# SFAC Fall Meeting #5
## 10/30/15 9:00AM-11:00AM
## Price Center Red Shoe Room

| Call to Order |
|---|
| **Present:** Paul Tchir, Jackie Markt-Maloney, Melissa Patel, Andrew Thai, Mukanth Vaidyanathan, Negin Mokhtari, Norienne Saign, John Hughes |
| **Absent:** Mihiri Ukuwela, Ellen Kim, Ei Lin Chong, Crystal Inacay, Akshay Tangutur, Ivan Evans, Sylvia Lepe-Askari |

**Approval of Fall Quarter Meeting 4 Minutes**
**Motion by Mukanth, second by Negin**

## Fee-Funded Unit: Student Retention and Success

1. The institution's commitment to the success of undergraduate and graduate students, increasing the capacity, availability, and impact of student programs and success
2. 4 year graduation rate – 58% | 6 year graduation - 86%
    a. After junior year, a higher proportion of students leaving
    b. Focus on juniors and seniors as much as possible, making sure that the students move along in their programs
3. Time to degree – 12.5-13 quarters, aiming to get it down to 12 quarters
4. Increase 4 year graduation rates for underrepresented minorities (Mexican-American, Latino, Native-American, African-American)
5. Reasons for leaving: financial hardship, personal/medical, campus culture, lack of motivation, change in priorities
6. Student Retention and Success Team
    a. Student Veteran Resource Center, Undocumented Student Services Center, Chancellor Associate Scholar's, Academic Enrichment Programs, International Center, OASIS
    b. A lot of SFAC's funding last year went to serve OASIS
7. Fiscal Year 2014-15 Expenditures
    a. $9 million for Student Retention and Success
        i. 46% of funding from Student Services
            1. 41% OASIS | 17% International Center | 18% AEP
8. Have you looked into how many graduate students are staying and being retained?
    a. Divisions look at them by discipline to see where the bottlenecks are for graduate students in the process, varies across discipline.
    b. Goal, as we increase these opportunities, is not to leave the needs of graduate students out of the equation
        i. Graduate writing circles, working on proposals, peer review
    c. Where are the gaps for graduate students? Academic skills, apprenticeship, publication
9. Retention
    a. Challenges - belonging, campus integration, diverse expectations and needs

b. Students are making decisions about whether or not this is the right place for them in their first 4-6 weeks
   c. Personal circumstances/financial - Mixing loans with part time work, taking on a part time job with 12 credits vs 16 credits. Might be better to take on the loans and get out faster
   d. Expectations versus reality – dissonance creates an idea of students not experiencing their ideal expectations
   e. Institutional structure – the institutional level creates roadblocks and different policies, within colleges/majors
10. Strategy
   a. Early identification – finding students in the first 4-6 weeks, 1st and 2nd quarter
   b. Boost high quality academic support – peer mentoring, counseling, time management, writing centers
   c. Focus on the gateway courses – sequences in colleges, first core courses in the major (chemistry, math, writing)
   d. Coordinated handoffs – you can't change colleges, but you can change majors, i.e. a great number of biology students accepted, but a great number change
   e. Intentional, focused programming – academic needs, counseling needs
   f. Evaluate impact – everything will be assessed for what learning outcomes students are achieving, the impact on retention and time to degree
   g. Collaboration and partnership – exist within the advising structures of the colleges
11. Initiatives
   a. Supplemental instruction –collaborative peer learning model, social construction of knowledge
      i. Started in Math 10A and 20A, hoping to expand to the rest of the series
      ii. Students usually earn a full letter grade higher than those that don't participate in supplemental instruction
   b. Expand summer programs – Summer Bridge, roughly 180 students
      i. Coordinating summer programs (engineering, computer science) and helping students select the best one for them
   c. Academic support opportunities – Teaching and Learning Commons (T+L Commons), one-stop services for drop in tutoring
      i. Tutoring within divisions and work in partnership with them
      ii. Having a central space for students to drop in for tutoring
   d. Intrusive academic counseling and outreach – early identification of students that are struggling, requiring students to come in and talk to an advisor or academic counselor
12. What methods do you use to get student input and how frequently do you do it?
   a. Would like to put together a needs assessment with students
   b. Go to focus groups once certain themes are identified in the survey
   c. Welcome student input from clubs and organizations such as SPACES
13. Are there any methods in place within SRS or the units themselves that are analyzing student opinions about student services such as OASIS?
   a. Haven't dug in yet to see how recent it is and what students are saying
   b. Needs assessment for undocumented student services center
   c. OASIS and International Center feedback

14. How important is the 4-year graduation rate? Is it just for metrics to boost the university's ranking? One of the measures used to boost the rate is to cut down courses and the unit requirements, resulting in students graduating with less quality.
    a. Competing priorities and values
    b. Time to degree – all about the metrics, a lot about the rankings
    c. 6% discrepancy of graduation rate is hard to explain when compared to other schools such as UCLA and Berkeley
    d. Some students don't have the intention of graduating in 4 years – making informed choices about course load
    e. Highest proportion of STEM students – 60%, Berkeley and UCLA are in the 30's/40's
15. How much has the percentage acceptance increased for underrepresented minorities?
    a. Biggest challenges are attracting more African-American and Native-American students
    b. More African-American students are choosing LA and Berkeley over UCSD
    c. Brought in about 150 African-American students, goals to increase it by providing more scholarships
16. Changing majors – if students change their majors at the end of their sophomore year the university can't force them to graduate in 4 years. Are these students included in the numbers for 4-year graduation rate?
    a. Ultimately, yes because students start the clock their freshman year
    b. Changing majors, analytically, didn't have a significant impact on time to degree
    c. Level of preparation that you come in with significantly impacted
    d. Suggestion – the 4-year graduation rate shouldn't be decreasing the quality of students, look at models where other universities have used a system of credit by exam – the education isn't compromised

## Fee-Funded Unit Presentation: Intercollegiate Athletics

1. Look at athletics not just in terms of the game and competition
    a. School spirit/unity – students are coming from nine different colleges and schools on campus, something that needs to be emphasized at UCSD
    b. Alumni engagement
    c. Community engagement
    d. Branding athletics – introducing the community to UCSD
2. Athletics can be a model for a student centered environment
    a. Provide workshops, career based leadership, focused around the student athletes, mentoring and monitoring students, good model across the board for students in general
3. 220 championships across the board
4. In terms of SFAC how much do you receive?
    a. $500,000 from SFAC, important because it's the only money that is considered institutional money
5. Spanos Athletic Performance Center – big project going on. In terms of future outlook, what's next?
    a. Status quo at this time, exploring the potential move to Division 1

b. Doesn't require that they need to build any other major facilities
        c. Division 1 is the way to go to solve many problems about the community and different viewpoints
6. What does Division 1 actually entail?
        a. Look at the move from two aspects
                i. Culture of excellence – every endeavor that we're involved in, it's about the pursuit of excellence and comparing yourself with like institutions
                        1. Big West Conference – non football Division 1 (UCI, UC Davis, UCSB, etc.)
                        2. Not talking about joining the Big 12 or Pac-12, looking at like institutions that are similar to UCSD
                ii. Doesn't require that we need add any additional facilities, recreation and intramurals will stay as is, would not change academic standards for student athletes
        b. Branding, TV, community – a lot more coverage if UCSD were Division 1
                i. Allows UCSD to compete against local schools such as SDSU and larger schools such as UCLA, crossing over into other conferences
        c. Tell the world renowned story of UCSD
        d. Moving forward, the idea of emphasizing that we are still focused on the student aspect as much as the athletic aspect
7. Why is it that we don't have a football team?
        a. A football program entails a $2-3 million investment, becomes an entity of itself
        b. Facilities
                i. Would require a football stadium
                ii. Impact already existing facilities (RIMAC, etc.)
        c. What league? Who would UCSD play? There isn't one, not going into the Pac-12, not going into conferences like Mountain West because of travel
        d. Major impact on Title 9
                i. Requires the university to treat male and female sports equally with scholarships – adding 100 men in football would need a proportionate amount of opportunities for women
8. The decentralization of UCSD - any initiatives or programs that you are going to be working with in regards to ICA?
   Three years ago, a referendum was run for D1 and didn't go through. Are there any specific changes that would make it go through in the future?
        a. Going out to different groups and telling their story, offering free tickets
        b. Educational piece – talk more to groups about what a move to D1 actually means
                i. More education so that people know what the real deal is
                ii. Climate now is much better
                iii. Talking about rivalries, recognizing different schools
                iv. Marketing in terms of campus and developing rivalry games and activities and working with the community
        c. Referendum timing was very bad
        d. The UCSD model academically is Stanford, but we're losing people because we don't have the Division 1 image

e. Language of the referendum, approach to be more systematic and concise with language
9. How many people usually attend athletic events? What are strategies on advertising and trying to bring in people? Do you have any corporate sponsors?
  a. Sponsors are limited because in Division 2 there are no eyes and television air time
    i. Right now, don't have sponsors funding in the scholarship realm
    ii. Division 1 would allow for more corporate sponsorship opportunities
  b. Attendance is not just an athletic issue
  c. Meeting with different colleges and providing them the information
  d. Spirit night – phenomenal attendance throughout the years
    i. Take it a step further by having specific college spirit nights
  e. Attendance is related to the question of – "Am I excited to see UCSD play Chico State? "
    i. Men's water polo has good attendance because they play Division 1 schools on a regular basis

| Adjournment |
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