



**Black Student Experience Work Group Report  
August 2020**

## **Black Student Experience Work Group Report Executive Summary**

On July 9, 2019 Chancellor Wilcox, Vice Chancellor Brian Haynes, Associate Vice Chancellor Mariam Lam, Interim Assistant Dean of Campus Life Ellen Whitehead, and African Student Programs Director Jamal Myrick met with Black student leaders as a follow up to the continuing campus conversations in response to the arrest of a University of California, Riverside (UCR) Black student by the University of California Police Department (UCPD). While the overarching theme of the conversation revolved around the safety and security of Black students at UCR, other topics were addressed, including Black student experiences and needs in the areas of UCPD policy and procedures; Title IX and CARE complaint responses; admissions and enrollment management; graduate student needs; and academic affairs, which includes faculty recruitment and training for inclusion and diversity.

In efforts to better understand and address the concerns raised by the student leaders, campus leadership discussed recommendations. One of the recommendations was to establish the Black Student Experience Working Group (BSEWG) at UCR, which comprises a shared governance model that is inclusive of students, faculty and staff.

With a kick-off meeting on November 15, 2019 and meetings held throughout the 2019-2020 academic year (in-person and virtually), the BSEWG sought to assess the experiences of Black students at UCR and provide recommendations for advancement in this area. It was led by a tri-chair leadership structure, which included Provost Thomas Smith, VCSA Brian Haynes, and student leader Kalin Pont-Tate. Leadership from African Student Programs served as liaisons to each of the subcommittees. As a framework for the group discussions, three broad areas impacting Black students on campus were identified along with guiding questions:

1. **Black Student Admissions and Recruitment**  
**Guiding Question: How can we make UCR a place where more Black students want to enroll?**
2. **Overall Campus Climate and Culture**  
**Guiding Question: What is UCR's climate and culture as it relates to Black students?**
3. **Black Student Success**  
**Guiding Question: How should UCR define success for Black students?**

The members of the working group reviewed data regarding Black students, faculty and staff at UCR. They simultaneously sought to actively engage various campus stakeholders in a consultative process for insight and feedback. As a whole, the entire group met six times during the academic year with subcommittee meetings generally occurring bi-weekly. Given the broad charge of the group, each subcommittee focused its recommendations on actionable items that could be implemented within the next academic year.

It is duly noted that two historic global events: the COVID-19 pandemic and the social unrest directly attributed to the senseless killings of George Floyd, Breonna Taylor and Ahmaud Arbery had a significant impact on the latter discussions during the spring quarter and ultimately, these events impacted the recommendations put forth by the BSEWG. While each recommendation will be detailed later in the full report, actionable items for immediate consideration of implementation include the following:

### **Black Student Admissions and Recruitment**

1. The Office of Diversity, Equity and Inclusion should partner with Undergraduate Admissions to develop and implement a training program specifically for admissions counselors on the topics of diversity, inclusion and social justice.
2. Include African Student Programs, faculty, staff, and students who identify as Black or African American at UCR in decisions related to engaging Black student recruitment, outreach and marketing in a more intentional and regular basis with Student Affairs Marketing and Communication, Undergraduate Admissions leadership and management.
3. Re-center admissions to a holistic review process for the academic application process to align with best practices of other UC campuses.

### **Overall Campus Climate and Culture**

1. Assess UCPD policies regarding the escalation process of drawing weapons and the use of force. If not already in place, fully implement the use of body cameras for UCPD. Establish mandatory implicit bias training for all UCPD patrol officers.
2. Enhance the on-campus support system for Black students through increased recruitment and retention of Black faculty and staff.

### **Black Student Success**

1. Conduct a climate assessment of all Black students on campus to determine barriers to academic success.
2. Inventory programs and services that support Black student success at the university.

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### **Work Group: Charge, Membership, and Activities**

Kim A. Wilcox, Chancellor of the University of California, Riverside (UCR) established the Black Student Experience Work Group (BSEWG) during Fall Quarter 2019 in response to an incident on June 23, 2019 involving a Black student who was stopped in his vehicle off campus and taken into custody by UCPD (see [Appendix A](#)). The charge to the working group was as follows:

#### **Black Student Admissions and Recruitment**

Guiding Question: How can we make UCR a place where more Black students want to enroll?

- Undergraduate, Graduate and Transfers
- Resident and Non-Resident
- Best Practices

#### **Overall Campus Climate and Culture**

Guiding Question: What is UCR's climate and culture as it relates to Black students?

- UCPD
- Anti-Blackness
- Black Faculty and Staff Recruitment/Retention
  - HBCU Recruitment
- Title IX and CARE
- Mental Health
- Climate Assessment
- Student Housing
- Clubs and Organizations
- Best Practices

#### **Black Student Success**

Guiding Question: How should UCR define success for Black students?

- Advising and Support Services
- Academic and Non-Academic Programs
- Services and Initiatives: Academic and Non-Academic
- Retention Programs for Black Students
- PATH Program
- Black UCR Alumni
- Best Practices

To aid in guiding the discussions, work group members were also asked to review a number of documents including "Black Minds Matter: Supporting the Educational Success of Black Children in California;" the 2018, University of California Presidential Task Force on University-wide Policing to review existing policing practices throughout the system; and the University of California Undergraduate Experience Survey (UCUES).

The work group was led by a tri-chair leadership structure, which included Provost Smith; Vice Chancellor Haynes and student leader Kalin Pont-Tate. This shared governance work group was comprised of students, faculty and staff. The leadership team of African Student Programs served as liaisons to each of the subcommittees. A listing of work group members is provided in [Appendix B](#).

The work group engaged in the following activities:

- Review of recommended documents and literature regarding Black students in higher education.
- On November 15, 2019 as part of the kick-off meeting Ryan Johnson, principal research analyst, Institutional Research, presented the “Statistical Profile of Black Students, Faculty, & Staff at UCR” (see [Appendix C](#)). The presentation provided the work group with data regarding Black students, faculty and staff at UCR from 2009-2019.
- Met with Hayden Harris, Student Affairs Assessment and Research to discuss and analyze UCUES data regarding Black students throughout the University of California (UC) and at UCR.
- Developed an anonymous survey in Winter Quarter 2020 to assess how Black students define success.
- Reviewed UC system-wide admissions policies and procedures.
- Held work group and subcommittee meetings throughout the academic year to engage the Black community and solicit feedback from constituent groups (see [Appendix D](#)).

## **Background**

Given the broad charge of the work group there was a concerted effort to focus the recommendations into the following areas: admissions and student recruitment; campus climate with an emphasis on barriers and supports; and Black student success. Over the course of the academic year, each subcommittee worked diligently to develop recommendations that sought to create influential change on the Black student experience at UCR. Given the current global context with COVID-19 impacting our campus, some recommendations may be placed on hold until the campus leadership gains clarity around budget and priorities post-COVID 19. Despite the impact of the current pandemic and its related issues, Chancellor Wilcox has committed to continuing the work of a reconstituted Black Student Experience Working Group (BSEWG) indefinitely.

## **Recommendations**

### **Admissions and Student Recruitment**

As of July 31, 2020, UCR admitted only 70 Black first-time college, first-year students and 102 Black transfer students. This is dismal when compared to previous admissions rates for Black students. According to the University of California Office of the President (UCOP) on July 16, 2020, African American students only raised to 5% from 4.8% and African American transfer students only moved up to 5.6% from 5.5% last year. Due to the Diversity Initiative from UCOP

and UCR's commitment to diversity, these numbers are alarming. To be in alignment with the UCOP and UCR agreement of committing to increasing the rates of African American students and diversifying UCR's student body through the intentional outreach and recruitment of historically underrepresented minorities, UCR should make a better commitment to change with the recommendations below.

**Recommendation 1:** Establishing a relationship with DEI Diversity Equity and Inclusion and Undergraduate Admission in order to create competent and ongoing training to admission counselors and their leaders to be aware of cultural nuances and implications facing Black students and staff.

**Recommendation 2:** Re-center admissions to a holistic review process for the academic application process to align with practices of other UC campuses.

*For example: Items that UCR should add to its criteria for consideration should include, but are not limited to the following: quality of academic performance relative to opportunities; outstanding work in special projects; income and first-generation consideration alongside personal insight questions; and more, as this could diversify UCR's admissions pool of African American students. Please refer to [this](#) article for additional information.*

**Recommendation 3:** Following Recommendation 2 and UCR's sister schools, UCLA and UCSC, the group suggests a different weight for non-academic factors as well as adding consideration for other non-academic factors from the 14 UC comprehensive review factors that will significantly increase the number of Black students admitted, but not be limited to those already being considered for UCR's admissions as seen below:

*GPA/ACT-SAT/A-G REQS/HONORS COURSES APPROVED/ FIRST GENERATION/ LOW INCOME - Current Considerations (Please also see: UC Merced and UCSB, weighing admission decisions 50% on academics and 50% on other holistic factors if not able to meet a 100% holistic review system as advised by UCR's Undergraduate Admissions Senate Committee.)*

**Recommendation 4:** Admissions and events teams/leadership create a targeted recruitment, application, and yield plan to partner with local high schools, community colleges and community organizations in the Inland Empire, Los Angeles, and Northern California areas to host virtual experiences that can garner interests in Black students' attendance at UCR. This should not be limited to the Community Engagement and Outreach unit of the Undergraduate Admissions Department (UGA).

**Recommendation 5:** Continue workshops focused on educating high school students on how to apply to UCR, but, also initiate earlier outreach to 9<sup>th</sup> and 10<sup>th</sup> graders or even middle schools with high numbers of African American students. This can be beneficial and inclusive for transfer students as well due to the model of the UGA - CEO unit target of HS and Transfer students (TAP/TAG/UMOJA - Summer Bridge). This recommendation will require the hiring and/or reassigned time of a Umoja Coordinator to also meet the Umoja Foundation

requirements to outreach to their community. Coordinator requirements include the creation of a Umoja orientation, Umoja-supported classes, etc. found [here](#) and at their [Summer Learning Institute \(SLI\)](#) for Faculty and Staff.

**Recommendation 6:** Include African Student Programs, alumni, faculty, staff, and students who identify as Black/AA at UCR in decisions related to engaging Black student recruitment, outreach and marketing in a more intentional and regular basis with Student Affairs Marketing and Communication, UGA leadership and management teams.

**Recommendation 7:** Each graduate school program to house a funnel/mentorship program in African Student Programs (ASP) to guarantee admissions to current Black undergrads to increase the Black student application pool to all UCR's graduate school programs.

**Recommendation 8:** Align UCR undergraduate and graduate holistic admissions standards consistent with Assembly Constitutional Amendment (ACA 5). The UC Regents unanimously approved to [endorse](#) ACA 5 and the repeal of the provisions of Proposition 209, which banned the consideration of race and gender in admissions decisions. Race should now be explicitly included in holistic admissions decisions as a variable to help increase the number of Black students at UCR.

**Recommendation 9:** To increase the number of Black students, the university should be charged with the promotion and hiring of more Black faculty and staff to promote a more diverse body of resources on our campus for our proposed influx of Black students. This will grant more opportunities for mentorship and professionals that look like the students that UCR wants on campus.

**Recommendation 10:** To ensure that admissions is successful about recruitment and outreach, it is strongly recommended that UCR implement focused assessment methods to understand the work that is happening with students. This means evaluating yield days/experiences (Highlander Day), assessing why students attend UCR, and reviewing how they received information about UCR. Incorporating assessment into the admissions department will inform future practices.

**Recommendation 11:** Create an Office of Diversity Training in the Graduate Division. This office would lead the development of a comprehensive recruitment plan to increase the numbers of Black students and students of color. The office would work with graduate program admissions committees to develop admissions standards consistent with ACA 5.

**Recommendation 12:** Develop a department under student affairs that solely focuses on recruiting and outreaching to Black students. This department will liaison with representatives from each college to ensure that informed resources are provided to the Community Engagement Representatives (previously known as the Community Engagement Outreach Admissions Counselor) and be a presence at outreach events. There will be a focus in the

following domains freshman, transfer, graduate and pre-med students and the process in which evaluation begins in the admissions offices this department would need access to.

*Examples include: UCI's Center for Educational Partnership (<https://www.cfep.uci.edu/>), UC Davis' Urban Initiatives for African American Student Recruitment, UCLA Assistant Director of African American Recruitment, etc. In addition, please review UCR's School of Medicine recruitment model for guidance.*

**Recommendation 13:** Connect graduate students to the potential resources that a director or department can provide as they are often isolated and disconnected from the typical Black student meetings and high school/transfer recruitment efforts. These resources can serve as a hub for even Historically Black Colleges and Universities (HBCUs) and/or exchange programs for other Historically Underrepresented Minorities and those in the African Diaspora.

**Recommendation 14:** Implement training to have UCR marketing staff be thoroughly aware of current cultural implications as well as hiring for a diversity representative for the communications and marketing team.

*For example: Within UCR's Cultural and Campus life offerings, provide documentation for prospective students and partners to see on a more consistent and open basis. Featuring a more inside look on UCR's website and official social handles, while including Black student marketing coordinators with ASP takeovers under the Student Affairs and Marketing and Communications department that can also participate in social media takeovers.*

**Recommendation 15:** Participate in Black College Expo experiences throughout the academic year on both undergraduate and graduate levels, while also participating in other college tours in financially fiscal out-of-state areas geared to prospective Black students.

**Recommendation 16:** Admission recruiters set up pop-up experiences in local Black spaces that cater to the Black community (Leimert Park, Long Beach, East Oakland, Atlanta, etc.).

*Examples can also include: Partnerships with UCOP and McDonald's and/or UCLA and Starbucks, local churches and community organizations that cater to the desired population.*

**Recommendation 17:** Provide opportunities for on-campus tour days/tour guides, overnight sessions, institutes, and summer programs for Black middle school, high school, transfer and graduate students who are interested in attending UCR with Black hosts.

*For example: Events created and funded by the university similar to Highlander Day but specifically for Black students. Please also see [Virginia Polytechnic Institute and State University's Black College Institute](#) as a model.*

**Recommendation 18:** Create space for prospective and admitted transfer students in Umoja at UCR, beyond admissions, and implementing programs, housing and cultural/academic classes in

line with the requirements of the Umoja Community mentioned. This can include but not limited to new living-learning communities in residential life, a transfer transition course (similar to FYE courses), Umoja Transfer Success Zone space/time, Umoja supported academic advisors, counselors, courses, and early access to campus experiences/registration.

*Please refer to [Umoja's website](#). Umoja-supported course offering support can also include Dr. Trelisa Glazatov; Dr. Antonio Banks from the Umoja Community; and Drs. Paul Green and Jennifer Brown from UCR.*

**Recommendation 19:** Institutional funding for ASP Summer Bridge Program to acclimate Black students to campus, which also includes fellowships and grant money for Black students that also include housing, meal plans, and programming focused on resources, community, and more to help with the yield and melt of our population.

*Summer Bridge Programs will provide marketing opportunities to enhance students to not only choose to apply to UCR, but also yield admitted students to submit their intent to register and enroll. Eventually, graduating and sustaining our high retention and graduation rates with a Summer Bridge Cohort method for Black students to rely on, and UCR to track this progress while upholding our community's graduation rates.*

**Recommendation 20:** Continued housing options for Black students after first year to establish relationships. This is important for UMOJA students (geared toward transfers), families, and graduate students that need more housing options on campus.

*Review UCI housing options such as the Ele Si Rosa Parks Theme House, sponsored by the African American Studies Department. It is recommended that UCR implement new housing in the new campus housing developments.*

**Recommendation 21:** Create a budget line item in Undergraduate Education and Undergraduate Admissions to engage with the Riverside Black community, community-based organizations and faith-based organizations that will include outreach and recruitment funds for campus visits, programs for admitted students to stay retained, and more.

**Recommendation 22:** Increase the budget and recruitment plan to engage out-of-state and HBCU recruitment (freshman, graduate, and medical school level) specifically for Black students.

**Recommendation 23:** Increase funding for the student salaries of outreach and recruitment of Black students. This should not be limited to the Admissions Ambassadors (CEO), ASP student staff, Bourns College of Engineering/National Society of Black Engineers student staff, and campus tour guides (specifically for Black students).

**Recommendation 24:** Create a recurring report to send to UGA/CEO, ASP and other entities on campus that need application status, major, and similar reports that may need to be recreated

to center around the ethnic category of African American/Black Prospective, Application, Admits, and SIRS.

**Recommendation 25:** Increase the number of enrolled Black undergraduate and graduate scholars by 15% within 3 years. A mere 2.3% of graduate students are Black or African American and 3.3% of undergraduate students are Black/AA. This pales in comparison to the local Black population of 6.5% in Riverside County and 5.5% for the state of California.

## Campus Climate and Culture

Dating back to the early 1800's when Black students first enrolled at predominantly non-Black colleges and universities the campus climate has been a pivotal factor in retention and ultimately graduation. In their seminal work titled "How College Affects Students," Pascarella and Terenzini noted that Black students' perceptions of campus climate and culture differed greatly from other cohorts of students. What is UCR's climate and culture as it relates to Black students was the question that served to guide the work group discussions. It is also worth noting that campus climate and culture in this report should be viewed holistically and inclusive of attitudes, behaviors, structures, policies, procedures and norms.

**Recommendation 1:** An assessment of the Black faculty experience in order to determine why retention is low.

One of the biggest concerns of Black students is the lack of representation among UCR faculty. In order to gauge why retention of hired faculty is so low, we recommend there be an assessment of their experience, and that actions be taken to mitigate what is causing them to move on to other institutions. It is suggested that faculty have the ability to participate anonymously.

**Recommendation 2:** An assessment of UCPD policy around the escalation process of drawing their guns. Implementation of body cams for UCPD if not already in place. Implicit bias training for all UCPD patrol officers.

Student representation offered that the two main concerns about UCPD is the threat of their guns and the ongoing racial profiling. In addition to the incident concerning Festo Bwogi, we heard an additional student testimony where the student had experienced multiple negative interactions with UCPD. Included in these interactions was one where UCPD pulled a gun out on them though there was no threat of danger to the officer, and another experience where an officer told them that the way their name was spelled was "absurd."

**Recommendation 3:** An annual report of campus climate and culture through the lens of Black students. The report would be informed by an annual survey distributed during the late summer/early fall quarter.

Survey questions would capture data that all subgroups need in order to carry out their goals. Students would get different sets of questions based on if they are new or continuing students, new students would report on their reasons for choosing UCR and the various orientation events, and continuing students would report on their experience on-campus so far. The survey would incorporate multiple choices and free response. Incentives can be offered based on funding opportunities, the most cost effective would be the “entered into a raffle” approach. Surveys should not exceed a 10-minute average response time.

**Recommendation 4:** Increased recruitment and retention for the Black Faculty & Staff Association (BFASA).

If UCR can identify, recruit, and retain Black faculty and staff to the association, the university can strengthen the support system on campus for Black students. An assessment of the actual number of Black faculty and staff on campus shall be done to see how BFASA representation compares to the population. Targeted outreach to recruit Black faculty and staff to the association shall be done. An opportunity to opt-in to affinity groups during onboarding paperwork and/or new faculty/staff orientation should be implemented. Ongoing support of top-level administration for all employees in their division to participate in BFASA activities will be crucial. There will also need to be timely updates to the BFASA page on the diversity website, and links to it should be placed on other relevant UCR sites.

## **Black Student Success**

Success in college broadly defined is synonymous with graduation. In recent years, UCR has been lauded for closing its equity gaps for students of color, in particular Black students. This important indicator of Black student success was referenced in a 2017 Ed Trust Report titled *A Look at Black Student Success Identifying Top- and Bottom-Performing Institutions*, which indicated that UCR has nearly eliminated the equity gap between Black and white student completion rates.

**Recommendation 1:** Obtain more Black student input from a broader campus success survey.

We recommend the campus support a survey that will reach more Black students (more input from campus stakeholders). This survey should be sent out during the fall quarter.

**Recommendation 2:** Host focus group sessions to determine and better understand barriers to Black student success at UCR.

This approach would aid in identifying specific barriers that hinder success (e.g., anti-blackness, microaggressions, and bias-related incidents).

**Recommendation 3:** Inventory all programs, services and initiatives that create a supportive environment for Black students’ holistic academic and personal development.

This would enable UCR to better understand the academic student support ecosystem for Black students. In some cases, affording the university an opportunity to replicate successes and possibly address barriers.

**Appendix A**  
**Letter from Chancellor Wilcox**



OFFICE OF THE CHANCELLOR

**Black Student Experience at UCR**

July 3, 2019

Dear Campus Community,

On June 23, 2019 one of our Black students was stopped in his vehicle off campus and subsequently taken into custody by UCPD. The student was arrested for operating a vehicle with improperly displayed registration tags, suspicion of identity theft, and resisting arrest. The circumstances surrounding this arrest are currently under review.

Three days after the incident, nearly 100 members of the University community including students, staff and faculty, attended a "Town Hall" meeting to express their concerns about the arrest. UCPD Assistant Chief John Freese was present to hear these concerns. In addition, there was extensive discussion about the overall Black student experience here at UCR. This included feedback about issues impacting Black students both inside and outside the classroom.

The topics addressed during the Town Hall are serious and important, and I am committed to engaging in meaningful and authentic dialogue regarding these issues. Vice Chancellor for Student Affairs, Dr. Brian Haynes, and I will meet with the group of Black student leaders who brought these issues to our attention in the coming weeks.

In addition, I will establish a University task force to broadly review the Black student experience at UCR and provide recommendations to improve the climate and support for Black students at UCR.

I am committed to keeping the campus community informed about the work of the task force and will provide updates as they are available.

Sincerely,

Kim A. Wilcox  
Chancellor

 **Office of the Chancellor**  
[Office of The Chancellor](#)  
[4108 Hinderaker Hall, Riverside, CA 92521](#)  
Phone [951.827.5201](#) [Instagram](#)

## **Appendix B**

### **Listing of Work Group Membership**

#### **CHAIRS**

- 1) Tom Smith, Ph.D. – Provost
- 2) Brian Haynes Ph.D. – Vice Chancellor for Student Affairs
- 3) Kalin-Pont (KP) Tate – Student Leader

#### **MEMBERS**

- 1) Mmiliaku Agu – Student Representative
- 2) Sierra Andrew – Student Representative\*
- 3) Keilani Cooper – Student Representative
- 4) Allura Davis – Community and Engagement Outreach Admissions Counselor
- 5) Cydnea Dean – Student Representative
- 6) Byron Ford, Ph.D. – Professor Biomedical Sciences, SOM
- 7) Mar Helire – Student Representative
- 8) Rickerby Hinds – Professor Theatre, CHASS
- 9) Ronnecia Hodges – Residents Account Manager
- 10) Ta’Neil Hope – Programs Coordinator/Graduate Student
- 11) Tiffany Isichei – Student Representative
- 12) Mariam Jenkins – Student Representative\*
- 13) Aerika Lloyd, Ph.D. – Associate Professor Psychology, CHASS
- 14) Olanike Oladipupo – Student Representative
- 15) Christopher Page – Student Representative
- 16) Janae Polk – Student Representative
- 17) Ebony Phillips - Training and Development Analyst\*
- 18) Raquel Rall, Ph.D. – Assistant Professor Education, GSOE
- 19) Heran Tatek - Student Representative
- 20) Ashley Taylor – Student Representative

#### **STAFFING**

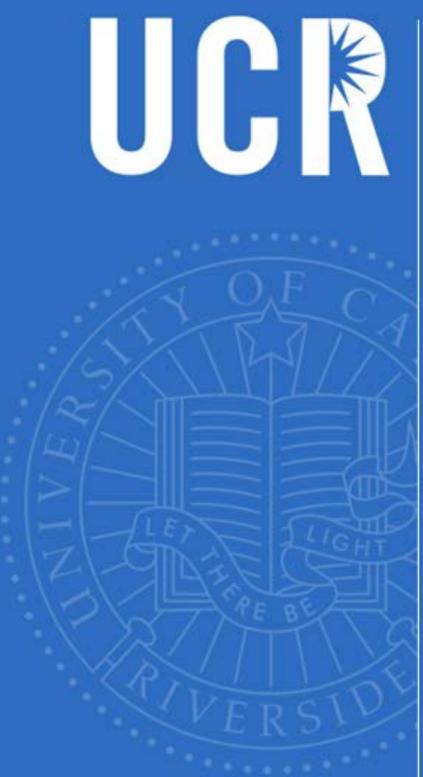
- 1) Sharee Hughes - Programmer, ASP
- 2) Rhiannon Little - Coordinator for Student Organizations, ASP
- 3) Jamal Myrick, Ed.D. - Interim Director, ASP

#### **RESOURCES**

- 1) Mariam Lam, Ph.D. – Associate Vice Chancellor, Chief Diversity Officer
- 2) Christine Mata, Ph.D. – Associate Vice Chancellor, Dean of Students

\*Former participants

**Appendix C**  
**Statistical Profile of Black Students, Faculty, and Staff at UCR**

The image features a blue background with white text and graphics. On the left, the letters "UCR" are prominently displayed in a large, bold, sans-serif font. Below the "UCR" text is a faint, circular seal of the University of California, Riverside. The seal contains the text "UNIVERSITY OF CALIFORNIA" at the top and "RIVERSIDE" at the bottom. In the center of the seal is an open book with a star above it, and a banner below the book that reads "LET THERE BE LIGHT".

**UCR**

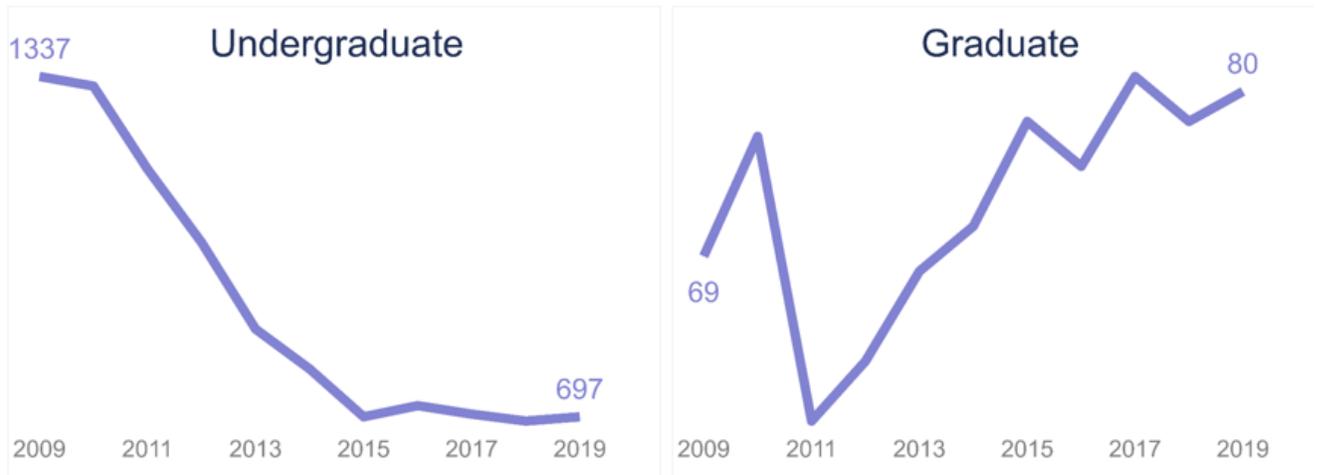
**Statistical Profile of  
Black Students,  
Faculty, & Staff**

**Black Student Experience Working Group  
November 15, 2019  
Ryan Johnson**

UNIVERSITY OF CALIFORNIA, RIVERSIDE

# Enrollment headcount

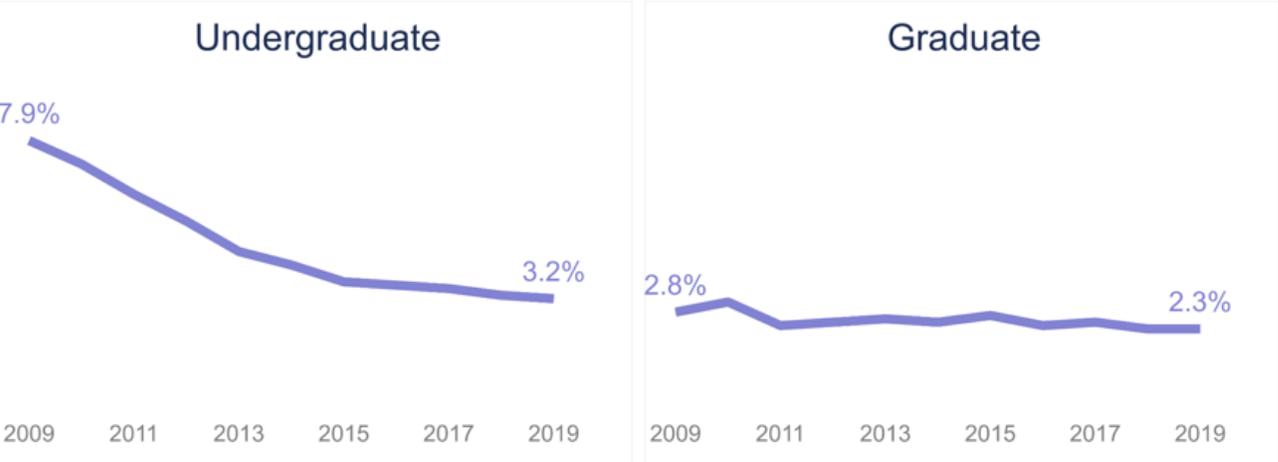
## Fall headcount of African American students by level



**Note:** Due to changes in federal race/ethnicity definitions, starting with new students in Fall 2010, those who identified as both African American and Chicanx/Latinx are generally reported as Latinx, while those with additional identifications are classified as having two or more races. This explains part of the apparent drop in African American student headcounts over time.

# Enrollment percentage

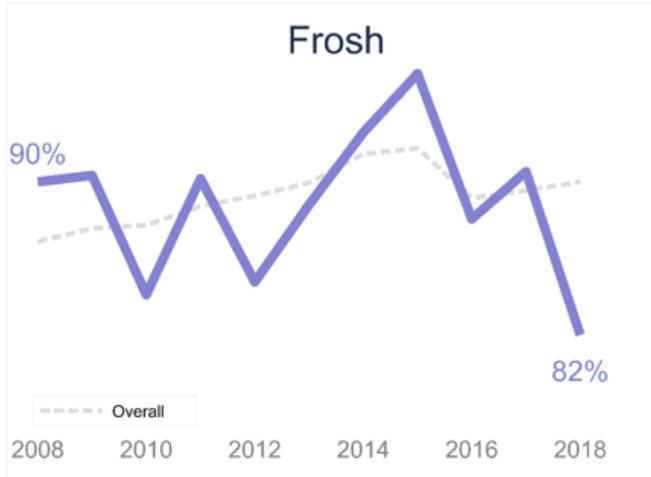
African American students as a percentage of total UCR enrollment by level



**Note:** Due to changes in federal race/ethnicity definitions, starting with new students in Fall 2010, those who identified as both African American and Chicana/Latina are generally reported as Latina, while those with additional identifications are classified as having two or more races. This explains part of the apparent drop in African American student headcounts over time.

# First-year persistence

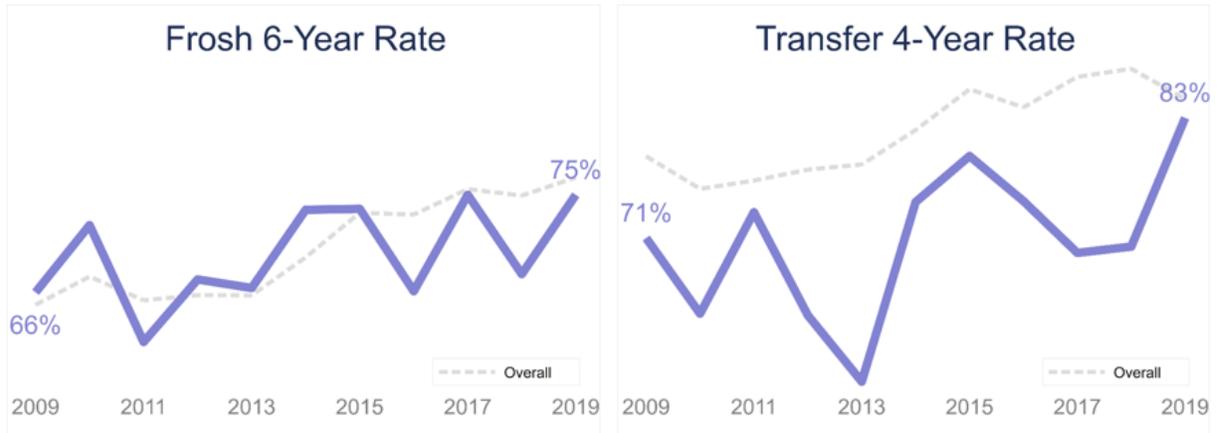
Percentage of new African American student cohorts returning one year later



(By year of admission)

# Graduation rates

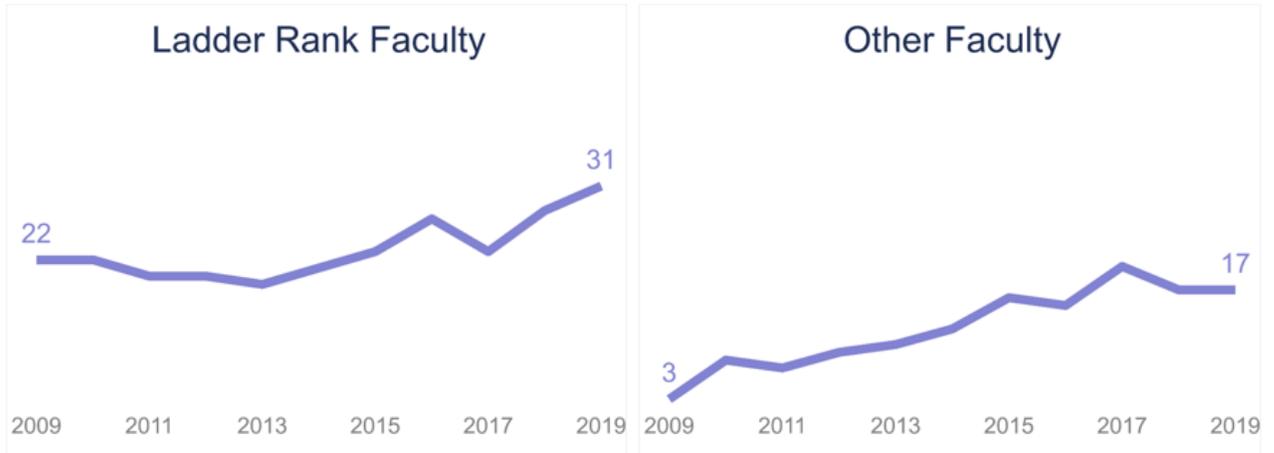
Percentage of African American student cohorts graduating in the specified time



(By end year of the cohort graduation period)

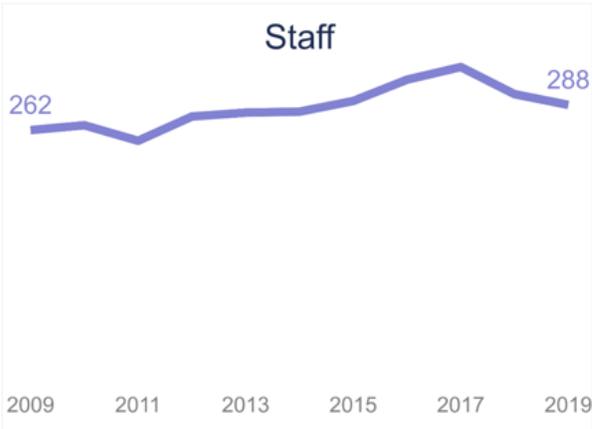
# Faculty headcount

Fall headcount of non-student employees in faculty titles



# Staff headcount

Full headcount of non-student employees in non-faculty titles



# Student experience

## Custom UCUES tables available from the [UC Infocenter](#)

▼ < | Satisfaction | Academic Experience | Academic Engagement | Educational Experience | Academic Development | Major Evaluat | >

### Satisfaction

Please select a characteristic first and then filter on the selected characteristic. "All" option shows everyone.

Campus:  | Display # or %:

Select a characteristic:  | Filter by selected characteristic:

How satisfied are you with the following aspects of your campus experiences/education?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Total
Grade point average	16 8%	28 14%	50 25%	46 23%	37 19%	23 12%	200 100%
Overall academic experience	3 2%	15 8%	26 13%	64 32%	64 32%	27 14%	199 100%
Overall social experience	4 2%	26 13%	23 12%	50 25%	69 35%	28 14%	200 100%
Value of your education for the price you are paying	16 8%	16 8%	35 18%	63 32%	48 24%	21 11%	199 100%

Please select your level of agreement with the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Total
At UC [CAMPUS], I have been excluded from study groups because of my group membership	101 51%	62 31%	11 6%	15 8%	8 4%	3 2%	200 100%

For more details, visit [universityofcalifornia.edu/infocenter](https://universityofcalifornia.edu/infocenter)

## **Appendix D**

### **Black Student Experience Work Group Meeting Dates**

The Black Student Experience Work Group met on the following dates. These dates do not include meetings with tri-chairs and leadership unless marked.

- 11/15/2019 at 10 a.m.\* Kick-off meeting with Chancellor Wilcox, Dr. Haynes, Dr. Victorino, and Provost Smith, and Ryan Johnson – HH 4127
- 2/18/2020 at 9 a.m. BSEWG Workgroup Meeting – HUB 268 and Call-in Option
- 3/12/2020 at 11 a.m. BSEWG Workgroup Meeting – Call
- 5/13/2020 at 9 a.m. BSEWG Workgroup Meeting – Zoom
- 5/26/2020 at 4 p.m. BSEWG Workgroup Meeting – Zoom
- 6/11/2020 at 11 a.m. BSEWG Workgroup Meeting – Zoom
- 8/11/2020 at 3 p.m.\* BSEWG Workgroup Meeting with Chancellor Wilcox – Zoom

Please note that subcommittees met regularly during the academic year.

## References

Pascarella, E.T. & Terenzini, P.T. (2005). *How College Affects Students*. San Francisco. John Wiley & Sons, Inc.

The Education Trust. (2017). *A Look at Black Student Success: Identifying Top and Bottom Performing Institutions*. Washington, D.C.

University of California. (2019). *Report of the Presidential Task Force on Universitywide Policing*  
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