ACADEMIC SUCCESS AND CO-CURRICULAR PROGRAMS

The mission and the vision of Raza RC involve continual assessment, development, and marketing of academic programs to provide resources to our students and aid in their own academic success. Raza RC’s signature academic programs are framed around best practices in assisting students with the acquisition of a set skill necessary to academically thrive at a R1 university. Raza RC partners with other programs and centers to provide a wide range of academic support and co-curricular programs for our campus. The majority of our programs (See Figure 2) by percentage reflect this academic and co-curricular commitment. For example, in the 2014 spring quarter we had 254 students come to our Raza RC academic success and co-curricular programs. In the 2014 spring quarter, the director developed and taught academic makeover workshops such as “Gutting the Book”, “Writing Across Academic Disciplines”, and “Fuel your Brain” programming. In addition, Raza RC collaborated with other groups (i.e. student worker collective) to screen documentaries and offer students opportunities where they can connect theory to praxis. The success of these innovative academic and co-curricular programs is reflected in the attendance. For example, some of our student led student worker workshops had over 30 participants.

INCLUSION, COMMUNITY, CULTURAL CONGRUITY, AND BELONGING

As part of our mission, Raza RC develops programming that reflects our fundamental belief of community building, inclusivity, and aiding students in re-identifying with the university in a more empowering way. Raza RC frames these programs under a cultural congruency model to make these services legible to Raza students and increase their own sense of belonging. In the 2014 spring quarter, Raza RC partnered with student organizations to host week long programming around Raza Awareness. These programs included Raza art displays, music, films, and lectures that highlight the expressive, cultural, and historical contributions of our Raza community. Raza RC held branding and Mural conversations with students where students were able to plan the themes and concepts of our Raza RC Mural that is scheduled to begin in late Fall 2014. Raza RC held a grand reopening event where around 300 students, faculty, staff, and community members attended. Overall, these community and inclusion programs (See Figure 2) were the most attended. In an effort to make UCSD a more inclusive environment, Raza RC student workers organized a Black and Brown solidarity mixer where students explored concepts of inter-ethnic solidarity and shared Black and Brown history and what these commonalities mean to the politics of collectivity at UCSD.

To enhance the perception of UC San Diego in our communities, Raza RC plans and coordinates events that link the community to UCSD. During the spring quarter, Raza RC held a UCSD Chicana/o Alumni event where over 70 Alumni and new Raza graduates networked and exchanged resources. Raza RC held workshops on campus diversity and cultural competency.

PSYCHOSOCIAL WELL-BEING

Raza RC is attentive to the particular psychosocial needs of our Raza students and the degree of stress our students encounter in navigating UC San Diego. Raza RC continually conducts a needs assessment based on student life, campus climate, and student need. To expand our capacity in providing services and programs in this area and to ensure the wellness of our students, Raza RC partners with CAPS to improve the well-being of our students. In the 2014 spring quarter, Raza RC’s coordinator developed and taught a fresh and timely set of workshops on anxiety and stress management, coping with loss, and well being. In addition, CAPS held office hours at Raza RC and Dr. Reina Juarez continued to advice and help frame our programming around this important theme.
OUTREACH, YIELD, AND RETENTION

Raza RC’s vision is to develop partnerships with on campus programs and centers and build pipelines for Raza students from California schools. The idea is to provide resources and opportunities to historically underrepresented students, connect students to key stake holders and programs at UCSD, and demystify the higher education process. In an effort to increase our future yield, outreach to the Latina/o community, and retain our current students, Raza RC implemented and coordinated a wide range of programs and campus visits. The director partnered with Dr. Joann Trejo from the School of Medicine and met with key stakeholders at San Diego City College to develop a pipeline for both SDCC community transfer students interested in a science career and post-docs interested in developing their pedagogy by teaching at a community college. In the 2014 spring quarter, Raza RC coordinated outreach visits with CSU Fullerton, Farr Elementary, Valley High School, SAC City College, and Valley High School. Cal State LA and Northern Arizona University also visited the Raza Resource Centro. However, these two campuses are not represented in our outreach, yield, and retention graphs.

TEACHING, TRAINING, AND CONSULTING

Raza RC’s director collaborated with Edwina Welch, Shaun Travers, and Marnie Brookolo in a 3hr training session on cultural competency for the 2014 TRIO summer staff. Raza RC taught a workshop on diversity and cultural competency to UCSD students and staff. Raza RC’s director held a conversation with staff and students on the themes of academic culture, research, and professional development. The director gave a lecture to the incoming University Link Medical Science Program (ULMSP) cohort on how to access university resources at UCSD. The ULMSP lecture is not represented in our Teaching, Training, and consulting graphs.

RAZA RC PROGRAM METRICS SPRING 2014

Overall Attendance by Category (Figure 2)