

2021-2022 Student Fee Advisory Committee Report

Funding Priorities for 2022-2023 Budget Requests

Submitted by Jacqueline Lee, Chair

## Executive Summary

Sixteen proposals were submitted for consideration to the 2021-2022 Student Fee Advisory Committee. The comments in this report reflect not only the majority opinions of the committee, but also provide context as to what aspects of a request or specific requests the committee found most attractive. Throughout Winter 2022, the committee reviewed each proposal holistically, using both quantitative and qualitative methods, to identify the proposals that will best serve students. Listed in descending order, the following list contains the committee's funding recommendations for the 2022-2023 budget call process:

1. Undocumented Student Success Specialist (Undocumented Student Services - SRS)
2. COVID-19 Educator and Community Support Specialist (Case Management Services)
3. Hope Scholars Program (OASIS - SRS)
4. Divisional Graduate Climate Intern Programmatic Support (Graduate Division) (Tie)
5. Expanding First-Generation Community Support & Success (Student Success Programs Tritons First - SRS) (Tie)
6. OASIS First-Year Interest Groups Programs (OASIS - SRS)
7. Serving Those Who Served - Supporting Our Military-Connected Students (Student Veterans Resource Center - SRS)
8. Epstein Family Amphitheater Programming and Operations (Student Life)
9. Triton Transfers Flourish With Transfer Student Success (Student Success Programs Transfer Student Success - SRS)
10. Securing Support for First-Generation Students at Seventh College (Student Success Programs - SRS)
11. ArtPower Black & Latinx Programs, Student Marketing Team, and Production Manager (ArtPower - Student Life)
12. 2022-2023 Triton Fest - Winter Expansion (University Events Office - Student Life)

## Overview

Student Services Fees were established by Regents Policy 3101 to “support services and programs that directly benefit students and that are complementary to, but not part of, the core instructional program.” The Student Fee Advisory Committee, hereafter referred to as SFAC, was created by the same policy to advise campus administration on Student Services Fee expenditures and to ensure their proper usage and alignment with student priorities. Given a list of the 2022-2023 proposals, SFAC evaluated each one based on various factors. Rankings of each proposal were then based on the average scores given by each member of the committee.

## Challenges

This term’s committee was composed of students who have endured the challenges of the pandemic and were aware of the budget cuts made the prior year. With this unique perspective, student priorities have shifted. As seen in this committee’s funding recommendations above, this SFAC strongly valued student retention as a service that is more important than ever. Put simply, the committee believed that there cannot be student life without student retention. While many student life proposals, as explained below, certainly serve students and reflect student priorities, the student retention proposals present a more critical need for students.

## Procedure

The committee was presented with sixteen proposals to consider for the 2022-2023 budget cycle. SFAC carefully examined the financial position and supporting documentation of each proposal.

During Fall 2021, SFAC focused on onboarding new representatives, educating the committee on proper usage of the student services fee, practicing the evaluation and scoring process with previous budget proposals, and familiarizing itself with the different fee-funded units.

Winter 2022 consisted of evaluating and scoring each proposal and hearing presentations on ten out of sixteen proposals received. The committee first scored and ranked all sixteen proposals without hearing any presentations to determine which proposals the committee was most interested in. After discussing as a whole, SFAC decided to invited the following units for presentations on their respective proposals: Epstein Family Amphitheater, Graduate Division, Student Life (Media Advisor), ArtPower, University Events Office, Student Veterans Resource Center (SVRC), Student Success Coaching Program, Triton Firsts, Transfer Student Success, and Case Management. After each presentation, the committee asked questions to the presenters and discussed how well the proposal met student needs. Once presentations were complete, SFAC went through another round of scoring using the new perspective and information gained from presentations. Finally, following discussion and ensurement of agreement, the committee determined its final recommendations.

## Scoring Methodology - Introduction of New Equity Score

The committee was given a set of guidelines to assist in the scoring of each proposal. These guidelines were not strict rules to follow, but a tool for representatives to help them evaluate the proposals within the context of how a proposal might serve their unique constituents. Representatives were asked to report to their affiliations to ask for student feedback and experiences from their constituents so that their scores will reflect the students they represent. Each proposal was scored based on four criteria: two quantitative scores and two qualitative scores. The overall score used in the ultimate rankings and recommendations is a simple average of all four scores.

The two quantitative scores are breadth and value. Breadth encompasses how many students are being served. Considerations were made for the capacity of the program (how many students were served and how many students the program is capable of serving), demand for previous programs (were all interested students served), and how well the unit reached students during remote learning. Value loosely focuses on the financial aspects of a proposal, giving higher scores to proposals that are able to serve more students at a lower cost.

The two qualitative scores are depth and the newly introduced equity score. Previous SFACs used the depth of a program as the only qualitative mode of scoring. With the equity score, the committee was able to look at each proposal's quantitative and qualitative aspects equally. Furthermore, using an equity score emphasizes campus' values of diversity, equity, and inclusion and encourages proposals to highlight how their proposals reflect those values. Additionally, especially after the pandemic, it is more important than ever that underrepresented students are being properly served. Depth looks at how strongly a program impacts students' lives. Equity evaluates how a proposal might serve underrepresented students, address systemic inequities, and/or promote fair access and opportunity for students.

**Rankings**

| <b>Rank</b> | <b>Proposal</b>  | <b>Request</b> | <b>FTE</b> | <b>Overall Score</b> |
|-------------|--|----------------|------------|----------------------|
| 1           | Undocumented Student Success Specialist (Undocumented Student Services)                                  | \$ 96,000      | 1.00       | 8.05                 |
| 2           | COVID-19 Educator and Community Support Specialist (Case Management Services)                            | \$ 99,900      | 1.00       | 7.79                 |
| 3           | Hope Scholars Program (OASIS)  | \$ 54,000      | -          | 7.55                 |
| 4           | Divisional Graduate Climate Intern Programmatic Support (Graduate Division)                              | \$ 60,000      | -          | 6.58                 |
| 5           | Expanding First-Generation Community Support & Success (Student Success Programs - Tritons First)        | \$ 126,000     | 1.00       | 6.58                 |
| 6           | OASIS First-Year Interest Groups (FIGs) Program  | \$ 149,600     | 1.00       | 6.45                 |
| 7           | Serving Those Who Served - Supporting our Military-Connected Students (Student Veterans Resource Center) | \$ 101,000     | 1.00       | 6.25                 |
| 8           | Epstein Family Amphitheater Programming and Operations (Student Life)                                    | \$ 248,500     | -          | 5.83                 |
| 9           | Triton Transfers Flourish With Transfer Student Success  | \$ 200,800     | 1.00       | 5.63                 |
| 10          | Securing Support for First-Generation Students at Seventh College (Student Success Programs)             | \$ 131,300     | 1.00       | 5.58                 |

|    |  |            |      |      |
|----|--|------------|------|------|
| 11 | ArtPower Black & Latinx Programs, Student Marketing Team, & Production Manager | \$ 299,000 | 1.00 | 5.54 |
| 12 | 2022-2023 Triton Fest - Winter Expansion (University Events Office)            | \$ 225,000 | 1.00 | 5.46 |
| 13 | Media Advisor for the Guardian and Student Orgs (Student Life)                 | \$ 52,100  | 0.50 | 5.08 |
| 14 | Special Projects & Student Organization Coordinator (CSI)                      | \$ 111,000 | 1.00 | 5.05 |
| 15 | Community Service Transportation (CSI)   | \$ 59,950  | -    | 4.90 |
| 16 | Tritons Together: Dialogue Program (CSI)                                       | \$ 57,854  | -    | 4.45 |

**Funding Recommendations**

1. Undocumented Student Success Specialist (Undocumented Student Services - SRS)

Undocumented Student Services (USS) is requesting funding for another FTE to provide support to an additional 200 students. Although this proposal does not serve a large number of students, SFAC believes that the necessity of its services, its impact on students, and its contribution to a more equitable campus greatly outweigh the number of students served and cost per student. USS also provides services for troubleshooting issues, providing specialized guidance pertaining to the students’ immigration status and accessing financial aid, housing, employment, and graduate school opportunities. Funding this proposal would allow for an increase of 133% students served by this service.

Failure to fund this proposal would result in the unit continuing to serve only 1/3 of the total undocumented students on campus, limiting the other 2/3 from accessing services, programs, and support that can improve their retention and graduation rates. All aspects of this proposal are critical in ensuring that USS can provide the best services to students, and the committee did find this proposal to be the most critical service in comparison to the others.

## 2. COVID-19 Educator and Community Support Specialist (Case Management Services)

With the rise of COVID-19 awareness as well as the changes in case numbers from season to season, a new FTE for the COVID-19 Family and Community Support Specialist will continue to help support and educate students on the everchanging COVID-19 related guidelines and policies. This position will ultimately aid students by informing them of updates pertaining to health, helping to keep UC San Diego safe and allowing students to learn and be present in a safe environment. It is critical that after the current temporary employees leave that there is a person dedicated to helping students navigate COVID-19 and maintain a safe campus.

Furthermore, the committee recognizes that there is limited support for students with dependents at UC San Diego, despite there being 300+ students that fall into this category and other UCs campuses offering much more support. The specialist's role will focus on creating and supporting existing events to cater towards students with dependents, as many current programs are not kid-friendly. Thus, SFAC believes that an investment in a Community Support Specialist that will help students navigate the pandemic in the short term and support students with dependents in the long term can impact a great number of students and fill a void that exists in the support UC San Diego provides for students.

## 3. Hope Scholars Program (OASIS - SRS)

The Hope Scholars program is requesting recurring funding for their student coordinator and peer mentor positions, as well as for annual outreach/programming expenses and student travel expenses for foster youth conferences. The initiatives and funding requests set forth by the program will allow for continued support for former foster youth, homeless, and other disconnected student populations to assist in their academic and post-graduate success. While the program aims to serve only one-third of its eligible student population, the benefits of this program in providing holistic support for disconnected and underrepresented students by providing mentorship, academic support, financial assistance, among other essential services, warranted a high depth and equity score from SFAC. The proposal's strong focus on bridging the academic achievement gap for one of the more disproportionately impacted student populations at UC San Diego made this proposal especially impactful and equitable.

If funding were not obtained for the Hope Scholars proposal, it would result in the downscaling of services and programs, including recently added ones such as peer mentorship and large community engagement events. This would have a direct impact on the level of services and support for the former foster youth, formerly incarcerated, and other disconnected students that the program aims to serve. Thus, SFAC highly prioritizes securing the funding necessary to maintain the program's services for these groups of marginalized students.

#### 4. Divisional Graduate Climate Intern Programmatic Support (Graduate Division)

The Graduate Division is requesting one-time funding for Divisional Graduate Climate Intern Programmatic Support. The Climate Intern program hires graduate students to create programming for graduate students, as they “are better positioned...to know what their fellow students need with respect to professional development support and overall programming to enhance engagement.” The program has been able to hire interns for several of the community resource centers, but with this funding, they will also be able to hire 1-2 interns for each of the 10 graduate academic divisions. The Graduate Division will pay for the climate interns’ salaries, therefore this budget request would directly fund the programming itself—climate interns for each of the ten divisions would be allocated an annual budget of \$6000 to be used toward their programming. Without this funding, the program will be unable to expand and only minimal programming will continue being offered for graduate students.

While we won’t know the exact number of students served until the programming is created, and although graduate student engagement in programming is known to be low, the intention of the Climate Intern program aims to address and expand engagement and improve campus climate for graduate students. It thus stands to serve a wide range of graduate students. This is the only proposal considered by SFAC that specifically funds programming for graduate students, and when graduate students feel supported it is not a singular effect. As instructionals/teaching assistants for a vast number of undergraduate courses, graduate students are often the main support to undergraduate students on this campus. This program stands to improve campus conditions and sense of community for graduate students, which in turn creates a more supportive campus for undergraduates as well. And at one of the lowest budget requests the committee received, it is a relatively high reward for a low cost.

#### 5. Expanding First-Generation Community Support & Success (Student Success Programs Tritons First - SRS)

The Tritons Firsts Initiative is designed to help first-generation students thrive at UC San Diego. It has currently outgrown its initial capacity and is seeking an FTE to oversee the entire Triton Firsts Initiative. The Program Coordinator would take part in organizing quarterly, large-scale events that increase engagement between campus partners as well as focus on creating new initiatives that promote the success of first-generation students at UC San Diego. Triton Firsts Initiative has had the opportunity to host several different programming events and with this FTE, the proposal estimates that the staff members would be able to increase the initiative's collaboration with several campus partners, in addition to several more programming events. 27% of the total students eligible for this program would have the opportunity to be served by onboarding of this proposed FTE. The amount of undergraduate students on campus is growing and the FTE would help support the increasing numbers.

If the proposal is not funded, there would be a limited ability for the initiative to serve the needs of students. SFAC feels that this proposal provides significant value to the UC San Diego community as well as gives needed support to first-generation students.

## 6. OASIS First-Year Interest Groups Programs (OASIS - SRS)

OASIS First-Year Interest Groups Program (FIGS) currently serves a subset of traditionally underrepresented students at UC San Diego who were participants of the Summer Bridge and Transfer-to-Career Programs. FIG participants are able to receive course pre-authorizations, enroll in themed FIG communities that are smaller in size, participate in workshops to explore academic interests, and receive guidance on graduate school and the professional industry in their first years.

The need for programs focused on underserved student groups is essential in maintaining higher retention rates amongst first-generation students, and FIGS provides a small-community space for these students to have access to faculty for support. This program scored highly in the equity scorecard, as it targets a specific niche of students and provides services throughout the Fall and Winter quarters, extending the summer programs that the students were enrolled in. In terms of value, the program currently serves around 150 students with the anticipation to expand. At its current capacity, the price point per student is high, due to the necessity of small-group settings to cater to individual student needs.

## 7. Serving Those Who Served - Supporting Our Military-Connected Students (Student Veterans Resource Center - SRS)

The committee assessed that the SVRC's request for a new Student Success Coordinator can contribute greatly to the support of UC San Diego's veterans and military-connected students. SFAC recognizes that many student veterans are unique from other students because they may be older than most students, have families, and struggle integrating back into the college environment after returning from service. These circumstances have led to lower retention and graduation rates for student veterans, making support for these students all the more important. The SVRC also demonstrated that their pilot programs, the Peer Navigator Program and the Career Launch Program, have been successful over the years and demand has only increased.

Given the unique needs of student veterans and military-connected students and the increase in population of this community and demand for programs tailored to it, the committee scored this proposal highly on the qualitative metrics and value score. At such a large university, it is important that niche communities that face distinct challenges have resources to help them succeed.

## 8. Epstein Family Amphitheater Programming and Operations (Student Life)

The Epstein Family Amphitheater is requesting funding for up to 20 student employees, as well as operational costs to allow student organizations to fully take advantage of the new amphitheater space and its resources. This would allow for students across campus to maximize engagement with the undergraduate and graduate communities and help cultivate meaningful connections, explore interests, and build students professionally through an operational or performance-based means. Funding would help to offset operational venue costs that off-campus options typically require, providing more availability for over 500+ student organizations on campus to utilize this outdoor space. While non-UCSD performers may be able to perform at the amphitheater, UCSD students will hold priority while scheduling permits and reservations. Without this funding, there will be more limitations to the amount of student performances and events within the space. Additionally, the lack of funding would curtail the number of students employed by the venue and also possibly limit availability of the space for programming.

## 9. Triton Transfers Flourish With Transfer Student Success (Student Success Programs Transfer Student Success - SRS)

Transfer Student Success provides resources, services, and programs to empower transfer students to achieve their goals as they navigate UC San Diego's academic and cultural landscape. This program assists students in their transition (from semester to quarter system) via academic engagement and opportunities which support their career paths. Transfer Student Success supports academic resources to support transfer student success and positive transfer college experiences.

33% of all incoming undergraduates are transfer students, 42% of transfer students are first-generation students, and more transfer students come in as low-income students. Many transfer students may not feel welcomed at UC San Diego due to the lack of transfer support. With more peer coaches, programming funds, and a dedicated Transfer Student Success Coordinator, the program is able to provide transfer students with the resources and support they need and seek. Risks of not funding this proposal include a continuing decrease in support for transfer students, including many underrepresented students, as support and resources had not increased in parallel with the increase in the transfer student population.

## 10. Securing Support for First-Generation Students at Seventh College (Student Success Programs - SRS)

Over the last seven years, the Student Success Coaching Program (SSCP) has expanded at UC San Diego with great reception. Winning the highest Student Satisfaction Rating twice in a row exemplifies the accomplishments of this program. SFAC acknowledges the tremendous impact SSCP has had on students and, as in years prior, wishes to continue its longstanding support of

the program's successful continuation. With the addition of Seventh College to UC San Diego, SSCP has approached the committee requesting an increase in resources to meet the demands of a growing student population, specifically by adding a new full-time success coach and three peer coaches.

In the event that SSCP does not obtain this funding, one Student Success coach will need to continue to divide their time between Seventh College and another college. Such an outcome would result in the inequitable deterioration of this program's services for Seventh College students compared to other colleges - especially with consideration of Seventh Colleges' fast-growing student population. To avoid such discrepancies in services and ensure SSCP's ongoing success, it is imperative that this request be given full consideration. Though SFAC has ranked this proposal tenth, this is not a reflection of SSCP's shortcomings so much as an acknowledgment of the many significant requests presented to SFAC for the 2022-2023 fiscal year; the merits of SSCP and this proposal are evident.

## 11. ArtPower Black & Latinx Programs, Student Marketing Team, and Production Manager (ArtPower - Student Life)

ArtPower is requesting funding for a production manager to ensure all ArtPower events are professionally managed, as well as a marketing program to serve 30 students on its team for the Black & LatinX Programming Initiative. While this program serves a small portion of the UC San Diego population (employment of 30 students and serving 7600 students), this will offer the opportunity for promoting the inclusivity of underrepresented students on campus. These students can celebrate their identities through tailored programming, and students who seek non-STEM related careers can pursue their professional aspirations on ArtPower's marketing team. The funding towards the marketing team will assist in paying students and providing resources to better allow them to develop professionally through creating marketing strategies, pitching stories to journalists, and executing social media campaigns on campus.

Without funding, these programs will either not be possible to continue for the upcoming season, or would be funded at the expense of eliminating several other ArtPower programs. The Production Manager positions have been proven to be unfundable, as many previous donors believe that the university should provide funding for staffing. Without a Production Manager, the amount of programming ArtPower can put on will continue to be limited. Without funding for the marketing team, students will not be able to explore their passions and potential career opportunities, as there are already limited resources on campus. Additionally, decreased marketing efforts would yield lower ticket sales goals and decreased student participation.

## 12. 2022-2023 Triton Fest - Winter Expansion (University Events Office - Student Life)

With a renewed demand for events as students return to campus, the demand for quality all-campus events has increased and changed. As such, the creation of a permanent position for an Events Specialist would continue production of quality student centric events. This position would be key for UEO's positive impact on campus culture and student life. From past years, the committee is of the opinion that this position will have a positive impact on other campus events outside of UEO. Along with this position, UEO requests an increase in student staffed positions for marketing of their events.

In tandem, these two requests would see an increase in the number of students aware of and attending events. Furthermore, students have expressed a desire to increase Triton Fest events into Winter quarter. These funding requests could make this easier for the University to implement these events and further increase student engagement. UEO's desire for a FTE and additional student worker hours would add to their pre-existing four full-time employees, and therefore the risk of not funding this would push the same work onto existing positions. SFAC would like to emphasize that Triton Fest is important as it plays a major role in the student experience and its position on our list is relative, dependent on the other units up for review.

## 13. Media Advisor for the Guardian and Student Orgs (Student Life)

The Media Advisor was first introduced to campus in 2018 supported by the interest of editors for The Guardian. Due to Covid-19, the program was retracted. Since UCSD does not offer a journalism major, this program has been a great resource for students who are interested in going into related fields and gaining professional assistance. To confirm this, SFAC contacted the Guardian and received positive feedback on the media advisor program. The media advisor has organized workshops and arranged virtual speaker events for the Guardian staff, as well as provided valuable assistance to both new and experienced members. Although SFAC believes the program is meaningful for a STEM oriented school, SFAC finds the number of students being served by this program is extremely limited. This year, the Media Advisor funding for 0.5 FTE that will serve only about 30 out of 100 eligible students, making this proposal relatively more expensive. Given that media advisor is only a 0.5 FTE, the capacity of this program is very limited. Nonetheless, the committee values how this proposal supports underrepresented students, specifically those who are interested in journalism.

## 14. Special Projects and Student Organization Coordinator (CSI)

This role focuses on providing support to cultural student organization leaders in event planning, as well as expanding their role to support other community service initiatives and drop-in advising for all student organizations. In addition to leadership training, students benefit from their more personal-level connections with access to support from a CSI coordinator that is

familiar with the cultural organizations. As the university has transitioned out of the remote environment and into in-person modalities, this role has aided in the logistical planning of those events.

Student organizations contribute an irreplaceable part to the student experience of an individual at UC San Diego. The committee sees participation in them as beneficial, but not as essential as the support provided from other proposals that were submitted. Cultural organizations allow for some students on campus to surround themselves with others sharing the same ethnic background, interests, and/or beliefs as their own, providing a space for them on campus to feel secure. While it is shown through surveys that attendees of officer training reflect a better understanding of services on campus and unsafe student organization practices, the depth of this proposal on impacting a large spread of students is limited based on the overlap between other resources within CSI as well as overall demand from students.

## 15. Community Service Transportation (CSI)

The Community Service Transportation program makes community service opportunities more accessible to students who would otherwise not have access to such opportunities due to transportation cost barriers. The committee recognizes how this proposal can remove barriers and allow students a unique chance to impact the community. However, the committee believes that 2,000 rides provided throughout the school year only impacts a small portion of students. Given the fairly high cost per student and its limited reach, the committee scored other proposals higher than this one. Nonetheless, SFAC still acknowledges the importance of making opportunities like community service more accessible to all students, especially lower income students, at UC San Diego.

## 16. Tritons Together: Dialogue Program (CSI)

The Tritons Together Dialogue Program seeks to provide students with training on how to communicate in critical and/or contentious situations. A reason why this request scored lower is because it does not reach a wide audience relative to other proposals, as well as being quite costly for the number of students it serves. It would likely be over \$100 per participant within this program, which was deemed high for a program with a moderate impact on students.

One of the inherent problems we noticed is that since this is a voluntary program, active participants attending these conversations and working to improve themselves are the kind of people open to change and willing to have tough conversations. The people that need this program the most and those this program hopes to reach are unlikely to step into this uncomfortable position and have their views and beliefs questioned. The community impact is minimal with few minds opened to new perspectives. This dilemma is inherent with the program, and as a result SFAC has ranked this proposal low in terms of funding priorities.

## Conclusion

This year's committee saw some changes in how SFAC has usually operated: the presentations format, a new equity score, and a largely student-dominated committee. The committee took some time to reflect on these changes and hope it offers insight for future SFACs.

Instead of devoting the committee's two-hour meeting slots to just one or two presentations, in effort to get as many presentations as possible, this SFAC received presentations from as many as four presenters in one meeting. While this maximized the amount of presentations, the committee hopes that it was able to hear presentations from all units that submitted. Future committees should consider carrying on this shorter presentation format, but perhaps alter it to try and hear presentations from everyone.

The addition of an equity score partially skewed the committee's conversation away from "how many students are being served," focusing the conversation on the qualitative aspects of a proposal. This new equity score is also associated with a strong priority for student retention proposals over student life ones, as seen in the scores. While the committee believes that including an equity score is extremely important in aligning SFAC's analysis with campus values, future committees may want to consider using weighted averages for the scoring methods. Although a clear cause cannot be determined, the qualitative focused score could have more strongly benefited student retention proposals than student life ones, so a weighted average could help mediate this.

Previous committees had much more staff and faculty participation than this year's SFAC. While this year's staff members contributed greatly to the committee's conversations, SFAC hopes that staff and faculty participation goes back up to pre-pandemic levels in the future.

Throughout the process of consideration for all budget proposals presented, a recurring theme – providing necessary support and resources for students who currently do not have such support or resources – surfaced. Whether it be students with dependents, military connected students, or transfer students, SFAC found it to be of the utmost priority that every student receives sufficient support. After experiencing the trials and tribulations of the pandemic, the committee finds that funding resources for all groups on campus, no matter how big or small, is more important than ever.

## Credits/Contributions

This final report was written in collaboration with the following:

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