African-American Initiative

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Executive Summary

UC Davis Student Affairs values the widely held belief that the most compelling recruitment tool is effective retention. While our efforts are focused on engaging prospective students to become competitive applicants and encouraging admitted students to enroll, we do so with an eye to ensuring that all incoming students are prepared for college and are guided to the academic and student support services needed to be successful. Following Proposition 209, a sharp decline in the enrollment of African-American, Chicano/Latino and Native American students in the University of California (UC) system has prompted a new context in which Undergraduate Admissions must broaden its reach to underserved communities. UC Davis' recent hiring of a director of African-American strategic retention initiatives enables us to take a more holistic approach in addressing students' needs and supporting their entire journey, from prospective student through college graduate.

THREE-FOLD APPROACH

1 | Grow and strengthen the pool of competitive applicants through strategic recruitment.

2 | Increase the number of admitted students who choose to enroll at UC Davis through effective and impactful yield efforts.

3 | Implement strategies that will support retention, persistence and graduation rates among enrolled African-American students.

As we consider the most pressing challenges to increasing and enhancing the presence of African-American undergraduate students at UC Davis, a three-fold approach is demanded: 1) Grow and strengthen the pool of competitive applicants through strategic recruitment, 2) Increase the number of admitted students who choose to enroll at UC Davis through effective and impactful yield efforts, 3) Implement strategies that will support retention and persistence among enrolled African-American students. This plan describes current programs that support underrepresented students in the admission process, outlines innovative strategies for increasing recruitment and yield among African-American freshman and transfer prospects, and addresses why and how UC Davis must improve retention and persistence for African-American students.
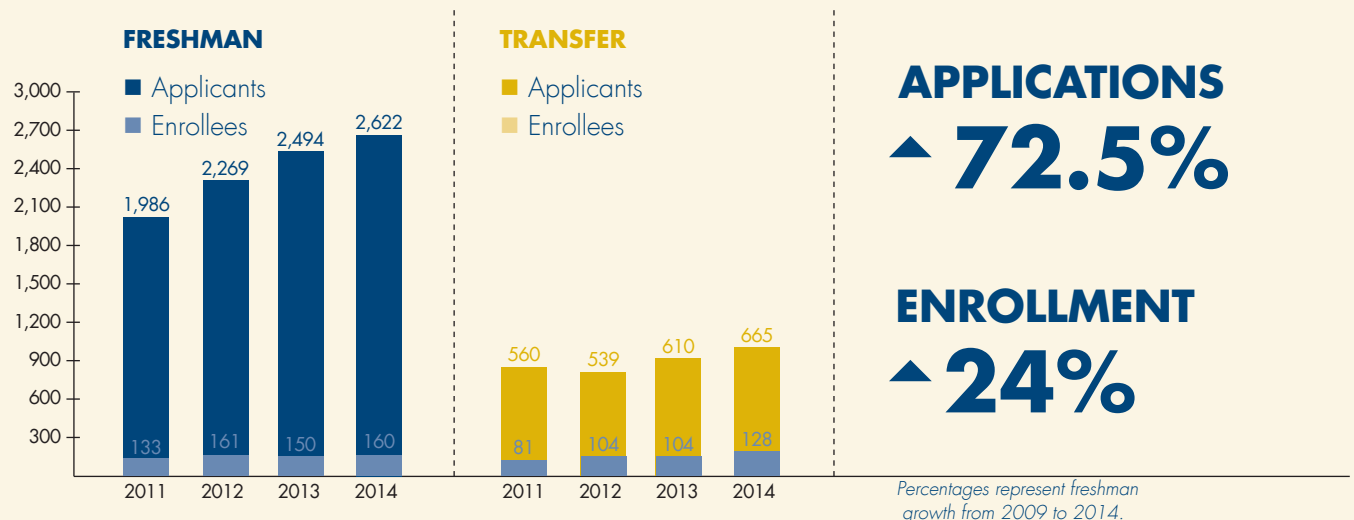
Outreach and Recruitment for African-American Undergraduate Students

ADMISSION TRENDS OF AFRICAN-AMERICAN UNDERGRADUATES

As highlighted in charts 1 and 2, the factors that have lead to low numbers of African-American applicants and enrollees to UC Davis are complex. Though the overall numbers are low, Undergraduate Admissions has implemented several programs over the years to improve the application and enrollment rates of African-American students, resulting in slow but steady growth. African-American freshman applications increased 72.5 percent from 2009 to 2015, whereas enrollment grew only 24 percent from 2009 to 2014 (2015 enrollment data has not yet been finalized). Though the transfer pool is much smaller than the freshman pool, the percentage of African-American transfer applicants and enrollees increased significantly compared to freshman cohorts. The range between African-American freshman and transfer enrollees is only 32 students, suggesting that we have seen more success in enrolling African-American transfer students than freshmen.

ADMISSION TRENDS

FRESHMAN
- Applicants
- Enrollees

Year	Applicants	Enrollees
2011	1,986	133
2012	2,269	161
2013	2,494	150
2014	2,622	160

TRANSFER
- Applicants
- Enrollees

Year	Applicants	Enrollees
2011	560	81
2012	539	104
2013	610	104
2014	665	128

APPLICATIONS
▲ **72.5%**

ENROLLMENT
▲ **24%**

Percentages represent freshman growth from 2009 to 2014.

DEMOGRAPHIC DETAILS

Fall 2014	Freshman Applicants		Freshman Enrollees		Transfer Applicants		Transfer Enrollees	
	#	%	#	%	#	%	#	%
Total African-Americans	**2,622**	**5.1%**	**160**	**3.4%**	**665**	**5.5%**	**128**	**4.6%**
Female	1,636	62.4%	110	68.8%	302	45.4%	63	49.2%
Male	986	37.6%	50	31.3%	363	54.6%	65	50.8%
First Generation	1,239	48.4%	81	51.6%	360	56.4%	64	51.6%
Low Income	1,231	50.7%	72	48.3%	202	50.2%	42	51.9%
Single Parent Home	1,220	46.5%	75	46.9%	199	29.0%	38	29.7%

CHALLENGES

The African-American applicant and enrollee trends begin to identify certain obstacles that these students face when considering UC Davis, as well as the challenges that UC Davis faces in recruiting African-American students to campus. A significantly higher proportion of African-American applicants, admits and enrollees are from low-income families when compared to the overall applicant/admit pool. In addition, financial barriers often correlate to academic preparation opportunities. The cost of college and financial aid availability are major hurdles for students coming from low-income families, which impact student decisions about attending a four-year university and the balance between academics and work while attending college.

Location and distance are also critical factors, since proximity to home and family is an important consideration for this demographic. While first-generation students often need more support to navigate the college application process, preliminary review of qualitative data indicates that increased competition in college admission has made parents and families of students who are not first-generation feel powerless to help their students navigate the university successfully.

Another key challenge for African-American students is that the UC Davis student body is predominantly White and Asian. It is often difficult for prospective African-American students to envision themselves at UC Davis with so few African-American students, faculty and staff on campus. This notable absence leads to the perception that culturally relevant support and programming are not available on campus to meet their academic, social and holistic needs.

Goals and Strategies

To reach our goals of increasing the applicant pool of academically competitive African-American students and improving the yield rate of those admitted, we must hone our outreach and recruitment efforts in ways that will remove the barriers outlined above. Broad strategies include:

- Locate schools and communities with high concentrations of African-American and high-achieving students.

- Increase our focus on communities in close proximity to UC Davis.

- Provide greater support to parents and families in recognition of their key role as influencers.

- Promote a college-going culture through early outreach and academic preparation.

- Foster awareness of financial aid opportunities and the return on investment of higher education and UC Davis.

- Build stronger community relations; specifically connecting prospective students and their families with the UC Davis African-American community (students, faculty, staff, alumni, parents/families of students) and showing them campus support programs and resources.

- Showcase the campus to prospective students and their families through on-campus experiences.

OUTREACH AND COMMUNITY ENGAGEMENT

While our outreach programs continue to positively impact the academic preparation and college readiness among underrepresented and underserved youth, we recognize that more needs to be done to engage with families and communities. Below is a list of outreach programs that focus on underrepresented students, as well as recommendations for community engagement.

Current Outreach and Engagement Activities

- **Early Academic Outreach Program:** outreach and early academic preparation services to regional K–12 schools, with programs that focus on assisting underrepresented, low-income and first-generation students

- **Sacramento California Student Opportunity Access Program:** Undergraduate Admissions partners with this program to provide college awareness outreach, as well as academic and financial preparation services for local K-12 students.

- **College Making it Happen:** for 6–9th grade students and their families on how to prepare academically and financially for college

- **Parent University:** parent education program on college preparation and planning

- **Knowledge Is Power Program**: partnership with college-prep schools dedicated to preparing students in underserved communities for success in college and life

- **Mathematics, Engineering, Science Achievement**: Encourages educationally disadvantaged middle and high school students to pursue college and STEM fields through educational programming that prompts them to think, create, build, design, invent and work together as a team

- **Sacramento Area Youth Speaks**: critical literacy program for local underserved and underrepresented middle and high school students

- **Summer Mathematics and Science Honors Pathways and Academy**: five-week summer academy to engage underrepresented and underserved high school students in STEM-related fields during an intensive academic and college-preparatory program

- **Oakland Unified School District Office of African-American Male Achievement**: outreach and partnership with this unique academic mentoring model designed and implemented by African-American males for African-American males

- **Umoja**: partnership with community college Umoja program for African-American students

Outreach and Engagement Recommendations
- Further develop community engagement programs that will strengthen UC Davis' presence, visibility and relationship with African-American organizations, communities and families.

  - Continue to define and expand the Urban Partnerships program.

    - Develop partnerships with 200 African-American community-based organizations (e.g., faith-based, business, educational non-profits).

    - Launch African-American Students into Higher Education—partnership with Yolo County scholarship mentoring program. Recipients work in local schools to give back - a "lift as you climb" approach.

    - Collaborate with UC Davis African-American alumni in these partnerships.

FRESHMAN
Current Recruitment Activities
- **UC For You:** for high-achieving students and underrepresented students

- High school visits

- College fairs

- Evening workshops

Recruitment Recommendations

- Envision UC Davis: a preview day for prospective underrepresented students

- Target geographic areas where there are large numbers of African-American prospective students.

- Application workshops

- Information sessions for parents and families:

  - Host weeknight information sessions for parents and families at local community colleges.

  - Target local high school counselors.

  - Involve parents and families of current UC Davis students in connecting with families of prospective/admitted students.

  - Involve current UC Davis students from African-American student organizations, such as African Diaspora Cultivating Education and the Black Student Union.

  - Invite community leaders to help spread the word and attend events.

  - Establish partnership with the Posse Foundation, a college access and youth leadership development program.

Current Yield Activities

- Regional meet and greets

- One-day campus trips

- Aggie Student Weekend: free campus visit program for underrepresented, low-income and first-generation admitted freshmen

- Experience UC Davis: free campus visit program for high-achieving underrepresented admitted students and their parents

- Decision UC Davis: free, on-campus program for admitted students and their families to discover what UC Davis offers (programs and resources for success) and to experience campus life firsthand

- Decision UC Davis cultural receptions: opportunities for admitted underrepresented students to meet with campus cultural communities and learn about resources on campus

- African-American Aggie Alumni Association events (5A): informal socials at which admitted students and their families are able to meet and network with UC Davis African-American alumni

- Phone banking: phone calling program to reach out to high-achieving, admitted underrepresented students

Yield Recommendations

- Increase parent and alumni involvement in Decision UC Davis, phone banking and 5A events.

- Collaborate with Parent and Family Programs to engage parents of admitted students at Coffee Talk events.

- Expand 5A events to include Southern California.

- Expand phone banking to include targeted messaging and support from the campus community.

- Offer more personalized/targeted campus tours.

- Create campus "TEDtalks" targeted to admitted underrepresented students.

- Hire more African-American tour guides and students to work in the Welcome Center.

- Initiate the "Crew" peer mentoring model, which brings current UC Davis students to help newly admitted students in their transition to college.

TRANSFER

Current Recruitment Activities

- **Transfer Opportunity Program:** regular on-campus visits and services to approximately 21 California community colleges to help students with the transfer process via advising and workshops.

- Regular school visits

- **Discover UC Davis:** free, on-campus one-day program for admitted transfer students to discover the academic and research programs UC Davis offers.

- **Transfer Days, College Night:** college information programs hosted by community colleges.

- **UC Davis Transfer Admission Guarantee:** provides advising and evaluation services to transfer students in collaboration with California community college counselors, resulting in a contract guaranteeing admission one year in advance of enrollment if all criteria are met.

- **UC Transfer Admission Planner:** online admissions planning tool for prospective transfer students to plan their community college course work and track their progress to UC transfer eligibility.

Recruitment Recommendations

- Host information sessions for parents and families.

- Host weekday information sessions at local community colleges.

- Target community counselors.

- Involve current parents/families of UC Davis students, so they can connect with those of prospective/admitted students.

- Involve current UC Davis students from African-American student organizations, such as African Diaspora Cultivating Education and the Black Student Union.

- **Envision UC Davis:** a preview day for prospective underrepresented students

- Host applicant workshops.

- Target recruitment at California community colleges that have high populations of underrepresented students.

- Partner with Umoja, Black Student Union, etc.

- Host information sessions at high schools for graduating seniors planning to attend a California community college.

- Attend/table at California community college student orientations.

- Engage current transfer students to support recruitment efforts.

Current Yield Activities
- Transfer Opportunity Program admission celebrations at California community colleges

- **Phone banking:** phone calling program to reach out to high-achieving, admitted students

- **Decision UC Davis:** free, on-campus program for admitted students and their families to discover what UC Davis offers (programs and resources for success) and to experience campus life firsthand

- **Decision UC Davis cultural receptions:** opportunities for admitted underrepresented students to meet with campus cultural communities and learn about resources on campus

- Targeted emails

Yield Recommendations
- Host standardized regional receptions for all transfer students.

  - Pilot three events for 2016.

    - Make these family-friendly events for reentry transfer students.

    - Include representatives from campus resource centers (Transfer Reentry Veterans Center, Student Academic Success Center, Internship and Career Center).

- Host local 5A dinners for transfer students.

- Implement targeted phone banking.

MARKETING AND COMMUNICATIONS
Market Research
Conduct surveys, hold focus groups and review current data to analyze why African-American students choose other campuses over UC Davis.

Tactics
- Create a cultural insert to accompany the viewbook.

- Reassess cultural pages and admit brochure with the goals of this initiative in mind.

- Use CollegeWeekLive service to create targeted online engagement opportunities.

- Segment email messaging and include a focus on resources and community support.

- Personalize emails to include a single point of contact and photo whenever possible.

- Develop a culturally relevant social media campaign.

- Develop implemented messaging through Yield Task Force Marketing and Communications Subcommittee (dean's letter, Department of African and African-American Studies, Honors program messaging and video).

- Expand Fellow Aggies video to include more profiles of African-American students.

- Update the financial aid video.

- Place ads in culturally relevant outlets, such as Sac Cultural Hub.

- Use Chegg data to tailor content and determine population parameters.

- Market Transfer, Reentry, Veterans Center services.

- Create video profiles of transfer student success stories.

Retention for African-American Undergraduate Students

TRENDS AND CHALLENGES FOR AFRICAN-AMERICAN UNDERGRADUATE STUDENT RETENTION

African-American (Black) students make up **2.2 percent** of the entire student population at UC Davis; **1.3 percent** at University of California, San Diego; and **5.4 percent** at University of California, Riverside. **(Chronicle of Higher Education; October 31, 2014)**

As shown in **Figure 1** below, the percentages of African-American students dismissed from UC Davis between 2009 and 2012 is disproportionately high in light of the percentages of African-American students admitted during those same years. As a result, there are many questions we need to address, including: What factors caused this trend? How long has this trend persisted? What can/should be done to prevent this trend from continuing?

FIGURE 1: UC DAVIS RETENTION DATA

African-American Enrollment/Dismissal Numbers: Fall 2009 – Fall 2012

Student Identity	Fall 2010	Fall 2011	Fall 2012
Total African-American Students enrolled	666	688	817
Total Undergraduates Enrolled	22,783	22,914	25,070
% of African-American students enrolled	2.92%	3%	3.26%
Number of dismissed African-American Students	15	17	13
% of African-American Students dismissed from total dismissals	4.45%	5%	4.8%

15 dismissed; 9 withdrawn as of winter quarter 2015

WHERE WE ARE NOW: THE ROAD TO RETENTION

4-YEAR GRADUATION RATE

Student Population	2007 Cohort	2008 Cohort	2009 Cohort
Campus	51%	54%	58%
African-American	32%	26%	29%

6-YEAR GRADUATION RATE

Student Population	2005 Cohort	2006 Cohort	2007 Cohort
Campus	82%	81%	82%
African-American	71%	72%	73%

Barriers and Strategies

The barriers preventing African-American students from persisting are often related to financial need and/or getting adjusted to campus life. According to Anderson's "Forces Influencing Student Persistence and Achievement," numerous factors impact student departure. Accordingly, this plan considers how a student's adjustment to campus life may hinder his or her progress. In addition to academic challenges, students must progress through college while often struggling with inadequate finances, feelings of isolation or hostility, mental health issues, conflicts with other students and a sense of not belonging—whether based on cultural differences or other factors. Additional factors that impact persistence at UC Davis include:

Barriers	Strategies
Lack of adequate mental preparation	Rites of passage programs (orientation)
Financial readiness	Financial readiness workshops
Absence of role models who have gone to college	Mentoring programs
Academic readiness	Directed group study with intervention and early detection
Alienation/sense of belonging	African-American Student Center

At UC Davis, Black student activists are keenly interested in issues impacting their community, including:

- Low graduation rates of African-American students (33 percent within four years for the 2010 cohort)

- Small presence of African-American students compared to the overall UC Davis student population (3.2 percent)

- Incidents of hate on campus (Jungle Fever article, stereotypical "Black" themes within dining services)

- The need to decrease attrition and increase persistence and achievement (retention) of African-American students

As a result of these concerns, key representatives within the Black student community wrote a proposal (see appendix) and presented it to administrators.

The timing of the students' proposal coincided with efforts already under way within Student Affairs to systematically address the challenges affecting the African-American student experience at UC Davis. The following information, which is meant to address the students' concerns specific to retention, is not a panacea but rather a beginning toward enhancing the African-American student experience at UC Davis. Throughout these efforts, Student Affairs will continue to engage with students to foster and implement a shared vision.

This retention plan is adapted and modeled after Swail's evidence-based minority retention model, Retaining Minority Students in Higher Education: A Framework for Success[1], to reduce attrition within the African-American student population. Likewise, it adopts Swail's approach of linking campus departments to create a campuswide system composed of administrators working together for the common purpose of increasing African-American persistence and achievement. The plan is based, in part, on three retention priorities established by the UC Davis director of African-American strategic retention initiatives, as well as numerous evidence-based and innovative strategies.

Priorities and Goals for Retention

Through its recent establishment of the director of African-American strategic retention initiatives position, UC Davis is poised to lead the University of California in developing strategies for retaining African-American students. The subsequent establishment of a position for enhancing the Chicano/Latino student experience further strengthens UC Davis' support of students from underrepresented backgrounds. However, as Chancellor Linda Katehi has stated, "Money is not a solution, but rather a tool to get solutions." Therefore, these positions should be viewed as the nuclei of a broader network of support services. The most effective retention strategies incorporate an "all hands on deck" philosophy.

As a result, UC Davis must advocate and champion progressive change through high-level collaboration and positive working relationships with the four academic colleges (via their deans office advisers), Center for Student Affairs Assessment, Undergraduate Admissions, Undergraduate Education, the Financial Aid and Scholarships Office and Residential Life. The following is a proposed plan of action for addressing African-American student retention:

STRATEGIC RETENTION PRIORITIES
Priority 1
- Implement a campuswide resource-mapping project that identifies all retention-based personnel/programs that support African-American students within Undergraduate Education, the four academic colleges and Student Affairs. Show alignment and collaboration with other campus units, such as Undergraduate Admissions, Center for Student Affairs Assessment, etc. (See appendix for resource mapping).

Priority 2
- Develop a collaborative system between programs/personnel committed to African-American students to share data (e.g., attendance, grades and co-curricular involvement). Use and/or develop data-tracking tools to successfully manage African-American student information (e.g., the Online Advising Student Information System—OASIS).

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[1] Swail, Watson Scott, Ed.D. Retaining Minority Students in Higher Education: A Framework for Success. ASHE-ERIC Higher Education Report. Jossey-Bass Higher and Adult Education Series. Jossey-Bass, 989 Market Street, San Francisco, CA 94103-1741, 2003.) Notes: Also written with Kenneth Redd and Laura W. Perna. Published six times per year; Sponsor: Office of Educational Research and Improvement (ED), Washington, DC.

- Establish a process for the collection of data associated with African-American students in these programs (e.g., card swiping) and compare the diverse components of these programs through assessments, intervention, orientation, outcomes, program personnel, etc.

- Conduct Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis of the identified campuswide resources/services designated for African-American students.

Priority 3
- Conduct local and national research that identifies retention projects and/or programs that are most applicable to the UC Davis community. Create and/or propose new strategic retention initiatives for African-American students.

STRATEGIC RETENTION GOALS
Short-Term Goals
- Partner with the Linda Frances Alexandar Scholars program.

- Establish the Center for African Diaspora Student Success.

- Utilize the Cash-Course Financial Literacy Planning offered by the UC Davis Financial Aid and Scholarships Office.

- Decrease the quarterly number of African-American students on academic probation and subject to dismissal.

- Engage faculty in early detection/intervention planning.

- In collaboration with the student affairs officer in the African-American and African Studies department, coordinate a care team model for academic advising/counseling.

- Engage the campus community in retaining African-American students.

Long-Term Goals
- Enhance the undergraduate experience for African-American students.

- Decrease the time-to-degree for African-American students.

- Increase the percentage of African-American students who graduate within four years and within six years.

PROPOSED INITIATIVES
African-American Scholars Program
All incoming African-American UC Davis students will be considered participants in the proposed African-American Scholars Program. This program, which will serve as the umbrella for delivering a uniform suite of resources to African-American students, will bring together all student support services, including peer-directed group study, supplemental tutoring, Summer Bridge, the Campbell II Living-Learning Community, a mentorship/rites of passage component and success workshops.

Many of the services for the African-American Scholars Program will be coordinated and delivered to African-American students through the African-American Student Center. As the only campuswide retention program for Black students, the Linda Frances Alexander Scholars program (LFA), will be housed in the Center for African Diaspora Student Success. As a result of student and staff feedback, we are currently adjusting the program to make it more effective and more outcomes/results driven. More specifically, we are establishing a cohort model, creating curriculum for seminars and changing the staffing structure.

Center for African Diaspora Student Success
This center will provide a home base to African-American students and be available to all students. Goals for the center include:

- Foster a sense of community, a sense of belonging and cultural history.

- Serve as the primary location for student support services to enhance the campus climate and as the main site for leadership building, student organization meetings, faculty mentoring, etc.

- Provide academic and professional advising to students.

- Collaborate with other campus resources to ensure that students' needs are met in a comprehensive and holistic manner.

- Partner with students so that their voices are heard and their opinions considered when hiring staff and planning programs and activities.

The Center for African Diaspora Student Success will offer the following resources:

Center for Leadership Learning
In partnership with the Center for Leadership Learning, the African-American Student Center will offer leadership and professional development opportunities—such as co-curricular programs, workshops and activities—to Black student organizations and their governing boards.

Holistic Adviser

As Undergraduate Education considers a campuswide approach for offering holistic advising, the Center for African Diaspora Student Success will align with these efforts by offering holistic advising to the students we will serve.

Tutoring

We are exploring the cost of offering comprehensive and consistent tutorial support for students in the center.

Integration With the African and African-American Living-Learning Community in Campbell Hall

The African-American and African Studies student affairs officer (SAO) will work in tandem with the new peer adviser position, as well as the resident adviser position, in the African and African-American Living-Learning Community in Campbell Hall. The peer and resident advisers will meet with the SAO regularly to address cultural competency training and lead the programming effort. Student leaders from the campus's various Black student organizations will be an integral part of the advisory committee for these efforts. We will begin encouraging admitted students who identify as African-American to choose this living-learning community through targeted communications disseminated during Orientation, Decision UC Davis and STEP.

Professional Development Adviser

The current budget for the Center for African Diaspora Student Success may allow for two full-time staff and two part-time graduate students. All other support positions will be achieved through collaborative partnerships. For example, a Black psychologist from Student Health and Counseling Services will meet with students in the center instead of North Hall. We will also partner with other campus entities—such as the Internship and Career Center, Financial Aid and Scholarships Office, Biology Academic Success Center, Student Academic Success Center and Health Professions Advising—to ensure that African-American students get information and access to resources in a timely manner.

Conclusion

UC Davis' commitment to recruiting, enrolling, retaining and graduating African-American scholars provides a critical context for the ultimate success of this plan. As we position ourselves to become the university of the 21st century, we must build a campus community that reflects California's demographics, a culture that values the depth of brilliance achieved through equity and inclusion and a support structure in which our students feel untethered to achieve.

Student Affairs looks forward to working closely with students—and beyond the imaginary lines of campus departments and divisions—to further develop and implement the three-fold strategy addressed earlier in this report:

1. Grow and strengthen the pool of competitive applicants through strategic recruitment.

2. Increase the number of admitted students who choose to enroll at UC Davis through effective and impactful yield efforts.

3. Implement strategies that will support retention, persistence and graduation rates among enrolled African-American students.

As we take an all-hands-on-deck approach, UC Davis is well positioned to become the foremost destination where African-American students thrive during their academic journey and beyond.

Appendix

Student Activism Played a Role in the Development of this Report

Researchers, politicians, and the public have criticized colleges and universities for not effectively preparing college students to be active participants in their communities and within a democratic society. Colleges and universities are increasingly more engaged in conversations to refocus and educate students on becoming active citizens within local, national, and global communities (Chickering & Stamm, 2002; Hurtado, Engberg, Ponjuan, and Landreman, 2002; Schneider, 2001).

Student involvement in local issues and service plays a role in establishing a sense of empowerment in students' ability to produce change. Levine and Cureton (1998b) found that 73 percent of undergraduates believed that an individual could produce societal change. Prime examples are the student divestment movement in the 1980s and the anti-sweatshop movement in the 1990s. The students involved in the 1980s divestment movement put pressure on their universities to divest their endowments from companies doing business in South Africa. In the 1990s, students put similar pressure on their universities to do business with companies that participate in fair labor practices (Longo and Meyer, 2006).

Consequently, through service, students realized social issues are not just indicative of problems at the local level but are symptomatic of problems at the state, national and global level. As a result of their service, students developed a sense of personal responsibility that lead them to protest. In addition to affecting their communities, students' involvement in activism may influence student development outcomes. Astin (1993a) found that students who were involved in protest activities had a stronger commitment to the environment, and developed a philosophy of life and demonstrated "growth in artistic interests and leadership abilities, aspirations for advanced degrees, and increased chances of voting in a presidential election" (Astin, 1993a, p.48).

Here at UC Davis, some current issues that interest Black student activists include: low graduation rates of African-American Students (33 percent within four years for the 2010 cohort); a small presence of African-American students compared to the overall UC Davis student population (3.2 percent); incidents of hate on campus (Jungle Fever article, stereotypical "Black" themes within dining services); and the need to decrease attrition, and increase persistence and achievement (retention) of African-American students. As a result, key representatives within the Black student community engaged in their form of activism by meeting, writing a proposal based on concerns and meeting with administration to address these proposed concerns.

Timing is everything as Student Affairs administrators (last year) began the process of discussing and "systematically" addressing some of the challenges that affect the African-American student experience here at UC Davis. The information in the preceding report was presented, in part, to address the students' concerns specific to retention. It is not presented as a panacea but rather a beginning to addressing the many challenges facing African-American students at UC Davis.
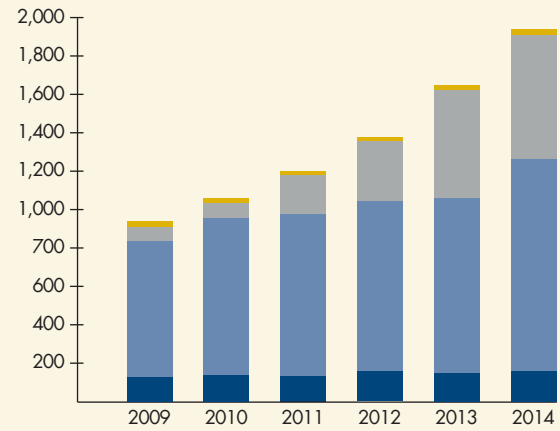
FRESHMAN: BY ETHNICITY

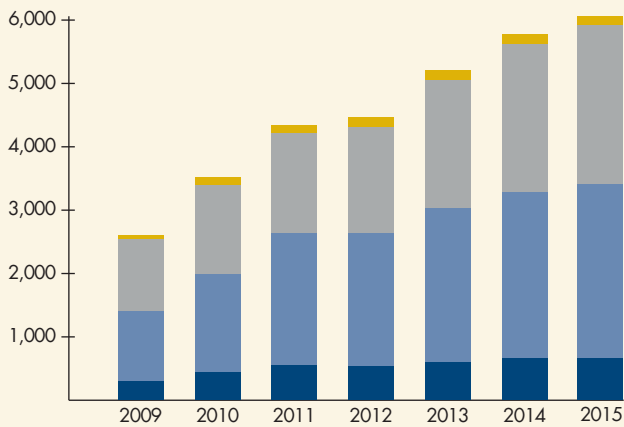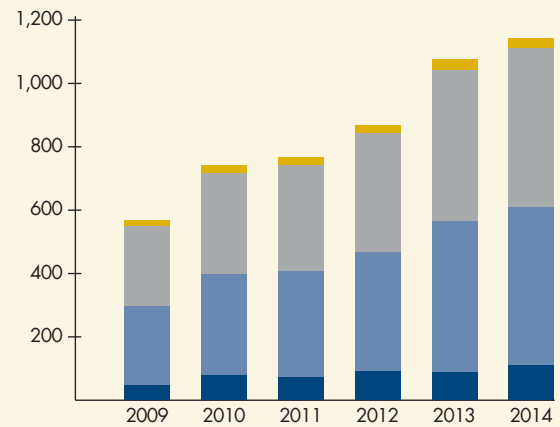■ American Indian ■ International ■ Chicano/Latino ■ African-American
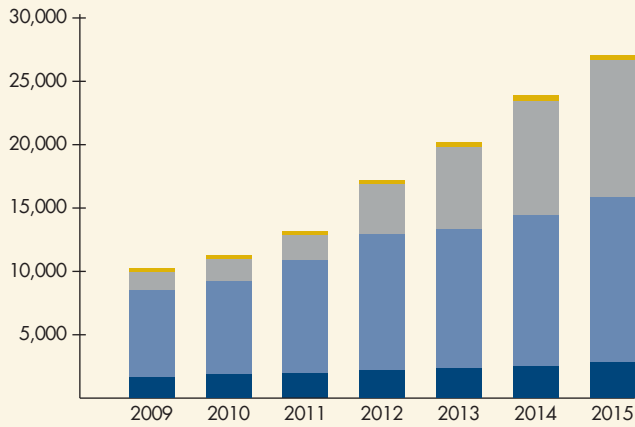
APPLICANTS

ENROLLEES

TRANSFERS: BY ETHNICITY

■ American Indian ■ International ■ Chicano/Latino ■ African-American

APPLICANTS

ENROLLEES

FRESHMAN: DEMOGRAPHIC DETAILS

APPLICANTS	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	%	#	%	#	%	#	%
Total African-Americans	1,986	4.5%	2,269	5.0%	2,494	5.1%	2,622	5.1%
Female	1,218	61.3%	1,373	60.5%	1,524	61.1%	1,636	62.4%
Male	766	38.6%	895	39.4%	970	38.9%	986	37.6%
First Generation	960	49.7%	1,141	51.7%	1,246	51.2%	1,239	48.4%
Low Income	824	47.8%	1,031	50.6%	1,207	52.8%	1,231	50.7%
Single Parent Home	885	44.6%	1,072	47.2%	1,195	47.9%	1,220	46.5%

ENROLLEES	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Total African-Americans	133	3.0%	161	3.3%	150	3.3%	160	3.4%
Female	85	63.9%	99	61.5%	110	73.3%	110	68.8%
Male	48	36.1%	62	38.5%	40	26.7%	50	31.3%
First Generation	64	48.5%	77	49.4%	71	48.0%	81	51.6%
Low Income	51	41.8%	69	46.3%	71	50.7%	72	48.3%
Single Parent Home	57	42.9%	70	43.5%	64	42.7%	75	46.9%

TRANSFER: DEMOGRAPHIC DETAILS

APPLICANTS	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	#	%	#	%	#	%	#	%
Total African-Americans	560	4.7%	539	4.7%	610	5.2%	665	5.5%
Female	295	52.7%	263	48.8%	308	50.5%	302	45.4%
Male	265	47.3%	276	51.2%	302	49.5%	363	54.6%
First Generation	311	58.2%	288	57.5%	341	58.7%	360	56.4%
Low Income	135	49.5%	169	52.2%	207	55.5%	202	50.2%
Single Parent Home	147	26.3%	167	31.0%	191	31.3%	193	29.0%

ENROLLEES	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
Total African-Americans	81	3.2%	104	4.0%	104	3.7%	128	4.6%
Female	50	61.7%	45	43.3%	64	61.5%	63	49.2%
Male	31	38.3%	59	56.7%	40	38.5%	65	50.8%
First Generation	54	68.4%	58	60.4%	62	62.0%	64	51.6%
Low Income	17	41.5%	20	34.5%	30	46.2%	42	51.9%
Single Parent Home	16	19.8%	29	27.9%	31	29.8%	38	29.7%

PRIORITY 1: RESOURCE MAPPING

AFRICAN-AMERICAN STUDENT ENROLLMENT BY COLLEGE

APPLICANTS

Total African-American students at UC Davis	**812**
College of Agricultural and Environmental Sciences	163
College of Biological Sciences	158
College of Engineering	76
College of Letters and Science	413
Division of Humanities and Arts	88
Division of Math and Physical Science	41
Division of Social Sciences	284

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