

STUDENT SERVICES FEE

2019-20

DEPARTMENTAL REPORT TO THE COUNCIL ON STUDENT AFFAIRS AND FEES (COSAF)

Student Services Fee Recipient:

Retention Centers:

Center for African Diaspora Student Success
Native American Academic Student Success Center
Center for Chicanx and Latinx Academic Student Success

Contact:

Kayton Carter

Finance Manager

Michael Rogai

Total 2019-20 Estimated Allocation: \$850,710

Approximate Percent of the Total 2019-20 Campus Student Services Fee Revenue: 2.4%

Expense	2018-19 Actuals	2019-20 Estimated Allocation
Salaries/Benefits	\$756,719	\$682,210
Operational Costs	\$155,967	\$168,500
Other	\$250	
TOTAL	\$912,937	\$850,710

1. Please provide a *general* description of your department's function:

The Student Affairs Retention Initiatives (4) and the Retention Centers in support of those initiatives (3) are focused on increasing the retention, persistence and graduation rates of students in a culturally relevant manner. The centers provide support services that facilitate the transition, retention, persistence, and graduation of students in their respective communities. Each center has dedicated full time staff and programming designed to promote student success and a sense of belonging in ways relevant to their specific student community.

Staffing: 4 Retention Initiative Directors; 2 Associated Directors; 2 (half-time) Office Coordinators; 12-15 student staff (in support of 3 centers). We design and develop research driven educational programs, seminars, symposiums or activities to enhance student development and retention within the individual student communities.

2. Please list the departmental program(s) or service(s) specifically funded by the Student Services Fee:

Each Retention Centers offers curricular (academic) & co-curricular (cultural) programs in support of the students we serve. For example, each center supports an ethnic-specific Fall Welcome event to start the school year; while also concluding each year with an ethnic-specific graduation celebration. Throughout the school year, there are programs that promote academic success (including tutoring, academic coaching), as well as opportunities for career and internship guidance. Each center offers first-year seminars, and collaborative programs in counseling, health & wellness.

Some of the aforementioned programs & services include: Black/Chicanx-Latinx/Native Fall Welcome; Black/Chicanz-Latinx/Native Graduation; LFA Scholars program (summer residential for African diaspora students).

3. Please provide information regarding the benefit to UC Davis students from the departmental program(s) or service(s) specifically funded by the Student Services Fee.

Be as specific and concise as possible. Include the specific type (e.g., undergraduate, graduate, professional, transfer, etc.) and an estimated number of students served.

The students that are serviced from all the activities & programs via the Retention Centers & Initiatives are undergraduate students of the African diaspora (Black), Chicanx-Latinx, Native American and Filipino student populations. Via the graduation celebrations (alone), approximately 500-700 students benefit (are celebrated each year. Last year, for example, there were 125 (of the 1117) Black students who graduated; 250 (of the 5,131) Chicanx-Latinx students graduated; 21 (of the 384) Native students graduated. Through our academic support (i.e. advising, tutoring, and career) more than 2,000 – 3,500 students benefit. The total (estimated) number of students served – across ethnic communities is approximately 50-60% of each of the student communities is approximately 3000-4000 students. Most of the programs offered through the centers are not offered anywhere else on campus and contribute to the “sense of belonging” and helps to promote community collaboration for those served.

SUPPLEMENTAL QUESTION FROM SUBCOMMITTEE (2019-20)

RETENTION CENTERS

Question(s):

Related to Question 2 on the attached template: The last sentence lists examples of some of the aforementioned programs and services. What are the other programs and services offered?

Response:

The cultural programs referenced include the Ethnic-specific Fall Welcomes at the beginning of each year:

Black Fall Welcome; Bienvenido; Native American Fall Welcome;

Co-curricular programs include Ethnic Graduations at the end of each year:

Black Graduation; Chicano/Latinx Graduation Celebration; Native American Graduation; Soul Sistahs; Waffle Wednesdays

Academic programs include:

-Black Leadership Ambassadors for Culture and Knowledge (B.L.A.C.K.); Linda Frances Alexander Scholars Program (LFA); Black Male Seminar; LFA Seminar; Pan Dulce with Academic Success Specialist Support; Chemistry, Math/Statistics, Physics, and Writing Tutoring; Pan Dulce with Academic Success Specialist Support; Chicano and Latino Men Course (CHI 98/198); NAS Department Academic Peer Advising; Native American Leadership Class (NAS 98/198) Fall/Winter/Spring; Writing Tutor; Black Community of Science (BCS) tutoring; etc.