

STUDENT SERVICES FEE

2020-21

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

Student Services Fee Recipient: **Student Affairs Retention Centers/Initiatives:**
Asian Pacific Islander Retention Initiative; Center for African Diaspora Student Success; Center for Chicana and Latinx Academic Student Success; Native American Academic Student Success Center

Contact: **Kayton Carter**

Finance Manager **Juliana Tuttle**

Total 2020-21 Projected Allocation: **\$1,051,036**

Approximate Percent of the Total 2020-21 Campus Student Services Fee Revenue: **2.94%**

Expense	2019-20 Actuals	2020-21 Projected Allocation
Salaries/Benefits	\$816,037	\$904,470
Operational Costs	\$117,912	\$146,566
Other	\$1,500	\$0
TOTAL	\$935,448	\$1,051,036

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

The (4) Student Affairs Retention Initiatives and the (3) Retention Centers are designed to focus on increasing the retention, persistence and graduation rates of students in a culturally relevant manner. The centers provide comprehensive support services that facilitate the transition, retention, persistence, and graduation of students in their respective communities. This year, each center has dedicated full time staff and (virtual) 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 Office Coordinators and 1 half-time Office Coordinator; 10-12 student staff (in support of the 4 initiatives). We design and develop research driven educational programs, FYAC seminars, virtual fall 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. **Academic Advising (virtual)** - each team member is an official academic adviser and therefore provide direct support to our student via one-on-one advising; the returning students on AP/SD (academic probation/subject to dismissal) are always the priority 1st 2 weeks of every fall quarter; and newly admitted students follow in importance. **Theme Floors/Dorms** Except for the Native American student center, each retention initiative collaborates to provide support to the residents of the ethnic-specific theme floors in the dorms. These are floors designated for the different ethnic student communities: African & African American (AAA) living-learning community; The Asian Pacific American Theme House (APACH); Chicax and Latinx (Casa Cuauhtémoc). The Native American students don't usually stay on that designated floor, so programming takes place in the NEST. **Tutoring** Each initiative signs an MOU (each year) with AATC (Academic Advising and Tutoring Center) to provide group and individual tutoring for our students specific to the course that our students struggle in most; We focus on the AP/SD students 1st; then our theme floor students, and so on, and all tutoring is done virtually this fall. **Fall (virtual) Programming in the centers.** Each center offers First-year Aggie Fall Seminars, and other programs specific to the student community needs which are facilitated by staff and student-staff. For example, CADSS will host its summer program which leads into a fall seminar; we're also hosting Black Fall Welcome (October 30th); CCLASS supports with Bienvenido but also had an open house last week; The NEST begins each fall with an official morning prayer to begin the (1st week of) fall quarter, and they also had a virtual open house. API community does not have a center, but my API director is offering Virtual community building meetings (he just had the 1st ever Pacific Islander fall meeting last week), Virtual professional development workshops, Virtual Asian Pacific Community Care Check-Ins, API student leadership organization consulting; etc.

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, workshops and programs via the Retention Centers & Initiatives are undergraduate students of the African diaspora (Black), Chicax-Latinx, Native American and Asian Pacific Islander student populations. This year, our COVID-induced services are mostly virtual and are still aimed at providing our students with support throughout the quarter. The workshops and activities keep our students connected with the campus and their perspective ethnic communities despite (some) being away from campus. Lastly, as the quarter nears to a close, each initiative offers study jams (for midterms and finals) which will be virtual; and emergency advising sessions for those students who may need assistance with late drops and withdrawals.