

Student Fee Advisory Committee

Meeting Minutes

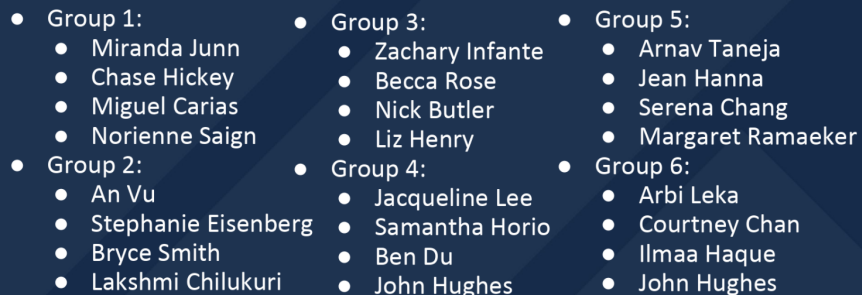
Fall Week 6, 11/13/2020

[Zoom Meeting](#) ID: 927 6182 8937

Fridays, 2:00-4:00 P.M.

1. Call to Order
 - a. 2:04pm
2. Roll Call
 - a. Arbi Leka, Chase Hickey, Lakshmi Chilukuri, Arnav Taneja, Stephanie Eisenberg, Zachary Infante, Serena Chang, An Vu, Miranda Junn, Miguel Carias, Ben Du, Sam Horio, Jacqueline Lee, Margaret Ramaeker, Becca Rose, John Hughes, Norienne Saign, Courtney Chan, Ilmaa Haque
 - b. Excused: Liz Henry, Jean Hanna
 - c. Unexcused: Nick Butler, Bryce Smith
3. Approval of Agenda
 - a. Spring 2020 Week 7
 - b. [Fall 2020 Week 5](#)
 - i. Motion by Chase Hickey
 1. Yay: 10
 2. Abstain: 0
 3. Nay: 0
4. New Business
 - a. Subcommittee Assignments

Subcommittee Assignments

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- Group 1:
 - Miranda Junn
 - Chase Hickey
 - Miguel Carias
 - Norienne Saign
 - Group 2:
 - An Vu
 - Stephanie Eisenberg
 - Bryce Smith
 - Lakshmi Chilukuri
 - Group 3:
 - Zachary Infante
 - Becca Rose
 - Nick Butler
 - Liz Henry
 - Group 4:
 - Jacqueline Lee
 - Samantha Horio
 - Ben Du
 - John Hughes
 - Group 5:
 - Arnav Taneja
 - Jean Hanna
 - Serena Chang
 - Margaret Ramaeker
 - Group 6:
 - Arbi Leka
 - Courtney Chan
 - Ilmaa Haque
 - John Hughes

- i.
 - ii. Breakout room questions. Introduce yourselves, come up with a team name, see what days/times you can meet winter quarter, one person should privately message courtney your final group name
- b. Preliminary Discussion of Scoring Guidelines

- i. The units will be judged in regards to two aspects:
 - 1. The impact of a program, which is how much the program filled a student need or served towards a campus goal, regardless of the financial cost to the student
 - a. Impact is further broken up into two categories of breadth and depth
 - 2. The value of a program which is the actual cost of the program and the net impact per each dollar spent
- ii. Impact
 - 1. Breadth (1/3rd of the final score). Should be a measure of how many students are affected by/use this service
 - 2. Depth (1/3rd of the final score). Should be a measure of how deeply a student who utilizes this service is impacted
- iii. Value
 - 1. 1/3rd of final score
 - 2. Should be a measure of how much we are paying for that impact.
 - 3.

	High Impact	Low Impact
High Cost	Medium Value	Low Value
Low Cost	High Value	Medium Value

- 4. Assign them numerical values ^
- 5. What are some comments/questions/concerns of this model?
 - a. How are we going to make everyones number concept the same?
 - i. We will explicitly say what number each value is
 - b. No survey, ask CC and representative bodies
 - c. Breadth, how do we quantify?
 - i. How do we judge?
 - 1. How many students can you actually hit?
How many of these students exist at UCSD?
And how much of this population can this group hit?
- iv. Subcommittee Breakout Discussion
 - 1. Open up the budget examples PDF found in the emails sent out
 - 2. Review each budget carefully and analyze their proposal while keeping in mind the scoring metric guidelines (breadth, depth, value)

3. Discuss amongst yourselves and create a final 1-4 ranking list for these four proposals (1=highest priority, 4=lowest)
4. Privately message Arbi your final ranking list
5. Be ready to present your findings and explain your reasoning behind the rankings

c. Examples of Assessment

- i. Present findings from subcommittee breakout discussion
 1. G1: shallow impact programs (ex: Triton Fest) ranked lower, programs that served diverse students ranked higher
 2. G2: small group small impact programs ranked lower
 3. G3: deep impact on community and world as a whole ranked higher, tried to mitigate ucspd stigmas
 - a. CASP is low because the proposal had no details
 4. G4: high retention programs ranked higher, CASP low again because of weak proposal
 5. G5: UCSPD values (research) ranked higher, lower ones had less breadth
- ii. Scores depend on the time. 2017 rankings different than 2020
- iii. When we cut a program, we may cut a FTE. Minimize staff losses
 1. ^ Don't think about it like that. Career glide paths in place
 2. Goal is to prioritize students
 3. Don't gossip
- iv. Last minute adjustments.
 1. The scoring metric guidelines are a work in progress but:
 - a. What worked well with the scoring metric guidelines?
 - b. Is there anything that you feel should be changed or clarified?
 - c. How do we quantify those thoughts numerically?
 - i. Since B, D, V is all 1/3rd, what kind of measurement will we decide on since different people look at situations differently?
 1. Skew will be hopefully removed once we introduce numerics and values
 2. B and D is student impact, V is financial size
 - ii. How do we judge whether something is a high or low cost?
 1. Can look at it as an overall cost. How much per student served, Cost per student service is available to,

2. Infinite number of ways to look at it
- iii. How much should personal experience weigh into it?
 1. There's 40k students, but 20 people on committee. This is why its important to present to your representative group. Could host events to get student feedback.

5. Announcements

a. Scheduling for next quarter.

- i. Friendly reminder: winter classes and enrollment times have come out!

Try not to schedule a time or other commitments on Fridays from 2-4pm.

6. Adjournment

a. 3:57pm