



SRRC

STUDENT RECRUITMENT AND RETENTION CENTER

COSAF - FACE/LEEAP Presentation Follow-Up Questions

1. During your presentation it was emphasized how the SRRC is "student-led, student-run, student-initiated." A) How many staff members are supported by the FACE/LEEAP fee (I can't tell if \$279,165 would support 3.5 FTE), and B) How do those staff members support students directing the programming considering that the RROC is already established as the governing board?

- A. 3.5 FTE are supported by the FACE/LEEAP fee which we have allocated \$279,165. SRRC has had to shoulder responsibility for paying the salaries of 3.5 FTE as well as the benefits. We do not receive support from the Division of Student Affairs to pay for the full-time staff.
- B. The 3.5 FTE have offer coaching, guidance, strategic planning, and support for the development and coordination of SRRC's recruitment, retention, and community empowerment programs, responsibility of the daily operations of the SRRC, as well as the career and professional development of the 40+ paid student staff, including the Student Directors who primarily serve as members of the governing board.
 - a. The distinction between the full-time staff and the RROC board is that the FTE can offer specialized support to project coordinators on the development of their recruitment, retention, or community empowerment strategies, whereas the RROC board officially decides the priorities of the SRRC, has ultimate decisions on what programs are approved to happen, as well as other final decisions on budget allocations, advocacy, and community support.
 - b. FTE and the RROC board work together to move forward the goals of the SRRC. Further, since the RROC board is made up of primarily students who also work at the SRRC, their development as peer supervisors is a necessary part of the FTE roles who coach and guide the staff.

2. In your Departmental Report, 231 activities are listed as "Retention." When explaining those services, overnight community leadership/empowerment retreats are listed as a retention activity. Based off of past presentations, I believe those activities can often be high in cost. A) How many retreats do you host, B) How many unique students are attending those retreats, and C) Do you have any learning outcomes that were measured during such programming?

- A. For 2017-2018, we hosted 4 overnight, off-campus retreats and 1 one-day retreat for undergraduate students, and 1 overnight, off-campus retreat for graduate students.
- B. We had a total of 183 unique students attending all of the retreats in 2017-2018.
 - a. We had 124 unique students who attended the 4 overnight, off-campus retreats for undergraduate students (serving the African diaspora, Pilipinx, Chicanx/Latinx, and Southeast Asian communities).
 - b. We had 13 unique students attend the one-day retreat for undergraduate Native American students.



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- c. We had 46 unique students attend the overnight, off-campus retreat for graduate students.
- C. Each of the coordinators who develop and implement the retreats create the learning outcomes with the support of the FTE. They are all unique to the community and the goals of the retreat that year. There are some overarching outcomes that we hope to accomplish as a center, which are below, as well as the community-specific learning outcomes.
 - a. Target Audience: First year students
 - b. Overall Outcomes
 - i. First year students will...
 1. Develop mentoring relationships with current undergraduate students at UC Davis
 2. Build relationships and community with fellow first year students
 3. Become knowledgeable about resources at UC Davis for their academic and personal success
 4. Begin feeling empowered in who they are and what they want to accomplish at UC Davis
 - ii. Current students (mentors) will...
 1. Exercise and further develop their leadership skills, including facilitating discussions and workshops
 2. Provide support to first year students in regards to navigating the university
 3. Develop mentoring relationships with first year students
 - c. Southeast Asian Retreat
 - i. Retreat participants will ...
 1. Understand the Southeast Asian general history and be able to explain SAFE's mission statement themselves.
 2. Define what "Southeast Asian / American" means to them.
 3. Start to develop an understanding on how the Southeast Asian narrative is link to people of color experiences and oppression.
 - d. Chicana/Latina Retreat
 - i. Retreat participants will...
 1. Develop a sense of agency, safety, social/political consciousness, and community.
 2. Understand they hold power for themselves and their community.
 3. Understand and be critical of privileges they hold and oppressions active within our community
 - e. Pilipinx Empowerment Retreat



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- i. Retreat participants will...
 - 1. Engage in critical self-reflection to understand the complexities of their identities
 - 2. Be able to define privilege and reflect on their privileged social identities through introspection and storytelling
 - 3. Understand what allyship means to them and will gain practical tools to use their privilege to participate in active allyship
 - f. Black Leadership Retreat
 - i. Retreat participants will...
 - 1. Learn about the formations of the African diaspora and articulate at least 2 different intersections of their identities
 - 2. Identify personal needs, learn strategies on how to take care of community needs, and overall understand the “self-care” side of organizing in community
 - 3. Identify 3 ways to be a leader on- and off-campus for their community
 - g. Native Leadership Retreat
 - i. Retreat participants will...
 - 1. Develop awareness of historical traditions and the richness of the diaspora in the Northern California area
 - 2. Deepen their knowledge of Ohlone land and Alcatraz
 - 3. Reflect and dialogue on their next stages of their journey/leadership.
 - h. Graduate Writing Retreat
 - i. Retreat participants will...
 - 1. Be able to learn how to draft their writing to a specific audience
 - 2. Learn tips related to time management with regards to writing their dissertation, proposals, grants, and other journal articles
 - i. Further, we conduct thorough assessments of the retreats, including satisfaction evaluations, pre & post evaluations, post-event reflections, as well as collect qualitative narratives about the development and coordination of the retreats.
3. Do you have A) a breakdown of how funding is allocated to each of the programs (ACE, AIRR, BRIDGE, COLLECTIVE, GAAAP, SAFE, Sol y LUNA), and B) explain how program's funding needs are prioritized?
- A. To answer question B first, program’s funding needs are considered based on each individual activity/event they are requesting. They are not allocated a certain amount of monies at the beginning of the academic year. Instead, coordinators submit



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proposal/funding requests per activity. This allows for us to truly consider the equity of our work instead of attempting to allocate funding “equally.”

- a. We review the entire budget, operations/administrative costs, and salary costs with the Community Resource & Retention Centers Business Manager, and after all of those costs are taken into account, we allocate the rest to a general pot for programs.
 - b. Each coordinator then has the opportunity to submit a program/funding proposal for each activity they hope to accomplish. There are usually about 5-6 proposal submission opportunities each quarter. Most coordinators will submit anywhere from 3-10 proposals per quarter, depending on the scope.
 - c. Any funds that are not requested remain in the general pot. Further, any funds that are unused for an activity will go back to the general pot.
 - d. We have found that this has been a great method for the SRRC to allocate funding for activities in an equitable manner. Each community program decides what they need, they work through the development of the activity with the FTE, and they are able to request that through RROC.
- B. 2017-2018 totals per community program, after all events, were as follows:
- a. ACE - \$24,904
 - b. AIRR - \$3,832
 - c. BRIDGE - \$14,720
 - d. COLLECTIVE - \$12,169
 - e. GAAAP - \$20,198
 - f. SAFE - \$18,927
 - g. SOL y LUNA - \$18,199
 - h. Not included above are the general programs that we propose to RROC on behalf of entire committees, such as the annual Aggie Senior Weekend Trip.