



2021

22

Division of Student Affairs Impact Report



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

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

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Letter from the Vice Chancellor for Student Affairs

On behalf of the Division of Student Affairs, I am pleased to present our 2022 Impact Report. This report is designed to share important data points that describe the work in which we have been engaged as the largest division on campus. More importantly, my hope is that it will paint a lively picture of how we serve our various constituency groups by embodying our mission that “builds, shapes, and enhances student experiences at Berkeley and propels students to achieve their visions of success.”

We have so many successes and achievements to celebrate this year. A few highlights include:

- We received 147,599 admissions applications for freshmen and transfer students, our largest number ever.
- Our Student Engagement and Diversity fundraising team raised \$393.4M, a 99% increase in total dollars raised from FY21 and they are still going strong.
- The Public Service Center and Student Environmental Resource Center (SERC) collaborated with Berkeley Social Welfare to establish the inaugural class of College Corps Fellows as part of the #CaliforniansForAll College Corps.
- Various units within our division collaborated with each other and with other campus entities to help our campus, and more importantly our students, continue to recover from the impacts of the global pandemic.
- We launched a 12-session Enhancing Diversity Equity Inclusion Belonging and Justice (DEIBJ) Fluency Series specifically designed for Student Affairs, and have 61 Senior Leaders (executives and their direct reports with management and strategic oversight) participating to date.

While we continue to manage day-to-day needs and challenges, we are also planning for the future. Our strategic plan provides the structure and roadmap for a renewed commitment to achieving our collective vision and mission. This effort will now enter the second year of implementation, and I am eager to see the strides we make as we work together to improve the student and divisional staff experience. As we continue to emerge from the impacts of the pandemic, we need the types of rejuvenation and creative thought that this planning process provides. The five priority areas include:

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

We have a committed, dynamic, and creative team in the Division of Student Affairs. I am grateful for their tireless efforts in providing every student a remarkable co-curricular experience. The report is a testimony to their collective work.

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

 @DrSteveSutton



**Student
Development
Theory and
Introduction**

Student Development Theory

Using academic research to inform student affairs programs

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

College campuses have changed as a result of the pandemic, 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.



Illuminating the Path Forward



We will remember this academic year as one heavily steeped in transition. We've assisted a once-nearly empty campus with reopening, restarted services, and watched as our beloved university came alive and thrived again. We've learned many lessons along the way, several best practices in service of our students, and are finally seeing a clearer path forward to co-existing with COVID-19. There is much to be grateful for as we navigate our new normal, including reuniting our Student Affairs family and making it through the most challenging times.

Despite pandemic setbacks, we have not only persevered as an organization but are progressing in the implementation of the division's strategic plan priorities: redefining the student experience; creating a culture of equity, inclusion, and belonging; advancing financial stability; fostering health justice and holistic well-being; and promoting organizational behavior and development. We've created a hazing response strategy to effectively respond to campus climate incidents and a division-wide report concerning workforce demographics. We've established a partnership with the ASUC Student Union and Cal Dining on three new restaurant concepts in the MLK Jr. Building and have begun analyzing

our resources to improve access to care. We are also beginning to tackle our Student Life Master Plan, which will set the stage for a more integrated approach for students navigating our services.

In addition, we have done important work to support the Chancellor's strategic initiatives. The Office of Undergraduate Admissions' holistic review process has led to some of the most diverse classes we have ever seen at Berkeley. By comparison to Fall 2018, Fall 2021 saw a 27% increase in new undergraduate Black students, a 46% increase in new undergrad Latinx students, and a 17% increase in new undergraduate Native American students. New student housing continues to be critical to our growth and success, as we brought on 145 additional beds in January 2022 with the opening of Intersection Apartments. We also remain excited about the prospect of breaking ground on the long-awaited People's Park Housing Project in the coming months, which will bring more than 1,100 new beds for first-year students, as well as Anchor House and Albany Village, which will bring more than 1,500 new beds combined.

It's time to take pride and reflect on how far we've come and what we aspire to be as a division moving forward. It's with sincere gratitude that we share this year's report with you.



Prioritizing the Student Life Master Plan

In July 2022, we embarked on a new initiative, the Student Life Master Plan, to enhance the student experience on campus. Considered a subset of the campus' long-range development plan, the goal of the plan is to be more intentional in how we use our physical space to make it easier to service our students, especially with the desire for more remote options. While our strategic plan focuses on a collective vision for the programs and services we see for the next 4-5 years, the Student Life Master Plan focuses primarily on physical spaces needed for the next 10+ years.

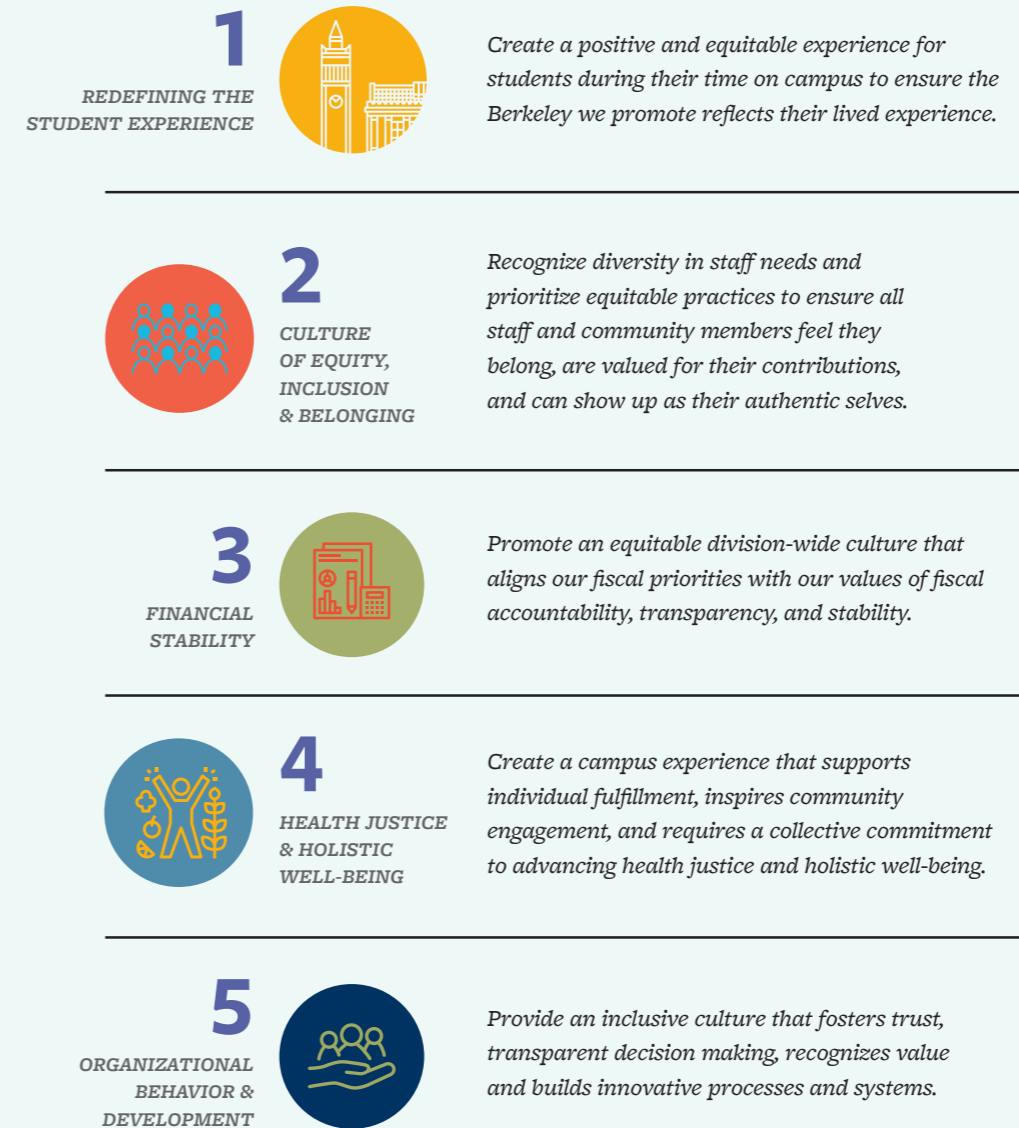
This plan, which is currently in the discovery phase, will take into account the following considerations:

- Exploring how our student services space and student space are integrated throughout the campus, with the possibility of creating dedicated or standalone buildings.
- Identifying services or resources that would be advantageous to have adjacent to Student Affairs services (i.e., equity & inclusion, health services, a makerspace, or library facilities).
- Consolidating spaces that would improve the student experience and/or Student Affairs operations.
- Planning for growth in space for student services and student communities.
- Preparing for how and when we renovate, rebuild, and create new spaces that meet the emerging needs of our changing student body.
- Taking the strategic steps that enable the planning recommendations we have outlined with available capital resources.

We will partner with Capital Strategies, Equity & Inclusion, and Undergraduate Education on this plan's initial discovery, analysis, and documentation phase.

Implementation of the Strategic Plan

As we pivot from the work we plan to do to the work we have currently underway, this year we began our implementation phase of the strategic plan. We are excited to see our collective hard work be put into action. We began the process by identifying first-year initiatives from within our five strategic priorities (see graphic). Once identified, these initiatives were championed by their Priority Leaders and Initiative Owners, who have enlisted working group members from throughout the division. Today we celebrate the notable progress we have made, and express our commitment towards realizing our future plans.



Redefining the Student Experience

By Sunny Lee (she/her), Associate Vice Chancellor & Dean of Students, and Alfred Day (he/him), Interim Assistant Vice Chancellor for Student Engagement & Support

Our first strategic priority aims to create a positive and equitable experience for students during their time on campus to ensure the Berkeley we promote reflects their lived experiences. As part of our first-year initiatives work, we have:

- Created a hazing response strategy and continue to develop a framework for bias prevention and response to effectively respond to campus climate incidents and consider preventative measures by enhancing education.
- Created the foundation for a student advisory board that addresses the equity conversations from the undergraduate and graduate student perspectives.
- Continued to develop a hybrid model (remote and in-person) of engagement and support for the Dean of Students portfolio to be potentially applied more broadly to student support services.
- Partnered with Graduate Division to create resources and opportunities to enhance graduate student life.

90%

OF FIRST YEARS FEEL LIKE THEIR TRANSITION TO UC BERKELEY WAS SMOOTH

89%

OF TRANSFER STUDENTS FEEL LIKE THEIR TRANSITION TO UC BERKELEY WAS SMOOTH

28%

OF ENROLLED STUDENT FAMILIES IN THE EARLY CHILDHOOD EDUCATION PROGRAM RECEIVE SUBSIDIZED TUITION

94%

OF STUDENTS FEEL LIKE THEY BELONG AT UC BERKELEY (6% INCREASE FROM 2020)

88%

OF FIRST YEARS FEEL LIKE THEY HAVE A GROUP OF PEERS THEY ARE CONNECTED TO

82%

OF TRANSFER STUDENTS FEEL LIKE THEY HAVE A GROUP OF PEERS THEY ARE CONNECTED TO

85

BYSTANDER INTERVENTION TRAININGS, COLLEGIATE RECOVERY MEETINGS, AND RECOVERY PROGRAMS WERE HELD

145

APARTMENT BEDS ADDED FOR SINGLE GRADUATE STUDENTS IN JANUARY 2022 WITH THE DONATION OF INTERSECTION APARTMENTS

Culture of Equity, Inclusion & Belonging

By Bahar Navab (she/her), Assistant Vice Chancellor and Chief of Staff and Layla Naranjo (she/her), Interim Executive Director of Administration

Our second strategic priority focuses on advancing Diversity, Equity, Inclusion, & Belonging (DEIB), enhancing the student and staff experience, ensuring equitable practices, fostering belonging, and ensuring all members of our community can show up as their authentic selves. As part of our first-year initiatives work, we have:

- Developed an accountability mechanism to track divisional actions for multiple undergraduate diversity initiatives, including the Hispanic-Serving Institution (HSI) Initiative, the African American Initiative, and others. These initiatives came out of the campus' Undergraduate Student Diversity Project, which launched at the end of 2018 and speaks to the student experience from pre-admission to campus climate.
- Followed up on recommendations from the 2018-19 classification and compensation review process, and developed comprehensive recommendations for identifying and addressing pay inequities and maintaining future pay equity.
- Identified barriers to access to opportunities that result from structural design. Developed recommendations for equitable access to information and participation in divisional classes, presentations, professional development opportunities, and staff engagement events to ensure more inclusive participation.
- Designed a curriculum to enhance the Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) fluency of Student Affairs senior leaders. The 12-session series launched in May 2022.

61

STUDENT AFFAIRS SENIOR LEADERS WHO ARE PARTICIPATING IN THE 12-SESSION ENHANCING DEIBJ FLUENCY SERIES, WHICH LAUNCHED IN MAY 2022



105

STUDENT AFFAIRS STAFF WHO PARTICIPATED IN DIVISIONAL DEIBJ TRAININGS IN SPRING 2022

116 & 3,997

DEI PROGRAMS AND ATTENDEES, RESPECTIVELY, HELD THROUGH THE CAREER CENTER THIS ACADEMIC YEAR

6,788

PAGE VIEWS TO BERKELEY EN ESPAÑOL PAGES ON THE ADMISSIONS AND ADMIT WEBSITES

>\$70,000

PROFESSIONAL DEVELOPMENT FUNDS DISTRIBUTED TO STUDENT AFFAIRS EMPLOYEES, WITH AN ADDITIONAL \$10,000 USED FOR DIVISIONAL TRAININGS



Financial Stability

By Kate Jordan Steiner (she/they), Chief Financial Officer, and Cruz Grimaldo (she/her/hers, they/them), Associate Vice Chancellor Financial Aid & Scholarships

Our third strategic priority is aligning our priorities with our values of fiscal accountability, transparency, and stability. As part of our first-year initiatives work, we:

- Diversified and expanded non-housing revenue streams, with an emphasis on raising scholarship funds for students and divisional infrastructure.
- Reviewed the divisional funding model, piloted review of division services and staffing through the finance group, leveraged bulk purchasing power between departments and UC campuses, combined and renegotiated existing contracts, used space more efficiently, leveraged centralized offices, and reduced the number of funds and expenses.
- Collaborated with Campus Procurement to identify cost-saving measures and licensing opportunities.
- Identified new financial opportunities, such as the Cal Dining and ASUC Student Union restaurant partnership, to promote campus use of divisional resources.
- Advocated for additional resources from the campus and other stakeholders; clearly communicated division-funding needs and tradeoffs to campus leadership; and promoted sustainable funding models for student support and services, infrastructure, operations and maintenance, and workforce.

\$1.4M

SAVINGS APPROVED IN UCOP'S BENEFITS BANK FROM THE PROCUREMENT TEAM IN FY22 (A \$400,000+ INCREASE FROM FY21)

\$393.4M

RAISED BY THE UDAR STUDENT EXPERIENCE AND DIVERSITY TEAM IN FY22 (A 99% INCREASE FROM FY21)



\$121.7M

REVENUE FROM FY22 ACADEMIC YEAR HOUSING PLUS \$0.5M IN CONFERENCE HOUSING

\$14.1M

REVENUE GENERATED BY REC SPORTS IN FY22

\$4M

GIFT FROM DJ AND SASHI DEB TOWARDS STUDENT MENTAL HEALTH SUPPORT



\$41.8M

GENERATED BY CAL DINING PLUS \$0.7M FROM CAL CATERING IN FY22

\$2.6M

GENERATED BY THE STUDENT UNION IN FY22



Health Justice and Holistic Well-Being

By Guy W. Nicolette, MD, CAQSM, Assistant Vice Chancellor, University Health Services, and Bene Gatzert, MPA (she/her/hers), Chief Strategy Officer, University Health Services

Our fourth strategic priority aims to create a campus experience that supports individual fulfillment, inspires community engagement, and requires a collective commitment to advancing health justice and holistic well-being. As part of our first-year initiatives work, we have:

- Worked with student leaders, including the Associated Students of the University of California (ASUC) and the Graduate Assembly, to critically review existing policies to implement change to further advance health justice appropriately and equitably in Student Affairs.
- Actively engaged with campus partners in planning for pandemic recovery.
- Increased seamless access (i.e., integrated into everyday campus operations) to health, fitness, safety, and well-being activities for the campus community through expanded offerings, in-person and remote locations, and expanded partnerships among University Health Services (UHS), Recreational Sports, Student Affairs Occupational Safety Office, People and Culture, and Employee Health & Safety.
- Developed new resources to replace the use of police for student welfare checks, transportation to health and medical facilities, and as a response to public health needs. Assessed and updated protocols within the appropriate departments or units that limit the use of police for student welfare checks and public health needs.

8,361

STUDENTS USING MENTAL HEALTH SERVICES

24,000

MENTAL HEALTH APPOINTMENTS AND AN OVERALL REDUCED AVERAGE WAIT TIMES TO SEE A MENTAL HEALTH COUNSELOR FROM 15 DAYS TO CLOSE TO 3 DAYS



277,000

COVID-19 TESTS AND 5,000 VACCINES/BOOSTERS PROVIDED TO THE CAMPUS COMMUNITY

37,000

MEDICAL VISITS (50% OF VISITS) WERE DELIVERED BY TELEHEALTH TO STUDENTS, HELPING TO ACCESS CARE QUICKER AND EASIER

1,678

CENTER FOR SUPPORT & INTERVENTION OVERALL CARE REPORTS IN 2021-22

Organizational Behavior and Development

By Jo Mackness, Assistant Vice Chancellor and Chief Operating Officer, and Olufemi Ogundele, Associate Vice Chancellor of Enrollment & Dean of Undergraduate Admission

Last but certainly not least, our fifth strategic priority aspires to create an inclusive culture through fostering trust, transparent decision-making, recognizing value, and building innovative processes and systems. As part of our first-year initiatives work, we have:

- Identified challenges for managers and staff in balancing on-site, hybrid, and remote work.
- Evaluated alternative communication systems that would allow staff to opt in to communications that are of interest and/or relevant to provide easier access to information, consistent messaging, and community building for all staff no matter where they work in Student Affairs.
- Analyzed Student Affairs workforce demographics data at the divisional level to assess for disparities. Developed recommendations and identified areas for further study to mitigate structural barriers and equity gaps.

30

INTERVIEWS CONDUCTED WITH MANAGERS AND STAFF ABOUT THE CHALLENGES AND OPTIONS OF WORKING IN PERSON, REMOTE, OR HYBRID.



14

UNIT SPECIFIC REPORTS AND FINDINGS AROUND WORKFORCE TRENDS PRESENTED TO EACH STUDENT AFFAIRS EXECUTIVE TEAM LEADER.

23

LIVE INTERVIEWS AND EMAIL POLLS WITH CAREER AND STUDENT STAFF ABOUT THEIR USE OF/INTEREST IN COMMUNICATIONS/SOCIAL MEDIA CHANNELS INSIDE AND OUTSIDE OF THE WORKPLACE

28

CONCRETE WAYS STUDENT AFFAIRS CAN BEGIN REMOVING STRUCTURAL BARRIERS AND OPPORTUNITY GAPS THAT IMPEDE THE SUCCESS AND ENGAGEMENT OF UNDER-REPRESENTED STAFF IN THE AREAS OF RECRUITING AND HIRING, INTERNAL CAREER ADVANCEMENT AND INCLUSIVE ACCESS TO OPPORTUNITIES, AND RECOGNITION AND AWARDS.

The Student Affairs Diversity, Equity, Inclusion and Belonging Staff Advisory Board

The charge of the Student Affairs Diversity, Equity, Inclusion, and Belonging Staff Advisory Board is to serve as an advisory body to the Vice Chancellor for Student Affairs and their leadership teams on the holistic staff experience from a diversity, equity, inclusion, 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, and belonging framework to examine the complete life cycle of divisional employees and systems, processes, and structures that staff interact with directly and indirectly. Some examples of areas include community and belonging, divisional communications and messages, and staff development and learning.

This past year, in particular with more staff returning to work in-person, the advisory board served as a connector to and partner with the Vice Chancellor to gain a better insight on the campus climate impacting staff and student experiences. Members elevated not only challenges inside and outside the workplace, but also successful transitions and an increase of community amongst teams. Collectively,



we proposed equitable and solution-oriented strategies to support staff and align to the Student Affairs Strategic Plan.

Along with serving as advisory board to topics at hand, a subgroup of the advisory board members worked together and submitted a funding proposal geared towards “Becoming An Anti-Racist Campus (BAAC)”. The goal is to design a curriculum that reaches across all segments of our division and is proposing a combination of workshops and professional development tools. These workshops include cross-cultural communication, building resilience and liberation through policy and administrative processes, workplace practices for equity and inclusion, and specific workshops geared towards non-English speaking staff (Mandarin, Cantonese, and Spanish) aimed at addressing microaggressions and university resources for staff advocacy.

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

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

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

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

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

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

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

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

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





**Student Affairs
Departments**

Independent Hearing Officer

PROGRAM DESCRIPTION

This past year, the IHO built on prior recruitment and training successes and aimed to efficiently administer formal hearings. The IHO expanded the online training offered through bCourses to meet the unique needs of the Committee of Student Conduct community volunteers in the hybrid environment to prepare them for the increasing complexity of student conduct matters in challenging times. The IHO also partnered with the CSC to provide live training instruction.



OUTCOMES

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

DATA COLLECTION METHODS

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

WHAT WE DO

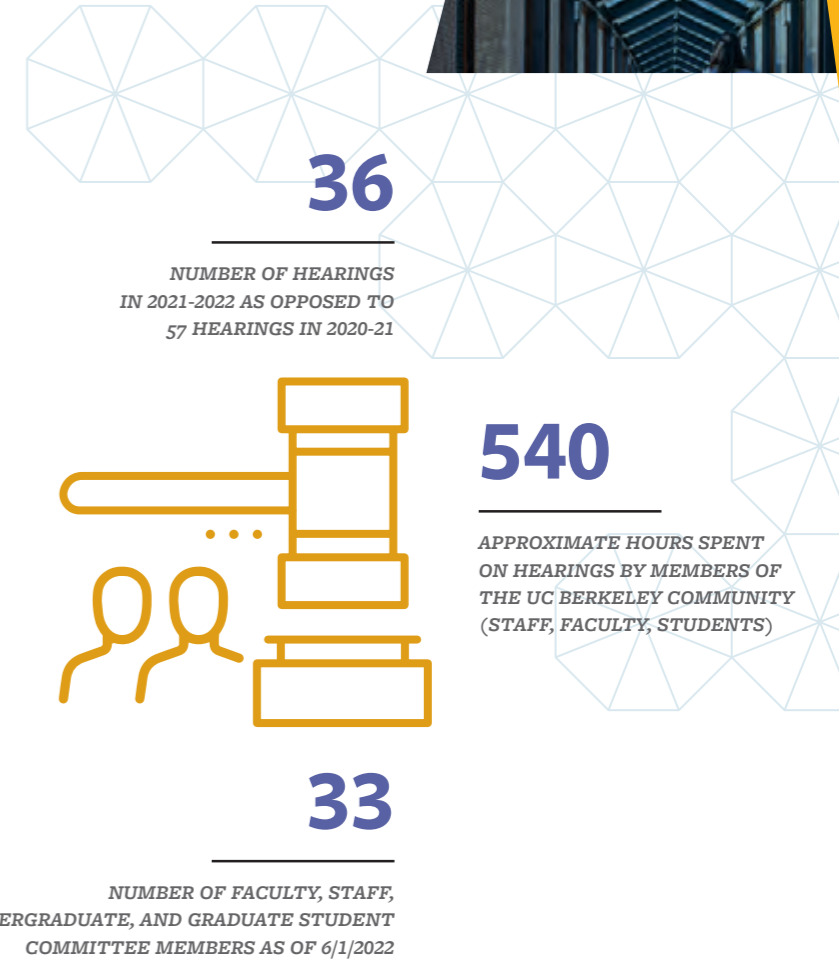
The Independent Hearing Officer (IHO) is a University staff member within the Vice Chancellor for Student Affairs' Immediate Office who is entrusted with the responsibility of ensuring the equitable administration of formal proceedings described in the Code of Student Conduct (Code). The IHO accomplishes 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.

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.



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510.388.8613

The Ombuds Office for Students and Postdoctoral Appointees

PROGRAM DESCRIPTION

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



OUTCOMES

We supported the following learning outcomes and operating goals:

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

DATA COLLECTION METHODS

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

WHAT WE DO

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

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



807

CASE ISSUES IN 2021-22. THE MOST COMMON OF WHICH WERE: APPEAL, COMMUNICATION, GRADES, RESPONSIVENESS, AND UNCLEAR POLICIES/PROCEDURES



38%

OF ALL CASES WERE BETWEEN STUDENT VISITORS AND FACULTY MEMBERS

35%

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

WHAT OUR WORK MEANS TO THE CAMPUS

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

sa.berkeley.edu/ombuds
510.642-5754

No email, for confidentiality purposes

Student Affairs Administration

PROGRAM DESCRIPTION

In 2021-2022, SAA's work focused on maximizing the impact of subject matter expertise in project planning and management, data analytics, and organizational development. The team brought the divisional strategic plan to life through engagement and leadership in various initiatives by taking a deep dive into the most pressing challenges facing the division. SAA partnered with departments in automating processes, supporting organizational change management and strategic thinking, and translating campus systems and requirements.



OUTCOMES

- Leadership relied on the Yield Rates and SIR Targets Executive Dashboard for enrollment management and decision support. The report was presented at the Chancellor's Cabinet.
- Released the FASO Disbursement Report used to monitor Financial Aid disbursement activity to ensure funds are reaching students in a timely manner.
- Added Grow Today Status to the SA Manager's Report to track completion.
- Partnered with Cal Dining to develop a Manager Handbook.

DATA COLLECTION METHODS

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

 sa_administration@berkeley.edu

WHAT WE DO

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



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

~10,000

REPORT VIEWS BY 265 USERS: ACROSS THE STUDENT AFFAIRS REPORTS IN TABLEAU

\$70k

IN APPROVED STUDENT AFFAIRS DEVELOPMENTAL FUNDS PROCESS REQUESTS, WITH AN ADDITIONAL \$10K USED FOR DIVISIONAL TRAININGS AND A TOTAL OF 100 INDIVIDUAL REQUESTS APPROVED

17,000

CAMPUS-WIDE VIEWS OF THE STUDENT AFFAIRS MANAGER'S REPORT BY 245 USERS: THE STUDENT AFFAIRS REPORT IN TABLEAU



WHAT OUR WORK MEANS TO THE CAMPUS

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

Student Affairs Communications

PROGRAM DESCRIPTION

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

OUTCOMES

We supported the following learning and service outcomes.

- We redefined the student experience, empowering students to access opportunities and services.
- We helped students navigate the resources they need to support their holistic well-being and a culture of equity, inclusion, and belonging.
- We helped departments effectively communicate, using data and metrics to deliver results, drive revenue, and increase financial stability.
- We helped leaders navigate and manage organizational change.

DATA COLLECTION METHODS

We leveraged built-in assessment tools for communications platforms Instagram, Tiktok, Hootsuite, MailChimp, Google Analytics, and Chatbot to pull data July 1, 2021-June 30, 2022, with the exception of MailChimp which was from January 1-June 30, 2022. The coordination group was assessed through a Google Survey sent to 30 participants in May 2022. The Roundup was assessed through a Google Survey sent to all students in July 2021.

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WHAT WE DO

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



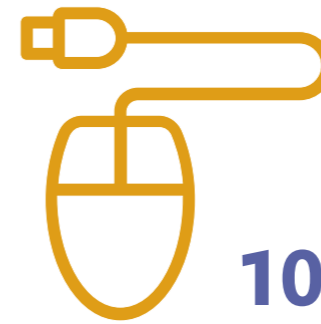
This is my first time seeing the Berkeley Life Roundup email, but I can say with confidence that it won't be my last! I really enjoyed all the information provided in the email, I feel it was written incredibly well on topics that I wanted more information on. Thank you :)).

3X

BERKELEY LIFE ROUNDUP READ 3X THE INDUSTRY AVERAGE (71% VS 23%). BERKELEY LIFE INSTAGRAM FOLLOWERS INCREASED 75%. BERKELEY LIFE BLOG VIEWED MORE THAN 57K TIMES. NEARLY HALF A MILLION VIEWS ON UC BERKELEY TIKTOK WITHIN THE FIRST SIX MONTHS

22.5 Million

WEBSITE PAGE VISITS ACROSS STUDENT AFFAIRS WEBSITES WITH OVER 62K CHATBOT CONVERSATIONS AND 137K QUESTIONS ANSWERED



100%

PARTICIPANTS WHO FIND OUR COMMUNICATIONS COORDINATION EFFORTS SOMEWHAT TO VERY HELPFUL

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.



Student Affairs Finance

PROGRAM DESCRIPTION

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



OUTCOMES

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

DATA COLLECTION METHODS

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

WHAT WE DO

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



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

\$112 million

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

\$510 million

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



4,200+

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



Student Affairs Business Operations

PROGRAM DESCRIPTION

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

OUTCOMES

- Acted as onsite essential staff the entirety of the Covid shut-down, enabling others to work remotely.
- \$43,000 in grant funds secured and programs implemented supporting divisional safety for Early Childhood Education Program & Residential and Student Service Programs.
- Played a critical role in supporting Covid surveillance testing operations over 2 years allowing students and staff to access campus.

DATA COLLECTION METHODS

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



busops.berkeley.edu
busops@berkeley.edu
510.643.5100



WHAT WE DO

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



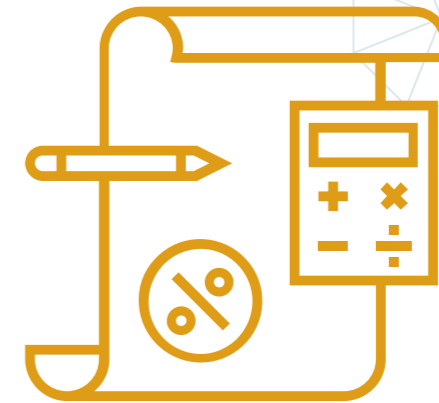
Regional Services (BRS), Controller's Office, Risk Services, Business Contracts & Brand Protection, Campus Legal Services, Central Human Resources, Office of the President, Physical Plant - Campus Services, Environmental Health & Safety, Parking and Transportation, Space and Capital Resources, Fleet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

WHAT OUR WORK MEANS TO THE CAMPUS

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

67,328

RECEIVED, SORTED, AND SHIPPED PROMOTIONAL MATERIALS TO MORE THAN 16 YIELD EVENTS AROUND THE NATION



55,860

TRANSCRIPTS, SCHOLARSHIP CHECKS, AND AID DOCUMENTS PROCESSED AND DIGITIZED SUPPORTING THE INCOMING STUDENT FINALIZATION CYCLE

8,221

ELECTRONIC SERVICE TICKETS ANSWERED SUPPORTING THE ADMISSIONS CYCLE AND GENERAL OPERATIONS



University Health Services

PROGRAM DESCRIPTION

As the pandemic evolved, UHS's role in leading the Public Health response continued, via operations of COVID-19 testing and vaccination clinics, along with collaboration around campus health and safety protocols. Telehealth options for care and services remained a vital and popular choice for those seeking our services. One key initiative UHS embarked on was the transformation of mental health services for students, moving to a same-day counseling model and increasing the availability of resources to support the wide array of mental health needs.



OUTCOMES

- COVID-19 public health responses evolved as needs of the pandemic emerged, continuing with onsite testing and vaccination clinics, as well as prevention and case mitigation efforts.
- Medical, mental health and health promotions services with continued efforts to offer options of virtual telehealth care.
- Transformation of our mental health care model for students, increasing access and availability of mental health supports.

DATA COLLECTION METHODS

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

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



277,000

COVID-19 TESTS AND 5,000
VACCINES/BOOSTERS PROVIDED
TO THE CAMPUS COMMUNITY



37,000

MEDICAL VISITS (50% OF VISITS)
WERE DELIVERED BY TELEHEALTH
TO STUDENTS HELPING TO ACCESS
CARE QUICKER AND EASIER

24,000

MENTAL HEALTH APPOINTMENTS
AND AN OVERALL REDUCED AVERAGE
WAIT TIMES TO SEE A MENTAL
HEALTH COUNSELOR FROM 15 DAYS
TO CLOSE TO 3 DAYS

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

“I am so grateful for the counselor I saw at UHS. I have really struggled to find mental health providers that are skilled in trauma-informed, gender/sexuality- and culturally-inclusive care. My counselor is skilled in these areas and has helped immensely.”

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.



Center for Educational Partnerships

PROGRAM DESCRIPTION

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



OUTCOMES

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

WHAT WE DO

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



DATA COLLECTION METHODS

Multiple data collection methods are used:

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



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.



cep.berkeley.edu
edpartnerships@berkeley.edu
510.642.6680

Central Evaluation Unit

PROGRAM DESCRIPTION

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



OUTCOMES

The Central Evaluation Unit provides critical services that support:

- Preparation to transfer to Berkeley by facilitating and maintaining course articulation agreements with California Community Colleges
- Tracking of degree progress for students and advisers via Exam Results, Transfer Credit, and Academic Progress reports in CalCentral
- Automation for verifying completion of requirements for purposes of conferring degrees

DATA COLLECTION METHODS

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



central_eval_unit@berkeley.edu

WHAT WE DO

The Central Evaluation Unit (CEU) serves on behalf of the faculty 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.

14,376

TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM 2-YEAR CAMPUSES FOR 2021-22



1,252

NUMBER OF TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM 4-YEAR CAMPUSES FOR 2021-22

122

NUMBER OF TRANSFER TRANSCRIPTS REVIEWED AND POSTED FROM INTERNATIONAL CAMPUSES FOR 2021-22



Office of the Registrar

PROGRAM DESCRIPTION

The Office of the Registrar is responsible for:

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

OUTCOMES

The Office of the Registrar provides critical services that support:

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



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



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 adjusted many of our services to be offered remotely and served more students as a result.

**Over
117,000**

ENROLLMENT AND
DEGREE VERIFICATIONS



385,820

GRADES POSTED TO
STUDENT TRANSCRIPTS

13,001

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

This year, we reverted classes to their instruction modes as approved prior to the pandemic. We continue to work with departments and COCI to update approved modes of instruction as classes are offered remotely or online with increasing frequency.



**20
million**

PAGE VIEWS OF THE CLASS
SCHEDULE AND BERKELEY
ACADEMIC GUIDE

**\$25.85
million**

AWARDED TO VETERANS
IN CONJUNCTION WITH
THE VA

Office of Undergraduate Admissions

PROGRAM DESCRIPTION

OUA actively supports and works towards the following goals:

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



OUTCOMES

For the 2021-22 cycle, the OUA:

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

DATA COLLECTION METHODS

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

WHAT WE DO

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



19,374

TRANSFER APPLICATIONS EVALUATED, WITH A 26.9% ADMIT RATE AND A 62.7% YIELD RATE

64

VIRTUAL BI-WEEKLY ADMISSIONS PRESENTATIONS FOR THOUSANDS OF GUESTS WHO COULDN'T VISIT BERKELEY DUE TO THE PANDEMIC

128,225

FRESHMAN APPLICATIONS WERE EVALUATED, WITH A 11.3% ADMIT RATE AND A 49.0% YIELD RATE

580+

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



121

PRESENTATIONS CONDUCTED IN-PERSON FOR THOUSANDS OF VISITORS ON UC BERKELEY'S CAMPUS



 admissions.berkeley.edu
510.642.3175

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.

OUTCOMES

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

DATA COLLECTION METHODS

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



WHAT WE DO

Cal Student Central (CSC) is dedicated to providing efficient, student-centered, and quality service to UC Berkeley’s applicants, students, faculty, alumni, and staff. In an effort to be inclusive and accessible, we offer services in-person, over the phone, and online. We serve as representatives of the Financial Aid and Scholarships Office, the Office of the Registrar, 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, from understanding a financial aid offer and explaining

the activity on a student account to providing support on ordering transcripts and enrolling in courses.

During the past year, we resumed in-person advising services and implemented a chatbot tool, which is available in multiple languages and 24/7/365.

“The advisor I talked to was so kind, patient, and knowledgeable.”

- 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.

6,356

VISITS TO THE VIRTUAL FRONT DESK FROM JULY 1, 2021 TO JUNE 28TH, 2022

24,360

PHONE CALLS WERE ANSWERED WITH AN 85% ANSWER RATE—A 4% INCREASE FROM LAST YEAR AND A 17% INCREASE FROM 2017/2018



58,225

CHAT CONVERSATIONS WERE RECORDED BY OUR NEW CHATBOT ACROSS CSC, FASO, OR, BPS, REC SPORTS, AND HOUSING

18,956

SALESFORCE TICKETS CLOSED BY CSC STAFF FROM JULY 1, 2021, TO JUNE 28, 2022



studentcentral.berkeley.edu
510.664.9181

Financial Aid and Scholarships Office

PROGRAM DESCRIPTION

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

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

OUTCOMES

Through multiple programs, we ensured:

- Eligible California families with incomes below \$80,000 (39%) receive gift aid to cover tuition and fees.
- Recruitment of the most sought-after students in the world through the Fiat Lux and Regents' and Chancellor's Scholarship programs.
- Changes in financial circumstances did not become roadblocks to success for our students (629 Family Contribution and 1,620 Cost of Attendance Adjustment Request appeals processed).



financialaid.berkeley.edu
510.664.9181



WHAT WE DO

Education 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 student support, especially during uncertain times. FASO uplifts students through financial aid and literacy, so they can focus on receiving a transformational educational experience rather than paying for tuition and basic needs. Two Academic Senate committees provide guidance to FASO to formulate campus financial aid policy and fund utilization strategies to ensure access, affordability,



and compliance. FASO supports 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.

DATA COLLECTION METHODS

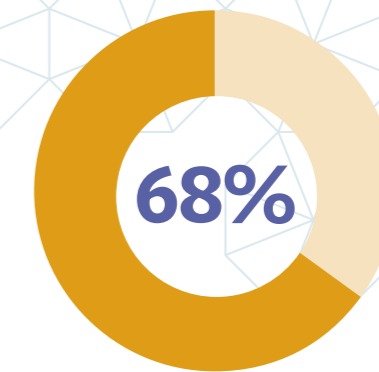
Multiple data collection methods are used, including the student information system and internal tracking and analytics. Average cumulative debt for graduates and percent of graduates with debt comes from College InSight, an initiative of The Institute for College Access & Success.

WHAT OUR WORK MEANS TO THE CAMPUS

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

Over \$875 million

AWARDED ANNUALLY, INCLUDING APPROXIMATELY \$47M IN PRIVATELY FUNDED UNDERGRADUATE SCHOLARSHIPS (OVER \$25M ADMINISTERED DIRECTLY)



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

\$46 million

PANDEMIC RELIEF FUNDS FROM INSTITUTIONAL, PHILANTHROPIC, STATE, AND FEDERAL SOURCES PROVIDED TO OVER 19,000 STUDENTS IN 2021-22 — NEARLY DOUBLE WHAT WAS PROVIDED IN 2020-21



Career Center

PROGRAM DESCRIPTION

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

OUTCOMES

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

DATA COLLECTION METHODS

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

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



WHAT WE DO

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

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.

“The Counselor really helped me address my stress about future employment and grad school

JUNIOR, HUMANITIES & SOCIAL SCIENCES

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.

37%

OF PROGRAMS WERE FOCUSED ON DIVERSITY, EQUITY & INCLUSION

500+

ALUMNI VOLUNTEERS PARTICIPATED IN OUR PROGRAMS

9,000+

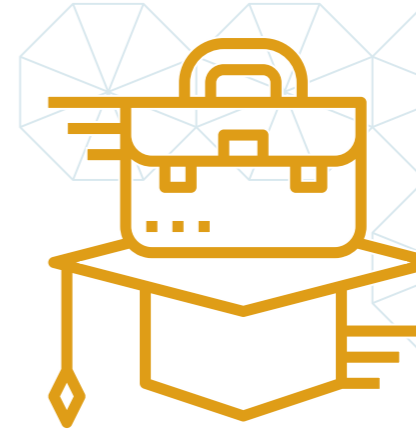
STUDENT APPOINTMENTS CONDUCTED VIRTUALLY & IN-PERSON

990

EMPLOYERS ATTENDED 21 CAREER FAIRS

100K+

JOBS & INTERNSHIPS WERE POSTED IN HANDSHAKE



Center for Student Conduct

PROGRAM DESCRIPTION

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

OUTCOMES

Students will be able to:

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

DATA COLLECTION METHODS

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



WHAT WE DO

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

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

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



95%

OF CASES ARE RESOLVED INFORMALLY THROUGH NOTIFICATION TO THE STUDENT OR THROUGH AGREEMENT

52%

FEWER ACADEMIC CASES THIS YEAR COMPARED TO 2020-2021 - THIS DECREASE BRINGS US CLOSER TO OUR PRE-PANDEMIC ACADEMIC MISCONDUCT CASELOAD NUMBERS



151%

INCREASE IN BEHAVIORAL CASES THIS YEAR COMPARED TO 2020-2021 - THE INCREASE MAY BE ATTRIBUTED TO ENFORCEMENT OF COVID-RELATED POLICIES, AS WELL AS THE RETURN TO CAMPUS

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

UC BERKELEY STUDENT

WHAT OUR WORK MEANS TO THE CAMPUS

Our work positively contributes to 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.



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 strategies, supports students in recovery, and advances campus harm reduction strategy.

In 2021-2022, concerns referred about students included:

- 34.9% - Mental Health or Stress Concern
- 19.2% - Potential Threat to Self/Others
- 17.5% - Academic Concern
- 14% - Target of Violence/Harm
- 8.3% - Financial Stress; Housing or Food Insecurity

OUTCOMES

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



WHAT WE DO

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

 csi.berkeley.edu
csi@berkeley.edu
510.664.4218



53

COLLEGIATE RECOVERY
PROGRAM MEETINGS, EVENTS,
AND SOCIAL GATHERINGS

153

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

1,824

STUDENTS
COMPLETED BYSTANDER
INTERVENTION
WORKSHOPS, MOSTLY
VIRTUALLY



1,684

REPORTS OF CONCERN FROM
THE CAMPUS COMMUNITY



DATA COLLECTION METHODS

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

WHAT OUR WORK MEANS TO THE CAMPUS

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

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

PROGRAM DESCRIPTION

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

OUTCOMES

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

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

DATA COLLECTION METHODS

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

lead.berkeley.edu
lead@berkeley.edu
510.642.5171



WHAT WE DO

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

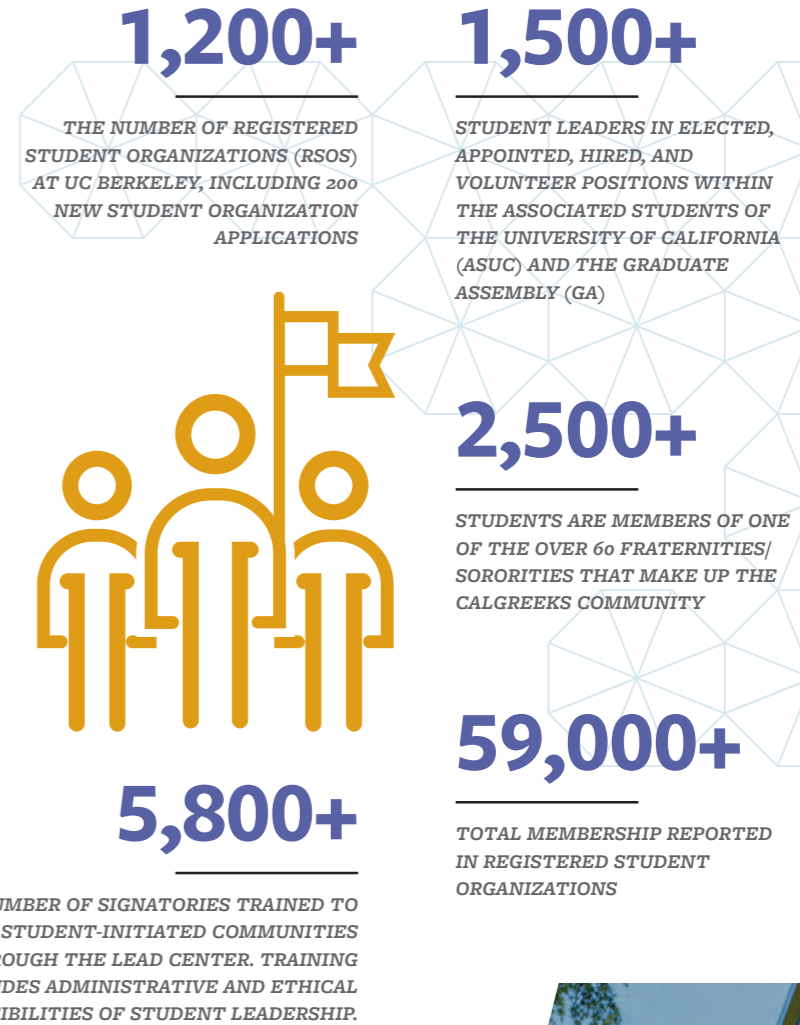
The LEAD Center supports student-centered learning and development by helping students create and develop their organizations and communities. This happens through the administrative, advising, and programmatic support the staff provides to various student



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

WHAT OUR WORK MEANS TO THE CAMPUS

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



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

OUTCOMES

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

orientation.berkeley.edu
nss@berkeley.edu
510.642.7733



WHAT WE DO

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



Fall 2021 Golden Bear Orientation (GBO) was hosted with in person components for the first time in two years. Key programs were offered remotely while socials (small group meetings, meals, late night programming) for 9,000+ students were offered in person.

DATA COLLECTION METHODS

- The Golden Bear Experience included multiple data collection methods:
- Golden Bear Experience Survey: Extensive survey distributed after GBO completion (62% completion rate)
 - Golden Bear Advising Survey: Survey embedded within Golden Bear Prep to assess virtual advising experience
 - Orientation Leader Survey
 - Campus Partner Meetings & Focus Groups: Extensive follow up meetings across campus with contributors
 - Communications metrics including website visits, email open rates, and more

WHAT OUR WORK MEANS TO THE CAMPUS

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

91%

SATISFIED WITH OVERALL EXPERIENCE OF GOLDEN BEAR ORIENTATION (6% INCREASE FOR TRANSFERS)

94%

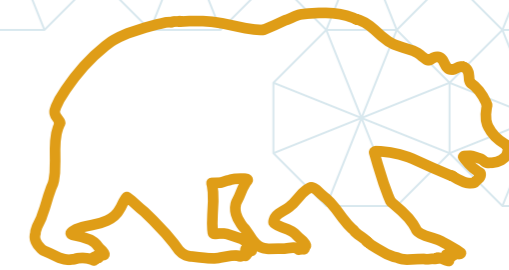
FEEL LIKE THEY BELONG AT UC BERKELEY (6% INCREASE FROM 2020)

90%

FIRST YEARS FEEL LIKE THEIR TRANSITION TO UC BERKELEY WAS SMOOTH

89%

TRANSFERS FEEL LIKE THEIR TRANSITION TO UC BERKELEY WAS SMOOTH

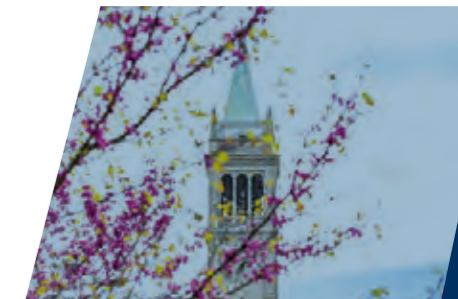


88%

FIRST YEARS FEEL LIKE THEY HAVE A GROUP OF PEERS THEY ARE CONNECTED TO

82%

TRANSFERS FEEL LIKE THEY HAVE A GROUP OF PEERS THEY ARE CONNECTED TO



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.

OUTCOMES

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

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



WHAT WE DO

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

DATA COLLECTION METHODS

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



\$385,000

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

\$246,122

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



195

PSC STUDENT LEADERS LED OVER 15 PROGRAMS DURING THE 2021-2022 YEAR



 publicservice.berkeley.edu
publicservice@berkeley.edu
510.642.3916

Recreational Sports

PROGRAM DESCRIPTION

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

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

OUTCOMES

Undergraduate and Graduate students who participate in and are employed by Rec Sports programs and activities should be able to:

- Explore well-being through participation in Rec Sports activities, programs, and employment opportunities.
- Develop soft and technical skills using individual and team-based learning concepts.
- Associate participation in Rec Sports activities and programs with academic success.
- Utilize personal agency to maintain life-long health enhancement choices.

DATA COLLECTION METHODS

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



WHAT WE DO

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

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



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

650,000+

REC SPORTS FACILITY WEIGHT ROOM VISITS



4,800

YOUTH SERVED IN SUMMER CAMPS & SWIM LESSON PROGRAMS; \$2.75 MILLION IN SUMMER CAMPS & SWIM LESSON SALES

92%

OF ALL YOUTH CAMP PROGRAMS SOLD OUT

UNDERGRADUATE STUDENT, FALL 2021

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

WHAT OUR WORK MEANS TO THE CAMPUS

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



Residential Life

PROGRAM DESCRIPTION

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

OUTCOMES

Through Residential Life, residents will:

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

DATA COLLECTION METHODS

Residential Life uses multiple data collection methods. The data shared reflects numbers pulled between January-December 2021. 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 Campus Labs/Baseline utilizing various data collection strategies.



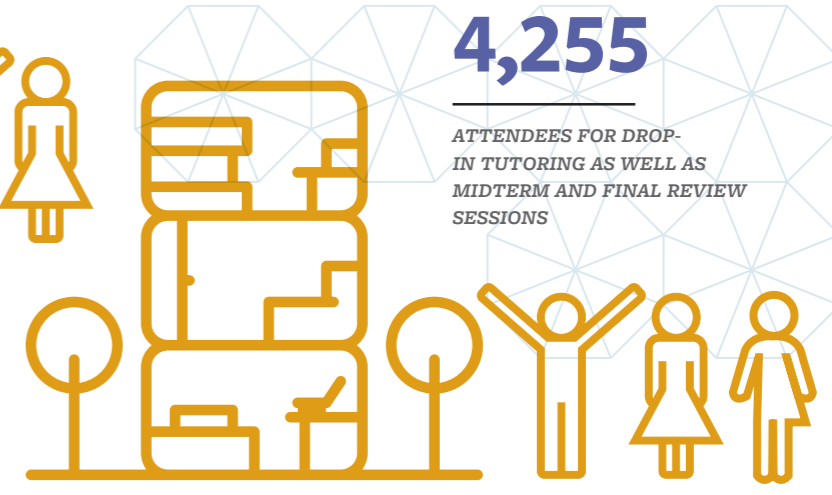
WHAT WE DO

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



845

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



4,255

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

81%

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



WHAT OUR WORK MEANS TO THE CAMPUS

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

 reslife.berkeley.edu
rlife@berkeley.edu
510.642.3280

Student Environmental Resource Center

PROGRAM DESCRIPTION

SERC enhances the student experience through environmental programs, services, funding, and leadership opportunities. The current organizational structure includes: TGIF; Programs & Services; Internal Operations; Advisees; and the ZWRC. Through its 25+ student staff and three 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 off-campus community partners, as well as non-traditional environmental students and academic backgrounds.

OUTCOMES

SERC reinforces its mission by committing to:

- Advance quality and access of environmental education programs and resources
- Deepen engagement in the environmental community and movement
- Expand leadership and professional development opportunities
- Support student advocacy, climate resilience, and health and wellness programs
- Diverse and inclusive programming, events, and resources

DATA COLLECTION METHODS

SERC uses multiple methods to collect, evaluate, and analyze the outcomes of programs and services. Our Transition Beyond Berkeley Impact Lead Fellow supports data collection methods included in the 2021-2022 academic year, such as demographics survey, assessment surveys, online event participation and attendance, and social media and web analytics.



serc.berkeley.edu
serc@berkeley.edu



WHAT WE DO

The Student Environmental Resource Center (SERC) cultivates a collaborative space to strengthen the collective 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).

“
Through my work at SERC, I’ve had the opportunity to facilitate conversations with environmental justice advocates in different parts of the world. It reaffirms my belief that obtaining environmental justice is a worldwide effort.
”

GABBY CHRISTINA AMBAYEC
4TH YEAR UNDERGRADUATE

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.

70+

ONLINE AND IN PERSON
ENVIRONMENTAL, EDUCATIONAL,
AND SOCIAL EVENTS

\$26,500

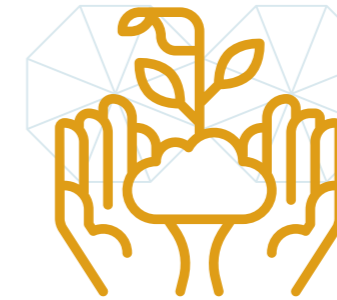
AWARDED TO 52 STUDENTS
ACROSS SERQUEER SCHOLARSHIP,
ENVIRONMENTALISTS OF COLOR
SCHOLARSHIP, AND THE SERC/
TGIF ECO FUND

600+

STUDENTS CONNECTED TO THE NEW
ENVIRONMENTAL COMMUNITY AT
SLACK CHANNEL - A 74% INCREASE
SINCE THE YEAR PRIOR

297

TGIF-FUNDED PROJECTS, INCLUDING
\$414,687.80 ACROSS 21 NEW PROJECTS IN
THE FALL 2021-SPRING 2022 ACADEMIC
YEAR. SINCE 2007, OVER \$4.2 MILLION
IN FUNDING SUPPORT FOR CAMPUS
SUSTAINABILITY PROJECTS



Student Legal Services

PROGRAM DESCRIPTION

SLS provides the following services:

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



OUTCOMES

After consulting with SLS, students:

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

DATA COLLECTION METHODS

SLS uses multiple data collection methods. We conduct semiannual assessment surveys distributed to SLS clients, which include detailed learning outcomes assessment questions; the latest response rate was 22.3%. 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.

WHAT WE DO

Student Legal Services (SLS) offers students free and confidential consultations with an attorney for advice, guidance, and coaching related to their legal questions, rights, and obligations. Areas of law include landlord-tenant, small claims actions, credit issues and collections, family law, auto, and health insurance, accidents and personal injury, consumer fraud, criminal, traffic and alcohol citations, contract law, and basic estate planning matters. SLS helps students navigate difficult circumstances such as uninhabitable housing, illegal threats from landlords, serious credit problems, divorce, child custody disputes, bicycle, and car collisions, injuries, harassment 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 particularly underrepresented minority and lower-income students, who often have less social capital than their peers — to improve the student experience, foster campus diversity, and support persistence.



1,398

CLIENT CONSULTATIONS LAST YEAR; CASELOAD HAS INCREASED 13 CONSECUTIVE YEARS



45.6%–48.3%

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

86.6%

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, LEAD Center, Public Service Center, Queer Alliance Resource Center, Student Environmental Resource Center, Student Media Center, and Multicultural Community Center. We are also the seat for Student Government (the ASUC, and GA), to which we provide accounting support and financial advising.

OUTCOMES

- Opened Goldie's, our new self-operated coffee shop!
- Creative Lab DOUBLED revenue in FY22 (compared to pre-pandemic revenue!)
- Returned to pre-pandemic levels of Art Studio enrollment (exceeding enrollment for summer!)
- Managed the Hearst Field Annex renovation
- Launched the Strategic Technology Execution Group
- Launching Inclusive Access this fall
- Launched Cub-E lottery

DATA COLLECTION METHODS

Our data collection spans all of our programs and includes:

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

 studentunion.berkeley.edu
asucstudentunion@berkeley.edu
 510.664.7976



WHAT WE DO

We cultivate community at Cal!

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



13,520

TRANSACTIONS PROCESSED
FOR RSOS, ASUC, AND THE GA

746

SALESFORCE
TICKETS CLOSED



45+

RESERVABLE SPACES

16,160

INFORMATION DESK
ENGAGEMENTS

WHAT OUR WORK MEANS TO THE CAMPUS

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



Cal 1 Card

PROGRAM DESCRIPTION

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

OUTCOMES

In addition to executing / coordinating the yearly card production and distribution efforts for the incoming class of students in Fall 2021, Cal 1 Card office staff had to also do the same for a vast majority of the prior year's incoming students who had not been able to obtain their cards due to the adverse impact of the centenary pandemic.

DATA COLLECTION METHODS

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



WHAT WE DO

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

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



associated resources in an effective and secure manner.

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



16,250+

NEW DEGREE-SEEKING
AND VISITING STUDENTS
ASSISTED



16,250+

OFFICE VISITS



24,485+

TOTAL CAL 1 CARDS PRINTED FOR ALL
ELIGIBLE CARDHOLDER COHORTS

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
calicard@berkeley.edu
510.643.6839

Cal Dining

PROGRAM DESCRIPTION

Cal 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. Cal Dining supports the basic needs initiative on campus through a comprehensive food donation program and two campus gardens.



OUTCOMES

Cal Dining operational outcomes include:

- Brown's Cafe reopened with a menu focused on local foods, and it now accepts meal equivalencies so students can utilize their meal plan swipes in more locations.
- Opened a new restaurant in collaboration with The Student Union and local restaurant partner Ladle and Leaf.
- LeanPath was implemented in all dining units allowing operations to weigh and categorize all pre-consumer food waste, helping dining set waste reduction goals for next year.
- Text and Tell was relaunched in Spring of 2022, allowing us to interact with guests, resolve complaints, and gather metrics on customer satisfaction.

 [caldining.berkeley.edu](mailto:dining@berkeley.edu)
dining@berkeley.edu
510.643.8323

WHAT WE DO

Cal Dining strives to serve globally inspired, nutritious, sustainably sourced food while providing an exceptional guest experience.

We serve a diverse population of students, faculty, and staff with a wide range of dietary needs. Cal Dining continues to align with Menus of Change, considering the environmental, social, and health impacts of responsible sourcing and preparation of food. Cal Dining balances providing these services with being fiscally responsible stewards of our resources. We are committed to providing solutions to food insecurity on campus and decreasing both pre-consumer and post-consumer food waste.



9,941

MEAL TRANSACTIONS IN THE FIRST FULL MONTH OF REOPENING

\$14
PRICE OF A FULL MEAL INCLUDING SOUP, SALAD, AND A BEVERAGE AT LADLE AND LEAF AT THE STUDENT UNION



80%
CURRENT CUSTOMER SATISFACTION RATING ACROSS ALL DINING UNITS IN TEXT AND TELL (BASED ON SPRING SEMESTER DATA)

\$225,000

POTENTIAL FOOD COST REDUCTION FOR NEXT YEAR BASED ON WASTE REDUCTION GOALS

DATA COLLECTION METHODS

Cal Dining data collection methods include analysis of CS-Gold, LeanPath, and Text and Tell data. The data collected for this report captures information from July 1, 2020 - June 30, 2021 or from the start date of project implementation.

WHAT OUR WORK MEANS TO THE CAMPUS

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



Cal Housing

PROGRAM DESCRIPTION

Cal Housing received 15,244 housing applications and essentially had two freshmen classes due to the pandemic. Public health conditions allowed us to occupancy triples though it was important that we still provide dedicated quarantine/isolation housing. We kept a three-day extended move-in process to allow for COVID-19 testing prior to move-in. We implemented Chatbot to instantly provide faster customer service answering simple housing questions with 24/7/365 chat capabilities. We brought back our in-person Off-Campus Housing Fair.



OUTCOMES

Cal Housing supported the following operational outcomes:

- Housing 8,015 undergraduate, 267 single graduate students, and 886 family apartment units.
- We removed two master lease buildings, Garden Village and Shattuck Studios, from our inventory but added Intersection, a much anticipated building donation in January.
- We partnered with Cal Student Central to implement Chatbot so students and parents can get their housing questions answered 24/7/365.

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



99%
undergrad

100%
single graduate

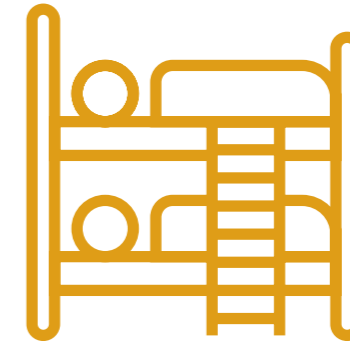
91%
family student
housing

OCCUPANCY RATE IN THE FALL OF
ACADEMIC YEAR 2021-2022

making informed choices concerning their living arrangements, and it also operates rental listing services for students, faculty, and staff. Cal Rentals serves as a bridge between the campus and the community at large, collaborating with the City of Berkeley housing officials and property owners.

145

APARTMENT BEDS ADDED FOR
SINGLE GRADUATE STUDENTS IN
JANUARY 2022 WITH THE DONATION
OF INTERSECTION APARTMENTS



WHAT OUR WORK MEANS TO THE CAMPUS

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



Early Childhood Education Program

PROGRAM DESCRIPTION

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



OUTCOMES

ECEP supports the following outcomes:

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

DATA COLLECTION METHODS

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

ece.berkeley.edu
ecep@berkeley.edu
510.642.1827

WHAT WE DO

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



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

28%

PERCENTAGE OF ENROLLED
STUDENT FAMILIES WHO
RECEIVE SUBSIDIZED TUITION

\$13,545

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



WHAT OUR WORK MEANS TO THE CAMPUS

ECEP has been working with Marketing Communication Management to make the enrollment process more transparent and to focus advertising to the populations underrepresented in enrollment. This work will help affiliated parents find child care as soon as it becomes available.

Childcare during the pandemic continued to test our resiliency and showcased the important work early childhood teachers provide. Thank you to our dedicated teachers and administrators who worked tirelessly to ensure we created a safe, healthy, and fun environment for our littlest Bears!



Facilities

PROGRAM DESCRIPTION

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

OUTCOMES

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

DATA COLLECTION METHODS

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



WHAT WE DO

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



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

63,900

SURGICAL MASKS WORN

192,250

PAIRS OF NITRILE GLOVES USED

3,187

STUDENT ROOMS CLEANED BY 99 STAFF BEFORE FALL 2021 MOVE-IN



WHAT OUR WORK MEANS TO THE CAMPUS

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

Student Affairs Information Technologies (SAIT)

PROGRAM DESCRIPTION

Throughout the year, 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). As the COVID-19 pandemic eased, we supported the smooth transition back to in person instruction with a renewed focus on implementing divisional high priority projects that enhance the experience of being on campus.

OUTCOMES

Some highlights of our work this year:

- Doubled Wi-Fi Capacity in campus housing by delivering high-bandwidth fiber.
- Supported Student Technology Equity by providing free laptops & peripherals to students with financial need.
- Contributed to Environmental and Fiscal Sustainability by implementing a technology solution for dining hall food waste reduction & tracking.
- Increased Student Engagement by deploying an AI-driven chatbot service.
- Modernized Tools and Systems by upgrading Cal 1 Cards & point-of-sale equipment & launching campus-wide cashless/touchless mobile food ordering solution.

DATA COLLECTION METHODS

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



WHAT WE DO

SAIT 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, makes SAIT a trusted partner, committed to an excellent student 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.

Thank you for creating such a supportive and motivational space to work on campus; my Cal experience wouldn't be the same without SAIT!

SAIT STUDENT EMPLOYEE

WHAT OUR WORK MEANS TO THE CAMPUS

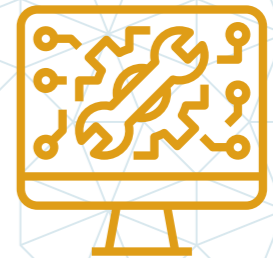
SAIT is the only IT department on campus focused on supporting the student experience. We advance the mission of the world's greatest public research university, as well as Student Affairs' strategic priorities of Redefining the Student Experience; Culture of Equity, Inclusion & Belonging; Financial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

4,364

HITS TO STUDENTTECH. BERKELEY.EDU ON THE FIRST DAY OF FALL CLASSES WITH 61% OF THAT TRAFFIC GOING TO THE GET ONLINE PAGE

3,229

STUDENTS RECEIVED TECHNOLOGY FROM STUDENT TECHNOLOGY EQUITY PROGRAM



2,100

STUDENTS SERVED BY THE STUDENT HELPDESK DURING FALL START-UP (AUGUST AND SEPTEMBER 2021)

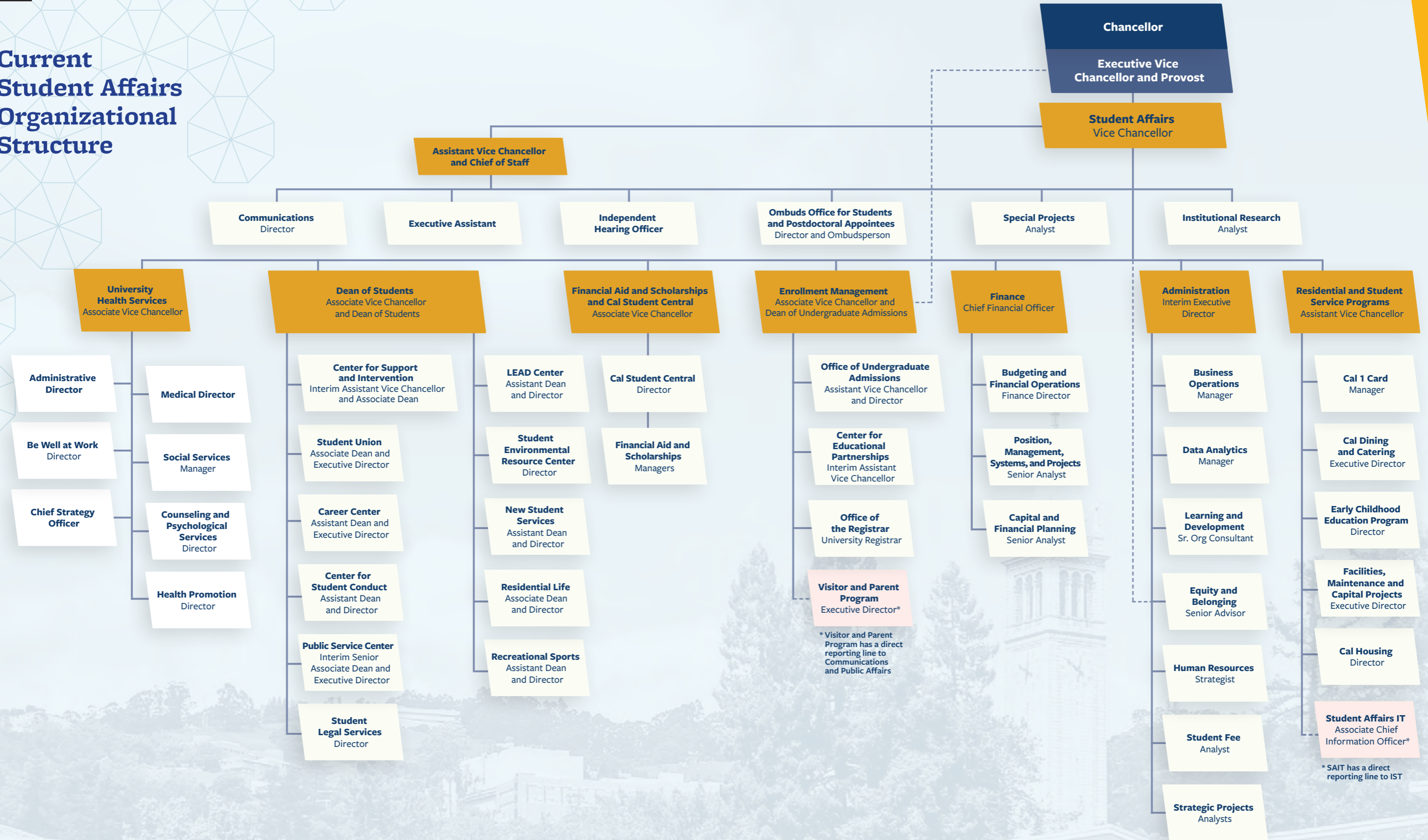
300

PERCENT INCREASE IN WI-FI CAPACITY IN CAMPUS HOUSING LOCATIONS



sait.berkeley.edu
510-664-9000 op. 1
Student Technology Services:
studenttech.berkeley.edu
sts-help@berkeley.edu
510.642.HELP

Current Student Affairs Organizational Structure



Student Affairs Professional Standards

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

AAAHC — Accreditation Association of Ambulatory Health Care, Inc.

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

ACHA — American College Health Association

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

ACPA — College Student Educators International Association

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

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

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

ACUI

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

AORE — Association of Outdoor Recreation and Education

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

APA — American Psychological Association

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

ARC — American Red Cross

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

ASCA — Association for Student Conduct Administration

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

BOC — Board of Certification for the Athletic Trainer

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

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

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

CAS — Council for the Advancement of Standards in Higher Education

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

Case Management

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

Chapman Institute — Worksite Wellness

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

California Board of Pharmacy (Laws)

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

COSUAA — Coalition of State University Aid Administrators

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

CTA — California Teachers Association

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

EAPA — Employee Assistance Professionals Association

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

HELCL — Higher Education Loan Coalition

HELCL 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 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.

NIRSA — Leaders in Collegiate Recreation

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

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

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

NWI — National Wellness Institute

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

State Bar of California

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

USLAWR — University Student Legal Services Association - Western Region

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

WELCOA — Wellness Council of America

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





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Student Affairs

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