

**Unit: Program Description: Safer**

Safer is Cal Poly's primary resource for addressing sexual assault, dating violence, domestic violence and stalking. We provide support through crisis counseling, advocacy and education.

**Goals:**

- \*Educate the Cal Poly community on gender based violence
- \*Train all student leaders, staff and faculty in bystander intervention and campus reporting obligations
- \*Provide sexual assault, dating violence, domestic violence and stalking informational resources, support, advocacy and accompaniments to the Cal Poly community
- \*Provide campus-wide events including Take Back the Night
- \*Raise awareness concerning negative gender roles, healthy relationships, assertiveness and global social justice topics
- \*Support the academic mission of the University
- \*Build coalitions on- and off-campus
- \*Develop more visibility
- \* Create an environment where survivors feel supported to receive services

**Outcomes:****1. Staffing****SSF Outcome:**

Establish a permanent Assistant Coordinator position and Graduate Student Assistant position to support a needed increase in programs and services.

**SSF Deliverable:**

Safer hired a new Assistant Coordinator in April 2014. Due to not having an Assistant Coordinator until April, Safer was able to hire two Graduate Student Assistants to assist with educational outreach and support services.

Additionally, Safer SSF funds support an administrative assistance to serve the growing Safer program. The Administrative Support Assistant will also serve the Pride Center, MultiCultural Center, and Gender Equity Center.

**2. High Quality Programming****SFF Outcome:**

Deliver high quality programming by bringing in experts from related fields to host workshops or presentations.

**SSF Deliverable:**

Because, Safer had a vacancy with the Assistant Coordinator from Oct-March, The Student Success Fee was able to fund Byron Hurt in April for National Sexual Assault Awareness Month. He is a well known gender violence activist. Also, Safer was able to increase the amount and scope of events in April /Sexual Assault Awareness Month.

**3. Attendance****SFF Outcome:**

Increase unique event attendance by 10-20%

**SSF Deliverable:**

Because, Safer had a vacancy with the Assistant Coordinator from Oct-March, Safer used SSF monies for promotional items in order to bring more awareness to Safer's services for students and programming such as sun glasses, key chains, posters and poster stands. With more promotional items Safer is able to promote the mission of Safer program and educate more students on resources. As a result of more promotion of the Safer program, more inquiries of Safer presentations and crisis counseling occurred.

## Student Success Fee Report 2013-2014

### **STUDENT SUCCESS FEE FUNDING:**

**ALLOCATION: \$ 69,000**

# Student Success Fee Report 2013-2014

ANNUAL PROJECTION 2013-2014	Staff payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
	\$46,000	\$10,000	\$ 13,000.00	\$69,000

Actual				
Month	Staff payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
July	\$5,397	\$ -	\$ -	\$ 5,397.33
August	\$ 5,397.00	\$ -	\$ -	\$ 5,397.00
September	\$ 5,251.51	\$ -	\$ -	\$ 5,251.51
October	\$ 1,670.01	\$ -	\$ 370.69	\$ 2,040.70
November	\$ 1,033.14	\$ -	\$ 429.00	\$ 1,462.14
December	\$ 77.31	\$ -	\$ 162.00	\$ 239.31
January	\$ -	\$ 1,088.00	\$ 354.00	\$ 1,442.00
February	\$ -	\$ 1,679.00	\$ 724.69	\$ 2,403.69
March	\$ -	\$ 620.00	\$ 466.44	\$ 1,086.44
April	\$ 5,232.44	\$ 1,508.00	\$ 12,941.81	\$ 19,682.25
May	\$ 16,856.24	\$ 940.00	\$ 288.30	\$ 18,084.54
June	\$ 6,201.09	\$ 312.00	\$ -	\$ 6,513.09
Total	\$ 47,116.07	\$ 6,147.00	\$ 15,736.93	\$ 69,000.00

**Student Success Fee Reporting  
July 2013 – June 2014**

**Unit: Pride Center**

**Program Description:**

The Pride Center supports and advocates for the unique academic and social needs of lesbian, gay, bisexual, trans\*, queer or questioning, intersex, and asexual (LGBTQIA) students to promote personal growth and success. We empower and retain LGBTQIA and ally students by cultivating a culture of care and providing an open, safe, and inclusive space.

As part of the Cross Cultural Centers, the three centers contribute to the University's commitment to diversity for a more inclusive & welcoming campus.

**Goals:**

Expansion of programs and services for LGBTQIA people to assist with retention of at-risk students.

Provide greater outreach and education to majority students on campus to develop competency skills relating to sexual orientation and gender identity.

Increase retention of staff to allow for greater progress with University diversity efforts.

Allow for greater strategic planning to serve a more diverse campus population.

**Outcomes:**

**1. Staffing**

**SSF Outcome:** Establish a permanent Assistant Coordinator position to allow for greater staff consistency for students and to support a needed increase in programs and services.

**SSF Deliverable:** The Pride Center currently employs an Assistant Coordinator through the Student Success Fee funding. The position is an SSPII and works on a 10:12 month schedule. In addition, the Pride Center is funding 20% of an Administrative Assistant position to provide coordination of programs.

**July:**

During the month of July, the staff from the Cross Cultural Centers (CCC) revised mission statements, conducted Soar tours, and worked together to build a calendar of events for Fall 2013. The administrative staff supported the efforts by assisting with room reservations, calendaring, and graphic design support. A highlight included the CCC's collaboration with Summer Institute, to support new student use of the lounges through tours and support services offerings.

**August:**

The Cross Cultural Centers' Assistant Coordinators trained University Housing's Coordinators of Student Development (CSD). Topics included micro-aggressions, skill building on issues of race, class, gender, and sexual orientation, and creating a more inclusive living environment. The Pride Center Assistant Coordinator established collaboration plans for the 2013-14 school year with the AIDS Support Network, Fusion, and Q Youth. The Assistant Coordinator also met with members of the LGBTQIA Faculty Staff Association to brainstorm and plan for the new Queer Faith and Spirituality Dialogues. Additionally, the Cross Cultural Centers' staff participated in the SOAR Spotlight Resource presentation and fair. Moreover, all three centers hosted SOAR students for tours, showing the incoming students the space and providing them with more information on the services offered. The Pride Center Assistant Coordinator also worked with students and staff to prepare and paint the Pride Center.

**September:**

The Pride Center Assistant Coordinator organized and participated in many activities designed to welcome and find connections for our new students. These activities included organizing a Henna Tattoo event during WOW, WOW Club Showcase and Mustang Way to Success booths, and participating in the Mustang Way Welcome Team. He worked with the Cross Cultural Centers' staff to plan and execute the Cross Cultural Centers' Social with over 30 clubs participating and over 200 attendees. He also worked on many projects that connect our programs to University Housing and its related students. Select opportunities included developing and presenting a training for Resident/Community Advisors on identities and bystander intervention, participating in the University Housing Resource Fair, and the Connections Program partners meet and greet event.

He did extensive work in September to hire and train undergraduate and graduate students for the Cross Cultural Centers and Dean of Students Office. This included facilitating the Dean of Students Office student assistant orientation for new and returning student workers, preparing and leading training for the Cross Cultural Centers' new graduate student assistant team, and reviewing applications and interviewing new student assistants for the Pride Center.

Other university and community involvement included serving as the Employment Equity Facilitator (EEF) for the Center for Community Engagement's Assistant Coordinator search process, and serving on the Community Advisory Board for Seth's Law and the FAIR Act.

**October:**

The Pride Center Assistant Coordinator led the student team in planning for both new services and collaborative events in October. A highlight would be the new Queer Faith and Spirituality Dialogues series which helps queer students to explore and discuss the intersections of spirituality and sexuality. This dialogue series involves collaborations with staff members from the LGBTQIA Faculty Staff Association. In addition, he advised the PRISM: LGBT Peer Counseling Team for a successful fall social and online chat, which provided students the opportunities to talk with peer counselors and make connections with the Pride Center. Events included co-sponsorships for guest speakers including Keith Ferrazzi and David Halperin, which aimed to provide LGBTQIA students with opportunities to personally connect with LGBTQIA-identified leaders.

The Assistant Coordinator also re-created the Study with Pride programs, aimed at supporting LGBTQIA students' academic success.

In addition, he worked with Cal Poly alumni to share information on our programs and services and discuss possible connections/development opportunities.

**November:**

The Pride Center Assistant Coordinator continued to build and revise the services for the Pride Center, including Study with Pride, Queer People of Color Dialogues and Queer Faith and Spirituality Dialogues. He also led the student team towards the planning of three events for the Pride Center, which recognized transgender identities. These included *Two Spirits* (film), *The Movement: AB 1266*, and *Screaming Queens* (film).

For the PRISM: LGBT Peer Counseling Team, he worked with the students to create a successful online chat, an in-class presentation for a Psychology class, and conducted the recruitment and interviewing for a new team of counselors to begin in January.

Professionally, he was asked to present a workshop and serve as the keynote speaker at two conferences, the Central Residential Activities Programming Conference and the YMCA California Youth and Government Conference.

**December:**

The Assistant Coordinator is a 10:12 month employee and does not work in December.

**January:**

The Pride Center Assistant Coordinator developed and advised many successful services for the month of January. These included PRISM Peer Counseling efforts, where the team hosted an online chat on Queer, Intersex, and Asexual identities, a social for students to connect with peer counselors, and training for new PRISM counselors. His Study With Pride and Queer Faith and Spirituality Dialogues continued to build an audience of students in need of these support services.

Additionally, he revised the Queer People of Color Dialogues to a new Queer Dialogues program. This title and schedule change still attracted a majority of students of color, and touched on the topics "Finding a Safe Space", and "Am I Gay Enough?"

His collaborations on campus and in the community resulted in a new Queer Career Drop-In program with Career Services, and new relationships with Apple, Inc. and Siemens Corporation which later offered opportunities for LGBT students to connect with these businesses.

**February:**

The Pride Center Assistant Coordinator continued his advisement of many Pride Center services in February. These included Queer Dialogues, a PRISM Online chat on asexuality, and Study with Pride programs with a featured event on interview skills for LGBTQIA students. He spent time in February revising the PRISM training program for new counselors and presenting their trainings each week. In addition, he continued his partnership with Career Services to have weekly Queer Career Drop-In sessions.

He continued his partnerships across campus and in the community to provide support for LGBTQIA students, faculty, and community. Examples of this work include: Community Advisory Board, Campus Conversations presentation on Millennial Motivation, and speaking at an LGBTQIA Faculty Staff Association meeting on support for LGBT students in the classroom. He also participated on campus communities and events that support Student Affairs and students. These included the Cultural Commencement Committee, First Generation Student Discussion, Innovations in Diversity presentation, and coordinating the showing of two webinars for Student Affairs and students on transgender student support and becoming a higher education LGBT resource professional.

**March:**

The Pride Center Assistant Coordinator continued his advisement of many Pride Center services in March. These included Queer Dialogues, Study with Pride, and Gay and God. He also advised the PRISM: LGBT Peer Counseling Team in the delivery of an online chat on relationship stereotypes. Additionally, he continued his partnership with Career Services to have weekly Queer Career Drop-In Sessions.

Moreover, he continued to serve Cal Poly on the Communications A-Team through Student Affairs. He also attended the CaCCCHE Conference at UC Irvine where he developed connections with other professionals in California, learned about best practices, and gained feedback for upcoming programs.

**April:**

The Pride Center Assistant Coordinator advised students in the production of over 25 events in connection with the university's Pride Month. These included large-scale events such as Pride Prom, Karaoke Night, and the Trans\* Fashion Show. Additionally, there were more services in April that connected to the month-long celebration. Featured services included Gay and Gay, Queer Dialogues, and Study with Pride.

He collaborated with many departments and community organizations in April to contribute to the success of the programming. These included the SLO Community Foundation, GALA, Trans\* Central Coast, Career Services, the LGBTQIA Faculty Staff Association, PFLAG, Spectrum, and Q Youth.

He also contributed as a participant in the Student Affairs Communications A-Team, the Community Advisory Board, Cultural Commencements Committee, and guest lectured for the Intergroup Dialogues course.

**May:**

The Pride Center Assistant Coordinator advised student event planners and PRISM Peer Counselors on a series of events during the month of May. These included Queer Dialogues, Gay and God Dialogues, Study with Pride, PRISM Chat, and Queer Careers sessions.

In preparation for Lavender Commencement in June, he advised student event planners and a graphic designer to organize graduates, order materials, and collaborate with the LGBTQIA Faculty Staff Association.

In addition, he designed and order promotional materials and giveaways to be distributed to new students during the summer Soar program.

**June:**

The Assistant Coordinator is a 10:12 month employee and does not work in June.

**2. Expanded Programming**

**SFF Outcome:** Increase events by 10-20%.

**SFF Deliverable:**

**July:** There was no programming in July under the Student Success Fee.

**August:** There was no programming in August under the Student Success Fee.

**September:** There was no programming in September under the Student Success Fee.

**October:** The Study with Pride program was hosted every Wednesday and PRISM held their Fall Social.

**November:** The Study with Pride program was hosted every Wednesday with one featured speaker.

**December:** There was no programming in December under the Student Success Fee.

**January:** The Study with Pride program was hosted every Wednesday and PRISM held their Winter Social.

**February:** The Study with Pride program was hosted every Wednesday with one featured speaker.

**March:** The Study with Pride program was hosted every Wednesday under the Student Success Fee.

**April:** The Study with Pride program was hosted every Wednesday under the Student Success Fee.

**May:** The Study with Pride program was hosted every Wednesday under the Student Success Fee.

**June:** The Study with Pride program was hosted the first Wednesday under the Student Success Fee.

### 3. Attendance

**SFF Outcome:** Increase unique event attendance by 10-20%.

**SSF Deliverable:**

**July:** There was no programming in under the Student Success Fee.

**August:** There was no programming in August under the Student Success Fee.

**September:** There was no programming in September under the Student Success Fee.

**October:** The Pride Center hired one Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.

**November:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees. In addition, the Pride Center supported the costs of the Cross Cultural Centers E-Newsletter for November.

**December:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees. In addition, the Pride Center supported the costs of the Cross Cultural Centers E-Newsletter for December.

**January:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.

**February:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.

**March:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.

**April:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.

**May:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.

**June:** The Pride Center continued to employ a Graphic Design Intern for the year to produce high-quality flyers in an attempt to attract more student attendees.



#### 4. Faculty Collaborations

**SSF Outcome:** Increase collaborations with academic areas to offer more opportunities for enhancement of the curriculum by 10-20%.

**SSF Deliverable:**

**July:** There were no faculty collaborations in July that were supported by the Student Success Fee.

**August:** There were no faculty collaborations in August that were supported by the Student Success Fee.

**September:** There were no faculty collaborations in September that were supported by the Student Success Fee.

**October:** The Pride Center collaborated with faculty from the LGBTQIA Faculty Staff Association and Counseling Services.

**November:** The Pride Center collaborated with faculty from the Psychology Department, and Women's and Gender Studies. In addition, collaborations continued with the LGBTQIA Faculty Staff Association and Counseling Services.

**December:** There were no faculty collaborations in December based on the Assistant Coordinator's 10:12 month work schedule.

**January:** The Pride Center collaborated with faculty from Ethnic Studies, Psychology, and Education. In addition, collaborations continued with the LGBTQIA Faculty Staff Association and Counseling Services.

**February:** The Pride Center collaborated with faculty from the LGBTQIA Faculty Staff Association to present information on being out in the classroom as faculty. Additionally, collaborations included Career Services, Counseling Services, and Safer.

**March:** The Pride Center collaborated with Career Services and Counseling Services to continue their joint programming and support efforts.

**April:** The Pride Center collaborated with Career Services and Counseling Services to continue their joint programming and support efforts. In addition, collaborations were developed with the Intergroup Dialogues course, the LGBTQIA Faculty Staff Association, and academic advisors.

**May:** The Pride Center collaborated with Career Services and Counseling Services to continue their joint programming and support efforts. In addition, the Pride Center Assistant Coordinator collaborated with the LGBTQIA Faculty Staff Association to present Lavender Commencement in June.

**June:** There were no faculty collaborations in June based on the Assistant Coordinator's 10:12 month work schedule.

## 5. Queer People of Color (QPOC) Dialogues (renamed Queer Dialogues)

**SSF Outcome:** Establish QPOC discussion groups with attendance of 50 students over the academic year.

**SSF Deliverable:**

**July:** There were no QPOC Dialogues in July.

**August:** There were no QPOC Dialogues in August.

**September:** There were no QPOC Dialogues in September.

**October:** There was one QPOC Dialogue session in October.

**November:** There was one QPOC Dialogue session in November.

**December:** There were no QPOC Dialogues during the month of December.

**January:** The QPOC Dialogues were re-named to Queer Dialogues in January. Two sessions were hosted on the topics of "Finding a Safe Space" and "Am I Gay Enough?" This title change helped to attract more students of color.

**February:** The new Queer Dialogues name continued to bring in a large audience, with two sessions on the topics of "Relationships" and "Being Professional and Queer."

**March:** The Queer Dialogues for March was on the topic of health and wellness in the LGBT community.

**April:** The Queer Dialogues for April were on the topics of "Fears, Phobias, and Concerns" and "Sexual Assault in the Queer Community."

**May:** The Queer Dialogues for April were on the topics of "The Politics of Being Gay" and "Religion."

**June:** There were no Queer Dialogues in June.

**STUDENT SUCCESS FEE FUNDING: ALLOCATION: \$\_71,000\_\_**

<b>ANNUAL PROJECTION</b>	<b>Staff payroll &amp; Benefits</b>	<b>Student Assistants</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
<b>2013-2014</b>	\$ 65,400	\$ 1,700	\$ 3,900	\$ 71,000

<i>Actual</i>				
<b>Month</b>	<b>Staff payroll &amp; Benefits</b>	<b>Student Assistants</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
<b>July</b>	\$ 5,588	\$ 172	\$ -	\$ 5,760
<b>August</b>	\$ 5,588	\$ -	\$ (500)	\$ 5,088
<b>September</b>	\$ 5,588	\$ -	\$ -	\$ 5,588
<b>October</b>	\$ 6,249	\$ -	\$ 4	\$ 6,253
<b>November</b>	\$ 5,858	\$ 192	\$ 35	\$ 6,085
<b>December</b>	\$ 4,661	\$ 192	\$ 67	\$ 4,920
<b>January</b>	\$ 4,661	\$ 192	\$ 128	\$ 4,981
<b>February</b>	\$ 3,557	\$ 192	\$ 142	\$ 3,891
<b>March</b>	\$ 4,290	\$ 192	\$ 227	\$ 4,709
<b>April</b>	\$ 4,187	\$ 192	\$ 377	\$ 4,756
<b>May</b>	\$ 4,187	\$ 192	\$ 292	\$ 4,671
<b>June</b>	\$ 10,960	\$ 192	\$ 2,564	\$ 13,716
<b>Total</b>	\$ 65,374	\$ 1,708	\$ 3,336	\$ 70,418

**Student Success Fee Reporting  
July 2013 – June 2014**

**Unit:** MultiCultural Center

**Program Description:**

The MultiCultural Center (MCC) supports and advocates for under-represented students by honoring cultural expression, building community, and creating cross-cultural connections. The MCC provides a welcoming space for the Cal Poly community to promote diversity and work towards social justice. As part of the Cross Cultural Centers, the three centers contribute to the University's commitment to diversity for a more inclusive & welcoming campus.

**Goal of the effort**

Expansion of programs and services for students of color to assist with retention of at-risk students.  
Provide greater outreach and education to a majority of students on campus to develop cultural competency skills.  
Increase retention of staff to allow for greater progress with university diversity efforts.  
Allow for greater strategic planning to serve a more diverse campus population.

**Outcomes:**

**1. Staffing**

**SSF Outcome:** Establish a permanent Assistant Coordinator position to allow for greater staff consistency for students and to support a needed increase in programs and services.

**SSF Deliverable:**

The MultiCultural Center currently employs an Assistant Coordinator through the Student Success Fee funding. The position is an SSPII and works on a 10:12 month schedule. In addition, the MultiCultural Center is funding 20% of an Administrative Assistant position to provide coordination of programs.

**July:**

During the month of July, the staff from the Cross Cultural Centers revised mission statements, conducted Soar tours, and worked together to build a calendar of events for the Fall 2013 school year. The administrative staff supported the efforts by assisting with room reservations, calendaring, and graphic design support. A highlight included the CCC's collaboration with Summer Institute, to support new student use of the lounges through tours and support services offerings.

**August:**

The Cross Cultural Centers' Assistant Coordinators trained University Housing's Coordinators of Student Development (CSD). Topics included micro-aggressions, skill building on issues of race, class, gender, and sexual orientation, and creating a more inclusive living environment. The MultiCultural Center Assistant Coordinator established collaboration plans for the 2013-14 school year with Cal Poly's International Center. The Assistant Coordinator also hosted the Summer Institute Socials in the MultiCultural Center. Additionally, the Cross Cultural Centers staff participated in the SOAR Spotlight Resource presentation and fair. Moreover, all three centers hosted SOAR students for tours, showing the incoming students the space and providing them with more information on the services offered.

**September:**

The MultiCultural Center Assistant Coordinator organized and participated in many activities designed to welcome and find connections for our new students. She organized multiple WOW events on behalf of the MultiCultural Center, including three days of Dream Catcher Workshops, the History of Sushi Making presentation and workshop, and Another Type of Groove in University Housing. She also participated in staffing our WOW Club Showcase and Mustang Way to Success booths.

She worked with the Cross Cultural Centers' staff to plan and execute the Cross Cultural Centers' Social with over 30 clubs participating and over 200 attendees.

She also worked on many projects that connect our programs to University Housing and its related students. Select opportunities included developing and presenting a training for Resident/Community Advisors on identities and bystander intervention, participating in the University Housing Resource Fair, and the Connections Program partners meet and greet event.

She worked to build collaborations for events and services throughout the year with groups including Cal Poly Arts, and the API Faculty Staff Association. She organized the MultiCultural Center Advisory Board meeting for fall, and also hosted an informal panel and tour for a small group of under-represented students from the Bay area, encouraging them to apply to Cal Poly.

**October:**

The Assistant Coordinator of the MultiCultural Center advised students in the planning and presentation of multiple events and services. This included the creation of new events and expansion of others.

Events she advised included an Another Type of Groove spoken word poetry event featuring Matt Sedillo, in honor of Latino Heritage Month. Additionally, she advised a team of students who planned for Dia de los Muertos in November, with two educational sugar skull making workshops in October. Other new events included the Cultivating Latino Leaders panel and discussion, and an Apartheid Justice: Gang Suppression in California.

She worked collaboratively with staff from the Gender Equity Center to expand on the Women of Color Dialogue sessions, which involve faculty and counselor contributions, to provide a safe space and educational topics for student women of color. She also worked collaboratively with the International Center to establish an International Student Coffee and Tea event weekly in the MultiCultural Center Lounge.

**November:**

The Assistant Coordinator worked with teams of students in the production of multiple events during November. These included Another Type of Groove spoken word poetry in honor of Native American Heritage Month and a Dia de los Muertos celebration which was larger and more successful than in past years. She took part in many collaborative efforts, including a film showing with the Pride Center, a film showing with the American Indian Student Association, and continued collaborations with the International Center and Gender Equity Center.

Her advisement of PolyCultural Weekend began, featuring interviews for committee heads and outreach to campus departments for fundraising efforts.

**December:**

The Assistant Coordinator is a 10:12 month employee and does not work in December.

**January:**

The Assistant Coordinator advised students in the planning of multiple events and services for the MCC during the month of January. These included The Haumana, a film exploring Hawaiian culture and featuring a presentation from the film's director, an event on inter-racial dating from the Exploring the Generation Mixed series, The Movement, and a session of the Social Justice Leadership Series.

Her work with both the CultureFest and PolyCultural Weekend Teams increased as the events are approaching. The CultureFest Team built their volunteer base and made crucial planning decisions. The PolyCultural Team prepared for the weekend by seeking donations and looking to increase their capacity to host new students.

Both her professional development activities and collaborations increased the capacity of the MultiCultural Center. These included becoming trained in SmartStart Salary Negotiation for women, serving as a guest presenter in a Multicultural Counseling class, participating on an "A Team" from Student Affairs, hosting a table at the Psychology Internship Fair, and participating on the API Faculty Staff Association.

**February:**

The Assistant Coordinator advised students in the planning of events and services for February, as well as large events happening in the spring quarter. These included an Irish Heritage event, events in honor of Black History Month (Gospel Fest, Art Exhibit, Strive and Struggle, Another Type of Groove), and our social justice current events series, The Movement. Series events she coordinated included International Coffee and Tea Time and Women of Color Gatherings.

In addition, she advised both the PolyCultural Weekend and CultureFest teams in their planning. For PolyCultural she worked with Admissions and Catering to coordinate significant elements relating to recruitment and food. For CultureFest, she advised them in their committee establishment and theme planning. She also began collaborations with Ethnic Studies and Kennedy Library for the presentation of multiple events which will occur in May.

Professionally, she contributed to the APIA Faculty Staff Association and the Student Affairs Partnerships A-Team.

**March:**

The Assistant Coordinator advised students in the planning of events and services for March, as well as large events for spring quarter. March events included Another Type of Groove honoring Women's HERstory Month and the Hip Hop Symposium. The future program planning included advisement of PolyCultural Weekend, including the PCW Phone-a-Thon. She was also advising the CultureFest Team in promotions for club partnerships.

Additionally, she developed a collaboration with SOAR and WOW and continued her collaboration with the International Center.

Moreover, she continued her campus involvement with the APIA Faculty Staff Association and the Student Affairs Partnerships A-Team. Off campus, she attended the CaCCCHE Conference at UC Irvine where she developed connections with other professionals in California, learned about best practices, and gained feedback for upcoming programs.

**April:**

The Assistant Coordinator advised students in the planning of events that included Another Type of Groove in honor of Pride Month, Exploring the Generation Mixed, and the Spring CCC Social. Featured services included advisement in the design and presentation for Women of Color Gatherings that focused on wellness and academic skills development.

Additionally, she advised the successful PolyCultural Weekend program that involved the collaboration of 23 campus clubs and over 10 campus departments.

She also insured that collaborations continued with the International Center, the API FSA, Open House, and Safer.

**May:**

The Assistant Coordinator advised students in the planning of many events in May, primarily in support of Asian Pacific Islander American month. These included collaborative events which were May Day: International Workers Day, Another Type of Groove, The Body Narratives, and Objects of Affection.

Each of these events involved high levels of collaboration from both faculty and student groups.

Additionally, she continued her work in organizing the Women of Color Gatherings and The Movement, which is a social justice current events series.

Moreover, she completed advisement of the PolyCultural Weekend (PCW) team for 2014 with an awards banquet, and interviewed new students for next year's PCW leadership team.

**June:**

The Assistant Coordinator is a 10:12 month employee and does not work in the month of June.

**2. Expanded Programming**

**SFF Outcome:** Increase events by 10-20%.

**SSF Deliverable:**

July – June: There was no programming paid for under the Student Success Fee.

**3. Attendance**

**SFF Outcome:** Increase unique event attendance by 10-20%.

**SSF Deliverable:**

July – June: There was no programming paid for under the Student Success Fee.

#### 4. Faculty Collaborations

**SSF Outcome:** Increase collaborations with academic areas to offer more opportunities for enhancement of the curriculum by 10-20%.

**SSF Deliverable:**

**July:** There were no faculty collaborations in July that were supported by the Student Success Fee.

**August:** There were no faculty collaborations in August that were supported by the Student Success Fee.

**September:** There were no faculty collaborations in September that were supported by the Student Success Fee.

**October:** The Assistant Coordinator worked with faculty from the Chicano Latino Faculty Staff Association and a professor in the College of Agriculture to support their events and class.

**November:** The Assistant Coordinator worked with faculty from the American Indian Indigenous Faculty Staff Association to support their events and classes.

**December:** There were no faculty collaborations in December based on the Assistant Coordinator's 10:12 month status.

**January:** The Assistant Coordinator worked with faculty from the College of Agriculture, the Black Faculty Staff Association, the APIA Faculty Staff Association, Sociology, and the School of Education.

**February:** The Assistant Coordinator worked with faculty from the Black Faculty Staff Association, Sociology Department, the APIA Faculty Staff Association, Kennedy Library, and Agriculture.

February: The Assistant Coordinator worked with the Black Faculty Staff Association, the APIA Faculty Staff Association, Kennedy Library, and the Ethnic Studies.

**March:** The Assistant Coordinator worked with faculty from the APIA Faculty Staff Association and the MCC Advisory Board, which represents academic areas that include RPTA, Women's and Gender Studies, CAFES, Sociology, and more.

**April:** The Assistant Coordinator worked with faculty from the APIA Faculty Staff Association and the Psychology and Child Development Department.

**May:** The Assistant Coordinator worked with faculty from Ethnic Studies, Education, Kinesiology, Counseling Services, and Kennedy Library.

**June:** There were no faculty collaborations in June based on the Assistant Coordinator's 10:12 month work schedule.



## 5. Queer People of Color (QPOC) Dialogues (renamed Queer Dialogues)

**SSF Outcome:** Establish QPOC discussion groups with attendance of 50 students over the academic year.

**SSF Deliverable:**

**July:** There were no QPOC Dialogues in July.

**August:** There were no QPOC Dialogues in August.

**September:** There were no QPOC Dialogues in September.

**October:** There was one QPOC Dialogue session in October.

**November:** There was one QPOC Dialogue session in November.

**December:** There were no QPOC Dialogues during the month of December.

**January:** The QPOC Dialogues were re-named to Queer Dialogues in January. Two sessions were hosted on the topics of "Finding a Safe Space" and "Am I Gay Enough?" This title change helped to attract more students of color.

**February:** The new Queer Dialogues name continued to bring in a large audience, with two sessions on the topics of "Relationships" and "Being Professional and Queer."

**March:** The Queer Dialogues for March was on the topic of health and wellness in the LGBT community.

**April:** The Queer Dialogues for April were on the topics of "Fears, Phobias, and Concerns" and "Sexual Assault in the Queer Community."

**May:** The Queer Dialogues for April were on the topics of "The Politics of Being Gay" and "Religion."

**June:** There were no Queer Dialogues in June.

**STUDENT SUCCESS FEE FUNDING: ALLOCATION: \$ \_78,750\_**

\*Note – SSF Fund Total listed below reflects an additional \$5000 donation

<b>ANNUAL PROJECTION</b>	<b>Staff payroll &amp; Benefits</b>	<b>Student Assistants</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
<b>2013-2014</b>	\$ 78,600		\$ 5,150	\$ 83,750 *

<i>Actual</i>				
<b>Month</b>	<b>Staff payroll &amp; Benefits</b>	<b>Student Assistants</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
<b>July</b>	\$ 6,445	\$ -	\$ 224	\$ 6,670
<b>August</b>	\$ 6,445	\$ -	\$ -	\$ 6,445
<b>September</b>	\$ 6,445	\$ -	\$ -	\$ 6,445
<b>October</b>	\$ 7,106	\$ -	\$ (365)	\$ 6,741
<b>November</b>	\$ 6,704	\$ -	\$ 104	\$ 6,808
<b>December</b>	\$ 5,519	\$ -	\$ -	\$ 5,519
<b>January</b>	\$ 5,519	\$ -	\$ 34	\$ 5,553
<b>February</b>	\$ 5,571	\$ -	\$ -	\$ 5,571
<b>March</b>	\$ 5,519	\$ -	\$ -	\$ 5,519
<b>April</b>	\$ 5,519	\$ -	\$ -	\$ 5,519
<b>May</b>	\$ 5,519	\$ -	\$ 5,010	\$ 10,529
<b>June</b>	\$ 12,294		\$ -	\$ 12,294
<b>Total</b>	\$ 78,606	\$ -	\$ 5,007	\$ 83,613

**Student Success Fee Reporting  
July 2013-June 2014**

**Unit: Gender Equity Center**

**Program Description:**

The Gender Equity Center (GEC) supports students' exploration of gender and identity. Through education about current events, stereotypes, and cultural influences, we empower students to challenge inequity and embrace social justice.

As part of the Cross Cultural Centers, the three centers contribute to the University's commitment to diversity for a more inclusive & welcoming campus.

**Goals:**

Raise awareness of issues of gender identity, eating disorders, unhealthy behaviors of student development, self-esteem and social justice;

Support the academic mission of the University;

Challenge existing definitions of gender and gender roles

Build coalitions on- and off-campus;

Develop visibility;

Develop a sense of community;

Educate Cal Poly community on self-esteem, gender roles, healthy eating and exercise, masculinity and sexual health

Work to eliminate low self-esteem, heterosexism, homophobia, gender identity oppression, and discrimination.

**Outcomes:**

**1. Staffing**

**SSF Outcome:** Establish a permanent Assistant Coordinator position and a Graduate Student Assistant position to allow for greater staff consistency for students and to support a needed increase in programs and services.

**SSF Deliverable:**

The Gender Equity Center currently employs an Assistant Coordinator through the Student Success Fee funding. The position is an SSPII and works on a 10:12 month schedule. In addition, the Gender Equity Center is funding 25% of an Administrative Assistant position to provide coordination of programs.

**July:**

During the month of July, the staff from the Cross Cultural Centers revised mission statements, conducted Soar tours, and worked together to build a calendar of events for the Fall 2013 school year. The administrative staff supported the efforts by assisting with room reservations, calendaring, and graphic design support. A highlight included the CCC's collaboration with Summer Institute, to support new student use of the lounges through tours and support services offerings.

**August:**

The Cross Cultural Centers' Assistant Coordinators trained University Housing's Coordinators of Student Development (CSD). Topics included micro-aggressions, skill building on issues of race, class, gender, and sexual orientation, and creating a more inclusive living environment. The Gender Equity Center Assistant Coordinator and Safer Assistant Coordinator presented on healthy relationships to a group of at-risk teen girls who are completing the Bakari Program overseen by faculty member, Dr. Rosalynn Caldwell.

Additionally, the Cross Cultural Centers staff participated in the SOAR Spotlight Resource presentation and fair. Moreover, all three centers hosted SOAR students for tours, showing the incoming students the space and providing them with more information on the services offered.

**September:**

The Assistant Coordinator organized and participated in many activities designed to welcome and find connections for our new students. These activities included organizing and presenting a Relationships 101 event during WOW, presenting the Balancing Your Life activity, serving as a host at the WOW Spanish Orientation, and participating in WOW Club Showcase and Mustang Way to Success booths. She worked with the Cross Cultural Centers' staff to plan and execute the Cross Cultural Centers' Social with over 30 clubs participating and over 200 attendees.

She also worked on many projects which connect our programs to University Housing and its related students. Select opportunities included developing and presenting a training for Resident/Community Advisors on identities and bystander intervention, participating in the University Housing Resource Fair, and the Connections Program partners meet and greet event.

**October:**

The Assistant Coordinator focused her time in October orienting and advising her student planners in the creation of workshops, services, and large event preparation. Workshops and services included a Relationships 101 presentation that covered communication and gender socialization topics, and a Let's Talk Sex workshop that focused on healthy sex, sexuality, and identity.

She worked collaboratively with staff from the MultiCultural Center to expand on the Women of Color Dialogue sessions, which involve faculty and counselor contributions, to provide a safe space and educational topics for student women of color.

In addition, she advised a team of RPTA 210 students for the large-scale event, PEN15. Moreover, she began advising student assistants and volunteers for the Vagina Monologues process. The production takes place in February, but recruitment of volunteers, directors, audition information, and event planning began in October.

**November:**

The Assistant Coordinator continued to build the programs of the Gender Equity Center in November and hosted several “sold out” events. Highlights included a Gender in Athletics and Sports presentation and discussion, The PEN15 Club theatrical production concentrating on men and masculinity issues, and a Let’s Talk Sex peer discussion group.

She advised students in the casting of Vagina Monologues in November, which concluded with the most culturally diverse cast we may have seen to date at Cal Poly.

She continued to work collaboratively with staff from the MultiCultural Center to expand on the Women of Color Dialogue sessions, which involve faculty and counselor contributions, to provide a safe space and educational topics for student women of color. Themes in November included career choices, sex, and a “friendsgiving” potluck in which to share traditions.

Additionally, she worked with a journalism student to produce a video project exploring gender equality and modern feminism.

**December:**

The Assistant Coordinator is a 10:12 month employee and do not work in December.

**January:**

The Assistant Coordinator devoted time in January to the success of the Vagina Monologues production. This included presenting a cast retreat, advising on rehearsals, and acquiring donations. She also advised students to host events including a Gender Buffet and a Let’s Talk Sex event. She advised on collaborative events that included the Movement, Women of Color Gatherings, and the Social Justice leadership Series.

Additionally, she advised a team of students from the RPTA 210 class to present an event for the Gender Equity Center in February. Other collaborations she supported included a faculty research project, the Psychology Internship Fair, and multiple outreach presentations in classrooms for faculty from the Education, Psychology, Ethnic Studies, and Women’s and Gender Studies programs.

**February:**

The Assistant Coordinator advised high-profile programs and events during the month of February. These included the Vagina Monologues which hosted three days of performances raising nearly \$10,000 for Cal Poly Safer, RISE, and the SLO County Women’s Shelter. Additional events were a part of the Gender Equity Centers’ Women’s HERstory series: Women in STEM, VDAY, Girl Rising, and Let’s Talk Sex. Her event advisement for the PEN15 Club involved supervision of a team of RPTA 210 students.

Her collaborations included working with the College of Agriculture, the Dean of Students Fun Committee, and the Student Affairs Diversity and Inclusion A Team.

**March:**

The Assistant Coordinator advised students in the presentation of events in the Women’s HERstory series in the month of March. She also attended the CaCCCHE Conference at UC Irvine where she developed connections with other professionals in California, learned about best practices, and gained feedback for upcoming programs. She continued her advisement of the Women of Color Gatherings series and focused on developing collaborations with Counseling Services.

**April:**

The Assistant Coordinator advised students in the creation and presentation of multiple events and services during the month of April. These included the ElectHer! Project, which was a day-long conference presented for Cal Poly women, providing them to confidence and tools to run for elected office, International Women's Day, and multiple activities during Open House weekend. For service advisement, she ensured that Women of Color Gatherings and the Let's Talk Sex services were well publicized and facilitated.

Additionally, she contributed to the success of the Cross Cultural Centers and Student Affairs through her coordination of the CCC graduate assistant information and hiring process, participated in Employment Equity Facilitator Training, and was a member of the Diversity and Inclusion A Team and the Dean of Students Office Fun Committee.

**May:**

The Assistant Coordinator advised students in the planning of multiple events and services during the month of May. These included The Movement: World Cup, POParazzi: Looking at the Media through Different Lenses, Gender Buffet, and Let's Talk Sex: Pornography. She also served as an advisor for the Women of Color Gatherings and the PEN15 Club committee.

Additionally, she contributed as a member of the Student Affairs Diversity and Inclusion A Team and collaborated on the WGS/GEC/Safer End of the Year Banquet. She also trained members of MEXA in facilitation skills, served as a judge for Reina del Sol, and accepted a position as advisor for the sorority Sigma Omega Nu.

**2. High Quality Programming**

**SFF Outcome:** Deliver high quality programming by bringing in experts from related fields to host workshops or presentations.

**SFF Deliverable:**

**July - June:** There were no programming costs paid under the Student Success Fee. The Gender Equity Center paid a graduate student and undergraduate student to help in the coordination of programs and services.

**3. Attendance**

**SFF Outcome:** Increase unique event attendance by 10-20%

**SFF Deliverable:**

**July - October:** There was no programming from July-October under the Student Success Fee.

**November – June:** The Gender Equity Center employed a Graphic Design Intern to increase student awareness and attendance at events.

**STUDENT SUCCESS FEE FUNDING:**  
**ALLOCATION: \$\_71,250\_**

<b>ANNUAL PROJECTION</b>	<b>Staff payroll &amp; Benefits</b>	<b>Student Assistants</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
<b>2013-2014</b>	\$ 66,000	\$ 4,660	\$ 590	\$ 71,250

<i>Actual</i>				
<b>Month</b>	<b>Staff payroll &amp; Benefits</b>	<b>Student Assistants</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
<b>July</b>	\$ 5,397	\$ -	\$ -	\$ 5,397
<b>August</b>	\$ 5,397	\$ -	\$ -	\$ 5,397
<b>September</b>	\$ 5,397	\$ -	\$ -	\$ 5,397
<b>October</b>	\$ 6,673	\$ 780	\$ -	\$ 7,453
<b>November</b>	\$ 5,655	\$ 1,915	\$ 101	\$ 7,671
<b>December</b>	\$ 4,468	\$ 1,202	\$ -	\$ 5,670
<b>January</b>	\$ 4,468	\$ (285)	\$ -	\$ 4,183
<b>February</b>	\$ 3,905	\$ 160	\$ (15)	\$ 4,050
<b>March</b>	\$ 4,468	\$ 304	\$ -	\$ 4,772
<b>April</b>	\$ 4,468	\$ 200	\$ -	\$ 4,668
<b>May</b>	\$ 4,467	\$ 192	\$ 95	\$ 4,754
<b>June</b>	\$ 11,242	\$ 192	\$ 60	\$ 11,494
<b>Total</b>	\$ 66,006	\$ 4,660	\$ 241	\$ 70,907

## Student Success Fee Report YEAR END 2013-2014

### Unit: Program Description: Service Learning

The Service Learning initiative supported by the student success fee has been approved to support expansion of Service Learning to focus on addressing the WASC recommendation related to diversity. The approach will be to increase the number of Service Learning courses, review current service learning courses for alignment with the Diversity Learning Objectives (DLOs), and gather evidence to document the linkage between Service Learning and the DLOs.

### Outcomes:

The Student Success Fee has allowed the Service Learning program to expand its reach to a multitude of colleges and faculty and thereby, to students. The Service Learning Faculty Fellows grew from 4 last year to 9 this year including representation from Engineering, Architecture, and Sociology. These faculty fellows developed classes that incorporated a minimum of 10 hours of community service work ranging from pedestrian & bike walkways to helping develop necessary electronics to aid in assisted living centers. The Student Success fee also supported a new strategic planning process that will aid both Service Learning and community service works expansion to become an integral part of the Cal Poly culture as well as adding to Cal Poly's national recognition as a true polytechnic institution supported by the Teacher-Scholar Model (Boyer, E.L., 1990) in action.

### STUDENT SUCCESS FEE FUNDING:

**ALLOCATION: \$ 47,000**

### SUMMARY:

In 2013-2014, the SSF funding was primarily used to fund the following:

1. Service Learning Faculty Fellows
2. Service Learning Outreach Materials
3. Administrative Assistant for Service Learning
4. Salary for Assistant Coordinator for Service Learning

ANNUAL PROJECTION	Staff payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
2013-2014	\$27,000	\$18,000	\$ 2,000.00	\$47,000



Student Success Fee Report YEAR END 2013-2014

<i>Actual</i>				
Month	Staff payroll & Benefits	Faculty Fellows	Supplies & Services	SSF Fund Total
July	\$0	\$ -	\$ -	\$ -
August	\$ -	\$ -	\$ -	\$ -
September	\$ -	\$ -	\$ -	\$ -
October	\$ -	\$ -		\$ -
November	\$ -	\$ -		\$ -
December	\$ -	\$ -		\$ -
January	\$ -			\$ -
February	\$ 1,000.00			\$ 1,000.00
March	\$ 6,906.63			\$ 6,906.63
April	\$ 4,232.33	\$ -		\$ 4,232.33
May	\$ -	\$ -	\$ 8,539.80	\$ 8,539.80
June		\$ 18,000.00	\$ -	\$ 18,000.00
Total	\$ 12,138.96	\$ 18,000.00	\$ 8,539.80	\$ 38,678.76

## “COUNSELING SERVICES” – June 2014

### UNIT: Counseling Services

**PROGRAM DESCRIPTION:** Counseling Services provides short-term mental health services for students, as well as outreach and consultation for the campus community. The Student Success Fee is funding an additional 3.0 FTE (Academic Year) counselors as well as an after-hours psychological crisis line, specializing in behavioral health of college students.

### OUTCOMES:

#### 1. Additional Counselors

SSF Outcome: Counseling Services will provide additional screening time for students as well as additional appointment times for counseling.

*Measure: Number of screenings performed compared to last year and the number of overall visits compared to last year.*

SSF Deliverable: The table below shows the number of unique clients, number of crisis sessions, and overall clinical hours compared to the last year. As is evident, we continue to be successful in reaching more students and providing more service.

Year	Unique Clients	Crisis Hours	Clinical Hours
AY 2014	1,703	332	6,582*
AY 2013	1,482	207	6,974
Percent increase	14.9	60.4	-5.6

\*We offered more clinical total hours 12-13 compared to 13-14, as we significantly tightened our short term model. We were able to increase our total number of clients without increasing our total number of clinical hours.

#### 2. After-hours Psychological Crisis Line

SSF Outcome: Counseling Services will contract with an after-hours psychological crisis line to provide resources to students whose needs cannot wait until Counseling Services' regular business hours.

*Measure: Complete contracting and implement crisis line.*

SSF Deliverable: Counseling Services contracted with ProtoCall Services of Portland, Oregon to provide psychological crisis counseling services when Counseling Services is closed. We have received 117 calls since the start of this fiscal year but the numbers of calls are consistently increasing. Over 75% of these calls are related to suicidal students either requesting immediate help via the crisis line, sharing concern about their suicidality, or friends calling about someone they know who is suicidal and how to help. Counseling Services continues to respond the next business day whenever a student requests a call back, which is

over 95% of the time. ProtoCall has immensely helped Counseling Services in responding to student needs at all hours of the day.

**STUDENT SUCCESS FEE FUNDING:**

Current year allocation for Counseling Services was \$276,200.

Current year-to-date expenditures (through June 30, 2014) are \$249,880 and encumbrances are at \$9,450.

Month	Academic Salaries/Benefits	ProtoCall	IT
September (incl. July-Sep)	\$60,875	\$2,250	\$0.00
October	\$17,050	\$750	\$0.00
November	\$23,414	\$750	\$0.00
December	\$17,727	\$750	\$0.00
January	\$19,074	\$750	\$5,200
February	\$22,378	\$750	\$0.00
March	\$18,248	\$985	\$0.00
April	\$18,526	\$1,220	\$0.00
May	\$18,630	\$2,431	\$0.00
June	\$17,242	\$10,329 **	\$0.00
<b>TOTAL</b>	<b>\$233,164</b>	<b>\$20,966 **</b>	<b>\$5,200</b>
<b>Allocation</b>	<b>\$233,164</b>	<b>\$20,966 **</b>	<b>\$5,200</b>

**\*\* Includes \$9,000 encumbrances for FY 14/15 ProtoCall services plus \$450 in unspent advertising funds.**

# ANNUAL REPORT 2013-14

## "JOBS"

**UNIT:** Career Services

**PROGRAM DESCRIPTION:** The "JOBS" initiative was approved and funded through Student Success Fees. This program is designed to make available job opportunities and on-line resources that can assist students with the job search process.

### OUTCOMES:

#### 1. JOB POSTINGS

SSF Outcome: Career Services provided students with timely access to electronic job postings, thus keeping pace with the growing number of electronic job postings.

*Measure: 20% increase in job postings for career, pre-career (co-op, internship, and summer), local part-time, on-campus and Work Study jobs.*

SSF Deliverable: Career Services posted 14,378 jobs from July through June. This represented a 65.2% increase in job postings compared to a baseline of average job postings for 2010-2012. The following chart shows a breakdown of job posting types:

Month 2013-14	Career	Pre- Career	Local PT	On- Campus	Work Study	2013-14	CUM	Baseline CUM	CUM Increase
July	510	101	159	18	1	789	789	443	78.1%
August	553	114	252	44	2	965	1754	1019	72.1%
September	618	209	257	61	70	1215	2969	1880	57.9%
October	769	198	265	32	15	1279	4248	2519	68.6%
November	557	176	160	25	6	924	5172	3125	65.5%
December	518	179	144	21	4	866	6038	3604	67.5%
January	775	307	221	50	16	1369	7407	4414	67.8%
February	659	369	163	45	15	1251	8658	5158	67.9%
March	745	369	220	55	15	1404	10062	6008	67.5%
April	958	327	246	71	13	1615	11677	7018	66.4%
May	932	295	318	43	5	1593	13,270	7968	66.5%
June	682	193	201	31	1	1108	14,378	8706	65.2%
	8276	2837	2606	496	163	14378			

#### 2. EMERGING MARKETS

SSF Outcome: Career Services researched new emerging job markets, creating additional employment opportunities for students.

*Measure: Research and identify six new emerging job markets, distributing market information and creating new jobs.*

SSF Deliverable: Career Services developed the following emerging markets: Transportation and Food. As the markets were researched and developed, an Emerging Market website was launched. This included information on career paths, market trends, web resources, and job search links.

- A. *Transportation* – Overview: As nations seek to stabilize, renew and strengthen their economies, creating jobs and preparing the next generation to succeed in an interconnected, sustainably-minded world, transportation has emerged as a focal point and avenue to do so by improving efficiency and performance of new and existing systems. The benefits of well-designed, conducive transportation systems extends to all populations, large and small, proliferates the movement of goods and services, helps to revitalize business, allows employers to tap into larger workforces, builds economic revenues, and increases overall value. Career Services sees this as a growing job market.
- Transportation Website - Career Services launched the Transportation Job Market website with the following emerging markets within the growing field of transportation: [Logistics](#), [Alternative Transportation](#), [Infrastructure](#), and [Safety & Security](#). Each sector includes information on the industry, career paths and job search.
  - Careers in Transportation – Career Services hosted “Careers in Transportation: Emerging Opportunities” on February 13, 2014 from 5-7pm in UU220. Speakers:
    - \* Denver Igarta, Transportation Planner for the City of Portland Bureau of Transp.
    - \* Diana Gomez, Central Valley Regional Director for High-Speed Rail Authority
    - \* Alex Goddard, Head of Logistics for Caylym Technologies InternationalThe focus was on career paths, what is changing and emerging in the fields of alternative transportation, transportation planning and logistics. Following the panel, attendees had an opportunity to network and engage in informal discussion. Results: 50 students participated in the event.
- B. *Food Industry* – Society’s interest in food is evolving as the new food culture expands and consumers are more concerned about where their food comes from and how healthy it is. As a result, there are growing career opportunities in the areas of food safety, food business, sustainability, food justice and food art.
- Food website – Career Services launched the Food Industry website with the following emerging markets within the growing field of food industry: [Food Business](#), [Food Culture](#), [Food Safety](#) and [Food Sustainability](#). Each sector includes information on the industry, career paths and job search.
  - Careers for Food Enthusiasts - Career Services hosted “Careers for Food Enthusiasts” on October 22, 2013 to feature current professionals in a wide array of food-related careers who shared their career path and advice for turning their passion for food into a career. The panelists were comprised of representatives from:
    - \* Lucia Cleveland, founder of The Spice Hunter
    - \* Victoria Carranza, private contractor with One Cool Earth
    - \* Rachel Duchak, owner and blogger for Central Coast Foodie
    - \* Traven Marks, co-owner of Elly’s Sweet Tooth.Results: 103 students participated in the event.
- C. *Other* – Career Services presented an Emerging Markets exhibit in the Community Gallery, 1<sup>st</sup> floor of Kennedy Library. The display was featured February 18<sup>th</sup> through March 9<sup>th</sup>. The campus community was invited to explore the expanding fields of Transportation,

Food, Clean Energy and Social Media and to visualize the future of work in the 21<sup>st</sup> century.

### 3. ON-LINE RESOURCES

SSF Outcome: Career Services provided students with access to on-line search resources to assist the job search process.

*Measure: Provide access to three on-line resources that will assist students with the job search process.*

SSF Deliverable: Career Services provided access to the following on-line resources to assist students with the job search process. Career Services exceeded the proposed outcomes and measures for this area.

- A. *Going Global* – Career Services offered “Going Global” to the campus community, assisting students explore international opportunities. This resource provided country specific career and employment information, including world-wide internships and job postings, employer listings, corporate profiles and cultural advice. There were 6,755 views this academic year, students showing greatest interest in job postings (4,689 views), international topics (1,234) and country topics (508).
- B. *BIG Interview* – Career Services offered “BIG Interview” to the campus community. This resource provided on-line job interview training that assist students with the interview process. This included interview training, practice interviews (mock interview, record, and playback feature), question library and answer builder. There were 335 students who utilized the service, with an average visit rate at 2.08 and average time at 32 minutes.
- C. *Career Spots* – Career Services offered “Video Spots” as a means to prepare students for their careers. Students were be able to access a virtual library of high quality videos. Videos on how to find a job, internship or co-op. Over 500 videos on careers and occupations. Career Spots also provided 24/7 career advice. There were 7,884 video views this academic year, students showing the greatest interest in interview dress (3,265), interview – during (1,115), resumes/cover letters (823), and interview – before (756).
- D. *Vault: Career Insider* – Career Services offered “Vault: Career Insider” to the campus community. Vault’s primary focus is employer job postings. It provides company profiles and professional reviews to assist graduates with their selection process. This on-line resource also included downloadable e-books, career advice articles and guides. This on-line resource was available from July to November 2013 (discontinued in favor of other on-line resources).
- E. *Collegefeed* –Career Services launched “Collegefeed” as a resource to kick-start the job search process through a network that connect students and graduates with industry insiders. Collegefeed matched students with employers based on skills and interests. Students create a profile which showcases work, projects, courses and skills. They enter the names of companies they would like to work with. A recommendation engine will suggest similar companies and jobs (like Netflix does with the movies). This on-line resource was activated in February 2014.

**STUDENT SUCCESS FEE FUNDING:**

SSF Outcome: Career Services was allocated \$77,000 for the JOBS Initiative for 2013-14.

*Measure: Expend SSF funds through the delivery of services.*

SSF Deliverables: Career Services expended SSF funds, while meeting and/or exceeding the proposed outcomes and deliverables. Balance of \$29.89 at year-end.

Year to Date Expenditures (July through June 2014) = \$76,970.11

Expenditures were directed to the administrative support position (Recruiting Associate), student assistant wages and on-line resources related to the project.

<b>Month</b>	<b>Admin Support</b>	<b>On-Line Resources</b>	<b>Student Assistants</b>	<b>SSF Fund Total</b>
July	\$5,343.68	0	0	\$ 5,343.68
August	\$5,343.68	0	\$735.00	\$ 6078.88
September	\$5,350.48	0	\$540.00	\$ 5,809.48
October	\$5,343.68	0	\$772.20	\$ 6,115.68
November	\$5,305.50	0	\$1,716.00	\$ 7,021.50
December	\$5,202.06	\$1,014.00	0	\$ 6216.06
January	\$5,439.17	0	0	\$ 5,439.17
February	\$5,661.63	0	0	\$ 5661.63
March	\$6,219.72	\$5,395.00	0	\$11,614.72
April	\$6,223.94	0	0	\$ 6223.94
May	\$5,677.30	0	0	\$5,677.30
June	\$5,677.07	0	0	\$5,677.07
<b>TOTAL</b>	<b>\$66,797.91</b>	<b>\$6,409.00</b>	<b>\$3,763.20</b>	<b>\$76,970.11</b>

**DIVISION OF STUDENT AFFAIRS**  
**STUDENT SUCCESS FEE**  
**2013-14 End Year Report**

**UNIT: Student Academic Services**

**PROGRAM / INITIATIVE NAME & INTENT: Supplemental Workshops in Science and Math**

Supplemental Workshops in Science and Math (SWS and SWM) offer students in all majors the opportunity to achieve higher grades in designated science and math courses through participation in specialized workshops ultimately impacting student retention, throughput and graduation.

**ALLOCATED STUDENT SUCCESS FEE FUNDING: \$ 406,524**

**ARTICULATED OUTCOMES:**

Both programs combined will offer 209 supplemental workshops in science and math in 2013-14.

**ARTICULATED DELIVERABLES TO DATE:**

During Academic Year 2013-14, with Student Success Fee funding, both programs combined offered 240 supplemental workshops in math and science during the 2013-14 academic year and supported workshop facilitators, program assistants SSP staff to coordinate program efforts.

- 94.4% said SWS had helped them succeed academically,
- 97.6% said they would take a workshop again if it were available, and
- 99.7% said they would recommend SWS to others.

The average academic success (% of students earning A/B/C/CR grades) for students enrolled in SWS workshops was 89%.

Supplemental Workshops in Math (SWM) scheduled 65 workshops for 100 lower division Math lectures during the academic year. Six hundred and seventy-two lower division students enrolled in these workshops.

The program assessment averages administered during the 8<sup>th</sup> week of each quarter were positive. During the academic year, an average indicated that

- 97% said they felt SWM had helped them succeed academically,
- 95% said they would take SWM again if it were available, and
- 98% said they would recommend SWM to a friend.

The average academic success (% of students earning A/B/C/CR grades) for students enrolled in SWM workshops was 88%.

**ONLINE RESOURCES RELATED TO PROGRAM/INITIATIVE:**

<http://sas.calpoly.edu/sw/index.html>



**EXPENDITURE ANALYSIS: (July 1, 2013 - June 30, 2014)**

<b>Month</b>	<b>Personnel Salary &amp; Benefits</b>	<b>Facilitators/ Program Assistants</b>	<b>Operating Expenses</b>	<b>SSF Total</b>
July	\$4,667.22	\$13,913.35	\$1,697.84	<b>\$20,278.41</b>
August	\$0.04			<b>\$0.04</b>
September	\$2,317.30		\$32.06	<b>\$2,349.36</b>
October	\$6,474.78	\$11,089.50		<b>\$17,564.28</b>
November	\$2,452.65	\$38,532.05	\$695.28	<b>\$41,679.98</b>
December	\$2,344.62	\$32,065.25	\$368.95	<b>\$34,778.82</b>
January	\$2,344.62	\$8,625.25	\$134.67	<b>\$11,104.54</b>
February	\$2,344.62	\$36,194.00	\$1,373.51	<b>\$39,912.13</b>
March	\$2,344.62	\$39,105.70	\$214.00	<b>\$41,664.32</b>
April	\$2,344.62	\$24,229.15	\$294.85	<b>\$26,868.62</b>
May	\$2,356.80	\$50,335.20	\$618.76	<b>\$53,310.76</b>
June	\$110,609.25	\$43,336.31	\$378.80	<b>\$154,324.36</b>
<b>Total</b>	<b>\$140,601.14</b>	<b>\$297,425.76</b>	<b>\$5,808.72</b>	<b>\$443,835.62</b>
<b>Allocation</b>	<b>\$94860.00</b>	<b>\$304,650.00</b>	<b>\$7,014.81</b>	<b>\$406,524.00</b>

**Note: The 2012-13 Student Success Fee surplus of; 60,802.13 (8%) will be utilized to offset 2013-2014 overages.**

**DIVISION OF STUDENT AFFAIRS**  
**STUDENT SUCCESS FEE**  
**2013-14 End Year Report**

**UNIT: Student Academic Services**

**PROGRAM / INITIATIVE NAME & INTENT: Summer Institute**

Summer Institute focuses on the success of low-income, first-generation and underrepresented students in the Educational Opportunity Program (EOP). This academic and residential based program offers an annual mini-quarter in July/August focusing on key academic and social areas to ensure a successful transition from high school to Cal Poly.

**ALLOCATED STUDENT SUCCESS FEE FUNDING: \$151,379.00**

**ARTICULATED OUTCOMES:**

The Summer Institute program will grow from 60 students to 90 students and receive coordination support and infrastructure development from an SSP Staff position.

**ARTICULATED DELIVERABLES TO DATE:**

The Summer Institute program was offered from July 27-August 20, 2013. The program delivered a student growth of 30 student in summer 2013 and supported instructors, learning assistants, student program assistants, and a SSP staff to support coordinating efforts.

**ONLINE RESOURCES RELATED TO PROGRAM/INITIATIVE:**

<http://sas.calpoly.edu/si/index.html>

**EXPENDITURE ANALYSIS: (July 1, 2013 - June 30, 2014)**

Month	Personnel Salary & Benefits	Summer Institute Grant	Summer Program Staff	Operating Expenses	SSF Total
July	\$5,266.97	\$0	\$59.06	\$0	<b>\$5,326.03</b>
August	\$5,282.62	\$0	\$1,980.00	\$657.34	<b>\$7919.96</b>
September	\$5,282.62	\$0	\$1,980.00	\$732.36	<b>\$7,994.98</b>
October	\$5,253.91	\$0	\$925.88	\$0	<b>\$6,179.79</b>
November	\$5,524.51	\$0	\$0	\$9,743.58	<b>\$15,268.09</b>
December	\$5,308.79	\$0	\$0	\$6,795.12	<b>\$12,103.91</b>
January	\$5,308.79	\$0	\$0	\$0	<b>\$5,308.79</b>
February	\$5,308.79	\$0	\$0	\$0	<b>\$5,308.79</b>
March	\$5,308.79	\$0	\$0	\$0	<b>\$5,308.79</b>
April	\$5,308.79	\$0	\$0	\$71.99	<b>\$5,380.78</b>
May	\$9,483.60	\$0	\$0	\$36.73	<b>\$9,520.33</b>
June	\$5,308.79	\$0	\$0	\$0	<b>\$5,308.79</b>
<b>Total</b>	<b>\$67,946.97</b>	<b>\$0</b>	<b>\$4,944.94</b>	<b>\$18,037.12</b>	<b>\$90,929.03</b>
<b>Allocation</b>	<b>\$63,240.00</b>	<b>\$64,110.00</b>	<b>\$21,260.00</b>	<b>\$2,769.00</b>	<b>\$151,379.00</b>

**DIVISION OF STUDENT AFFAIRS**  
**STUDENT SUCCESS FEE**  
**2013-14 End Year Report**

**UNIT: Student Academic Services**

**PROGRAM / INITIATIVE NAME & INTENT: EOP Tutoring**

The Educational Opportunity Program (EOP) Tutoring program provides timely and critical academic assistance to identified EOP students who are at risk of course failure by providing the support of a tutor to focus on solutions to specific course content problems, review class material, discuss class concepts and/or predict test questions impacting student success and graduation.

**ALLOCATED STUDENT SUCCESS FEE FUNDING: \$83,000.00**

**ARTICULATED OUTCOMES:**

The EOP Tutoring program will support low-income, first-generation students facing academic probation or academic disqualification, through individual tutoring.

**ARTICULATED DELIVERABLES TO DATE:**

The EOP tutoring program supported affiliated students in each of the six colleges. The program supported program tutors, student assistants and SSP staff to coordinate program efforts.

A total of 58 students were matched with a total of 118 tutors. Based on the request, students received individual tutoring from week three of the quarter through the last week of classes.

**ONLINE RESOURCES RELATED TO PROGRAM/INITIATIVE:**

<http://sas.calpoly.edu/eop/index.html>

**EXPENDITURE ANALYSIS: (July 1, 2013 - June 30, 2014)**

<b>Month</b>	<b>Personnel Salary &amp; Benefits</b>	<b>Facilitators/ Program Assistants</b>	<b>Operating Expenses</b>	<b>SSF Total</b>
July	\$4,987.60	\$835.10	\$1,156.48	<b>\$6,979.18</b>
August	\$5,062.28	\$0	\$0	<b>\$5,062.28</b>
September	\$5,062.28	\$0	\$143.70	<b>\$5,205.98</b>
October	\$5,723.69	\$0	\$1,238.38	<b>\$6,962.07</b>
November	\$4,701.66	\$863.80	\$55.67	<b>\$5,621.13</b>
December	\$0	\$2,205.00	\$0	<b>\$2,205.00</b>
January	\$9,803.95	\$855.40	\$0	<b>\$10,659.35</b>
February	\$5,144.65	\$1,402.80	\$0	<b>\$6,547.45</b>
March	\$5,535.61	\$3,049.20	\$0	<b>\$8,584.81</b>
April	\$5,144.65	\$2,366.00	\$0	<b>\$7,510.65</b>
May	\$5,144.65	\$0	\$388.38	<b>\$5,533.03</b>
June	\$5,144.65	\$0	\$445.37	<b>\$5,590.02</b>
<b>Total</b>	<b>\$61,455.67</b>	<b>\$11,577.30</b>	<b>\$3,427.98</b>	<b>\$ 76,460.95</b>
<b>Allocation</b>	<b>\$63,240.00</b>	<b>\$18,000.00</b>	<b>\$1,760.00</b>	<b>\$83,000.00</b>

**DIVISION OF STUDENT AFFAIRS  
STUDENT SUCCESS FEE  
2012-13 End Year Report**

**UNIT: Student Academic Services**

**PROGRAM / INITIATIVE NAME & INTENT: Study Session**

Study Session program offers students an opportunity to participate in facilitator led organized study sessions focusing on problem solving, content review and clarification leading to the opportunity to achieve higher grades in student identified high risk courses.

**ALLOCATED STUDENT SUCCESS FEE FUNDING: \$201,750.00**

**ARTICULATED OUTCOMES:**

Study Session serves all colleges and majors and will offer 315 study groups and supports an SSP program coordinator position.

**ARTICULATED DELIVERABLES TO DATE:**

For the 2013-14 Academic Year 5366 students submitted 7119 requests involving 45 lower division lectures. Study Session formed 355 groups led by 57 trained Instructional Student Assistants and supports an SSP staff and program assistants.

Program assessments administered each quarter during the 7<sup>th</sup> week were very positive. During the academic year, an average indicated the following:

- 95.5% said Study Session had helped them succeed academically,
- 96.27% said Study Session was worth the time, and
- 99.47% said they would recommend Study Session to others.

**ONLINE RESOURCES RELATED TO PROGRAM/INITIATIVE:**

<http://sas.calpoly.edu/studysession/index.html>

**EXPENDITURE ANALYSIS:** (July 1, 2013 - June 30, 2014)

Month	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July	\$9.54	\$4,913.58	\$1,487.85	<b>\$6,410.97</b>
August	\$4,634.52	\$0	\$163.55	<b>\$4,798.07</b>
September	\$2,317.26	\$0	\$0.70	<b>\$2,317.96</b>
October	\$2,482.61	\$6,032.35	\$834.59	<b>\$9,349.55</b>
November	\$2,452.51	\$26,529.50	\$628.61	<b>\$29,610.62</b>
December	\$2,344.57	\$19,688.38	\$656.32	<b>\$22,689.27</b>
January	\$2,344.57	\$5,789.63	\$135.58	<b>\$8,269.78</b>
February	\$2,344.57	\$18,546.25	\$1,657.16	<b>\$22,547.98</b>
March	\$2,344.57	\$21,339.00	\$975.08	<b>\$24,658.65</b>
April	\$2,344.57	\$9,893.88	\$242.05	<b>\$12,480.50</b>
May	\$2,361.77	\$19,892.50	\$1,252.41	<b>\$23,506.68</b>
June	\$31,237.00	\$19,898.35	\$940.79	<b>\$52,076.14</b>
<b>Total</b>	<b>\$57,218.06</b>	<b>\$152,523.42</b>	<b>\$8,974.69</b>	<b>\$218,716.17</b>
<b>Allocation</b>	<b>\$31,620.00</b>	<b>\$152,774</b>	<b>\$3,180.00</b>	<b>\$201,750.00</b>

**Note: The 2012-13 Student Success Fee surplus of; 60,802.13 (8%) will be utilized to offset 2013-2014 overages.**

**DIVISION OF STUDENT AFFAIRS  
STUDENT SUCCESS FEE  
2013-14 End Year Report**

**UNIT: Student Academic Services**

**PROGRAM / INITIATIVE NAME & INTENT: Connections for Academic Success**

The Connections for Academic Success (CAS) Partners program focuses on increasing the success of low-income, first generation and underrepresented minority students through advising and assisting students in their transition from high school to college through collaboration with Admissions, University Housing and the College Advising Centers, ultimately impacting retention, throughput and graduation.

**ALLOCATED STUDENT SUCCESS FEE FUNDING: \$105,560.00**

**ARTICULATED OUTCOMES:**

The Connections for Academic Success program will provide support to program participants through the efforts of an Academic Advisor/Coordinator. Services include academic advising including course selection and scheduling; informational assistance with financial aid and housing issues; social activities for transition support and networking opportunities; timely referrals to campus resources; communication with on campus and community resources.

**ARTICULATED DELIVERABLES TO DATE:**

The program supports an SSP staff position who coordinates intrusive advising and outreach on co-curricular services to over 250 African American students and over 1600 partner school identified students.

**ONLINE RESOURCES RELATED TO PROGRAM/INITIATIVE:**

<http://sas.calpoly.edu/cas/index.html>

**EXPENDITURE ANALYSIS: (July 1, 2013 - June 30, 2014)**

<b>Month</b>	<b>Personnel Salary &amp; Benefits</b>	<b>Facilitators/ Program Assistants</b>	<b>Operating Expenses</b>	<b>SSF Total</b>
July	\$7,449.26	\$0	\$43.29	<b>\$7,492.55</b>
August	\$7,449.26	\$0	\$380.60	<b>\$7,829.86</b>
September	\$ 7,449.26	\$0	\$41.96	<b>\$7,491.22</b>
October	\$8,242.95	\$0	\$1,689.23	<b>\$9,932.18</b>
November	\$7,835.81	\$0	\$105.74	<b>\$7,941.55</b>
December	\$7,580.43	\$0	\$41.19	<b>\$7,621.62</b>
January	\$7,580.43	\$0	\$154.10	<b>\$7,734.53</b>
February	\$7,580.43	\$0	\$40.07	<b>\$7,620.50</b>
March	\$7,580.43	\$0	\$48.68	<b>\$7,629.11</b>
April	\$7,580.43	\$0	\$40.77	<b>\$7,621.20</b>
May	\$7,580.43	\$0		<b>\$7,580.43</b>
June	\$7,580.43	\$0		<b>\$7,580.43</b>
<b>Total</b>	<b>\$91,489.55</b>	<b>\$0</b>	<b>\$2,585.63</b>	<b>\$ 94,075.18</b>
<b>Allocation</b>	<b>\$85,560.00</b>	<b>\$13,200.00</b>	<b>\$6,800.00</b>	<b>\$105,560.00</b>

**DIVISION OF STUDENT AFFAIRS**  
**STUDENT SUCCESS FEE**  
**2013-14 End Year Report**

**UNIT: Student Academic Services**

**PROGRAM / INITIATIVE NAME & INTENT: Upward Bound Summer Program**

Upward Bound (UB) summer program focuses on the success of target area schools, low-income, first-generation, and underrepresented high school student participants. The UB summer program supports the on-going academic school year program efforts by providing a Cal Poly six week summer residential and academic program. The program offers academic and social experiences that prepare students to successfully be admitted to, enter and graduate from college.

**ALLOCATED STUDENT SUCCESS FEE FUNDING: \$56,800.00**

**ARTICULATED OUTCOMES:**

The Upward Bound program will grow the summer residential program by 15 students.

**ARTICULATED DELIVERABLES TO DATE:**

The Upward Bound Summer program is offered in June/July of each year. The program delivered student growth of sixteen students in summer 2013 and supported residential staff, tutors and related summer programming.

**ONLINE RESOURCES RELATED TO PROGRAM/INITIATIVE:**

<http://sas.calpoly.edu/ub/index.html>

**EXPENDITURE ANALYSIS: (July 1, 2013 - June 30, 2014)**

Month	Summer Program Staff	Housing/Meals/Field Trips	Operating Expenses	SSF Total
July	\$0	\$0	\$0	\$0
August	\$2,078.78	\$0	\$1,734.00	<b>\$3,812.78</b>
September	\$6,815.90	\$0	\$11,788.08	<b>\$18,603.98</b>
October	\$0	\$0	\$991.69	<b>\$991.69</b>
November	\$0	\$0	\$130.87	<b>\$130.87</b>
December	\$0	\$0	\$1,283.60	<b>\$1,283.60</b>
January	\$0	\$0	\$21.46	<b>\$21.46</b>
February	\$673.60	\$0	\$847.51	<b>\$1,521.11</b>
March	\$0	\$0	\$257.82	<b>\$257.82</b>
April	\$0	\$0	\$456.37	<b>\$456.37</b>
May	\$0	\$0	\$1,791.25	<b>\$1,791.25</b>
June	\$0	\$0	\$22,878.70	<b>\$22,878.70</b>
<b>Total</b>	<b>\$9,568.28</b>	<b>\$0</b>	<b>\$42,181.35</b>	<b>\$51,749.63</b>
<b>Allocation</b>	<b>\$7,550.00</b>	<b>\$49,250.00</b>	<b>\$0</b>	<b>\$56,800.00</b>

**Note: The 2012-13 Student Success Fee surplus of; 60,802.13 (8%) will be utilized to offset 2013-2014 overages.**



# STUDENT SUCCESS FEE

---

## 2013-14 Final Report

- |      |                              |  |
|------|------------------------------|--|
| I.   | <b>Department:</b>           | <b>DISABILITY RESOURCE CENTER</b>              |
| II.  | <b>SSF Funding Category:</b> | <b>Academic Access/Graduation Initiative</b>   |
| III. | <b>Goals/Objectives:</b>     | <b>Services to Address Personal Challenges</b> |

### A. PROGRAM DESCRIPTION:

#### 1. SSF OUTCOMES:

- a. *Provide Academic Assistance Through Auxiliary Aids and Services*
  - i. Note-taking, interpreting, transcribing, accommodated course exams, registration assistance, printed text conversion to Braille, large print, audio, mobility assistance.
- b. *Provide Technological Assistance /Adaptive Equipment*
  - i. Adaptive hardware/software such as LiveScribe Pens, Read and Write/Kurzweil, JAWS, ZoomText, wheelchairs, Braille calculators, printers, assistive listening devices, etc.

#### 2. SSF DELIVERABLES:

The DRC began receiving SSF funding during the 2012-13 academic year. Over the two years of SSF funding:

- The number of students served increased 19% (from 730 to 867)
- Transportation services increased by 245% (3,498 rides to 12,091 rides)
- Accommodated testing services has increased by 46% (2,857 exams to 4,184 exams)
- Note-taking services increased 78% (387 students to 691)
- Sign Language Interpreting/ Transcription Services increased by 164% (83 units to 219)
- Document conversion services increased 85% (153,500 pages to 284,500)
- Assistive technology services increased by 40% (108 to 178 students)
- Access Specialist to Student ratio decreased by 11% (from 243:1 to 216:1)  
(More staff = smaller caseload = more time with each student)

Student Success Fee funding allows the DRC to meet its commitment to provide required services and accommodations for all qualified students with disabilities. Without this funding the University would in jeopardy of not meeting its obligations.

In 2013-14, the DRC provided 867 students with auxiliary aids and services including but not limited to note-taking, sign language interpreting and transcription, conversion of instructional materials (i.e., textbooks, handouts, course readers) into alternative formats (i.e., large print, audio, electronic, Braille), transportation around campus, testing accommodations for course exams and registration assistance.

2013-14 Quarters	NT	INT/CART	ALT MEDIA	TECH	TRANSP.	TESTING	REGISTR.
Fall	213	67	104,800	38	4,477	1,302	175
Winter	248	76	91,800	74	3,480	1,435	166
Spring	230	76	51,900	66	4,134	1,447	173
<b>ANNUAL</b>	<b>691</b>	<b>219</b>	<b>284,500</b>	<b>178</b>	<b>12,091</b>	<b>4,184</b>	<b>514</b>

*(NT=# of students note-taking services; INT/CART (Interpreting/Real time Captioning) = # of units interpreters/transcribers provided; ALT MEDIA=# of printed pages converted from print to audio, electronic, etc.; TECH= #of students provided technology assistance, such as smart pens, screen reading SW, voice recognition; TRANSPORTATION= # of rides provided; TESTING = # of course examinations accommodated; REGISTRATION= # of students receiving registration assistance and/or priority)*

Since receiving SSF funds, the DRC has hired, trained and assigned sign language interpreters, transcribers, proctors, transportation drivers, and assistive technologists and served 867 students with various types of disabilities.

<b>Students with Permanent Disability</b>	<b>2013-14</b>
Learning Disability	<b>153</b>
Mobility Impairment	<b>21</b>
Visual Impairment	<b>15</b>
HOH / DEAF/Hearing Impairment	<b>21</b>
ABI / Health/Functional	<b>151</b>
PSY/ADD/ADHD/AUT	<b>381</b>
<b>Total Students Permanent Disabilities</b>	<b>742</b>
<b>Students with Temporary Disability</b>	<b>125</b>
<b>Total Number of Students Served</b>	<b>867</b>

The DRC expanded its hours for testing services from [5 PM to 10 PM](#) daily and extended transportation services from 4:30 PM until 7 PM. DRC continues to evaluate and acquire equipment, including Smart Pens, CCTV's for enlarging print, [assistive technology](#) computer hardware and software to assist with reading text, computer screens (web pages etc.)

The DRC [Peer Mentor Program](#) matches upper-level students with first-year and transfer students. In its first full year of operation, the PMP served 37 mentees with 21 mentors.

### **3. STUDENT SUCCESS FEE FUNDING:**

DRC was allocated \$196,525 for ADA services for the Academic Access/Graduation Initiative. A significant increase in demand from Deaf students for sign language interpreting and transcription services led to expenditures in excess of the anticipated and budgeted amount. The difference was covered by DRC state/university funds.

#### **Expenditures:**

<b>Month</b>	<b>Staffing</b>	<b>Student Assistants</b>	<b>LD Consultants</b>	<b>Supplies/ Svcs</b>	<b>Misc.</b>	<b>SSF Fund Total</b>
July	12,599	14,827		-1,985		25,441
August	11,598	4,583		698		16,879
Sept	12,024	4,972		1,832		18,828
Oct.	3,289	6,073				9,362
Nov	21,457	15,714	8,490	5,344		51,005
Dec	14,385	17,391		202	2,580	34,558
Jan	10,387	8,595	5,010	81		24,073
Feb	-14,056	12,863	6,010	904		5,721
March	4,788	10,436	4,460	96		19,780
April	7,600	20,323	2,670		29	30,593
May	11,139	18,049	2,880	309	80	32,458
June	11,515	21,864	6,840	1,696	495	42,410
<b>TOTAL</b>	<b>\$106,725</b>	<b>\$155,690</b>	<b>\$36,360</b>	<b>\$9,177</b>	<b>\$3,155</b>	<b>\$311,108</b>

# STUDENT SUCCESS FEE

---

## 2013-14 Final Report

I. Department: DISABILITY RESOURCE CENTER

II. SSF Funding Category: Student Health & Well-Being

### A. **PROGRAM DESCRIPTION:**

#### 1. **SSF OUTCOMES:**

- a. Timely response to assessing need and identifying appropriate accommodations for students with physical and health impairments.
- b. Disability Management Counseling services to students.
- c. Increased retention and graduation of students receiving intervention.
- d. Effective and timely response/intervention that supports faculty having students with disabilities in their courses.
- e. Professional evaluation of neuro- and psycho-educational assessments to determine students' impairments and needs.
- f. Accurate identification of cognitive impairments and development of individualized plans of action for each student.
- g. On-going compliance with mandates and expectations to ensure equal access and opportunity.

#### 2. **DELIVERABLES:**

DRC Access Specialists meet individually with students throughout the year and provide disability management advising, counseling, and advocacy to support their academic goals. One Access Specialist concentrates with students with Learning Disabilities and Attention Deficit Disorder, a second Access Specialist focuses on students with psychiatric disorders, while a third specializes on visual and mobility impairments while a fourth on hearing and physical disabilities. Access Specialists average a caseload of around 215 students. A primary function of the Access Specialist is to provide [Disability Management Services](#) to eligible students.

Other recently developed services and programs include "[Learning Assistance Services](#)", a method for students to find help with improving academic and personal talents; [Classroom Support for Faculty](#), a formal process for assisting faculty with responding to issues related to students for which faculty are uncertain or unprepared to respond to (*depressed, suicidal, troubled, etc.*)

Access Specialists provided in-service training and on-going support to University Housing, Health and Counseling Services, Dean of Student, Office of Student Rights

and Responsibilities and innumerable faculty on responding to the needs of students on the Autism Spectrum, an emerging population.

**STUDENTS SERVED:** The number of students served increased 19% (from 730 to 867)

<b>Students with Permanent Disability</b>		<b>2013-14</b>
Learning Disability		<b>153</b>
Mobility Impairment		<b>21</b>
Visual Impairment		<b>15</b>
HOH / DEAF/Hearing Impairment		<b>21</b>
ABI / Health/Functional		<b>151</b>
PSY/ADD/ADHD/AUT		<b>381</b>
<b>Total Students Permanent Disabilities</b>		<b>742</b>
<b>Students with Temporary Disability</b>		<b>125</b>
<b>Total Number of Students Served (unduplicated)</b>		<b>867</b>

### **3. STUDENT SUCCESS FEE FUNDING:**

DRC was allocated \$192,421 for professional staff and services for the academic year. As our other SSF project was in deficit, the \$7,223 balance was transferred to that SSF project.

#### **Year to Date Expenditures:**

<b>Month</b>	<b>Staffing</b>	<b>Student Assistants</b>	<b>Supplies/ Svcs</b>	<b>SSF Fund Total</b>
July	11,198	2,394	34	13,626
August	11,188	1,384	29	12,601
Sept	11,188	1,811	31	13,030
Oct.	14,678	2,167	26	14,704
Nov	13,834	2,015	60	13,894
Dec	16,892	2,313	30	19,235
Jan	17,831		41	17,872
Feb	15,791		31	20,025
March	2,799		0	2,799
April	19,628		33	19,661
May	18,971		25	18,997
June	18,728		48	18,754
<b>TOTAL</b>	<b>\$172,726</b>	<b>\$12,084</b>	<b>\$388</b>	<b>\$185,198</b>