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Report from the 2012-2013 Student Fee Advisory Committee

To

Vice-Chancellor of Student Affairs Penny Rue

Funding Recommendations for Budget Call Proposals from 2012-2013

Submitted by N. Lance Hepler, Chair

6-13-2013

Revised 7-2-2013

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Introduction and Other Remarks

Background

Within the University of California system, there are only two system-wide mandatory fees: tuition, and the Student Services Fee, both established by Regents Policy 3101. While tuition “may be used for general support of the University’s operating budget,” the Student Services Fee “shall be used to support services and programs that directly benefit students and that are complementary to, but not part of, the core instructional program,” for example, “services related to the physical and psychological health and well-being of students; social, recreational, and cultural activities and programs; services related to campus life and campus community; technology expenses directly related to the services; and career support.” In order to ensure the Student Services Fee is used in a manner consistent with the needs of students, the same policy establishes the Student Fee Advisory Committee to advise university administration on uses of the Student Services Fee. At UC San Diego, Student Services Fee revenue is used almost wholly within the Student Affairs Vice-Chancellor area. The Student Fee Advisory Committee works closely the Vice-Chancellor of Student Affairs to ensure Student Services Fee revenue is employed to maximum effect.

Charge of the Committee

This year has been the first of many transformative years for UC San Diego: it has welcomed a new Chancellor, Dr. Pradeep Khosla, and under his direction, engaged in a campus-wide strategic planning process. This process will outline future directions for UC San Diego, and Student Affairs is no exception. Wanting to align Student Affairs with the developing goals of the strategic planning process, more specifically the Education Initiative of Academic Affairs, the Vice-Chancellor of Student Affairs, Dr. Penny Rue, issued a budget call to all departments under her leadership, asking them to scale, enhance, or create High-Impact Practices utilizing existing staff (Appendix A). Looking to include student input, she then charged the Student Fee Advisory Committee to review all proposals arising from this budget call, and to recommend which should receive funding from a pool of approximately \$300,000 permanent funds and \$500,000 temporary funds.

Committee Procedure

This year, the committee aimed to produce its recommendations using a significantly more structured process than it has in previous years, a response to feedback from departments that the committee’s goals and priorities were not sufficiently transparent. To this end, the committee employed a 14-point rubric (Appendix B) with four components: Student Affairs’ Strategic Goals, Student Affairs Learning Outcomes, High-Impact Practices, and Campus Diversity. These components represent Student Affairs’ stated goals, current best practices for co-curricular programming; the directions of the developing campus strategic plan, and a desire to better attract and serve historically underrepresented students. The advantage of this rubric is that it clarified a set of objective criteria for committee members, greatly accelerating the formation of engaging discussion within a group primarily composed of newcomers. The rubric and the structure it imposed were not without disadvantages: the rubric is a new tool, unpolished, and did not always accommodate the committee’s institutional priorities. In particular, programs and services that indirectly supported the goals of committee were not fairly considered under

the rubric. More specifically, infrastructure projects were at a disadvantage, and though this discrepancy was noted, it was not deemed too critical a failing of this year's process given the large amount of resources infrastructure projects received during last year's Innovation Fund budget call. Still, the committee urges the campus to prioritize its capital resources – these resources are enjoyed by the entire campus, and reflect the devotion of the campus to maintaining an environment conducive to learning and overall well-being. Other institutional priorities of the committee, such as supporting the efforts of the Undergraduate Colleges, were also at a disadvantage. When the rubric failed to accommodate these priorities, the committee applied its expertise and justified any deviation from the rubric.

The Vice-Chancellor's budget call went out at the end of the Fall Quarter, and the committee moved quickly to engage the departments as they developed their proposals. To do so, the committee divided into eight interview groups: Admissions and Enrollment Services; Experiential Learning; Intercollegiate Athletics; Office of Graduate Studies; Sports Facilities; Student Health, Recreation, and Well-being; Student Life; and the Undergraduate Colleges. These interview groups met with the cluster and department heads at the end of the Fall Quarter or early Winter Quarter to familiarize themselves with their unit's mission and operations. At least one, though more often two, subsequent interview group meetings focused on the developing proposals, familiarizing committee members with the proposals' details and providing the cluster and department heads opportunities to solicit feedback. During the last half of the Winter Quarter, each unit presented its finished proposals to the entire committee and fielded questions. Between the Winter and Spring Quarters, the interview groups scored proposals from their assigned unit according to the rubric. Concomitantly, two readers from a pool of Student Affairs staff similarly scored each proposal. At the beginning of Spring Quarter, the committee used these three sets of scores to inform and guide its deliberations. The bulk of the rest of this report contains the committee's funding recommendations arising from these deliberations.

Challenges faced by the Committee

The committee faced a couple challenges this year that deserve mention. Chief amongst these is high turnover in student membership relative to previous years, resulting in a committee composed primarily of neophytes. There were difficulties engaging students in committee business, and attendance issues sometimes prevented the committee from advancing its agenda. Unfortunately, this resulted in the dismissal of the Eleanor College Representative for failing to meet the attendance requirements. It also bears mention that Marshall College Council chose to dismiss their representative mid-year, a decision that was not inclusive of this committee's leadership and, in the Chair's opinion, was a decision not made in the best interests of Marshall College's students. Fortunately, mid-year re-appointments brought tremendously capable members to the committee, and the following year's committee looks to be one of the strongest in recent years. It also deserves mention that the Graduate Student Association did not and has not filled one of its representative seats, despite the impassioned pleas of this Chair. This situation is a failure of this Chair and the Graduate Student Association, one that negatively impacts all of UC San Diego's graduate students, and one that should be rectified as soon as possible.

Council on Student Fees Involvement

This year, the Chair of the committee also served as Vice-Chair of the system-wide Council on Student Fees (CSF). As an obvious result, the leadership team this year worked very closely with CSF and cultivated a greater understanding and appreciation for the work being done at a system-wide level. Each year, like UCSA, CSF takes on a number of campaigns aimed to address relevant issues related to

student fees. In the previous year, CSF engaged in the Student Services Fee Enforcement Campaign, collating all varied uses of the Student Services Fee on each campus and addressing potential infractions of Regental Policy, Presidential Guidelines, or CSF Standing Policy. Additionally, the organization, structure, position, and authority of each campus SFAC was analyzed, so that a picture of how each campus includes student input could be rendered. Finalizing this campaign carried over into this year, as getting information out of each campus' SFAC can be like "herding cats". This report is expected to be finalized over Summer 2012-2013, and will be a significant achievement for CSF.

In this past year, CSF took on three campaigns: a Referenda Fee Comparison Report Campaign, an Assessment Best Practices Campaign, and a Technology Fee Standing Policy campaign. The first of these, the Referenda Fee Comparison Report campaign, looked at the establishment and costs of the different campus-based referenda fees occurring on each UC campus. The results are varied and illuminating, and CSF has resolved that this report shall become a living document that catalogues the uses and amounts of campus-based referenda fees. The second campaign, the Assessment Best Practices Campaign, did not meet fruition this past year. While seemingly a good idea at first, the idea was ill-formed and progression through the campaign process left the Council unable to reach a consensus regarding what information was required, what the result of the campaign should look like, and the purposes of the campaign. CSF ultimately formed conclusions about how to better approach this topic in the future and it is likely future CSFs will attempt to assess assessment across the UC. The third and final campaign, the Technology Fee Standing Policy Campaign, was a success and resulted in the creation of a new CSF Standing Policy (#7, noting that the former CSF SP7 was consolidated into SP6).

This Chair hopes that UC San Diego's SFAC will continue to work in a leadership capacity within CSF, or failing that, remain close to CSF and its sister SFACs at the other campuses. Many issues facing UC San Diego have or are being faced at other campuses, and together the SFACs are more capable of facing larger problems relating to the use and collection of student fees.

Acknowledgments

As Chair, I would like to thank my Vice-Chair, Samuel M. Chang, whose dedication and work ethic are unparalleled. I would also like to extend my sincerest gratitude and thanks to my other fellow committee members, whose professionalism and diligence were a pleasure and a privilege. I would also like to thank Ed Spriggs, Associate Vice-Chancellor of Student Affairs, for his precious time, his patience, and his dedication to this committee. I also want to thank Ed's former assistant Lindsay Dawkins and his current assistant Crystal Oliveras, for without their efforts the committee would simply not have been. And I would like to thank Vice-Chancellor of Student Affairs Penny Rue, for her partnership and for honoring so faithfully the recommendations of this committee.

Respectfully submitted,

N. Lance Hepler

Funding Recommendations

The Vice-Chancellor of Student Affairs charged the committee to make recommendations on proposals totaling no more than \$500,000 in temporary funds and \$300,000 in permanent funds. In the following, the committee recommends the use of \$367,039 in temporary funds and \$263,604 in permanent funds, with \$146,761 in temporary funds and \$70,298 in permanent funds remaining. The proposals the committee recommends represent a comprehensive cross-section of the kinds of services Student Affairs provides. As in last year’s Innovation Fund budget call, the committee favored proposals that offered significant programming relative to their cost. The committee concludes that the recommended proposals offer significant value to UC San Diego’s students, achieve the goals laid out in the committee’s charge, and resonate with the committee’s institutional priorities.

Admissions and Enrollment Services

Cal-SOAP

Test Prep Academy

Funding Requested: \$24,000

Funding Recommendation: None

Rationale

While the committee highly values this program’s community outreach, collaborative funding, and use of monies for internships, the committee felt that this program did not maximize its use of funds to the benefit of UC San Diego’s students. It is the strong recommendation of this committee that the Chancellor be informed of this program, as he has declared a strong interest in building ties to the community and that is this program’s core strength.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	4	3	2	12
SA Reader 1	4	4	2	2	12
SA Reader 2	2	3	1	2	8
Average	3	3.66	2	2	10.66

Financial Aid Office

CashCourse Student Intern

Funding Requested: \$14,255

Funding Recommendation: None

Rationale

The committee appreciated this program’s commitment to improve the financial well-being of students, but the committee had difficulty convincing itself of the usefulness of the planned outreach, especially when the CashCourse tool is already available, and specifically had concerns with many of the expenditures listed the program’s budget. The committee feels this program could be vastly improved, especially in regards to a deeper collaboration with the Health, Recreation, and Well-being cluster, leveraging its expertise.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	3	3	0	8
SA Reader 1	4	4	1	1	10
SA Reader 2	2	3	2	1	8
Average	2.66	3.33	2	0.66	8.66

Registrar

Final Exams in Large Spaces

Funding Requested: \$27,000
 Funding Recommendation: None

Rationale

This program, while valuable or arguably essential, is related to the core academic mission of the university, and so this committee was uncomfortable recommending funding. If this program is truly valuable to the university, then it will find funding from outside Student Affairs.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	1	1	1	0	3
SA Reader 1	2	1	0	0	3
SA Reader 2	4	1	0	1	6
Average	2.33	1	0.33	0.33	4

Office of Admissions and Relations with Schools

UC San Diego College Ambassador Program

Funding Requested: \$63,766
 Funding Recommendation: None

Rationale

This program, while of obvious value to the university, is fundamentally related to essential outreach services provided by the university, and directly benefits prospective students, their families, and guests, rather than current students. With these reasons in mind, the committee was uncomfortable recommending funding, especially with the limited monies available.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	2	1	1	7
SA Reader 1	3	3	1	1	8
SA Reader 2	4	4	2	2	12
Average	3.33	3	1.33	1.33	9

Experiential Learning

Academic Enrichment Programs

Colloquium for Research in the Arts, Humanities, and Social Sciences

Funding Requested: \$15,000

Funding Recommendation: None

Rationale

This program appears to have substantial potential, however it needs to further developed and articulated with respect to the goals laid out this year in the committee’s funding rubric. Colloquia and seminars are becoming an ever greater part of what is expected in an educational experience, so this program would appear to be more “a part of” than a program that is “complementary to” the core academic mission of the university. UC San Diego has some of the best Humanities and Social Science departments in the country, and should offer programming of this nature so that it may remain competitive. We understand that this proposal has strong support from Research Affairs and many faculty members on campus, so there is substantial potential for collaboration and funding from other, non-student-fee-centric, sources.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	4	1	0	7
SA Reader 1	3	3	1	0	7
SA Reader 2	2	4	2	0	8
Average	2.33	3.66	1.33	0	7.33

Introduction to Research Ethics for Lower-Division Students

Funding Requested: \$11,000
 Funding Recommendation: None

Rationale

It is essential that students who intend to become active researchers understand the importance of conducting research carefully and ethically. Even honest students can make mistakes that might jeopardize the rest of their careers. It is especially important for students to engage with these issues and be comfortable and confident in a serious research environment that might be new to them. While the committee understands the importance of engaging students early on in research experiences and research ethics, the proposal itself needs specificity and a clear approach to assessment. Furthermore, the number of students impacted was limited relative to the estimated cost of the program. During the program presentation, it was mentioned that an introduction to research could be effected through collaboration with the Undergraduate Colleges, whose programming includes an Academic Transitions Course that would greatly benefit from a research component. If those efforts cannot bear fruit, then funding should be pursued from other venues within the university who have a stake in increasing interest in undergraduate research, such as Research Affairs or Academic Affairs.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	2	1	1	6
SA Reader 1	2	3	1	2	8
SA Reader 2	2	3	1	1	7
Average	2	2.66	1	1.33	7

Research Experience Self-Assessment

Funding Requested: \$6,500
 Funding Recommendation: Yes, in full, but not using Student Services Fee

Rationale

This program proved difficult to score, with a large variance observed in the three scorings. After some debate, the committee recommends funding this program given its low cost and large potential value to students participating in research experiences. At a fairly low cost, this self-assessment tool would be available to any UC San Diego student, will serve all academic units by referring students to appropriate programs, and can be used by students multiple times throughout their time at UC San Diego. The proposal includes explicit collaboration between the Experiential Learning Cluster and Counseling and Psychological Services, and has strong support from Research Affairs and the Career Services Center.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
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Interview Group	1	2	0	1	4
SA Reader 1	3	3	0	0	6
SA Reader 2	3	3	3	0	9
Average	2.33	2.66	1	0.33	6.33

MEDS Conference

Funding Requested: \$30,000
 Funding Recommendation: Yes, but only \$10,000

Rationale

This program was funded for the first time last year as part of the Student Fee Advisory Committee Innovation Fund program, and demonstrated a large measure of success. The students targeted by this programming are extremely underrepresented at the medical and pharmacy schools. Since this class of medical practitioner is most likely to work in minority and underserved communities, the impact of this underrepresentation is felt throughout the country. Due in large part to the otherwise unfulfilled need this program provides, this committee recommends partial funding for another year, and strongly encourages sustained and expanded support from the Health Sciences programs who benefit from this event. External sources of funding should be sought, as noted by the programming staff, given the nature of the program and its demonstrable success.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	3	1	2	8
SA Reader 1	2	1	1	2	6
SA Reader 2	4	2	1	1	8
Average	2.66	2	1	1.66	7.33

Career Services Center

International Undergraduate Student Career Forum

Funding Requested: \$9,000
 Funding Recommendation: None

Rationale

The committee felt that this proposal did not address a gaping need, and that these students would be equitably served by pre-existing career-focused programming. In short, the committee felt this program, its stated problem and its proposed solution, did not adequately justify its cost. Despite an inability to recommend funding for this program, the committee would like to express its appreciation for the Career Services Center’s consideration of the growing body of international students at UC San Diego.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	4	0	0	6
SA Reader 1	3	3	0	0	6
SA Reader 2	3	3	1	0	7
Average	2.66	3.33	0.33	0	6.33

Triton Externship Program

Funding Requested: \$23,559

Funding Recommendation: None

Rationale

The committee liked this “job shadowing” program, thinking that it would fill a much needed gap in services, providing the type of “real world” experiences that align well with UC San Diego and Student Affairs’ developing goals. However, the committee felt this proposal asked for a comparatively large sum of resources relative to the number of students served, especially given the short duration of an externship. Furthermore, the plan for implementing the program and its assessment was not detailed. The committee suggests reaching out to local campus departments, using existing infrastructure to start the program at lower overall cost. The Alumni Association has evidently expressed support for this program, seeing this as a great way to engage our alums as sponsors, and the committee recommends pursuing this potential avenue for collaboration and funding support.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	3	1	0	6
SA Reader 1	2	3	1	1	7
SA Reader 2	2	3	1	1	7
Average	2	3	1	0.66	6.66

Career Symposium for Ph.D. Students in the Arts, Humanities, and Social Sciences

Funding Requested: \$10,000

Funding Recommendation: None

Rationale

The committee appreciated this proposal and the need it aims to fill, however the committee could not justify the proposal’s budget to serve an estimated 200 students for a single event. While this proposal attempted to align itself with many elements in the committee’s funding rubric, many of these elements

were not adequately addressed in the proposal, and the outlined assessment plan is limited and needs further development to ensure objectives are met. The committee would like to see future revisions of this proposal focus on this program’s strengths, and outlay a convincing argument around the value this symposium would provide to UC San Diego students. The proposal suggests strong interest in this type of event from Graduate Studies, the Division of Arts and Humanities, and the Division of Social Sciences. Seeing as these units benefit from programming of this nature, the committee requests the Experiential Learning Cluster pursue collaboration, ideally including some element of joint funding support.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	4	0	0	6
SA Reader 1	3	3	0	0	6
SA Reader 2	3	2	0	0	5
Average	2.66	3	0	0	5.66

Career Peer Educator Program Expansion

Funding Requested: \$10,000

Funding Recommendation: Yes, in full

Rationale

The committee has historically looked favorably upon proposals that aim to leverage student workers to their maximum capacity. This program; which recommends the use of four student workers to advise their peers, to deliver workshops, and to assist staff in implementing programming; meets all of the committee’s expectations for a program of this nature, at a very reasonable cost.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	4	2	0	8
SA Reader 1	2	3	2	0	7
SA Reader 2	3	3	3	1	10
Average	2.33	3.33	2.33	0.33	8.33

Collaborative Projects Coordinator

Funding Requested: \$91,313

Funding Recommendation: None

Rationale

This program did not sufficiently resonate with the goals laid out in the committee’s rubric to justify funding, especially given its large cost and requirement for permanent funding. It should be the responsibility of the Assistant Vice-Chancellor for Experiential Learning and his team to perform the duties recommended for the proposed Collaborative Projects Coordinator.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Committee	2	2	2	0	6

Notes: This proposal was changed during the course of committee deliberations, after the Student Affairs readers had completed their scoring processes. As such, no relevant scores are available from Student Affairs readers. The entire committee scored this proposal during the course of deliberations.

International Center

English Language and Professional Skills Development Program

Funding Requested: \$49,900
 Funding Recommendation: None

Rationale

This program proved difficult to reliably score, but ultimately the committee decided against recommending funding. This decision hinged on the fact that this program suggested spending a large sum of money to subsidize enrollment costs for a limited number of international students in programs provided by UC San Diego Extension. This approach was deemed an inappropriate use of funds. We appreciate the need this proposal aims to address, but the committee feels this need should be addressed by the university’s core instructional program.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	2	1	1	6
SA Reader 1	2	3	2	1	8
SA Reader 2	3	3	2	1	9
Average	2.33	2.66	1.66	1	7.66

Scholarships for Global Seminar Students

Funding Requested: \$50,000
 Funding Recommendation: Yes, in full

Rationale

The committee recognizes the tremendous, life-altering value provided by an opportunity to study abroad. Current statistics suggest that students who have an experience abroad graduate earlier and at greater levels of academic achievement – as such the university has committed itself to increasing the number of students studying abroad to as high as 50%. Despite the comparatively large cost, the committee feels every penny is one well spent.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	4	2	1	10
SA Reader 1	2	3	2	1	8
SA Reader 2	4	4	4	2	14
Average	3	3.66	2.66	1.33	10.66

Global Roundtable Series

Funding Requested: \$20,000
 Funding Recommendation: None

Rationale

This program proved difficult to score, and that is not surprising given the ingenuity of the proposal, but the committee ultimately felt that this program, though innovative, did not address a need that elevated it to a point where the committee could confidently recommend funding.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	1	3	1	2	7
SA Reader 1	1	1	1	2	5
SA Reader 2	2	2	3	1	8
Average	1.33	2	1.66	1.66	6.66

International Mentors for Study Abroad Students

Funding Requested: \$7,300
 Funding Recommendation: Yes, in full

Rationale

This program proved difficult to score reliably, but the consensus of the committee is that this program, like the Scholarships for Global Seminar Students, encourages potentially life-changing study abroad

experiences, and seems an effective use of a small amount of funds to encourage and facilitate students contemplating a study abroad experience to follow through.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	1	1	0	1	3
SA Reader 1	3	3	2	0	8
SA Reader 2	3	3	2	1	9
Average	2.33	2.33	1.33	0.66	6.66

Office of Academic Support and Instructional Services

OASIS Early Warning System

Funding Requested: \$11,432
 Funding Recommendation: Yes, in full

Rationale

This program, which seeks to monitor the academic performance of students in “gateway” classes like Math 3C and Chemistry 6A, seems an amazing use of a small amount of funds to facilitate higher retention. Identifying struggling students early on in their academic career and targeting them for retention programming before their struggles impact their academic record could prevent many students from entering a vicious academic probation cycle, or worse, failing out of their program for poor academic performance.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	3	2	2	10
SA Reader 1	2	3	3	2	10
SA Reader 2	2	3	4	2	11
Average	2.33	3	3	2	10.33

Second Year Holistic Support Program

Funding Requested: \$25,200
 Funding Recommendation: Yes, in full

Rationale

There are already many programs that serve students early in their academic career, and later in their academic career, but current research is suggesting that many students experience a period of struggle

near the end of their second year. This program aims to address that problem and facilitate retention amongst a “forgotten class” of students. The committee felt this need should be addressed, and recommends funding this program in full.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	3	2	2	10
SA Reader 1	3	3	3	2	11
SA Reader 2	4	4	3	2	13
Average	3.33	3.33	2.66	2	11.33

Health, Recreation, and Well-Being

Recreation

Master’s Sports Program Scholarships

Funding Requested: \$7,920

Funding Recommendation: None

Rationale

This program, which proposed providing six \$55 Master’s Sports Scholarships per college (for a total of 36 scholarships), did not sufficiently resonate with the goals laid out in the committee’s rubric to justify funding. The program had a “first-come-first-serve” policy that is ripe for abuse, and does nothing to help students with real financial need. The committee did not feel the need addressed was sufficiently urgent, or addressed particularly well, and still other members of the committee felt funding for these kinds of subsidies should come out of income funds.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	1	2	0	0	3
SA Reader 1	1	1	0	0	2
SA Reader 2	2	1	0	0	3
Average	1.33	1.33	0	0	2.66

Knock Around Camp Staff Development

Funding Requested: \$10,000

Funding Recommendation: None

Rationale

This program entailed paying trainers and camp counselors to attend approximately 20 hours of training, spread out over three days, to prepare counselors for their duties and how to handle emergency situations. The committee recognizes the value, especially to the community, created by the Knock Around Camp, but the committee strongly felt that the Knock Around Camp and all its requisite training and programming should be entirely self-sustaining.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	3	1	0	6
SA Reader 1	1	2	1	0	4
SA Reader 2	2	1	2	0	5
Average	1.66	2	1.33	0	5

FitLife Student Personal Wellness Program

Funding Requested: \$23,800

Funding Recommendation: None

Rationale

This program proposed expanding the FitLife program from 60 participants per quarter to 100. The committee found the FitLife program to be very innovative and beneficial (especially through the eyes of the Sixth College Representative, who participated in the program), but the committee felt the cost of the expansion was seen as too great relative to the increase in the number of students served. The committee encourages Recreation to find ways to make this program more affordable and more cost-effective, so that future expansion can reach a greater number of students.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	3	0	0	5
SA Reader 1	2	2	0	0	4
SA Reader 2	2	4	1	0	7
Average	2	3	0.33	0	5.33

Meet the Beach

Funding Requested: \$25,000

Funding Recommendation: None

Rationale

This proposal entailed expanded funding for Meet the Beach; a campus-wide activity hosted by Recreation on the Saturday of Welcome Week to introduce students to the beach and associated healthy activities (surfing, swimming, etc.). While the committee is certainly supportive of Meet the Beach, it also felt there were small opportunities to generate modest amounts of revenue to help the program become more self-supporting. Between this convincing argument, and the fact that expanding Meet the Beach did not address any urgent need, the committee elected to not recommend funding.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	3	0	0	7
SA Reader 1	2	1	1	0	4
SA Reader 2	4	2	0	0	6
Average	3.33	2	0.33	0	5.66

Student Health Services

Student Health Advocate TECHI Team

Funding Requested: \$14,800

Funding Recommendation: Yes, in full

Rationale

This proposal advanced the creation of a new class of Student Health Advocates charged with leveraging new mediums of electronic communication to bring wellness-related programming to UC San Diego students, especially regarding excessive gaming or internet use and the non-medical use of prescription drugs. It was the consensus of the committee that this program be funded in full. Not only does this proposal resonate with our goals, but it also works to enhance both the lives of the students involved in the team, through internships, and the general UC San Diego student population, through the work that the team does. The increasing student population demands an increase in awareness regarding personal wellness, and this team would meet that increase in demand.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	4	2	0	9
SA Reader 1	3	3	3	1	10
SA Reader 2	2	3	1	0	6
Average	2.66	3.33	2	0.33	8.33

Sexual Assault Research Center

Enhancing Comprehensive Victim Services

Funding Requested: \$46,269

Funding Recommendation: Yes, \$42,369 in permanent funds and the remainder in temporary funds

Rationale

The services provided by SARC are an absolutely essential part of what the Student Services Fees are intended to provide. Federal and state grants had previously been available to fund many of SARC’s essential services, but due to the exigent fiscal situation and the sequester, many of these grants no longer exist. The committee deemed it necessary to provide student fees to support the SARC’s limited, but essential, repertoire of programs.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	2	2	0	7
SA Reader 1	4	4	2	0	10
SA Reader 2	4	4	2	0	10
Average	3.66	3.33	2	0	9

The Zone

The Good Life Festival

Funding Requested: \$12,500

Funding Recommendation: None

Rationale

The proposal was justified by an expected increase in the number of attendees. However, a decline in attendance this year persuaded the committee to decide against recommending funding. The committee would consider re-examining this proposal in coming years if this festival proves to attract more attendees.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	3	0	0	6
SA Reader 1	4	3	0	1	8
SA Reader 2	3	4	1	0	8
Average	3.33	3.33	0.33	0.33	7.33

Smoke and Tobacco Free Campus Internship

Funding Requested: \$14,080

Funding Recommendation: None

Rationale

In addition to not resonating highly with goals laid out in the committee’s rubric, the consensus of the committee is that this program is attempting to fill a need that should be provided more centrally. The smoke and tobacco free policy is system-wide and it is the responsibility of the system and campus administrations to ensure (and provide funds for) the necessary dissemination of materials regarding this new policy.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	1	4	2	0	7
SA Reader 1	1	3	2	0	6
SA Reader 2	1	4	2	0	7
Average	1	3.66	2	0	6.66

Student Life

Center for Student Involvement

Greek Advisor

Funding Requested: \$61,511

Funding Recommendation: Yes, in full (with permanent funds)

Rationale

It is the consensus of the committee that this program is fulfilling an essential need in providing a dedicated liaison between the administration and UC San Diego’s vibrant and community-centric Greek culture. The committee places strong value on programs and services such as student organizations and Greek life that allow students to engage directly in community building.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	2.5	3	1	10.5
SA Reader 1	4	4	2	2	12
SA Reader 2	2	4	2	1	9
Average	3.33	3.5	2.33	1.33	10.5

Coordinator of National and International Services

Funding Requested: \$61,511

Funding Recommendation: Yes, in full (with permanent funds)

Rationale

This proposal aims to bolster the Alternative Breaks program, whose demand outstrips its current capacity. Like Scholarships for Global Seminar Students and International Mentors for Study Abroad Students, the committee recognizes the immense value of international experiences in shaping the future of a student, and as such, recommends funding this program in full.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	4	1	1.5	10.5
SA Reader 1	3	4	2	1	10
SA Reader 2	3	1	2	1	7
Average	3.33	3	1.66	1.16	9.16

University Centers

Student Veterans Resource Center

Funding Requested: \$96,851

Funding Recommendation: Yes, \$61,511 in permanent funds and the remainder in temporary funds

Rationale

This program, which will create and staff a resource center for student veterans, aims to fill a gaping and embarrassing omission in UC San Diego’s repertoire of student-focused centers. Veterans are a significant part of San Diego’s higher education community, and the committee is emphatic in its recommendation that this proposal receive funding.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	4	3	2	13
SA Reader 1	4	3	0	1	8
SA Reader 2	4	4	0	2	10
Average	4	3.66	1	1.66	10.33

University Events Office**ArtPower! Fall for the Arts**

Funding Requested: \$24,500

Funding Recommendation: None

Rationale

While this program was difficult to score, the committee did not feel the opportunities proposed justified their expense, with the limited funds available. The proposal was not confident in providing specifics about the festival, and it suggested employing sweeping amount of assessment, also unspecific. While the idea is an innovative one, the committee felt the proposal needs more refinement, and is looking forward to seeing future revisions.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	1.5	0.5	0	6
SA Reader 1	1	1	1	0	3
SA Reader 2	3	4	2	0	9
Average	2.66	2.16	1.16	0	6

ArtPower! Film Curator

Funding Requested: \$24,077

Funding Recommendation: Yes, in full (with permanent funds)

Rationale

This position, currently funded at 3/4ths, provides support for a bevy of programs that are recognized as best practices in engaging youth in the arts. In supporting the ArtPower! Dance and Film Practicums, the committee also felt it necessary to provide the remaining funding for the staff that supports these, and other, influential ArtPower! programs.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	3	2	1	10
SA Reader 1	4	4	2	1	11
SA Reader 2	2	2	0	1	5
Average	3.33	3	1.33	1	8.66

ArtPower! Dance and Film Practicums: Mentors in Motion

Funding Requested: \$5,400 (Dance), \$8,500 (Film)
 Funding Recommendation: Yes, in full and Yes, in full

Rationale

These practicums offered a tremendous value for the money, giving students the opportunity to engage with the community, hone their skills in Dance and Film, respectively, and receive credit for their experience. These programs fulfilled many of the criteria emphasize by the committee’s process this year, and so the committee recommends funding both of these programs in full.

Rubric Scores (Dance)

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	4	2	1	11
SA Reader 1	2	3	2	2	9
SA Reader 2	3	3	4	2	12
Average	3	3.33	2.66	1.66	10.66

Rubric Scores (Film)

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	4	2	1	11
SA Reader 1	4	3	4	2	13
SA Reader 2	2	3	4	1	10
Average	3.33	3.33	3.33	1.33	11.33

Intercollegiate Athletics

Student Athlete Development

Funding Requested: \$17,650
 Funding Recommendation: \$14,000, corresponding to the internships

Rationale

This program proved controversial, but it was the consensus of the committee that this program was appropriately priced for the number of students served, providing our student athletes with programming tailored to meet their needs and simultaneously resonated strongly with the goals of the committee. It did not resonate so strongly, however, to warrant full funding, so the committee recommends the providing ICA with the \$14,000 it stated was needed to provide the student internships supporting the program. The remainder of the program should be funded via other means available to ICA.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	2	2.5	0	6.5
SA Reader 1	3	4	4	0	11
SA Reader 2	3	2	3	0	8
Average	2.66	2.66	3.16	0	8.5

Internships for Athletic Administration

Funding Requested: \$41,480
 Funding Recommendation: None

Rationale

This proposal contained one of the most unique features found in any of the proposals: to employ an alumnus. While the committee recognizes the innovative thinking, it also more highly values providing opportunities to current students. Additionally, the committee did not feel these internships addressed an urgent need, especially when compared to many of the other proposals. We would recommend for future revisions to narrow the scope of this proposal, focus on providing internships to current students, and justifying the proposal with more supplementary data, if possible.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	2	2.5	0	6.5
SA Reader 1	3	3	2	1	9
SA Reader 2	1	2	2	0	5
Average	2	2.33	2.16	0.33	6.83

Sports Facilities

Concert Internships

Funding Requested: \$30,000
 Funding Recommendation: Yes, in full

Rationale

This program, which establishes three student internships to facilitate the creation, promotion, and production of on-campus concert events, was well received by the committee. Given UC San Diego’s La Jolla location, and its subsequent inability to create a college town atmosphere for students to enjoy, the committee is particularly attuned to the need to facilitate the creation of engaging on-campus programming. Because this proposal resonated with the committee’s institutional priorities as well as funding rubric, the committee recommends this program be funded in full.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	4	3	0	10
SA Reader 1	3	4	2	0	9
SA Reader 2	2	2	3	0	7
Average	2.66	3.33	2.66	0	8.66

Maintenance, Modernization, and Sustainability Intern

Funding Requested: \$108,000
 Funding Recommendation: None

Rationale

This program, which entails the creation of an internship and funds to support the intern in renovating and upgrading various facilities, has rubric scores that might justify funding, but it was the consensus of the committee that the majority of the costs of this program, which would go to infrastructure upgrades, did not resonate with the intent of the rubric. As a result, the committee could not recommend this proposal receive funding. In addition, the committee would like to note that the maintenance of these facilities is a duty of the entire campus, one that is not restricted to the limited resources available to Student Affairs or the Student Fee Advisory Committee. Well-maintained, beautiful facilities reflect positively on the entire campus.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	2	3	0	7
SA Reader 1	4	3	2	0	9
SA Reader 2	2	2	2	0	6
Average	2.66	2.33	2.33	0	7.33

Satellite Training Facility

Funding Requested: \$114,000
 Funding Recommendation: None

Rationale

This proposal advocated renovating the Warren Field restroom and storage facility into a satellite athletic training facility, the rationale being that the RIMAC athletic training room is impacted, and assisted travel from Warren Field to RIMAC is unduly burdensome. Ultimately, the committee felt that while this proposal does address a need, it does not meet the objectives laid out in the funding rubric,

and the rubric scores from Student Affairs Reader 2 are most applicable. As such, the committee decided against recommending funding.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	4	4	0	11
SA Reader 1	4	4	4	0	12
SA Reader 2	2	1	2	0	5
Average	3	3	3.33	0	9.33

RIMAC LEED Certification

Funding Requested: \$44,000
 Funding Recommendation: None

Rationale

The money requested is for infrastructure upgrades, and not activities or programs that would tangibly benefit the general student population. Given this, and the fact that committee gave a considerable sum toward infrastructure upgrades last year, the committee decided against recommending funding.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	4	2	0	8
SA Reader 1	2	3	2	0	7
SA Reader 2	2	4	2	0	8
Average	2	3.66	2	0	7.66

Undergraduate Colleges

Academic and Transition Course

Funding Requested: \$30,000
 Funding Recommendation: Yes, in full

Rationale

UC San Diego’s Academic Senate has long refused to fund what many peer institutions call UNIV101, or their first-year university-life introductory course. Seeing as this need bridges a gap between Student Affairs and Academic Affairs, and is something that is highly recommended as a High-Impact Practice, the committee feels this proposal resonates strongly with its goals this year, and recommends this proposal receive funding.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	2	4	0	8
SA Reader 1	3	2	3	2	10
SA Reader 2	2	2	2	0	6
Average	2.33	2	3	0.66	8

Dean of Student Affairs Internship Program

Funding Requested: \$62,370

Funding Recommendation: Yes, for \$41,580

Rationale

It was the consensus of the committee that this program resonated strongly with the goals laid out in the rubric, assists the understaffed Undergraduate Colleges perform their crucial work, provides opportunities for student leadership, and therefore the committee recommends this program receive partial funding, enough for two of the requested three internships.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	4	3	0	11
SA Reader 1	3	2	3	1	9
SA Reader 2	2	2	1	0	5
Average	3	2.66	2.33	0.33	8.33

Senior Transitions Conference

Funding Requested: \$20,000

Funding Recommendation: Yes, in full

Rationale

This proposal, in collaboration with the Career Services Center and Alumni Affairs, advocated offering a conference comprised of a selection of sessions covering various topics including “preparing for graduate / professional school to practical job hunting skills to managing the emotions of leaving the college environment to how to network within your community”. This kind of programming was heavily favored by the funding rubric, and looked upon favorably by the committee. The collaborative nature of the programming also suggested opportunities for cost sharing, should the programming prove successful. In light of all these advantages, the committee recommends funding this program in full.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	3	1	0	8
SA Reader 1	3	3	1	0	7
SA Reader 2	4	4	0	0	8
Average	3.66	3.33	0.66	0	7.66

Eleanor Roosevelt College

Domestic Break Away Global Seminar

Funding Requested: \$5,000

Funding Recommendation: Yes, in full

Rationale

This program offers Eleanor Roosevelt College students the opportunity to engage in a cross-cultural learning exercise, participate in community service, and reach out to underrepresented cultures here in the continental United States. Touching on all these aspects and simultaneously offering students modest credit for their experience were explicit requirements of the committee’s funding rubric. Given these facts, and the small cost of the program, the committee recommends funding this program in full.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	4	4	4	1	13
SA Reader 1	4	4	4	2	14
SA Reader 2	2	3	4	2	11
Average	3.33	3.66	4	1.66	12.66

Restoration of Supplies and Expense Budget

Funding Requested: \$6,000

Funding Recommendation: None

Rationale

The committee is very attune to the issues of rapid turnover and students of concern in the Offices of the Deans of Student Affairs of the Undergraduate Colleges, but the way the proposal was structured made it difficult to initially determine the true intent of this proposal. As a result, the committee initially elected against funding, though later revisited this proposal after deciding to fund the salaries in both Muir and Warren. Unfortunately, a majority of the committee feels that Eleanor Roosevelt College voluntarily elected to backfill its supplies and expense budget using salary funds, and found the quoted

8% FTE each for two positions (an SAO II and BA III) could not be completely restored with only \$6,000 in funds. The committee urges Eleanor Roosevelt College to address these concerns in future revisions of this request.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	0	0	0	2
SA Reader 1	1	1	1	1	4
SA Reader 2	1	1	0	1	3
Average	1.33	0.66	0.33	0.66	3

Muir College

Restoration of College Center Director Salary

Funding Requested: \$7,305

Funding Recommendation: Yes, in full (with permanent funds)

Rationale

The Undergraduate Colleges are often characterized as the gem of UC San Diego, providing a distinctive experience compared to its peer institutions, especially within the UC system. The committee is very concerned with the distressing staffing issues present in the Offices of the Deans of Student Affairs of the Undergraduate Colleges. Despite the low scores, the committee feels it is obligated to recommend some additional funding for the Undergraduate Colleges to mitigate the high staff turnover they experience.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	0	0	0	2
SA Reader 1	1	1	1	0	3
SA Reader 2	1	3	0	0	4
Average	1.33	1.33	0.33	0	3

Warren College

Restoration of Coordinator of Student Activities Salary

Funding Requested: \$5,320

Funding Recommendation: Yes, in full (with permanent funds)

Rationale

Our rationale here is the same as the one provided for Muir College – Restoration of College Center Director Salary.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	2	0	0	0	2
SA Reader 1	2	1	2	0	5
SA Reader 2	2	1	2	1	6
Average	2	0.66	1.33	0.33	4.33

Office of Graduate Studies

Campus Climate Internship

Funding Requested: \$38,087

Funding Recommendation: Yes, in full

Rationale

This program was funded last year under the Innovation Fund program, and has successfully provided programming for the past academic year. Funding has been sought from other sources, though these sources are either unwilling to fund the program as it exists today, or are not yet willing to make a commitment. The committee encourages ongoing discussion regarding this position, and encourages all relevant parties to invest in shaping the nature of this position to maximum benefit for all.

Rubric Scores

Reviewer	SASI Score	SALO Score	HIP Score	Diversity Score	Total Score
Interview Group	3	2	2	2	9
SA Reader 1	3	3	3	2	11
SA Reader 2	2	2	2	1	7
Average	2.66	2.33	2.33	1.66	9

Innovation Fund Status Update

The 2011-2012 Student Fee Advisory Committee, realizing the squandering of innovation and creativity in Student Affairs under heavy duress from budget cuts, initiated a budget call for proposals that were new, needed, or had a high return in investment. In response to this budget call, 44 proposals were submitted. Eight of these proposals were chosen to receive funding, totaling \$552,741. After a year, the committee decided to revisit the status of these projects, to determine the efficacy and impact of the committee's investment.

Experiential Learning

Academic Enrichment Programs

MEDS Conference

Investment: \$30,000

Status: Completed

The committee enthusiastically endorsed this proposal to address the need of a medical conference that every UC Medical School, except UC San Diego, hosts for prospective students. With 350 students registered (42.6% being historically underrepresented students) and 51 students on the waitlist, the conference held on January 26, 2013 was, to put it mildly, an astounding success. 100% of students it was important or essential for the MEDS conference to be available to students next year while 97% felt encouraged to pursue medical or pharmacy school after the conference. In addition, an astounding number of 41 workshops offered at the conference impressed the committee at the thoroughness in approaching not only admissions to medical or pharmacy school, but also in building up interest in the healthcare field. With a collaboration involving both the HOPE Program from HMP3 (which is part of Academic Enrichment Programs) and School of Medicine, this proposal seemed to be the start of a great foundation for a conference to be supported for many years to come. However, the conference organizers reported having \$5,000 left over from the original committee investment and indicated that they will utilize the \$5,000 next year to fill the gap School of Medicine left with a partial withdrawal of financial support. It is disheartening to the committee that after a successful completion of a program, support is dwindling. The committee had been under the understanding that increased sources of funding would come to replace the initial seed money provided by the committee through the Innovation Fund. As such, the committee encourages the conference organizers to pursue a fee waiver for the Telemedicine Building while encouraging Skaggs School of Pharmacy and the School of Medicine to contribute a growing amount of funding as this conference directly ties to not only recruiting historically underrepresented students to these schools but provide publicity and exposure of both schools.

Student Health, Recreation, and Well-Being

Well-Being Mobile Applications

Investment: \$8,240

Status: In-progress, near completion

As a trial run, the proposal from Student Health, Recreation, and Well-Being for a development of one mobile application was approved by the committee to increase engagement with students through new electronic mediums accessible and popular amongst the current student body. The application will be providing food nutrition information at each campus eatery including those of Housing and Dining such that students with special diets may find the best possible eatery on campus through this mobile app. Such special diets may range from vegetarian and avoiding food allergy to foods with low saturated fat or high fiber. Currently, this proposal has not been completed due to delays in awaiting a new registered dietician as well as accommodating a heavy workload with a faculty collaborator at Calit2. However, a demo is expected to be ready before the beginning of the next year. Regardless, the committee greatly anticipates the unique service provided by this application by being the first such app made specifically for the UC San Diego campus.

Student Life

Center for Student Involvement

Community Service Supply Lending Program

Investment: \$1,500

Status: Not started / pending issues

Being part of a university with volunteerism as one of its main pillars, the Committee found this inexpensive proposal to increase community service opportunities a delight. The service will be lending supplies such as shovels, rake, trashcans, trash pickers, and others. To be successful, Center for Student Involvement aimed to find a storage space accessible for students to easily load and unload into their cars. Unfortunately, there has been no such space available. Without the space, Center for Student Involvement has noted that supplies cannot be purchased, as there is no dedicated place to store it. The Committee looks forward to the conclusion of negotiations between Center for Student Involvement, Facilities Management, and University Centers in providing a specific space for these supplies.

Student Legal Services

“Get your deposit back!” Triton TV Campaign

Investment: \$1,250

Status: Completed

With its low cost and innovative approach to providing assistance on landlord / tenant issues, this proposal was one the committee happily supported. The video, produced through Triton TV and prominently featured on the Student Legal Services homepage and through Vimeo, instructs students on how to get their security deposits back at the end of their lease terms. To promote this video, Student Legal Services emailed all currently registered students (undergraduate, graduate, and professional included) with the link on May 1, 2013 in conjunction with many students' leases coming to an end. Within a month, the video has received 485 hits while Student Legal Services will be monitoring any increases in student numbers over deposit issues. The committee is pleased to note the success of the video and encourages further initiatives by Student Legal Services to educate the students.

Sports Facilities

Lighting at the ECRA Sports Deck

Investment: \$136,300

Status: Completed

This proposal called for additional lighting to increase the amount of time student recreation can safely occur on the new ECRA Sport Deck in East Campus. The Committee seeing an immediate benefit for the money as well as understanding there being an additional \$50,000 alumni donation has approved the funding. Since then, the lighting was installed during Winter Quarter 2013 with an expected lifespan of fifty-plus years. With the lighting, the Sport Deck added hours to its availabilities allowing increased use for Men's Soccer, Women's Soccer, the baseball recreation club, and sports clubs. Reservations have increased with the Sport Deck in high demand through the extended hours allowed by the new lighting. The Director of UCSD Recreation as well as the Senior Associate Director of Intercollegiate Athletics have both positively expressed that the Sports Deck accomplished needs in providing a safer, more welcoming environment while lowering maintenance cost over at North Campus by shifting heavy activity on the synthetic field at the ECRA Sport Deck. The Committee is thus pleased to hear the increase in student activity and student satisfaction from this proposal.

Synthetic Turf at Muir Field

Investment: \$300,000

Status: Not started / pending issues

The Committee, despite its high cost, found a strong investment in this proposal. The proposal noted high maintenance cost due to the inability to use reclaimed water for watering the field as well as injuries that have occurred due to the poor shape of the field. Unfortunately, the installation of synthetic turf has not occurred pending negotiations of a finalized funding plan for the remaining expenses of producing a synthetic turf at Muir Field. Thus far, Sports Facilities has, with its own resources and at the request of Facilities Management, to fund a professional landscape plan and a detailed cost estimate. It has also received support by the Vice Chancellor of Resource Management and Planning. The Committee urges for a quick resolution of any pending issues such that students may see an immediate increase in the playability of Muir Field.

Undergraduate Colleges

All-Campus Transfer Student Seminar

Investment: \$7,351

Status: Completed

Despite notice this program has been completed, no other information has been provided at this time. The committee will continue pursue further updates and information related to this program.

Office of Graduate Studies

Campus Climate Internship

Investment: \$38,100

Status: Completed

The committee endorsed this proposal to address a need in solving campus climate issues among the graduate student population. With the funding of this proposal, the campus climate intern was hired in Fall 2012 for a single year's employment. The goal of the intern has been to develop a community for historically underrepresented graduate students through events, awareness of community centers, and facilitating concerns to the Office of Graduate Studies and other relevant parties. To facilitate her work, the campus climate intern was housed in the Cross-Cultural Center during Fall 2012 and the Lesbian, Gay, Bisexual, and Transgender Resource Center during Winter 2012. In assessing this proposal, the intern submitted quarterly reports as well as surveys by participants after every event. In addition to quarterly reports, other assessments include an end of the year review to assist future interns in this role. While the committee applauds the work the campus climate intern has accomplished in developing programs that enhance a better campus climate, the committee expresses some concern that no additional support has been acquired for this position. The committee notes the effort made by Office of Graduate Studies to acquire funding from the Vice Chancellor of Equity, Divestment, and Inclusion (VCEDI) and Office of the Ombudsman. While unsuccessful this year, the committee would like to encourage the continuing negotiation next year between OGS and VCEDI to secure future permanent funding of the Campus Climate Intern.

With one status incomplete, two pending, one near completion, and four completed proposals, the committee notes the impact the complete proposals have made for students and looks forward to completion of the remaining proposals. After a year, the committee appreciates the work each unit has put in to develop their unique proposals.

Due to the budget call this year, the Innovation Fund has been put on hold. It is worthwhile however to note echoing calls to provide specific criteria as well as an assessment process to ensure such proposals come to fruition. The updates on Innovation Fund processes provide an insight in the current budget processes and future budget calls as well. The committee should task itself in following through with any new programs it chooses to fund such that lessons and impacts from these proposals may be known. In doing so, the committee may make itself available to provide assistance on any proposals funded in the past. The wealth of knowledge from how the proposal progressed may be useful in formulating constructive discussion in years to come.

Respectfully submitted,

Samuel M. Chang

Appendices

Appendix A: Budget Call Letter

Dear Council Colleagues,

Normally, every year in November or December, VCSA issues either a budget call to departments or a request for budget reduction scenarios, and this year is no exception. With the passage of Proposition 30 and budgetary decisions made at a system and campus level, the prospect of midyear reductions THIS year has been eliminated and the likelihood of reductions NEXT year has been substantially reduced. Indeed, our expectation at this time is that new funds probably will be allocated in 2013-14. These allocations will be based on campus priorities including those emerging from the campus strategic planning process, which was launched by the Chancellor this fall, and will conclude in May or June. A key purpose of this budget-planning message is to enable Student Affairs to be well positioned to participate in those allocations next year and in succeeding years.

The Education Initiative of Academic Affairs is one of the emerging campus priorities for which new funding is likely to be available. This initiative will promote ten High-Impact Educational Practices (HIPs) and engage faculty in the process of incorporating them into the curriculum. Many of these practices are integral to Student Affairs. They include global education, community service, internships, learning communities, and collaborative assignments and projects. The Student Affairs Strategic Plan encompasses these practices. Likewise, the AAC&U Student Learning Outcomes and the Student Affairs Learning Outcomes (SALO) include them as well.

Because the Student Affairs strategic plan and Student Affairs Learning Outcomes appear aligned with emerging campus priorities, it is unlikely major adjustments to the strategic plan or learning outcomes will be required. Some adjustments may be necessary but not significant ones. The strategic goals of Student Affairs mirror the goals of Student Affairs divisions at peer institutions. The learning outcomes are compatible with the AAC&U/LEAP learning outcomes. They were developed in consultation with Barbara Sawrey in Academic Affairs. They complement the learning outcomes of UCSD academic majors and College General Education requirements. Through workshops held by Student Affairs Assessment Analyst/Advisor Marlene Lowe, staff has been trained to draft learning outcomes and assessment plans.

Based on all these efforts, Student Affairs is well positioned to collaborate with Academic Affairs in the Education Initiative. In light of the above, Student Affairs will issue a budget call for FY 13/14 rather than a call for reduction scenarios. The key elements of the budget call are as follows:

- 1) Clusters and departments are requested to prepare plans, including tailoring their current programs, in order to strengthen their alignment with the Student Affairs Strategic Plan, Student Affairs Learning Outcomes, and the Education Initiative's High-Impact Educational Practices. Proposals from clusters and departments:
 - Will be scored initially by SFAC on the basis of their direct contribution to achievement of one or more Strategic Plan Results, one or more SALOs, one or more HIPs, with additional points given for intentional diversity enhancements and new or enhanced collaborations with faculty or Academic Affairs;
 - May include enhancements to High-Impact Educational Practices submitted to the Education Initiative Inventory (which are due today, December 21, 2012) as well as enhanced or revised Actions compared to those currently listed in the Strategic Plan;

- May include shorter term High-Impact Educational Practices that can be scaled up (the practices submitted to the Education Initiative Inventory had to be at least one quarter in duration);
 - Will include assessment plans.
- 2) In addition to adjustments to internal programs and budgets, clusters and departments should estimate what additional new resources are needed to implement any proposed realignment plans. New resources are likely to be made available in proportion to a department's realignment of and other uses of its own resources because we are encouraging more programmatic alignment throughout SA with the Strategic Plan, SALOs and HIPs and the because of the high cost of new FTE.
 - 3) To the extent a department will propose new funding to support its own programmatic adjustments, the request should minimize the need for new staffing due to the high cost of benefits associated with any new staffing; any proposals for new staffing would need to be accompanied by an extraordinary justification for the HIPs being supported by that staffing. New staffing for other purposes is less likely to be considered.
 - 4) Proposals are due to VCSA on January 31, 2013.
 - 5) The Student Fee Advisory Committee has begun scheduling familiarization meetings by its Interview Groups with SA departments for early January; a second more substantive visit should occur prior to the finalization and submission of the realignment proposals, perhaps the week of January 21-25.
 - 6) Resources: VCSA and SFAC will make available a minimum of \$500,000 in one-time funding and \$300,000 in permanent funding for this realignment initiative. It is anticipated that additional funding will be made available once the budget picture for FY 13/14 is clearer.

The review process for proposals will be comprehensive. The Student Fee Advisory Committee (SFAC) will play a key role in this process, meeting with departments, and reviewing the proposals. SFAC's recommendations to VCSA will be part of their final report and a key factor in final decisions concerning allocation of new funding, along with other factors such as the results of the campus strategic planning process, the extent to which a department's own resources are "on the table," and the budget picture as it emerges in the Spring Quarter.

ACTIONS:

- 1) Departments are requested to review their portfolios and decide whether to propose new or expanded programs for funding as part of the above described budget call process. Departments should make every effort to adapt existing portfolios to more closely align with the SA Strategic Plan, SALOs and HIPs, even if they do not intend to submit a funding request.
- 2) Each funding request (program, service or activity) should be summarized in a two-page narrative, and closely follow the instructions on the template provided (Attachment 6).
- 3) In addition, each funding request should be formatted to fit the Program Description/SFAC Scoring Sheet (Attachment 7). This page will benefit both departments and SFAC because it simplifies and makes transparent the SFAC scoring process.
- 4) A scoring rubric is included (Attachment 8) that describes how each section of the Program Description/SFAC Scoring Sheet will be assessed.

As mentioned above a budget template will be provided in early January. These instructions will also be reissued the first week of January. Again, proposals are due January 31, 2013. Please contact me if you have any questions. Special thanks to everyone who helped review and trial this guidance. Thank you. Please enjoy the holidays.

Appendix B: High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity / Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Appendix C: Student Affairs Learning Outcomes

A UCSD education includes a rich array of co-curricular opportunities enabling students to explore their interests, expand their knowledge, and launch the next phase of their life, whether it is graduate education, the workplace, or other pursuits. Developing and associating Learning Outcomes with co-curricular programs offered by Student Affairs clarifies for staff the purpose of conducting a given program, and enables students to understand what they should learn from a given program and select amongst programs offered based on the set of learning outcomes that will best achieve their personal, academic and professional goals.

1. Think Critically and Solve Problems

Critical thinking and innovative problem solving are needed to address challenges facing the world today on all levels, personal to international. Students are exposed to a variety of ideas and positions which they are asked to believe or take action upon. They are challenged to solve complex, non-routine problems and put forth their own ideas and arguments. Skillful, responsible critical thinking and problem solving is required. In this capacity, students should, for example, be able to:

- 1.1 Interpret information recognizing inconsistencies, biases and unsupported statements
- 1.2 Analyze the components of ideas and arguments, including their assumptions, reasoning and evidence in order to evaluate the strengths of their assertions and conclusions
- 1.3 Make informed judgments and draw conclusions using intellectually strong criteria and various sources of evidence
- 1.4 Reflect on their own thinking and evaluate their own arguments to confirm or correct their reasoning
- 1.5 Demonstrate ethical reasoning in personal, academic and professional decision making
- 1.6 Know and apply the steps to solving problems including problem definition, exploration, planning, execution, checking, and generalization
- 1.7 Clarify goals and establish criteria for success for ill-structured, open-ended problems for which more than one correct solution can be found

2. Communicate Effectively

Effective communication is necessary for meaningful participation in college, the workplace and society as a whole. Essential communication skills include the ability to write well, present before an audience, form positive relationships, and communicate one-on-one and in groups. Students who communicate effectively are able to, for example:

- 2.1 Plan effectively for oral and written presentations by identifying goals, choosing an effective organization method, and incorporating the interests and expectations of the audience
- 2.2 Present ideas and thoughts confidently and in an engaging, clear and cohesive manner
- 2.3 Collaborate with others to develop ideas in person and in writing
- 2.4 Confidently approach and engage in meaningful conversation with new people in new settings
- 2.5 Use unbiased language that reflects respect for others
- 2.6 Effectively assert themselves while respecting others
- 2.7 Listen with an open mind and allow others to express different views
- 2.8 Use visual aids, graphs and tables

3. Advance a Plan for Personal, Academic, and Professional Success

Students will develop and employ a personal strategy to gain the most from their college experience and transition into their future. In this regard, students should, for example, be able to:

- 3.1 Acquire learning skills
- 3.2 Acquire time management skills
- 3.3 Engage in self-reflection to clarify purpose and determine their career interests
- 3.4 Develop and enact a plan congruent with their identities and interests
- 3.5 Engage in experiences that complement their personal, academic and professional pursuits
- 3.6 Develop a sense of integrity and clarify values
- 3.7 Understand the effects of individual behavior on oneself, on others, and on the community

4. Lead in a Diverse Global Society

During and after college, students will work in or interact with complex organizations composed of diverse people who must coordinate their activities to achieve certain purposes. Leadership takes place in a variety of organizational structures, including non-hierarchical organizations, composed of co-leaders, peers and followers. Leadership is not solely an individual pursuit. It is a role that is shaped by circumstances and relationships. Leadership also has a global dimension: graduates of UC San Diego are likely to work or collaborate with people from other cultures and nations. Related learning outcomes include, for example, the ability to:

- 4.1 Work effectively in groups which are diverse in their composition in order to formulate creative ideas, solutions or other aims
- 4.2 Work in groups to develop shared goals
- 4.3 Utilize vision, authenticity, credibility and trustworthiness to inspire others and sustain organizational commitment and satisfaction
- 4.4 Motivate others and achieve a commitment to a shared purpose
- 4.5 Demonstrate self-awareness and a willingness to seek and receive the feedback on one's performance from others and to modify one's approach to leadership
- 4.6 Show sensitivity to individual and cultural differences within groups and the ability to tailor one's style of leadership based on this knowledge
- 4.7 Identify, manage and resolve conflict and misunderstandings
- 4.8 Engage with others comfortably in unfamiliar environments either abroad or in the U.S.

5. Engage in a Healthy Lifestyle

Students' physical and emotional well-being serves as a foundation for learning. To be healthy on an emotional level, students are resilient and able to cope with conflicts that might compromise their academic performance. Engaging in a healthy lifestyle includes, for example, the ability to:

- 5.1 Acquire knowledge about what constitutes a healthy lifestyle
- 5.2 Engage in healthy eating, exercise, and sleep behaviors
- 5.3 Demonstrate responsible practices that contribute to environmental wellness
- 5.4 Use healthy coping strategies to manage stress
- 5.5 Form and maintain healthy relationships
- 5.6 Manage and regulate one's emotions
- 5.7 Demonstrate knowledge of when and where to seek assistance
- 5.8 Achieve balance between academic work and personal life

6. Promote Social Justice and Community Responsibility

An educated, engaged, and responsible citizenry is essential to a just society. Being an educated citizen in an increasingly pluralistic society requires sensitivity to global perspectives, an appreciation for diverse cultures and knowledge of historical inequities. Responsible citizens better society through ethical and impact-sensitive actions in settings ranging from local communities to global arenas. Students should, for example, be able to:

- 6.1 Demonstrate broader understandings of personal identities, including age, gender, race, ethnicity, sexual orientation, religion, spiritual affiliation, abilities, nationalities, and cultures and their intersectionality
- 6.2 Articulate an awareness of the impact of power, privilege, and oppression, as well as institutional factors of discrimination and prejudice
- 6.3 Demonstrate behaviors that reflect awareness of the UC San Diego Principles of Community
- 6.4 Engage in campus, local, state, national, and global decision-making opportunities
- 6.5 Articulate the tenets of positive social action and demonstrate the skills to promote it
- 6.6 Articulate a plan for lifelong service and social justice

Appendix D: Scoring Rubric

Score	1	2	3	4
Strategic Plan	Indirectly or partially supports one Strategic Plan Result (e.g., is a sub-Action requiring collateral Actions in order to have a direct and substantial impact on the Result)	Directly supports one Strategic Plan Result (e.g., is a free-standing Action not requiring collateral Actions to have a direct and substantial impact on the Result)	Directly supports one Strategic Plan Result as a Lead Action coordinating Actions/efforts of other units for very high impact on Goal achievement	Directly supports more than one Strategic Plan Result as a Lead Action coordinating other Actions/efforts of other units for very high impact on Goal achievement
SALOs	SLO(s) are vaguely articulated and vaguely align with SALO(s)	SLO(s) are clearly articulated and vaguely align with SALO(s)	SLO(s) are clearly articulated and directly contribute to a SALO	Multiple SLOs are clearly articulated and directly contribute to multiple SALOs
High-Impact Practices	Includes one HIP of less than a Quarter (or Summer) in duration	Includes one HIP of a Quarter (or Summer) or more in duration	Includes at least one HIP of a quarter/Summer or more in duration that collaborates across SA cluster or units/programs	Includes at least one HIP that collaborates with a faculty or academic program likely to provide academic credit within 2 years
Assessment Plan	Assessment Plan Template is attached and complete; Assessment outcomes are consistent with program goals	Assessment Plan Template is attached and complete; Assessment outcomes directly support major program goals	Assessment Plan Template is attached and complete; Assessment outcomes directly support major program goals and one or more Strategic Plan Results	Assessment Plan Template is attached and complete; Assessment outcomes directly support major program goals, one or more Strategic Plan Results, and one or more SALOs and HIPs
Diversity	Indirectly or partially supports one Strategic Plan Result, or SALO or HIP that increases enrollment of or enhances the campus experience of HUR students, and contributes to improved cross-cultural understanding (e.g., Strategic Plan Goal 3, SALO 4 and/or the HIP concerning Diversity/Global Learning)	Directly and significantly supports one or more Strategic Plan Result, SALO or HIP that increases enrollment of or enhances the campus experience of HUR students, and contributes to improved cross-cultural understanding (e.g., Strategic Plan Goal 3, SALO 4 and/or the HIP concerning Diversity/Global Learning)		

Appendix E: Common Acronyms

- AEP - Academic Enrichment Programs (Student Educational Advancement)
- AES - Admissions and Enrollment Services
- ARS - Admissions & Relations with Schools (Admissions and Enrollment Services)
- AS - Associated Students (Student Life)
- CAPS - Counseling and Psychological Services (Student Wellness)
- CCL - Center for Communication and Leadership (Student Life)
- CSC - Career Services Center
- CSF - Council on Student Fees
- CSI - Center for Student Involvement (Student Life)
- EAOP - Early Academic Outreach Program (Student Educational Advancement)
- EL - Experiential Learning
- ERCSA - Eleanor Roosevelt College Student Affairs
- ETS - Express to Success (Student Educational Advancement)
- EWCSA - Earl Warren College Student Affairs
- FAO - Financial Aid Office (Admissions and Enrollment Services)
- FTE - Full Time Employee
- GSA - Graduate Student Association (Student Life)
- HIP - High-Impact Practice
- IC - International Center (Vice-Chancellor Student Affairs)
- ICA - Intercollegiate Athletics
- IRP - Intergroup Relations Program (Student Life)
- ISPO - International Student and Programs Office (International Center)
- MCSA - Muir College Student Affairs
- OASIS - Office of Academic Success and Instructional Services (Student Educational Adv.)
- OGS - Office of Graduate Studies
- P&FP - Parent & Family Programs
- PAO - Programs Abroad Office (International Center)
- RCSA - Revelle College Student Affairs
- RFAC - Registration Fee Advisory Committee
- RO - Registrar's Office (Admissions and Enrollment Services)
- SA - Student Affairs
- SALO - Student Affairs Learning Outcome
- SARC - Sexual Assault Resource Center (Student Wellness)
- SASI - Student Affairs Strategic Initiative
- SATS - Student Affairs Technology Services (Admissions and Enrollment Services)
- SC - Student Conduct (Vice-Chancellor Student Affairs)
- SCSA - Sixth College Student Affairs
- SEA - Student Educational Advancement (defunct, folded into Experiential Learning)
- SF - Sports Facilities (Vice-Chancellor Student Affairs)
- SFAC - Student Fee Advisory Committee (formerly Registration Fee Advisory Committee)
- SGF - Strategic Goals Framework (Vice-Chancellor of Student Affairs)
- SHRWB - Student Health Recreation & Well-being (formerly Student Wellness)
- SHS - Student Health Services (Student Wellness)
- SILC - Student Involvement Leadership Consultant (Center for Student Involvement)
- SL - Student Life
- SLS - Student Legal Services (Student Life)
- SNAPS - Student Needs and Perspectives Survey
- SSF - Student Services Fee (formerly Registration Fee)
- TMCSA - Thurgood Marshall College Student Affairs
- UC - University Centers (Student Life)
- UC - Undergraduate Colleges
- UCOP - University of California Office of the President
- UEO - University Events Office (Student Life)
- VCAA - Vice-Chancellor of Academic Affairs
- VCSA - Vice-Chancellor of Student Affairs