDENTS, FAMILIES, AND COUNSELORS STATEWIDE, NATIONWIDE, AND INTERNATIONALLY.



## Transfer

19,378 APPS  
 29.0% ADMIT RATE  
 58.4% YIELD RATE

# 194

PRESENTATIONS CONDUCTED IN PERSON FOR THOUSANDS OF VISITORS ON UC BERKELEY'S CAMPUS OR VIRTUALLY FOR STUDENTS WHO COULD NOT ATTEND CAMPUS.



## WHAT OUR WORK MEANS TO THE CAMPUS

We enhance diversity; support the student experience by selecting students with the best fit for the campus; build community by collaborating with faculty, departments, and programs to enact policies and meet enrollment goals; support financial sustainability through strategic recruitment to meet goals for net payer revenue; and promote research and discovery through identifying outstanding candidates for scholarships.



# Cal Student Central

## PROGRAM DESCRIPTION

CSC provides frontline general advising and services for financial aid, scholarships, billing and payments, and the registrar via in-person, phone, and web services. We refer students to partner offices for specialized advising as appropriate. 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.

## GOALS

Positively impact student success by:

- Providing accurate and timely information on matriculation, records, finances, and other administrative procedures
- Offering one central location, with multiple service avenues, where students can get accurate and timely answers to their questions about services that are offered in different departments and locations across campus
- Adapting service offerings to respond to student need and preferences

## DATA COLLECTION METHODS

Data was collected through the Qless queueing system, Salesforce reports, phone call reports, and an excel file with virtual front desk visits.

 **studentcentral.berkeley.edu**  
**510.664.9181**



## WHAT WE DO

**C**al Student Central (CSC) is dedicated to providing student-centered, efficient, and exceptional 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 welcome students to campus and serve as representatives of the Financial Aid and Scholarships Office, the Office of the Registrar, Accounts Payable, 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 including



enrolling in courses, understanding a financial aid offer, explaining the activity on a student account, and providing support on ordering transcripts.

“*They were great in providing resources, feedback, and answering the questions to the best of their ability. Thank you for being knowledgeable as to locations of where the information may be held.*”

- UC BERKELEY STUDENT

## 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.

**3000+**  
VISITS TO THE VIRTUAL FRONT DESK

**22,706**  
PHONE CALLS WERE ANSWERED WITH AN 81% ANSWER RATE



**34,463**  
SALESFORCE TICKETS CLOSED BY CSC AND PARTNER OFFICE STAFF

**54,809**  
CHAT CONVERSATIONS RECORDED BY CHATBOT ACROSS CSC, FASO, OR, BPS, REC SPORTS, AND HOUSING



# 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
- Recognizes achievement and provides funding: scholarships, grants, research stipends, work-study, and loans
- Supports the emerging needs of students
- Advocates for students at the campus, state, and federal level
- Recruits, retains, and graduates students, paving the way for success
- Builds community with alumni and donors to give the gift of access to the next generation of students

## GOALS

- Continuously deliver, innovate, and improve financial aid services so that we can be a dependable stepping stone to student access.
- Expand access to resources to better support students and build a path to a debt-free education.
- Recruitment of the most sought-after students in the world through the Fiat Lux and Regents' and Chancellor's Scholarship programs.

## DATA COLLECTION METHODS

Multiple data collection methods are used, including the student information system and internal tracking and analytics.



## WHAT WE DO

**E**ducation is life-changing. Students worldwide dream of learning at Berkeley in hopes of seizing that opportunity.

The Financial Aid & Scholarships Office (FASO) makes those dreams a reality by providing comprehensive financial resources and holistic support, especially during uncertain times. FASO uplifts students through financial support and wellness, so they can focus on receiving a transformational educational experience rather than paying for tuition and basic needs. Two Academic Senate committees and a council of students provide guidance to FASO to formulate campus financial aid policy and fund utilization strategies to ensure access, affordability,



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

# Over \$949 Million

AWARDED ANNUALLY, INCLUDING APPROXIMATELY \$52M IN PRIVATELY FUNDED UNDERGRADUATE SCHOLARSHIPS (OVER \$28M ADMINISTERED DIRECTLY).

# \$17 Million

IN FUNDING FOR OVER 8,000 STUDENTS FROM NEW PROGRAMS INCLUDING MIDDLE CLASS SCHOLARSHIP 2.0, NATIVE AMERICAN OPPORTUNITY PLAN, CALIFORNIA VOLUNTEERS, AND LEARNING-ALIGNED EMPLOYMENT PROGRAM.

# More than 150% increase

IN THE NUMBER OF ADMITTED UNDERGRADUATES OFFERED AUGMENTED FINANCIAL AID PACKAGES WITH A REDUCED NEED TO BORROW AND/OR WORK.



## 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.



[financialaid.berkeley.edu](https://financialaid.berkeley.edu)  
510.664.9181



# Recreation & Wellbeing

## PROGRAM DESCRIPTION

RecWell 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.



## GOALS

- Graduate students and their families at UVA can participate in adult and youth programs
- Build a new, 70 x 30 foot inclusive climbing wall in the RSF
- Facilitate new aquatics programming including lap swim hours in the 52-meter Legends Aquatic Center, and spring youth swim lessons at SCRA
- Create a new and improved Customer Service Center for more efficient membership, locker, and Passport sales for members

## DATA COLLECTION METHODS

RecWell 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, RecWell relies on technology to provide data that informs our decisions.

 [recwell@berkeley.edu](mailto:recwell@berkeley.edu)  
[recwell.berkeley.edu](http://recwell.berkeley.edu)  
 510-642-7796

## WHAT WE DO

The Department of Recreation & Wellbeing continues to offer the breadth and depth of services and resources that have long supported students, and promoted physical and mental wellness for the entire campus community.

We offer dynamic and inclusive programming, experiential education, leadership development, cross-unit collaboration, and skill training for building lifelong healthy habits. Our facilities and programs feature in-person and online classes, fitness training, stress-relief, and community-oriented activities and opportunities for diverse interests and skill levels.



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.

# Over 500

STUDENT STAFF MEMBERS EVERY YEAR HELP RUN PROGRAMS AND SERVE OVER 45,000 STUDENT MEMBERS AND OVER 10,000 NON-STUDENT CAL COMMUNITY MEMBERS ACROSS OUR FACILITIES YEARLY



# 250%

INCREASE IN PARTICIPATION IN THE PRE-TEAM AQUATICS PROGRAM

# Over 4,300

YOUTH SERVED, WITH THE 2023 SUMMER CAMPS AT 93% CAPACITY

# 85%

OF STUDENTS ENGAGED OVERALL

## WHAT OUR WORK MEANS TO THE CAMPUS

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



# University Health Services

### PROGRAM DESCRIPTION

As the COVID-19 public health and national state of emergency subsided, UHS teams were able to pivot to building back up capacity around our core services and programs, including hiring and recruiting as well as investing in training our managers and supervisors. Telehealth options for care and services remained a vital and popular choice for those seeking our services and we increased access to counseling and the availability of resources to support the wide array of mental health needs.

### GOALS

- Increase access and build capacity to serve the growing student community across our programs.
- Continue to transform the mental health and wellness services offered to students, through a continuum of increased access to care and resources at various levels of intensity that are client-centric, culturally grounded, and recovery focused.
- Improve DEIBJ literacy for UHS managers and supervisors through training and learning.

### 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, cost saving, and service enhancement opportunities. UHS conducts client and patient satisfaction surveys and provides other channels for electronic and onsite feedback (e.g. advisory committees and TellTang email).



### WHAT WE DO

**U**niversity Health Services (UHS) is at the forefront of advancing student health and faculty and staff wellness, instituting evidence-based health practices and keeping the UC Berkeley community on the leading edge of collegiate health trends. Our vision is to be a campus that actively cultivates better health and well-being for all — a place that can actually make those who study, live, and work here healthier! Health equity, where every person no matter their background has the opportunity to attain their highest level of well-being, is a vital component of everything we do. Providing access to seamless, integrated, high-quality health programs and services for students,



staff, and faculty is at our core. We believe in the transformative potential of infusing health into all campus policies, strengthening our focus on prevention, and building nationally recognized collegiate health programs.

*"This was one of the best experiences in healthcare that I've had."*

- UC BERKELEY STUDENT

### 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 depend on employee health programs to support their productive engagement in the mission of the university.

## Under 3 days

ACCESS TO MENTAL HEALTH VISITS CONSISTENTLY STAYED AT UNDER 3 DAYS WAIT TIME TO SEE A COUNSELOR



# 89,600

TOTAL UHS VISITS OF WHICH 30,045 WERE TELEHEALTH VISITS

## 400 hours

UHS MANAGERS AND SUPERVISORS HAD OVER 400 HOURS COMBINED OF DEIBJ TRAINING



 [uhs.berkeley.edu](https://uhs.berkeley.edu)  
[telltang@uhs.berkeley.edu](mailto:telltang@uhs.berkeley.edu)  
UHS Administration:  
510-642-6621



# People and Administrative Services

## PROGRAM DESCRIPTION

People and Administrative Services deploys subject matter expertise to advance the division’s mission and strategic plan, enhance the student and staff experience, and maintain organizational wellness and effectiveness. In 2022-2023 we supported departments who work with minors in mitigating risk, enabled access to data, led a division-wide compensation equity review, developed internal salary action guidelines, provided transition support for new policies and practices, and facilitated difficult conversations. The team partnered on cross-divisional and cross-campus teams to strategize on solutions and collaborate on implementation.



## GOALS

- Automated financial reports in Tableau have offered Student Affairs Budget Owners on-demand access to monitor their units’ financial activities and progress toward meeting budget objectives.
- Established the Student Affairs CERC Minors Subcommittee to mitigate risk.
- Developed internal salary action guidelines and processes to ensure compensation equity.
- Launched the divisional computer replacement process which ensured equitable access to funds.

## DATA COLLECTION METHODS

We use multiple sources and methods to acquire relevant data on projects such as CalAnswers, UCPath, and Salesforce. We utilize Google tools, Excel, Learning Management System (LMS), Tableau Server (internal data warehouse), and more to assess further and analyze this data to make it accessible, relevant, and illuminating.

## WHAT WE DO

**S**tudent Affairs People and Administrative Services collaboratively works with leaders and staff from the Division of Student Affairs to foster organizational and workforce wellness. SAP&S oversees divisional diversity, equity, inclusion, belonging, and justice (DEIBJ), strategic human resources, project management, data analytics and visualization, learning and development, and process automation for the division. We do this through targeted projects, division-wide initiatives, and representation on campus committees. We facilitate problem solving and develop 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 serve as a thought partner to senior leaders on organizational effectiveness, equitable policies and practices, performance development, workforce management, data analysis, and risk management. We translate and implement campus policies, practices, and processes to ensure divisional compliance and alignment.

# \$2.9M

IN FUNDS ALLOCATED TOWARDS COMPENSATION EQUITY ACROSS THE ORGANIZATION



# 62 hours

SPENT IN TRANSITIONING TO THE NEW JDX JOB BUILDER SYSTEM INCLUDING CONSULTING, TRAINING, AND RESOURCE DEVELOPMENT

# 20,000

REPORT VIEWS ON THE STUDENT AFFAIRS SITE IN TABLEAU AND USED BY OVER 300 EMPLOYEES, INCLUDING CAMPUS LEADERSHIP.



## WHAT OUR WORK MEANS TO THE CAMPUS

People and Administrative Services invests in solutions that promote equity, enable a culture of learning and maximize efficiency 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.

# 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.

## GOALS

- Reduce injuries by targeting the highest risk job classifications within the Division.
- Reduce transcript processing time for undergraduate and transfer students using process mapping and waste reduction methodologies while increasing communication.
- Empower a hybrid workforce through state of the art virtual AV technology which seamlessly connects onsite and remote staff.

## DATA COLLECTION METHODS

With a broad portfolio, we used multiple data collection methods to support this year’s goals. These included UCOP Risk Data Management System, Employers First Report, bConnected, Campus Solutions, Perceptive Content, and Salesforce.



## 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 and mail services, occupational safety, ergonomics, 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, Office of the President, Physical Plant - Campus Services, Environmental Health & Safety, Parking and Transportation, Space and Capital Resources, Fleet Services, and Real Estate Services.

*“I’m SUPER impressed with your work - it’s data-driven, effective in reducing injury and cost, and...easily shared as best practice to other entities within SA, Berkeley or beyond.”*

- UC BERKELEY STUDENT

## 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.

# 20%

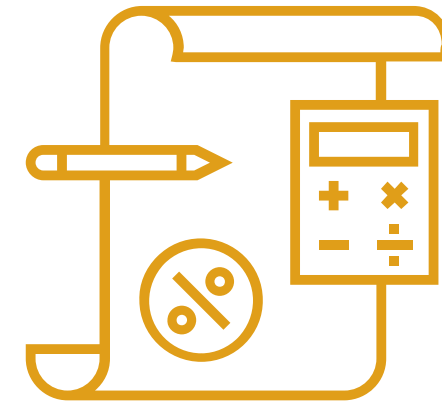
INJURY REDUCTION EQUALING \$360,786 ACHIEVED FOR THE HIGHEST RISK JOB CLASSIFICATION. PROJECT AWARDED THE UCOP RISK SPOTLIGHT AWARD

# 71%

REDUCTION IN TRANSCRIPT PROCESSING TIMES.

# 82%


REDUCTION IN MISSING TRANSCRIPT PROCESSING TIMES. RESULT, STUDENTS MEET ENROLLMENT REQUIREMENTS, REGISTER FOR CLASSES, AND BECOME CAL BEARS FASTER!



# 41%

INCREASE IN HYBRID MEETINGS RESULTING FROM UPGRADED CONFERENCE ROOM TECHNOLOGY.



 [busops.berkeley.edu](https://busops.berkeley.edu)  
[busops@berkeley.edu](mailto:busops@berkeley.edu)  
510-643-5100



# Diversity, Equity, Inclusion, Belonging, and Justice

## PROGRAM DESCRIPTION

The position of a Senior Advisor on Equity & Belonging exists to support the whole division on high-level and complex organizational development projects, equity and inclusion and strategic initiatives, which encompass multiple disciplines. In collaboration to this work, we partner with divisional and campus stakeholders including the Division of Equity and Inclusion, and People and Culture Director of Diversity, Equity, Inclusion and Belonging to bring synergy to the campus community and climate.



## GOALS

The goals of this area aims to serve as an advisor to divisional leadership and all staff to advance DEIBJ and anti-Black racism within the division. This includes identifying training needs, facilitating difficult conversations, offering performance coaching and providing collaborative leadership and consultation, strategic planning, design and facilitation on complex problems to achieve strategically aligned solutions.

## DATA COLLECTION METHODS

The data collection is based on participation and completion records for the data above. Our collection methods have primarily been surveys including But not limited to pre-and-post assessments measuring learning outcomes, satisfaction experiences with our programs and training, and seeking for feedback for means of improvements and growth. Additionally, the collection of data has included comments and discussions from meetings and workshops, as DEIBJ often comes from story-telling and learning through conversations, connections, and relational interactions of our staff experiences.



**Lien K. Truong (She/Her)**  
Interim Senior Advisor  
on Equity & Belonging  
lien.truong@berkeley.edu



lens. Using both qualitative and quantitative, we use data to support and drive development of initiatives that improve the experiences, access to resources and career opportunities for historically marginalized and underrepresented staff within the division.

## WHAT WE DO

**W**e create and support diversity, equity, and inclusion for divisional managers/supervisors and staff. This includes consulting with senior leadership, developing toolkits and guides that support managers in creating conditions for access, transparency, and improving workplace experiences for institutionally underrepresented and historically marginalized staff. The significance of this position's role and responsibilities includes assessing complex situations, identifying areas of inequities, connecting with all-levels of staff and leadership to address issues, and implementing solutions in alignment with strategic goals and utilizing an equity and anti-racism

## WHAT OUR WORK MEANS TO THE CAMPUS

Our work aligns with the campus' efforts and objective to transform the campus into an environment where everyone belongs and embody diversity, equity, and inclusion as our core values. In connection to the Student Affairs Strategic Plan, one of the established priority areas embodies a culture of equity, inclusion & belonging, meaning we want all levels of staff to feel seen, heard, and valued.

65

SENIOR LEADERS SUCCESSFULLY COMPLETED A 10-PART SERIES ON ENHANCING THEIR SKILLS, KNOWLEDGE, AND LEADERSHIP THROUGH DIVERSITY, EQUITY, AND INCLUSION FLUENCY SERIES



100

STUDENT AFFAIRS PROFESSIONALS PILOTED A THREE-SESSION SERIES ON UNDERSTANDING TRAUMA AND DEVELOPING TRAUMA-INFORMED RESPONSIVE STRATEGIES TO CREATE A MORE SAFE WORK ENVIRONMENT.

Over 25

DEI PROGRAMS AND INITIATIVES HAVE BEEN EMBEDDED AMONGST THE UNITS AND TEAMS TO ENGAGE AND IMPROVE STAFF CULTURE BY INCREASING AWARENESS, CONVERSATIONS, OPPORTUNITIES, AND ACCESS.



# Berkeley Dining

### PROGRAM DESCRIPTION

Berkeley Dining operates a variety of locations, including Dining Commons, Campus Restaurants, Convenience Stores, and Catering. 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. Berkeley Dining supports the basic needs initiative on campus through a comprehensive food donation program and two campus gardens.



### GOALS

- Increase off campus meal plan participation through expanding alternative campus location availability and broader offerings.
- Improve and increase staff advancement opportunities through training, mentoring, and improved recruitment processes.
- In collaboration with EH&S, reduce on the job injuries and days away from work through injury prevention training.
- Increase the variety of menu offerings through expanding cultural events and celebrations.

### DATA COLLECTION METHODS

- Meal plan data was generated through CS Gold reports for both FY22 and FY23.
- Service Now records were pulled for staff promotion recruitment requests.
- Injury data was used through the EH&S Safety & Leaves dashboard.
- Eatec information was used to report theme event information.

 [dining.berkeley.edu](http://dining.berkeley.edu)  
[dining@berkeley.edu](mailto:dining@berkeley.edu)  
 510-643-8323

## WHAT WE DO

**O**ur Berkeley Dining community celebrates diversity and fosters inclusion through creating food that is rich in culture, passion and flavor. We promote the wellbeing of our community, social justice and environmental health through the ingredients that we source. Together, we are a diverse, spirited and service-minded team who delight in nourishing the bodies, minds and hearts of the students we serve.



# 2,926

INCREASED OFF CAMPUS MEAL PLAN PARTICIPATION FROM 2,348 CUSTOMERS IN FY22 TO 2,926 CUSTOMERS IN FY23.

# 50%

REDUCTION IN DART (DAYS AWAY RESTRICTED OR TRANSFERRED) INJURY CLAIMS AND 60% REDUCTION IN ESTIMATED INCURRED INJURY COSTS FROM FY22 TO FY23.



# 12

DINING COMPLETED 12 STAFF PROMOTIONS FOR FY23 WHICH INCLUDED MANAGEMENT AND DIRECTOR LEVEL OPPORTUNITIES.

# 38

THEME EVENTS FOR DINING WERE INCREASED FROM 18 EVENTS IN FY22 TO 38 EVENTS IN FY23.



### 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. Berkeley Dining is also a source for student employment.



## Cal 1 Card Office

### 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.



### GOALS

- Implement UGryd for an improved student experience at Cal 1 Card debit merchant locations – including Grubhub for order ahead and delivery!
- Upgrade the card printing software / hardware to ensure improved reliability and effectiveness in the card production process.
- Add display monitors to improve the student experience after joining the Qless virtual queuing system for Cal 1 Card service requests.

### DATA COLLECTION METHODS

CS Gold, UGryd, and Qless systems data analysis

### 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.

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.



## Over 28,500

CARDS PRINTED USING THE NEW PRINTING SOFTWARE / HARDWARE.

## Over 4,500

CAL 1 CARD DEBIT TRANSACTIONS FROM 1,731 UNIQUE USERS.



## Over 17,400

PATRON INTERACTIONS MANAGED VIA QLESS.

### WHAT OUR WORK MEANS TO THE CAMPUS

Cal 1 Card staff provide the means by which students verify their identity, affiliation, and eligibility for access to campus facilities and essential services which are fundamental to a holistic student experience (e.g. Residential Housing, Cal Dining, Recreational Sports, Library, Tang Center, Transportation, etc.).

 [calicard.berkeley.edu](http://calicard.berkeley.edu)  
[calicard@berkeley.edu](mailto:calicard@berkeley.edu)  
510-643-6839

# Cal Housing Administration

## PROGRAM DESCRIPTION

Cal Housing received 12,484 housing applications. A lawsuit threatened to reduce first-year admissions, but state legislation in March allowed admission for planned numbers. However, Housing proceeded with mitigation plans to accommodate more continuing students, resulting in only first-years receiving housing priority. Summer Conference Housing replaced Kx software with the StarRez platform used by Cal Housing Administration. YouVisit was implemented for an engaging and immersive online room tour experience. Our Off-Campus Housing Fair was our largest ever with over 40 participating properties.



## GOALS

- Expand bed capacity without constructing new buildings by converting larger double rooms with available square footage into triple occupancy rooms.
- Revitalize the Summer Conference Housing Internship program to exceed 50% of pre-pandemic bed capacity.
- Explore opportunities to enhance the equity of Housing Administration processes for students.

## 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. The Summer Conference Housing team helps groups with meeting spaces, sleeping accommodations, and dining services to fit their programs needs. 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 year round. Cal Rentals specifically assists its clientele in making

informed choices concerning their off-campus 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.



HOUSING  
**8,556**  
undergraduate

**370**  
graduate students

**871**  
family  
apartment  
units

IN THE FALL.

BED NIGHTS FOR  
SUMMER CONFERENCE  
HOUSING IN SUMMER  
OF 2022:

**62,814**

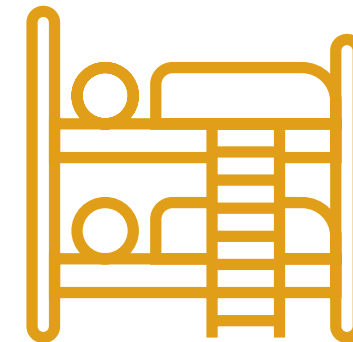
BED NIGHTS (COMPARED TO  
122,389 IN SUMMER 2019)

**5,809**

RESIDENTS (COMPARED TO  
10,536 IN SUMMER 2019)

**1,111**

YOUVISIT - DURING ITS FIRST WEEK, OUR HOUSING YOUVISIT TOUR RECEIVED 1,111 UNIQUE VISITORS AND 1,298 VISITS, AVERAGING 7 MINUTES PER VISIT WITH AN AVERAGE OF 30 "INTERACTIONS".



**107**

CONFERENCE GROUPS  
(COMPARED TO 225 IN  
SUMMER 2019)

## WHAT OUR WORK MEANS TO THE CAMPUS

We offer students and conference guests 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 5 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.



### GOALS

- Improve enrollment to ensure classrooms are fully utilized and the maximum number of families are served.
- Evolve the support structure of ECEP to rely on more Site Supervisors at each child development location, in addition to more experienced Teacher 2 level staff in the classrooms thus creating career progression for staff and a better experience for families.
- Improve communication and marketing with stakeholders in order to make services more accessible and timely.

### DATA COLLECTION METHODS

- Enrollment phone calls and email inquiries to be tracked on Spreadsheet for the central number and at each specific ECEP center
- Enrollment Progress Tracking Spreadsheet
- Recruitment Tracking Spreadsheet monitored by HR and ECEP
- Communication Tracking about Tours and Tour Schedules by ECEP

 [ece.berkeley.edu](http://ece.berkeley.edu)  
[ecep@berkeley.edu](mailto:ecep@berkeley.edu)  
 510-642-1827



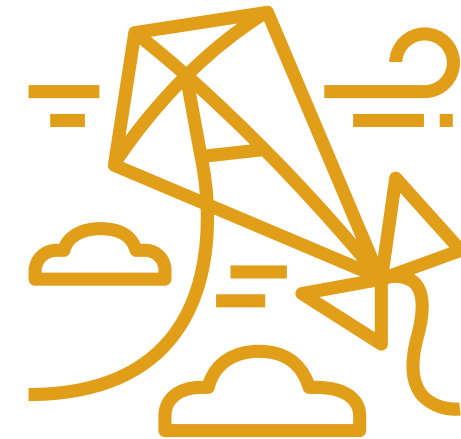
## 2

IN FY23, WE HIRED TWO SITE SUPERVISORS (INTERNAL PROMOTIONS AND WE ARE CURRENTLY HIRING FOR ONE MORE (TO MAKE A TOTAL OF FOUR).

opportunities for students enrolled in several undergraduate and graduate university courses and supports important academic research in early development and learning science.

# 191 Children

IN FALL 2022, WE ENROLLED 183 (81% CAPACITY) CHILDREN AND IN SPRING 2023 WE INCREASED TO 191 CHILDREN (84.5% CAPACITY).



### WHAT OUR WORK MEANS TO THE CAMPUS

ECEP provides direct services to campus Faculty, Staff and Students. Child Care means access for parents to participate fully while on campus in their individual capacities. While ECEP supports recruitment and retention for all campus groups (including faculty), many student parents are first-generation college students from underserved communities with competitive offers who choose Berkeley because of ECEP.



## Custodial Services

### PROGRAM DESCRIPTION

We are taking on the state-of-the-art custodial equipment available to lesson staff repetition at work (for example, using an autonomous vacuum cleaner to handle carpeted hallway floors instead of three staff members doing the vacuuming - enabling staff to complete non repetitive tasks and avoid related injuries).

We have also purchased two Tropos Motors electric cargo vehicles to enhance the way we work in a safer manner to maintain better staff body mechanics. We are also lessening our gas vehicle needs.

### GOALS

- Striving for positive mental health and inclusion among custodial staff.
- Providing safe and ergonomic tools for custodial staff.
- Joining the cleaner air program and lessening emissions.

### 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 aging system items (HVAC, electrical, plumbing, etc.) through planned work



### WHAT WE DO

**C**ustodial Services provide a clean and safe environment for residents and staff in the areas following:

- University-owned single student housing (approximately 7500 beds in residence halls, suites and apartments)
- Unit central buildings (includes offices, meeting rooms, gyms, program spaces, laundry rooms and restrooms)
- Family housing at University Village in Albany (974 apartments housing approximately 2,700 people, laundry rooms, community centers, offices, academic/social spaces and resource centers)



- Residential Student Services Building (RSSB)
- 5 Early Childhood Education Centers
- Underhill parking structure
- Summer housing which serves approximately 18,000 guests across 250 conferences as well as over 2,500 beds in summer programs. This time also results in an additional 120 limited staff being hired for 3 months with the same number of supervisors as the rest of the year.
- Student Union buildings, including Martin Luther King, Eshleman hall, Art Studio, Alumna Hall and Anthony Hall.

### 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.

**\$2000**

VEHICLE MAINTENANCE COST REPAIR SAVINGS UP TO \$2000 A YEAR.

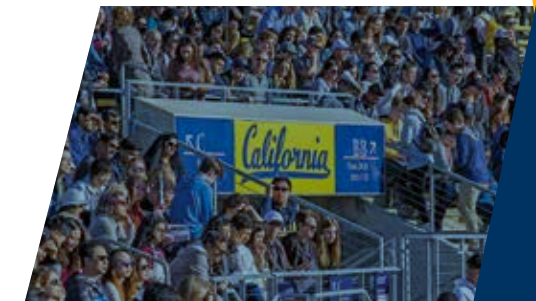
**\$1000**

GAS SAVINGS UP TO \$1000 A YEAR.



**6 hours**

WEEKLY SAVED FROM STAFF REPETITION TASKS.



 [mkinnard@berkeley.edu](mailto:mkinnard@berkeley.edu)  
1-510-643-2676



## Design and Project Services

### PROGRAM DESCRIPTION

Design & Project Services is particularly focused on improving safety and security, refreshing interior and exterior spaces, and creating processes for planning and prioritizing projects. During summer 2023, the team refreshed Freeborn and Griffiths Hall, both of which have 287 and 283 occupants respectively, and increased capacity at Channing Bowditch, converting 41 rooms from doubles to triple occupancy. Thirty temporary quad rooms were also created to expand occupancy in RSSP for a total addition of 120 beds.

### GOALS

- Improve the physical environments of residential units to enrich the student and community experiences, with particular focus on ADA accommodations.
- Support Housing, Dining, and Early Childhood by providing design and management of projects specifically in response to enrollment needs. Expand capacities at facilities as appropriate and in compliance with code.
- Upgrade safety and security across the RSSP portfolio, with particular emphasis on elevator upgrades, security fence and gate installations as appropriate, safety railings, signage, and improvement of secured access. Upgrade at least one elevator per year, ensuring the elevators with the poorest performance receive priority. Provide fencing to units in need of heightened security – complete at least one project per year.
- Refresh at least two buildings per year to include safety improvements as well as enhancements focused on creating greater senses of belonging.

### DATA COLLECTION METHODS

Data was collected through project documentation.



### WHAT WE DO

**D**esign & Project Services includes a team of architects, designers, and project managers who help to define quality and design standards, hold information on assets, plan and guide improvements to interior and exterior spaces that are part of Residential and Student Services Programs with an emphasis on minimizing impacts to the campus and communities.



120

CREATED 120 ADDITIONAL BEDS THROUGH THIRTY TEMPORARY QUAD ROOMS.

570

OCCUPANTS SERVED BY REFRESH OF FREEBORN AND GRIFFITHS HALL

41

ROOMS CONVERTED FROM DOUBLE TO TRIPLE OCCUPANCY AT CHANNING BOWDITCH.

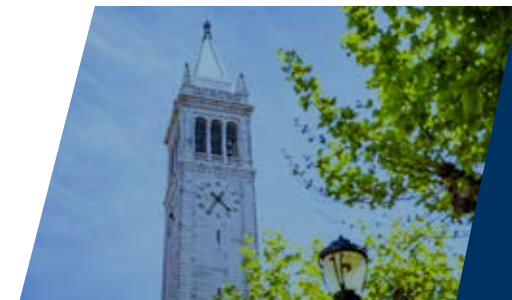


ADA

ADDED ADA COMPLIANT SIGNAGE TO UNIT 3 BUILDINGS.

Upgraded

THE ELEVATOR AT CUNNINGHAM AND PROVIDED ADDITIONAL IMPROVEMENTS, INCLUDING SAFETY RAILINGS AND NEW APPLIANCES.



[studentaffairs.berkeley.edu/residential-student-service-programs](mailto:studentaffairs.berkeley.edu/residential-student-service-programs)  
[rsspdesignprojects@berkeley.edu](mailto:rsspdesignprojects@berkeley.edu)

# Maintenance, Trades, and Grounds

## PROGRAM DESCRIPTION

We provide 24/7 maintenance, repairs and improvement of facilities infrastructure in occupied and unoccupied buildings that meet University and State regulations, ensuring the safety and comfort of our residents and campus community. We also manage response in major emergencies and unexpected events such as water, fire, equipment failure and power shutdowns that affect our facilities to ensure the safety and security of our residents, staff and visitors.

## GOALS

- Promote a high performance organization through organizational learning and knowledge sharing, and career support and development
- Improve turnaround times for work orders to enhance student/customer satisfaction.

## DATA COLLECTION METHODS

We utilize a maintenance management system [TMA] that helps the organization to track the status of maintenance tasks, such as day to day service requests and equipment maintenance and repairs. The work order system centralizes maintenance information and facilitates the process of maintenance, schedule maintenance and track work orders which provides various reports on labor, parts and time.



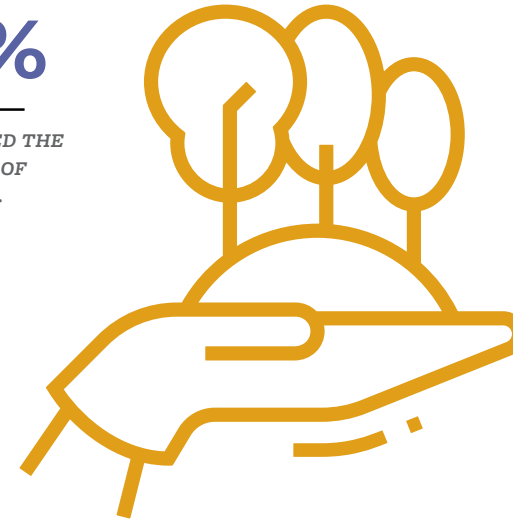
## WHAT WE DO

The Maintenance, Trades, & Grounds unit is a multidisciplinary team of professionals responsible for overseeing and administering all aspects of facilities infrastructure, maintenance activities, and groundskeeping across the RSSP portfolio. Our team is responsible for providing a safe, clean, accessible and effective physical environment that minimizes hazards and risks to students, visitors, faculty and staff.



# 100%

OF STAFF SIGNED THE COMPLETE SET OF COMMITMENTS.



## WHAT OUR WORK MEANS TO THE CAMPUS

We exist to provide high quality maintenance and repairs services including a physical environment that minimizes hazards and risks and to improve the overall quality of life of our students and the populations that we serve in a professional way.



# Efficient

QUALITATIVE FEEDBACK FROM END USERS SHOWS THAT RESPONSE TIMES ARE FASTER AND WORK IS BECOMING MORE EFFICIENT.

# New process

DESIGNED AND IMPLEMENTED A NEW PROCESS TO MAKE STAFF AWARE OF THEIR ROLES AND RESPONSIBILITIES, TOP TEN BEHAVIORS AND EXPECTATIONS, UCB PRINCIPLES OF COMMUNITY, CUSTOMER SERVICE, RESPECT AND CIVILITY COMMITMENTS, RSSP VISION, MISSION AND VALUES AND STRATEGIC PRIORITIES.

[studentaffairs.berkeley.edu/residential-student-service-programs/](mailto:studentaffairs.berkeley.edu/residential-student-service-programs/)  
[armenta\\_gutierrez@berkeley.edu](mailto:armenta_gutierrez@berkeley.edu)  
510-520-5735



# Residential Operations

## PROGRAM DESCRIPTION

Residential Operations manages UC Berkeley's residential student housing units, runs each unit's Front Desk as a student-facing central hub for information and support, distributes mail and packages, and provides administrative and logistical support to workers across RSSP's many departments.

## GOALS

- Pilot new processes to improve administrative and technical services to our resident population
- Maintain safety and security by conducting monthly inspections and monitoring work order requests submitted by staff/students
- Support residential life programs through monthly meetings on facilities-related tasks
- Support academic achievement by providing access to clean, safe, comfortable shared living, study, and recreation spaces

## DATA COLLECTION METHODS

We utilize TMA for our work order system, which provides various reports on labor, parts, time, and outside vendors and StarRez to track and collect the data for packages.



**Unit 1**  
u1admin@berkeley.edu  
(510) 642-3141

**Unit 2**  
uzadmin@berkeley.edu  
(510) 642-3143

**Unit 3**  
uzadmin@berkeley.edu  
(510) 642-5391

**Foothill**  
fhadmin@berkeley.edu  
(510) 642-9703

**CKC**  
ckcadmin@berkeley.edu  
(510) 642-6290



## WHAT WE DO

**F**acilities Management manages the central hub of housing and facilities services for each unit which includes approx 7500 beds in one-campus residence halls, suites, and apartments; 974 apartments housing approximately 2,700 people in family housing at University Village in Albany, laundry rooms, community centers, offices, academic/social spaces and resource centers. Facilities Management includes:

- Front desk student service centers
- Mail and package delivery and handling
- Academic Center collaborative space management



- Liaison support to Master Lease Agreement (MLA) properties
- Coordination with Residential Life and other campus partners to support student programs and activities
- Key/Fob management and security protocol enforcement
- Planning and management of student move-in and move-out process

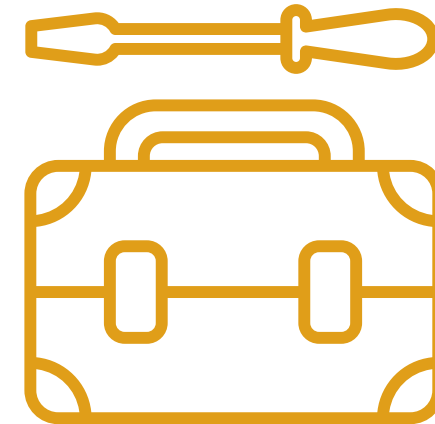
## WHAT OUR WORK MEANS TO THE CAMPUS

We support the mission of the university, personal growth, and academic achievement by providing a safe, comfortable, and inviting housing experience for new and continuing students during their critical introduction to life at UC Berkeley.



# 1,000+

PACKAGES (AT EACH UNIT) COLLECTED AND PROCESSED WEEKLY



# 35,000+

MAINTENANCE WORK ORDERS ANNUALLY INCLUDING ~3000 AFTER HOURS EMERGENCY CALLS

# Student Affairs Information Technologies (SAIT)

## PROGRAM DESCRIPTION

SAIT continued to provide innovative technology solutions for Student Affairs departments and directly to students through our Student Technology Services and Student Technology Equity Program (STEP). In addition to the five strategic priorities outlined below, we also contributed to major campuswide technology initiatives this year, including the Comprehensive Curriculum Management System enhancement project, Gender Recognition & Lived Name policy implementation, and Network User Experience improvements.



## GOALS

- Increase student technology equity through establishing and securing sustainable funding for STEP (Student Technology Equity Program)
- Continue to hone and nurture SAIT's commitment to DEIB values by completing training to increase awareness of implicit bias and reduce its impact at the University.
- Replace and expand Berkeley Dining point-of-sale system to ensure more reliable and seamless access to dining options for students.

## DATA COLLECTION METHODS

- Data were collected through program records of technology distribution, along with surveys that provided qualitative insights into participants' experiences.
- Completion was tracked electronically through the UC Learning Management System, ensuring that all employees met the goal in support of SAIT's commitment to diversity, equity, inclusion, and belonging.
- Transaction reports and user feedback provided information about the usage of the new point-of-sale system and its features.

## WHAT WE DO

**S**AIT provides technology direction and support to the Division of Student Affairs, and technical support, education, and hands-on learning and leadership opportunities for students. Our deep understanding of students' and staff needs, coupled with our technical expertise, make SAIT a trusted partner, committed to an excellent customer experience.

As an organization, SAIT is committed to fostering a welcoming environment with inclusive and high-performing teams. Our nationally-recognized student IT leadership program allows us to provide our services while training student employees and preparing them for professional roles after graduation. Driven by a



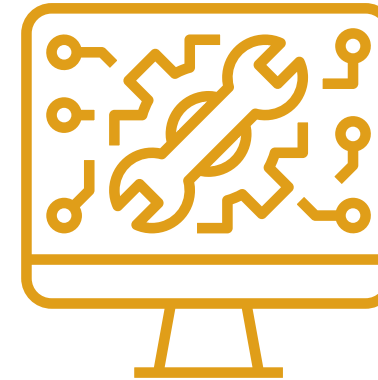
clear mission to make a meaningful impact on campus, SAIT has a strong, positive workplace culture, and our staff take pride in SAIT being a great place to work.

# 1,229

INCREASED DIGITAL EQUITY BY ESTABLISHING STEP PROGRAM AND FUNDING MODEL THAT PROVIDED 1,229 STUDENTS THE TECHNOLOGY REQUIRED FOR FULL PARTICIPATION IN INSTRUCTION & LEARNING.

## Modernized

MODERNIZED POINT OF SALE SYSTEM, WHICH ENABLED CONVENIENT FEATURES SUCH AS TAP-AND-PAY, AND INCREASED SECURITY FOR STUDENTS AND OTHER DINERS.

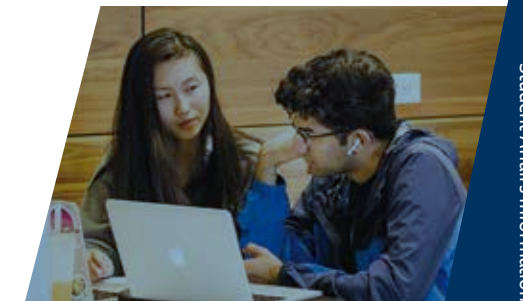


# 100%

OF SAIT EMPLOYEES COMPLETED UC SYSTEMWIDE HR MANAGING IMPLICIT BIAS CERTIFICATE.

## WHAT OUR WORK MEANS TO THE CAMPUS

SAIT is the only IT department on campus focused on supporting the student experience. We advance the mission of the world's greatest public research university, and specifically the Student Affairs' strategic priorities of Transforming the Student Experience; Culture of Equity, Inclusion & Belonging; Financial Stability; Health Justice & Holistic Well-Being; and Organizational Behavior and Development.



**Student Technology Equity Program:**  
[studenttech.berkeley.edu/step](mailto:studenttech.berkeley.edu/step)  
[sait.berkeley.edu](mailto:sait.berkeley.edu)  
[itcshelp@berkeley.edu](mailto:itcshelp@berkeley.edu)  
 510-664-9000 op. 1

**Student Technology Services:**  
[studenttech.berkeley.edu](mailto:studenttech.berkeley.edu)  
[sts-help@berkeley.edu](mailto:sts-help@berkeley.edu)  
 510.642.HELP



## 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 in alignment with our strategic plan.

### GOALS

- To provide short- and long-term financial planning, analysis, and communication of outcomes to stakeholders
- To develop policies and procedures that support transparent and equitable allocation of resources in alignment with our strategic plan
- To maintain compliance with state, local, federal, and UC policies and procedures

### 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, budgeting, 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

**S**tudent 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.

**5,000+**

FINANCIAL AID CHECK AND FUND TRANSFERS TOTTALLING \$17.6M WERE PROCESSED BY THE FINANCIAL SERVICES UNIT, AS WELL AS OVER 8,200 SERVICE REQUESTS



**1,600+**

PURCHASE ORDERS, 680+ BLUCARD TRANSACTIONS, AND 90+ PROCUREMENT PROJECTS COMPLETED IN FY23, RESULTING IN \$1.2M SAVINGS TO DIVISION

### WHAT OUR WORK MEANS TO THE CAMPUS

Providing financial stability in support of one of the largest and most diverse divisions on campus enables Student Affairs to maintain and improve essential services that enrich the student experience. Employing financial controls and planning in times of economic uncertainty is critical for supporting campus growth for current and future students.



**\$682.4M**

MANAGED THE STUDENT AFFAIRS BUDGET OF \$682.4M IN EXPENSES

# Independent Hearing Officer

### PROGRAM DESCRIPTION

This past year was one of transition for the IHO program. The interim IHO built on prior recruitment and training successes and aimed to efficiently administer formal hearings, continuing to do so in a largely remote format. The university-wide IHO search committee recruited a new IHO beginning in Spring 2023, laying the foundation for longer-term initiatives, such as an ongoing analysis process for formal hearings.



### GOALS

- Recruit, select, and train a diverse pool of Berkeley community members to serve as panelists
- Engage in timely and equitable processes for resolution via formal hearings
- Recruit a permanent IHO to ensure future strategic planning and projects for the IHO program

### DATA COLLECTION METHODS

- CSC ran a report in the Advocate software to determine the number of hearings that took place between 7/1/22-6/30/23
- IHO reviewed the training materials from the spring of 2023 to determine the number of new panelists
- IHO reviewed the spreadsheet of Committee on Student Conduct to determine the number of committee members

## WHAT WE DO

The Independent Hearing Officer (IHO) is a University staff member within the Vice Chancellor for Student Affairs' Immediate Office who is entrusted with the responsibility of ensuring the equitable administration of formal proceedings described in the Code of Student Conduct (Code). The IHO accomplishes this through a student-centered process that aims to promote student development and accountability. The IHO convenes the formal hearing process and determines procedural and evidentiary matters as part of their oversight of the formal process. The IHO and Center for Student Conduct (CSC) provide complementary services to the campus community in their distinct roles and through their responsibilities of resolving

allegations of violations of the Code. The IHO also recruits and trains members of the campus community (faculty, students, and staff) to serve on the Committee on Student Conduct as part of the administration of the formal process.

## Trained

FACULTY, STAFF, AND STUDENTS TRAINED AS NEW PANELISTS IN SPRING 2023: 16



44

AS OF JUNE 1, 2023, TOTAL NUMBER OF FACULTY, STAFF, AND STUDENT MEMBERS OF THE COMMITTEE ON STUDENT CONDUCT: 44, COMPARED TO 33 MEMBERS IN 2021-22

34

FORMAL HEARINGS: 34, COMPARED TO 36 IN 2021-22

### WHAT OUR WORK MEANS TO THE CAMPUS

The IHO 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 IHO also ensures that the Code of Student Conduct is being administered appropriately and equitably.





## The Ombuds Office for Students and Postdoctoral Appointees

### PROGRAM DESCRIPTION

The Ombuds Office met with its second-highest number of visitors on record during the 2022-23 academic year. The majority of its visitors were undergraduate students who, more often than not, requested the clarification of unclear policies and procedures.

### GOALS

- Provide a confidential, neutral, informal, and independent problem-solving resource to the student and postdoc communities, which includes the services of clarifying policy/procedure, conflict and communication coaching, individual consultation, mediation, and referrals.
- Assist to develop and inform visitors of their individual options for resolving their university-related issues with an aim to finding a solution at the lowest possible level.

### DATA COLLECTION METHODS

The Ombuds Office does not keep records of specific cases or individual visitors. For data collection purposes, however, it maintains anonymized records, tracking only demographic and nature of concern(s) information. Student and postdoc visitors are given the option to voluntarily disclose their demographic information, knowing their responses will be anonymous and not be connected to their individual cases. Demographic data is not requested of other parties wishing to consult on student and/or postdoc-related matters.



### WHAT WE DO

**T**he Ombuds Office assists students and postdoctoral appointees (individuals and groups) in the resolution of their university-related concerns, conflicts, and challenging situations.



234

TOTAL VISITORS

46%

OF VISITORS WERE  
UNDERGRADUATE STUDENTS



95%

OF UNDERGRADUATES  
REQUESTED CLARIFICATION  
OF UNCLEAR POLICIES AND  
PROCEDURES

### WHAT OUR WORK MEANS TO THE CAMPUS

The Ombuds Office provides a confidential space for visitors to raise concerns, guides them in exploring options, and is uniquely positioned to bring systemic issues to the attention of the organization so it may make informed business, policy, and management decisions.



sa.berkeley.edu/ombuds  
510-642-5754

No email, for  
confidentiality  
purposes

## 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.

### GOALS

Student Affairs Communications helps students navigate and thrive on campus by using our creative skills and communications expertise. We:

- Serve as a strategic partner both to the departments within the division and across campus.
- Use our creative skills and communications expertise to reach students and to reach students in a way that resonates with them.
- Help students navigate campus offices, services, resources, etc.

### DATA COLLECTION METHODS

- Data gathered via RecSports. Summer camp enrollment 98.6% full in 2023. With a move to strategically spend on digital vs. print advertising, we spent much less, from \$59K in 2019 to \$18K in 2023.
- The accessibility scores were gathered at the time of launch for all new Student Affairs websites via Siteimprove, the official tracking tool used by the University of California.
- TikTok views tracked via Sprout Social from July 1, 2022, to July 1, 2023.



### WHAT WE DO

**S**tudent Affairs Communications partners with departments to provide communications that support the division's strategic priorities of Transforming the Student Experience; Culture of Equity, Inclusion & Belonging; Financial Stability; Health Justice & Holistic Well-Being; and Organizational Behavior & 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.

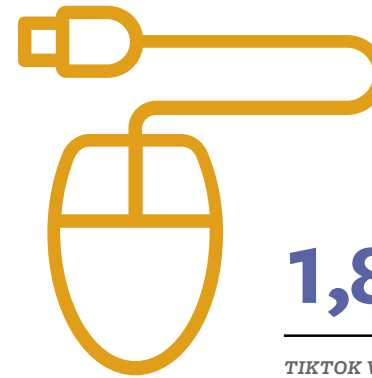


**98.6%**

CAMP ENROLLMENT  
WHILE SAVING 69.5% OF  
ADVERTISING SPEND

**95/100**

AVERAGE WEBSITE ACCESSIBILITY SCORE  
AT LAUNCH



**1,805,654**

TIKTOK VIEWS

### 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.



[sa.berkeley.edu/sacomms](https://sa.berkeley.edu/sacomms)  
[sacomms@berkeley.edu](mailto:sacomms@berkeley.edu)  
510-642-3784



## 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. ACHA publishes multiple “best practices” and professional guidelines for college health, mental health, and wellbeing, including Standards of Practice for Health Promotion in Higher Education.

### **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.

### **HECMA — 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.

### **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 education, certification, 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.







**Berkeley** Division of  
UNIVERSITY OF CALIFORNIA Student Affairs