

COUNCIL ON STUDENT AFFAIRS AND FEES (COSAF) MEETING

April 27, 2018
11:30 AM – 1:00 PM
ARC Meeting Room 2

Meeting Notes

1. Call to Order, Announcements, Lunch

Jessica and Aaron, Co-Chairs

2. Student Programming Fund Discussion

3. Bylaws Discussion

- Questions or concerns about bylaws?
 - Did you guys have a discussion as to whether or not the law school representative would be voting on the graduate student fees that they are not paying into?
 - Did discuss, in GSA it says that COSAF members will vote on CPI adjustment – all members except for undergrads. So graduate students will be included and the 2 staff and 1 faculty.
- Going to be ratified in 2 meetings, still time to get in questions and feedback.

4. Student Services Fee Presentation: Internship & Career Center

Marcie Kirk-Holland – Director

See COSAF website: Resources, Meeting Resources, Student Service Fee, **Internship & Career Center Template and Presentation**, cosaf.ucdavis.edu/meeting-resources

- Overview – What we do with COSAF funds, how students find us, budget and funding.
- Why do people attend college? To launch a career. 64% of our budget comes from student fees and we use 100% to fund staff. Going to discuss what we do as staff in the ICC. First want to talk about exploration. In the world of work, we help students find what is available to them and what kinds of jobs are out there. The other part of exploration is internal. University is a time for internal exploration, self-concept, and identity. This is an important part because satisfying careers will vary amongst different people.
- Career Discovery Group Program – a partnership that has been together for over 10 years between the ICC and the College of Ag. Full year program for first-year program to help with sense of belonging with the lens of career development. The participating students are about 20% more likely to graduate in 4 years. Even more significant for underrepresented students.
- Student employment – major part of student career development on campus. They learn transferable skills, work ethic, and develop contacts and networks.
- Treks – field trips to companies and organizations for students to see if they would be a good match at those organizations. Internships are also an important part. 80% of students participate in an internship while here, compared to the 60% national average. Internships also in context of funding and staffing – high quality internships to not create and maintain themselves. We review every transcript, listen to student experiences, and work to help them have quality experiences. Building relationships with companies and organizations for the students.
- Launch – internships are great to launch a career. We have on-campus interviews and career fairs. Career fairs are very important for students learning about careers and we provide positions that are higher level and will put the students on a high trajectory.

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- We continually ask ourselves who we are not serving, and take action to serve those students. Over 12,000 advising sessions last year, 600 events, over 10,000 people. Over 5 career fairs including specialized career fairs. Bring about 700 companies through those fairs. Over 2,000 professionals coming to campus to interact with students to find jobs.
- Outcomes – students who engage with ICC their first year are 3x more likely to have a job when they graduate. We want to build on the ICC app to help the students engage with the system. We are exploring new software – Handshake.
- Budget – student fees and state funds are big portions. Those are the secure funding sources. The non-recurring funds: we received \$75,000 from the PROVOS to enhance design-thinking concepts as well as increasing partnerships. Another is LCFF from state legislature. We used this funding to bring companies with employee resource groups to campus. Received \$100,000 from Chevron, will partnership with Retention Center to do an etiquette dinner. Training about 80 students on interactions over a professional meal.
- Questions?
 - You mentioned that there is a cross-over between the ICC and the Veteran Center. What do you do with that program?
 - We have a student veteran in the ICC as a peer advisor. We also do networking events to increase peer-to-peer relations and bring in employer veterans to help student veterans think about what they can do in those corporations.
 - In regards to the \$100,000 from Chevron, how much is going to the etiquette dinner?
 - \$7,500. The non-recurring funds are great for pilot projects. We will not get that same funding next year.
 - How many full time staff do you have in the ICC?
 - 25
 - How many graduates are placed in internships through the program?
 - Janice – per year is increasing drastically. First it was 7 graduates, then 14. Still trying to get an exact number but it is increasing.
 - We are working hard to change the climate on campus and make it normal for graduate students to take non-academic career paths.
 - You mentioned that there is a course through college of Ag, is there a way to include College of Biological Sciences?
 - We would be happy to talk about that. Funding is the primary issue.
 - How do you determine what programs will be beneficial to students? For example using the funding for an etiquette dinner.
 - We listen to students and employers about what students need and what they are lacking. There are certain things that seem out of reach that students may not know about yet to make them feel more comfortable and let their qualities shine through.
 - Do you get the feedback through surveys?
 - A lot is conversational, focus groups, peer advisors
 - What is being done to engage first year students in the ICC?
 - Working with the colleges to develop programs that get them engaged early. Looking at outreach – we developed outreach within the ICC to help us table more. The app, students use technology and we know that not everyone can come to the ICC to interact with us. Why we are looking at software changes.
 - Something like an apply-a-thon to help students look for jobs?
 - We haven't had the staffing but what we do is bring from the states and agencies in and do how to apply for state jobs. Providing the concept of how to do it.

5. SASI Presentation: Campus Recreation

Andy Ramirez – Associate Director, Campus Recreation

Janna Tolla – Director, Memorial Union

Matt Fucile – Director, Building & Event Services

See COSAF website: Resources, Meeting Resources, SASI, **SASI Presentation-Campus Recreation**, cosaf.ucdavis.edu/meeting-resources

- Talk about how we use SASI funds. 52% is allocated to campus recreations. For intermural, have both recreational and competitive teams. We have 25-30 sports a year, about 5,000 participants. 23% of undergrad population. 246 employees, officials, managers, supervisors, maintenance, recorders. Student run.
- Sense of community from survey results (slide information)
- 37 sports club teams, all student run. Budgeting, practice schedules, hiring coaches, traveling schedules. 330 games a year, across the nation, over 10,000 practice hours.
- Questions?
 - Under the budget, it says you spend \$635 on career staff salaries, but only 1 full time staff listed for each intermural and club sport?
 - I do not oversee that but I believe it is 3 or 4 full time staff
 - Some other outside of recreation that also go under the SASI rec funds.
 - A fair allocation, 12%, and supports staff. No allocation that is purely for it other than operational reserve to maintain the fields but it doesn't come out of SASI (aside from reserve) funding is allocated for those expensive. Multiple funds
 - Something about last week people not being allowed to have reserves?
 - There is a SASI operational reserve amount, reserving 3% of SASI allocation.
 - Amount of annual department revenue generated by SASI is a bit larger than the actuals generated by SASI for '16,'17. The money not used, did that go into the reserves?
 - Yes
 - For club sports, equestrian, that is being transitioned into athletics. Does that impact the program expenses?
 - We met with the team and what was important is that if there is a need or want for both, they are looking at as many as 50 athletes, there will continue to be a number of people who still want to be a sports club and they will stay under campus rec. That is why there are now 4 equestrian teams. Won't affect program budget.
 - Any other questions forward to Jessica or Aaron.

6. Student Services Fee Presentation: Student Information Systems

Brad Harding – Program Director, Enterprise Student Applications

See COSAF website: Resources, Meeting Resources, Student Service Fee, **Student Information Services-Template and Presentation**, cosaf.ucdavis.edu/meeting-resources

- First slide, overall budget. Not everything is centrally funded, appx 50% is central. We have had to charge for services. The student fee allocation was transferred from student affairs in March. Also includes IT help desk and computer labs
- Brad – Primary role is supporting the campus student info system, supports course registration, transcripts, records. We have also looked at what students have told us they need more support with.
- Diagram that represents student info system – performs many different complex functions
- MyUCDavis – made from student feedback, an online one-stop place for students to make changes and have all of their information. **(continued)**

- OASIS, focuses on academic advising, can make appointments, track academic processes, submit petitions. Has heavy utilization, primarily used by undergraduate students
- Schedule Builder, registration system to modernize registration
- IT Express, help desk with students staff and faculty. Budget point, about 10.5% comes from student fees and about 25% of services we provide are to students. Heavily used computer labs. We use a lot of feedback from students and testing from students.
- Questions?
 - What % of lectures are captured?
 - Don't have a number on hand but we capture a large number of lectures and these numbers are increasing. Depends on how we can work with faculty. Can get the numbers.
 - How much did it cost to transition from Smart Site to Canvas?
 - Many issues with Smart Site. A major failure. About the same cost but in addition about \$200,000 , a much better system and better supported.
 - The salaries and benefits listed, is that for full time staff or student employees?
 - Full time staff, came over from student affairs
 - IT provides a lot of support for students
 - Comments, Oasis has been tremendous in making up incompletes much faster because faculties have access. Classroom hotline, without them we wouldn't have lectures. Very happy with staff performance.
 - Council and committee, how many students are on them?
 - On advising committee, a graduate student and undergraduate student. That is the structure and they are both ASUCD reps.

7. Student Services Fee Presentation: Student Academic & Success Center

Arnette Bates – Director, Advising and Retention Services

Carol Hunter - Executive Director, Academic Assistance and Tutoring Centers

See COSAF website: Resources, Meeting Resources, Student Service Fee, **Student Academic and Success Center-Carol Hunter & Student academic ad Success Center-Arnette Bates**, cosaf.ucdavis.edu/meeting-resources

- We are transitioning to 2 different departments in the A&S Center. We all share the mission to foster an inclusive environment for students and promote academic success, personal development, and social engagement.
- We want to support our students for who they are, acknowledge diversity, use the holistic approach and have a variety of programs. Work with students, teach critical skills, foster a sense of belonging and empowering students. Important for students to take ownership of their paths. We have our Center for Opportunity Scholars, we serve low income first generation students, and all of our programs provide academic, personal, and social support. How we provide that support may look different across different programs. (Slides) We bring in 30-40 students a year who identify as former foster youth and participate in our programs. Veteran Success Center, 180 veteran students who use the benefits.
- A few new things: we received funding LCFF which started the coaching program and we continue to coach students. We are also working on second year experience for students. Important to help students through that second year. Started a number of workshops around financial readiness for students, financial stress impacts academic performance. Therapeutic programs for veteran students. Food security programs, campus farm. Have launched the first of many education initiatives. Engagement for first-generation students.
- Carol Hunter –We collect thousands of surveys a year that provide student feedback and drives our services. Both while they are here and when they leave the university. Office hours for services so that students can get used to them. Student enrichment programs, many students coming in for math. Have a tutoring program with professional staff. Developing skills. Can schedule individual appointments for writing help. **(continued)**

- Many collaborations with student affairs office of assessment, our services have a direct impact on cumulative GPA and retention. All of this info is available in handout! Using student evaluations to drive our services.
- Questions?
 - For the cumulative GPA and retention data, why were two different specific groups used?
 - The office of assessment had to have enough students for scoring. They didn't provide when there was no statistical significance
 - Opportunities for technology, get students more access?
 - We are doing lecture capture, very popular service so trying to fit our services into lecture capture has been difficult. We are also doing lecture capture for ourselves. Can't see full lecture experience yet but will do so as we have more tech available to us.
 - What are you two doing as outreach to students?
 - Technology, guidebook, use our employed students to reach out to others, email. We think students are the best way to reach out to other students.
 - Also a lot of in-class presentations, a lot of faculty will invite us in for presentations and workshops. Working with the different colleges.
 - I encourage my students who are struggling with writing to use your services. My teaching has gotten harder in recent years, in large part due to increase in international students. Do you have people who speak multiple languages who can help?
 - We do not make those connections but more than likely have someone out of our 25 writing tutors who can speak multiple languages. We do have an English language learner writing professional who coordinates the services of language differences. A large number of the students we help are international students.

Meeting adjourned 1:00 pm