

# STUDENT SERVICES FEE DEPARTMENTAL REPORT

## Use of 2017-18 Fees

Department Name: Student Academic Success Center

Total 2017-18 Allocation: \$ 3,938,757

This allocation is 12% of the total 2017-18 Student Services Fee revenue.

What percent of the department/program budget is funded by the Student Services Fee?

% 76

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

The Student Academic Success Center (SASC) helps students thrive at UC Davis and beyond by providing academic, personal, social, and transitional support. Utilizing a holistic approach, we develop services which empower students to take responsibility for their learning. Consistent with the Principles of Community, the Student Academic Success Center strives to meet the needs of a dynamic and diverse student community. The programs and services are provided by professional staff, teaching assistants, graduate student researchers and over 300 students as peer advisers, tutors, readers, and student assistants. The Student Academic Success Center is a large, multi-program Student Affairs department consisting of two units that provide essential services, programs, and information for UC Davis students.

The Advising and Retention Services (ARS) unit is comprised of a cluster of distinct programs and centers that share a common mission: to foster an inclusive environment that promotes academic success, social engagement and personal development. Programs and centers include the Educational Opportunity Program (EOP), Guardian Scholars Program (GSP), Special Transitional Enrichment Program (STEP), Transfer and Reentry Center, Veterans Success Center, TRiO Scholars Program, MURALS Research Program and First-Year Aggie Connections (FYAC). ARS services include pre-graduate/professional advising, academic skills advising and success coaching.

The Academic Assistance and Tutoring (AAT) unit includes biology, chemistry, economics, mathematics, physics, statistics, writing across the disciplines, and ESL/ELL academic support. The AAT unit also houses the Math Diagnostic Testing Project which is fully funded through a UC San Diego grant.

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

#### **ADVISING AND RETENTION SERVICES:**

The following programs and services depend on Student Service fees for staffing or operational needs:

**Center for Opportunity Scholars/EOP:** retention services providing academic, community and personal support to first-generation, low-income students and other marginalized student communities.

**Special Transitional Enrichment Program:** a cohort-based summer bridge and 2-year academic and social support program for low-income and first-generation college students entering as freshmen.

**Guardian Scholars Program:** support to former foster youth.

**Transfer & Reentry Center:** support for transfer and reentry undergraduate students

**Veterans Success Center:** support and benefit processing for student veterans and dependents of veterans

**Study skills advising and success coaching:** services to strengthen essential skills such as time management, study strategies, notetaking, goal setting, facilitation and public speaking skills, etc. Available to undergraduate and graduate students

#### **ACADEMIC ASSISTANCE AND TUTORING:**

- Math and Science Academic Support Services (Provided by Professional Staff): Pre and Concurrent unit-bearing courses, workshops, office hours and drop-in services. The pre and concurrent courses are designed to support URM, first-generation, and low-income students.
- Writing Support Services (Provided by Professional Staff): Concurrent Wld 57 unit-bearing courses, individual writing appointments, workshops, office hours, and the Writing Studio. The concurrent WLD 57 courses are designed to support URM, first-generation, and low-income students.
- Tutoring Services (Provided by Undergraduate Tutors): Drop-in math and science, and writing tutoring, individual writing appointments, writing studio, and content review sessions.
- AAT serves students enrolled in introductory biology, 100 level biology; general and organic chemistry, workload chemistry; micro and macro economics; workload math, calculus, pre-calculus, linear algebra, differential equations; general and classical physics; statistics for any undergraduate course; Undergraduate Writing Program (UWP), workload writing, and writing for any undergraduate course.

Salaries and Benefits	\$3,109,300	\$ 2,997,583
Operational Costs	\$ 930,522	\$ 941,174
<b>TOTAL</b>	<b>\$ 4,039,822</b>	<b>\$ 3,938,757</b>

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4. **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.*

**ADVISING AND RETENTION SERVICES (ARS):**

ARS offers supportive space and services to engage students in the social and academic domains of campus life. Student involvement and a sense of belonging have been found to positively impact the student experience, academic achievement and retention. ARS draws upon campus data and higher education best practices to design and implement services for targeted communities and the general student population. Data show approximately 21,345 student contacts in the first half of 2017-18. With the growing enrollment of transfer, low-income and first-generation students, the need for these services will increase.

**ACADEMIC ASSISTANCE AND TUTORING (AAT): CSAA Card Swipe Data**

Using available outcomes from the Center of Student Affairs Assessment (CSAA), AAT determines resource allocation and provides continuous review of academic support interventions. With extensive outreach to URM, first-generation, and low-income students, AAT uses available data to create an equitable and inclusive learning support environment. In comparison with campus demographics we have shown that we are making progress towards increasing access.

**2016-17: 9,008 Distinct Students/96,232 Visits**  
**10% Increase in student usage from 2015-16**

**2017-18: 6,148 Distinct Students/43,824**

- AAT served 30.66% of the total undergraduate population

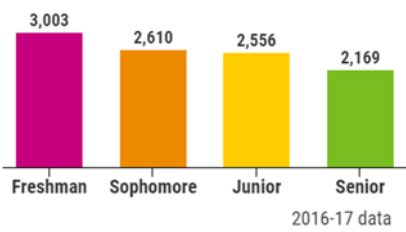
## About AAT STUDENTS

18.5% of students using AAT services are transfer students



## About AAT

Who is using AAT Services?



# Academic Assistance and Tutoring Centers

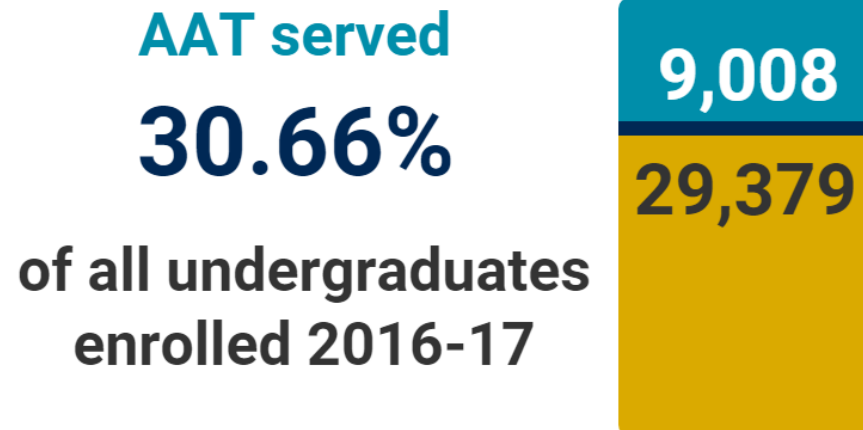


Presented By: Carol Hunter



## CORE PURPOSE

Academic Assistance and Tutoring Centers exist to help undergraduate students thrive at UC Davis and beyond. We provide an inclusive and interactive environment where students participate in reinforcing and retaining knowledge in multi-disciplinary writing, math and science through co-curricular academic services provided by both professional staff and undergraduate tutors. **We strive to support students in developing the academic competence and confidence that will empower students to succeed at UC Davis.**

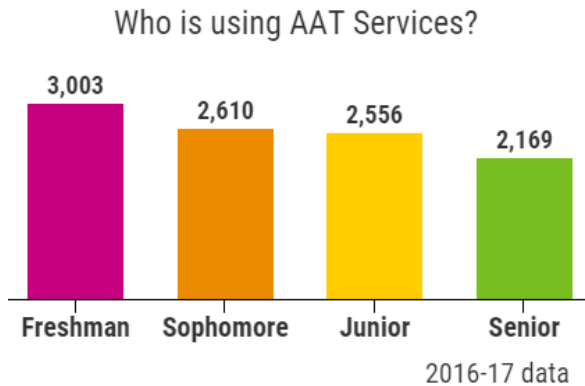


# 2016-17 Annual Usage Data Snapshot

Pre and Concurrent Courses and Workshops  
 Drop-In Tutoring and Content Review  
 Writing Specialist Services

2,575 Distinct Students/39,183 Visits  
 6,245 Distinct Students/35,426 Visits  
 2,290 Distinct Students/10,974 Visits

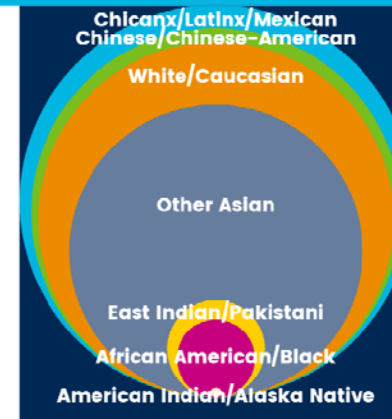
## About AAT STUDENTS



## About AAT STUDENTS

Students using AAT services come from diverse racial and ethnic backgrounds

2016 data





## ACADEMIC SUPPORT SERVICES

### MATH AND SCIENCE (10 Professional Staff)

**2,575 Distinct Students      39,183 Visits**

- **Emphasize the course material covered in class to enhance the students' level of understanding and application of content learned**

*Math and Science academic support provide services to students enrolled in workload math, calculus, pre-calculus, linear algebra, differential equations; general and classical physics; statistics for any undergraduate course; workload chemistry, general chemistry, and organic chemistry.*

- **Pre and Concurrent Classes**
- **Workshops**
- **Instructor/Specialist Office Hours**
- **Special Transitional Enrichment Program**



## ACADEMIC SUPPORT SERVICES

**TUTORING (2 Professional Staff, 230 Undergraduate Tutors)**

**6,245 Distinct Students/35,426 Visits**

- **AATC provides a centralized campus tutoring program for undergraduate students.**

*Academic support through tutoring serves students enrolled in introductory biology, 100 level biology; general and organic chemistry, workload chemistry; micro and macro economics; workload math, calculus, pre-calculus, linear algebra, differential equations; general and classical physics; statistics for any undergraduate course; Undergraduate Writing Program (UWP), workload writing, and writing for any undergraduate course.*

- **Drop-in subject tutoring-Problem solving focus**
- **Individual writing tutor appointments-Development of writing skills**
- **Content review sessions-Content subject specific focus**





# ACADEMIC SUPPORT SERVICES

## WRITING and ENGLISH LANGUAGE LEARNERS (6 Professional Staff)

**2,290 Distinct Students/10,974 Visits**

- The goal of the writing team is to provide a learning environment where writing skills are practiced and learned to apply to any class.

*Writing academic support services supports students enrolled in the Undergraduate Writing Program (UWP), workload writing, and writing for any undergraduate course.*

- Individual writing appointments through OASIS
- Concurrent Workload 57 Classes
- Workshops in specific writing topics
- Aggie Grammar Guide-An online writing guide
- Special Transitional Enrichment Program
- Writing Studio-Opened in Fall 2017



## IMPACT ON STUDENT SUCCESS

A hierarchical propensity score analysis was conducted by the Center for Student Affairs Assessment (CSAA) to evaluate whether AAT services had a causal impact on the spring 2016 cumulative GPA, unit progress, and retention outcomes on the freshmen cohort of 2016 participants when compared to their counterparts.

### *Cumulative GPA Outcome:*

- On average, Asian students who participated in AAT's *writing service* activities increased their spring 2016 cumulative GPA by 0.24 ( $p < 0.001$ ) when compared to non-participants.

### *Unit Progress Outcome:*

When compared to non-participants,

- On average, Asian students who participated in AAT's *writing specialist activities* were 1.56 ( $p < 0.001$ ) times more likely to complete 45 units by the end of spring 2016 quarter.
- On average, Chicano/Latino students who participated in AAT's *math and science* course activities were 1.23 ( $p < 0.01$ ) times more likely to complete 45 units by the end of spring 2016 quarter.
- On average, Chicano/Latino students who participated in AAT's *writing specialist activities* were 1.31 ( $p < 0.001$ ) times more likely to complete 45 units by the end of spring 2016 quarter.

### *Retention Outcome:*

- On average, White students who participated in individual tutoring were 2.33 ( $p < 0.1$ ) times more likely to be retained by spring 2016 when compared to non-participants.

## STUDENT VOICES

- **“I have taken many workshops at the student success center throughout my two years here and have found them all helpful and often times more beneficial than actual lectures. He has been the best teacher I’ve ever had. From kindergarten to sophomore year in college the physics specialist takes the top spot after just 1 workshop. There is a sense of genuine care and enthusiasm in his teaching and I’m very happy that he teaches at UC Davis.”**
- **“My tutor did a very good job of recognizing any gaps in my understanding of the material and was able to help me fill them in with the correct information.”**
- **“The co-class helped me a lot and my writing has improved. I am ready to pass the AWPE exam on Saturday. I would advise everyone to take this co-class if they are taking WLD57.”**





**THANK YOU!**

**QUESTIONS?**