

# CAL POLY

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Student Affairs

## STUDENT SUCCESS FEE FY 2017-2018 Year End Report

**Department:** Dean of Students

**Unit:** Safer

### **Program Description:**

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

<b>Allocated Funding:</b>	\$ 155,000
Roll Forward 16-17	\$ 9,996
Benefit Adjustment	\$ <u>607</u>
	\$ 165,603

### **Goals:**

Educate the Cal Poly community about all aspects of sexual violence, dating violence and stalking awareness. 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, and advocacy and accompaniments for anyone whose life has been affected by sexual assault. Provide campus-wide events including Take Back the Night. Raise awareness concerning negative gender roles, healthy relationships, assertiveness and social justice. 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:

Support and maintain full time Safer Coordinator.

##### SSF Deliverable:

A full time Coordinator was hired in April 2015.

A full time Campus Advocate was hired in April 2018.

#### **2. High-Quality Programming**

##### SSF Outcome:

Establish quality education and crisis/advocacy services for the Cal Poly community. Please see the Safer annual report for the metrics on how many people were served.

SSF Deliverable:

Safer does outreach with various Cal Poly Academic and Student Affairs departments such as Athletics, Housing, multiple Cal Poly Colleges and departments, Career Services, New Student and Transition Programs, UPD, Quarter Plus Program, PRISM, College of Business, and Aerospace Engineering. SSF funds supported the Coordinators' efforts to present to a larger audience.

**3. Attendance**

SSF Outcome:

Approximately 13,000 people were given education and advocacy services.

SSF Deliverable:

Please see below for the month by month report.

**July-October 2017:**

The Coordinator planned the student assistants and interns' positions, academic calendar of events, assisted with the Marketing and outreach of Safer materials and did website edits. The Coordinator assisted with the presentations to Athletics, various Faculty departments, and established new outreach methods to faculty and staff on campus through a monthly newsletter. The Coordinator trained the new Safer staff and RISE staff, as well as continued presentations to Biology, Anthropology, and PRISM (Pride Center). Title IX Mandated Reporter Training was provided to many department staffs including Computer Science staff, CLA Peer Advisors, OCOB Peer Advisors & Mentors, Study Abroad Peer Advisors, and Academic Senate Student Assistants. The Coordinator supervised Safer's second ever Domestic Violence Awareness Month, which was coordinated by a student. Additional staffing allowed Safer to provide crisis counseling services, such as drop in counseling, survivor advocacy and accompaniments to on and off campus locations, and increase our Safer student intern and paid student services. It has also allowed Safer to increase our marketing and outreach with a new Faculty and Staff Newsletter, a general Safer Newsletter and the Safer Survivor Newsletter. The Coordinator position allowed Safer to increase its education efforts to new constituents, have better organizational and structural management of Safer, and assist with the many CSU requirements for offering advocacy and education to the campus community. Additional staffing also allowed us to create reports for the CSU and Cal Poly for assessment and evaluation purposes. The Coordinator continued to present to students, faculty, staff, parents and supporters. During August, the Coordinator began budget and program planning for the upcoming academic year. The Coordinator assisted in the SLO Days presentations to parents on how to talk to your student about consent. Safer was awarded a Department of Justice grant for \$300,000 for three years due to the Coordinator's work with the faculty and Director.

**November – December 2017:**

The Coordinator met with the student organizer for Domestic Violence Awareness Month to debrief and strategize how we can continue to increase attendance at Safer's Awareness Month events. This included guiding students in best marketing practices and exploring new methods of outreach. The lessons learned this quarter assisted in planning January's Stalking Awareness Month. The additional staffing at Safer allowed the program to continually meet the increasing demand for crisis services, including crisis counseling, accompaniments and advocacy with a wide range of campus and community resources. The Coordinator continued to deliver

educational presentation to the campus community, including classroom presentations and professional staff trainings. The Coordinator continued to deliver presentations and trainings to the campus groups including Biology, Study Abroad and Safer's Leadership Training. Planning was also underway for Safer's first Stalking Awareness Month and a collaboration with the Women in Business Club to create a seminar about the effects of sexual harassment in the workplace. The Coordinator also regularly met with International and Study Abroad Programs to prepare education outreach for all students preparing to study abroad

#### **January, February, March, 2018:**

Because crisis counseling numbers have been high, advocacy for a full time campus SSF money occurred in February and was granted with one time money for the high and immediate need. Having additional staffing allows Safer to provide a greater depth of advocacy services with accompaniments and crisis counseling, resulting in retention of students. Additional staffing also allows for the Safer program to have successful management of student assistants that assist with the many CSU requirements for offering advocacy and education to the campus community. Safer Leadership training included 25 students. It went through a partial redesign in structure to incorporate more intersectional material and group discussion. This seven-week training helped students learn about how sexual violence affects individuals & communities nationwide, practice skills for becoming a more empathetic and empowered leader, and help them discover how to become an important resource within our community. Safer hosted the second full scale National Stalking Awareness Month.

Let's Talk Sex partnered with PULSE, offering a wider range of knowledge to facilitate these events. It continues to be a success. January's topic was Social Media & Cyberstalking with 12 attendees. The Coordinator continued the relationship with the Dream Center. The Coordinator supported the Study Abroad & International center's education and crisis response needs. In addition, staffing of the Coordinator allows Safer to have greater reach in other areas on campus and in the community, such as a presence in the Undocumented Student Working Group, Campus Safety & Risk Management Committee, and community SART Advisory Board. The Coordinator also presented to the advocate trainee class for the Women's Shelter Program and RISE. Safer Leadership concluded with all 25 students successfully completing the course. Applications to our Leadership training and interest in becoming more involved with the Safer program have continued to grow as well.

#### **April, May, June, 2018:**

Safer hosted many events during Sexual Assault Awareness month. The highlighted events included the It's on Us Spring Week of Action with ASI, and Take Back the Night in May. Safer collaborated on the 2<sup>nd</sup> Undocumented Survivor Advocacy Training. Safer also hosted over 20 "Safer Travels" workshops for Study Abroad. In May, Safer hosted its last "Let's Talk Sex" for the year with a partnered event with the Pride Center and titled the event, "Let's Talk Queer Sex," with over 25 people in attendance. Safer Leadership concluded with 22 trained students. While crisis counseling numbers have remained similar to last AY during this same period, Safer continued to provide a greater depth of advocacy services with accompaniments and crisis counseling, resulting in retention of students. In April a full time Campus Advocate was hired to help relieve the Coordinator of the workload. In March the Safer Coordinator went on Maternity Leave. In June, ongoing SSF funds for the campus advocate were granted.

**June 2018:**

The Safer Coordinator was on maternity leave. The Campus Advocate was able to assist with advocacy needs of the campus after training and shadowing in May. They were also able to take on multiple needs for Safer such as student management and event management of Take Back the Night as well as assistance with the DOJ grant needs.

## Safer/ Men &amp; Masculinity

Month	Staff Payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
July	\$ 12,627.15	\$ -	\$ 523.77	\$ 13,150.92
August	\$ 12,348.95	\$ -	\$ 3,973.89	\$ 16,322.84
September	\$ 12,839.09	\$ -	\$ 672.13	\$ 13,511.22
October	\$ 13,551.31	\$ 176.00	\$ 296.26	\$ 14,023.57
November	\$ 14,179.91	\$ 737.00	\$ 2,955.90	\$ 17,872.81
December	\$ 12,973.46	\$ 716.10	\$ 139.00	\$ 13,828.56
January	\$ 12,973.58	\$ -	\$ 454.63	\$ 13,428.21
February	\$ 12,973.58	\$ 632.50	\$ 447.96	\$ 14,054.04
March	\$ 17,045.44	\$ 797.50	\$ 1,811.74	\$ 19,654.68
April	\$ 13,353.24	\$ 632.50	\$ 644.39	\$ 14,630.13
May	\$ 22,214.71	\$ 902.00	\$ 107.15	\$ 23,223.86
June	\$ 21,400.49	\$ 913.00	\$ 459.41	\$ 22,772.90
<b>Total</b>	<b>\$ 178,480.91</b>	<b>\$ 5,506.60</b>	<b>\$ 12,486.23</b>	<b>\$ 196,473.74</b>
<b>Allocation</b>	<b>\$ 222,614.31</b>	<b>\$ 5,506.60</b>	<b>\$ 58,482.23</b>	<b>\$ 286,603.14</b>
<b>**Balance Remaining</b>	<b>\$ 44,133.40</b>	<b>\$ -</b>	<b>\$ 45,996.00</b>	<b>\$ 90,129.40</b>

Notes:

17-18 Surplus: **\$90,129.40\*\***

- Surplus Allocated for 18/19 Salary & Benefits for New Campus Advocate and 18-19 Software, including operations.
- The Men and Masculinity program received a one-time allocation of \$36,000 from the Centers for Diversity and Inclusion SSF fund, which was used to renovate an office location for the program in Bldg. 52, Room E-5. The renovation was completed early May 2017.
- \$36,000 one-time SSF funding was used to complete the Men & Masculinity Space in Building 52 E-5 in 17/18. The Budget office is researching the nuance of the expense not being reported in financial dashboard accurately. Actual total roll forward to Safer 18/19 is **\$54,129.40**.
- Surplus is allocated for 18/19 Software contract pending.

# CAL POLY

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Student Affairs

## STUDENT SUCCESS FEE FY 2017-2018 Year End Report

**Department:** Dean of Students

**Unit:** Men and Masculinity Programs

**Program Description:**

The Men and Masculinity Program engages male-identified students regarding gender-based violence.

**Allocated Funding:** \$ 85,000

Roll Forward 16-17: \$ 36,000 - One Time – Space Renovation  
\$ 121,000

**Goals:**

The goal of the *Safer Men and Masculinity Coordinator* is to provide a new lens for students to examine their attitudes, actions and identity, and to gain knowledge through specific male focused education to become a more positive participant in the Cal Poly community. The top priority is to lower amounts of sexual assault, dating violence, domestic violence and stalking amongst the Cal Poly community by focusing education and support efforts to be on the male community.

**Outcomes:**

**1. Staffing**

SSF Outcome:

Maintain and support the permanent Coordinator to allow for staff growth, consistency and sustainability.

SSF Deliverable:

An 11/12 month full time Coordinator was hired in October 2016.

**2. High-Quality Programming**

SSF Outcome:

Offer educational opportunities for the Cal Poly community specific to engaging males in the movement to end gender-based violence.

SSF Deliverable:

\*Please see the list below.

**3. Attendance**

Over 3,200 students engaged in discussions on men's role in gender-based violence.

**July 2017:**

Coordinator is out for the month of July.

**August 2017:**

Program planning for academic year took place.

**September 2017:**

Athletic presentations and housing staff presentations are done during this time. Hiring and training of student staff also occurred.

**October 2017:**

New Member Education was facilitated by the Coordinator. The coordinator also assisted with Safer's Domestic Violence Awareness Month activities. Also Guyland training was launched for training of volunteers by the coordinator.

**November 2017:**

Movember, a month dedicated to men's health and wellness, was coordinated by the coordinator. Also, the coordinator had an alter at Día de Los Muertos. The Coordinator supported key relationship with campus partners integral to achieving the mission of the Men and Masculinity Program (e.g., Title IX, OSRR, Counseling Center). The Coordinator facilitated Sexual Misconduct Trainings for Title IX respondents. The Coordinator made progression on program marketing, adding content to the webpage. The Coordinator started a new men's dialogue called Taco Tuesdays.

**December 2017:**

The Coordinator and student staff planned and organized the Greeks Against Sexual Assault training series, taking place during Winter quarter.

**January 2018:**

The Coordinator started a speaker series for discussions on provocative topics. The Coordinator started training a student assistant to facilitate Guyland Training.

**February 2018:**

The Safer Reps (Fraternity Sorority Life) training series concluded this month.

**March 2018:**

Guyland training concluded, and the Coordinator was preparing students to assist with spring quarter trainings and events. The Coordinator facilitated the Greek Life New Member Education training for approximately two hundred new fraternity and sorority members. The Coordinator facilitated Sexual Misconduct Trainings for Title IX respondents. The Coordinator continued research interviews with CSU and UC campus Title IX offices, to gain perspective on restructuring our campus' Respondent Advising Program and Men and Masculinity programs and centers. The Coordinator also attended the National NASPA conference.

## EDUCATIONAL ENGAGEMENT: July 2017 – March 2018

Title	Students Educated	Staff Educated
Greek Against Sexual Assault/Safer Rep Program	88	2
Guyland Volunteer Training	30	
New Member Education Training	300*	
Sexual Misconduct Training	12	
Speaker Series	20	10
Taco Tuesday/Men's Dialogues	40	12
Total	490*	24

*\*Approximate count*

### **April 2018:**

M&M partnered with Safer to host a “1 in 6 event” during Sexual Assault Awareness month. The Coordinator also facilitated a speaker series dialogue on the black man perpetrator myth.

### **May 2018:**

M&M coordinated Manifest—a gender art installation event, focusing on masculinity. As both programs focused on gender topics, partnering on this event reaffirmed the necessity to collaborate on future events. Over 400 people attended.

### **June 2018:**

IRA money for M&M was solidified for the next fiscal year.

Budget Reporting: See Safer/ Men & Masculinity Budget is housed within the overall Safer SSF Budget (page 4).

# CAL POLY

Student Affairs

## STUDENT SUCCESS FEE FY 2017-2018 Year End Report

**Department:** Dean of Students

**Unit:** Cross Cultural Centers – Program Centers

### Overall Program Description:

The Cross Cultural Centers (CCC) supports the success and retention of under-represented students through advocacy, personal engagement, community-building, and co-curricular programming. It serves as an umbrella department that is home to three coordinators serving vulnerable populations and that complements the inclusion efforts through the MultiCultural, Gender Equity and Pride Centers. The CCC delivers intersectional programming and social justice initiatives that promote critical engagement for the campus community. It contributes to the University's commitment to diversity and a more inclusive and welcoming campus.

Overall Program Centers Allocations	Allocation	Rebalance	Roll Forward	Encumbrance	Programs Centers Budgets
	2017-18	2017-18	2016-17	2016-17	2017-18
<b>Gender Equity Center</b>	\$ 71,750.00	\$ 23,000.00	\$ 7,745.00	\$ -	\$ 102,495.00
<b>Pride Center</b>	\$ 71,000.00	\$ (37,500.00)	\$ 53,460.00	\$ (36,308.23)	\$ 50,651.77
<b>Multi Cultural Center</b>	\$ 78,250.00	\$ 14,500.00	\$ 12,175.34	\$ -	\$ 104,925.34
	\$ 221,000.00	\$ -	\$ 73,380.34	\$ (36,308.23)	\$ 258,072.11

\* Redistribution was needed to cover projected deficits for 18-19 (surplus was a result of 17-18 vacancy in program centers)

**Unit:** Gender Equity Center (GEC)

### Program Description:

The Gender Equity Center (GEC) supports and advocates for all women-identifying students, feminists, and womanists by building community, educating for social justice and striving for equity. The GEC focuses on the empowerment of women while educating all students on gender socialization and identity. It seeks to engage students in conversations on power and privilege. As part of the Cross Cultural Centers, the Gender Equity Center contributes to the University's commitment to diversity and a more inclusive, welcoming campus.



**Allocated Funding:** \$ 71,750  
Roll Forward 2016-17: \$ 7,745  
2017-18 Internal rebalance: \$ 23,000  
**\$102,495**

**Goals:**

- Educate and challenge perceptions on issues of gender identity/roles/expression, body image, women's empowerment, sex positivity, self-esteem, healthy lifestyles, sexual well-being and masculinity
- Support and advance the academic mission of the University
- Build partnerships on and off campus
- Develop visibility, a sense of community and opportunities for engagement through creative programming
- Work through a social justice lens to eliminate internalized oppression and supremacy, homophobia, discrimination, and their ill effects

**Highlights & Staffing**

This academic year was the first full year in the position for the current Lead Coordinator offering the opportunity to staff, train, and develop student staff and new programming. She connected with multiple new partners across campus and created new programs and dialogue groups to better support students. She also functioned as an advisor to many student groups and grew awareness of the Gender Equity Center on campus and in the community. She also added a second show to Original Women's Narratives allowing more students and community members to attend, as well as increasing the number of student production team and cast. The increase in training, non-clinical one on one student counseling, and focus on student development allowed the Gender Equity Center staff to maintain programming, increased social justice work, and maintenance of the GEC community during the many crises that occurred this year.

**Quarterly Report**

**2017 Summer Quarter**

Conducted meetings with community and campus partners to debrief about previous year and plan for upcoming collaborations. Conducted interviews with outgoing students to assess upcoming programming needs. Attended Dean of Students' office Engagement Circles to discuss strengths and challenges facing the department, particularly as they relate to diversity and inclusion and social justice. Attended leadership training for Dean of Students Coordinators with a focus on managing for and leading during change. Staffed SLO Days Cross Cultural Booths and delivered presentations to connect with incoming students and campus partners. Attended QPR Training to ensure ability to respond effectively and appropriately to student mental health concerns. Initiated planning for Original Women's Narratives including planning, establishing training and schedule, and scouting locations. Outreached to local agencies and prepared and delivered training on service provision across class and socio-economic status. Calendared and prepped for Fall quarter programming. Participated in Dean of Students Strategic Planning.

### **2017 Fall Quarter**

Led a staff team for move in. Planned and executed Gender Equity Center student staff training for upcoming year. Conducted training and programming for incoming students at WOW and the Cross Cultural Experience including a discussion about patriarchal systems, sex positivity and reproductive health, and Gender Identity. Continued to connect with new possible campus partners through attendance at multiple student welcomes. Hosted first Women's Welcome for all student organizations and faculty and staff on campus with a focus on the experience of self-identified women on campus. Coordinator also began more in-depth relationship with the Pride FSA and initiated the Women's Network to begin planning for a Women's FSA. Assisted in the planning and execution of the first Multicultural Resource Fair and Cross-Cultural Centers Welcome. Initiated new discussion group for Black, self-identified women on campus as a collaboration with the Black Academic Excellence Center and launched all other regular programming. Met with students on a weekly basis to guide development and train for their roles as campus leaders. In role as Dean of Students Staff development chair, planned through assessing all staff needs and input to create a training plan for the year. Hired final staff with the inclusion of Irebid Sanchez as GEC Graduate Assistant. Assisted MCC coordinators in the execution of CultureFest as well as serving as a judge the day of the events. Began discussions with the Career Center and Men & Masculinity about programming specific to the GEC students. Presented about gender roles and the role of the GEC on campus to students in BIO 302 classes. Assisted in the execution of Dear World, conducted Original Women's Narrative's auditions, and took part in the assessment of a possible Student Affairs initiative to bring a conflict resolution group to campus for faculty, students, and staff training. Completed Hearing Officer Training and began research on LGBTQIA+ safety on campus and on the academic persistence of survivors of violence.

### **2018 Winter Quarter**

Assisted all CCC staff on the planning and execution of an MLK day dinner. Continued meeting with Recruitment & Retention committee for OUDI's Collective Impact project. Attended BIRT meeting in response to the erection of the "Free Speech Wall" and surrounding incidents. Initiated Service Learning project with faculty in Human Sexuality including 20 students doing various projects including: researching best practices in GECs in California, service provision to members of the trans community, and serving as outreach for Original Women's Narratives. Began series of informational interviews and shadowing members of the Dean of Students department and other Student Affairs professionals to gain a better understanding of overlap in services and resources available for student referrals. Began officially advising a student organization, Triota a feminist activist community and unofficial advisement of the Queer Student Union. Partnered with the Muslim Student Union to offer a panel on Women in Islam and completed Galentine's Day events including facilitation of a discussion about self-care and wellness during high stress times. Initiated new partnership with Athletics to create programming in support of women and other marginalized genders in athletics including representation from non-NCAA, NCAA, and Club sports athletes. Continued partnership with Campus Health & Wellbeing through assistance planning the SLO Wellness Month and offering dialogue groups and Women's Network meetings in support of mental health for women on campus. Completed the third annual production of Cal Poly's OWN with an attendee increase of approximately 30% and increased awareness of the event within the community. During break, the coordinator attended the Women's Leadership in Higher Education conference in Anaheim, CA.

## 2018 Spring Quarter

Began meeting with Student Affairs leadership as part of the strategic planning group devoted to staff development as it relates to diversity & inclusion. Assisted the MCC coordinators with the execution of PolyCultural Weekend. Began planning for the Cal Poly Feminisms end of year celebration. In response to the blackface incident, joined all FSA leadership in drafting response, advised Drylongso Collective on strategy and planning for meetings with campus leaders. Initiated work with Safer as part of the planning for implementation of Department of Justice grant. Hosted first ever Women in Punk event to highlight women of color in the creation of an Activist movement and a Women in STEM panel including multiple local speakers and culminating in a final project fair for students to showcase their work and network with women from the community. With the rise in student activism and the connections that the coordinator had with many of the student activists, advising and working the protests and a substantial increase in the number of non-clinical counseling hours with students and staff was experienced. The CCCs also received the President's Diversity Award for on campus group and Housing Partner of the Year with University Housing.

## SSF Summary and Impact Report

	Impact to Student Success	# Students Impacted
<b>1 Coordinator</b>	<b>Delivered:</b> 59 support services/programs (per year), 10 educational trainings (periodic), 9 advocacy events <b>Developed:</b> 2 new large events, 2 new dialogue groups, minimum of 5 new on-campus & cross departmental collaborations, OWN production team <b>Sustained:</b> Dialogue and activity-based groups, <b>Expanded:</b> Support to student activists, student development and training, one-on-one non-clinical counseling hours <b>Increased:</b> Support for transgender and non-binary students, outreach to the community	2735

## Collaborations

- Men & Masculinity
- Safer
- Campus Health & Wellbeing
- Office of University Diversity & Inclusion
- Residential Life
- Black Academic Excellence Center
- Career Services
- Cal Poly Athletics
- Admissions
- Parent & Family Programs

- MultiCultural Center
- Pride Center
- Women & Gender Studies
- Pride Faculty Staff Association
- Chicanx/Latinx Faculty Staff Association
- The Queer Crowd
- GALA
- Rise
- Stand Strong
- St. Stephen's Episcopal Church
- Access Support Network
- Triota
- QSU
- Drylongso Collective

GEC

Month	Staff Payroll & Benefits	SSF Fund Total
July	\$ 7,108.47	\$ 7,108.47
August	\$ 6,975.04	\$ 6,975.04
September	\$ 6,975.04	\$ 6,975.04
October	\$ 2,219.89	\$ 2,219.89
November	\$ 7,731.61	\$ 7,731.61
December	\$ 7,319.73	\$ 7,319.73
January	\$ 7,319.79	\$ 7,319.79
February	\$ 7,319.79	\$ 7,319.79
March	\$ 9,636.07	\$ 9,636.07
April	\$ 4,903.50	\$ 4,903.50
May	\$ 7,503.49	\$ 7,503.49
June	\$ 7,503.49	\$ 7,503.49
<b>Total</b>	<b>\$ 82,515.91</b>	<b>\$ 82,515.91</b>
<b>Allocation</b>	<b>\$ 102,495.00</b>	<b>\$ 102,495.00</b>
<b>Balance Remaining</b>	<b>\$ 19,979.09</b>	<b>\$ 19,979.09</b>

**Notes:**

17/18 Surplus \$ 19,979.09

Surplus earmarked to cover projected 18/19 salary & benefit deficit in fully staffed programs centers

## **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, asexual, and pansexual (LGBTQIAP) students to promote personal growth and success. We empower and retain LGBTQIAP and allied communities on campus by cultivating a culture of care and providing a welcoming and inclusive space for all members of campus to explore issues related to sexual and gender identity. Through education, engagement, and collaboration with staff, faculty, and students across Cal Poly, the Pride Center contributes to the University's commitment to diversity and a more inclusive and welcoming campus.

<b>Allocated Funding:</b>	\$ 71,000.00
Roll Forward 16-17:	\$ 53,460.00
2017-18 Internal rebalance:	\$ (37,500.00)
2017-18 Transfer Center Renovation	\$ (36,308.23)
	<b>\$ 50,651.77</b>

\* Rebalance was needed to cover projected deficits for 18-19 (Surplus was a result of 17-18 vacancy)

### **Goals:**

- Expansion of programs and services for LGBTQIAP people to assist with retention of students
- Provide greater outreach and education to greater campus population and student leaders
- Identify and recruit talented staff to allow for greater progress with university diversity efforts
- Allow for greater strategic planning to serve a more diverse campus population

### **Highlights & Staffing**

During this academic year, there was a nationwide search, which continued for the Lead Coordinator from the 2016-2017 academic year. During this academic year (2017-2018), the Assistant Dean of Students and Director of the Cross Cultural Centers, oversaw the administrative functions of the Pride Center. To assist with oversight of the students, the graduate assistant served in that function on a temporary basis during December and the following Winter quarter. An extended appointment was granted to a full time coordinator in Parent Family Programs & Commencement to act as a staff coordinator for the PRISM program. During this time, the program was revamped and infrastructure was revised to maintain sustainability. Due to salary savings and additional funding from one-time SSF monies, the Pride Center was able to be renovated. This renovation also included furniture purchases, new wiring, and removal of an unstable wooden wall. The Pride Center also saw the most faculty/staff participation in recent years with the introduction of Coffee & Cookies with the Pride Faculty and Staff Association. To account for adequate preparation for the academic year, the Lead Coordinator position was extended to a 12/12 month work schedule. The position was filled in June 2018.

## **Quarterly Report**

### **2017 Summer Quarter**

During the Summer quarter, the initial search for Lead Coordinator position hosted four competitive candidates. During this time the Assistant Dean/Director led the planning for the upcoming academic year. The successful candidate who was offered the role was unable to begin the position.

### **2017 Fall Quarter**

The PRISM Staff Coordinator worked with the PRISM leadership core. The Coordinator collaborated with the Assistant Dean/Director to plan for new mentors and mentees. She initiated individualized support sessions for the lead teams and began the review of the program. She initiated the PRISM mentor recruitment and interviews. The graduate assistant worked with the full time staff to coordinate the Dear World project that saw participation from over 200 stakeholders at Cal Poly.

The Assistant Dean of Students/Director of the CCCs coordinated a National Coming Out Day Informational panel and the graduate assistant coordinated the Photo Booth. The graduate assistant (GA) also led three events for Asexuality Awareness Week, including the bi-weekly dialogues. The GA began conversations with Access Support Network for HIV and HEP Testing, and also the Know Your Status Conference. The GA led the Transgender Day of Remembrance and incorporated students in the planning and delivery of programs.

During this Quarter, the Assistant Dean of Students and Director of the Cross Cultural Centers, hosted two focus groups with students from the Pride Center to gain insight on what students wanted for the Pride Center Renovation. He also met with the contractors to execute and plan out the renovation of the space and the purchase of technology and furniture.

### **2018 Winter Quarter**

The Assistant Dean of Students/Director and Pride Center's graduate and assistant helped continue the work necessary for sustaining programs in the Pride Center. During the Winter quarter, they collaborated with the Lead Coordinator of the Gender Equity Center for Queer Women Wednesdays and Umbrella- Gender Non-Conforming Dialogues. They also coordinated the execution of Queer Dialogues and Queer People of Color Dialogues. The Assistant Dean of Students and Director led presentations to faculty on the iDefineMe Campaign and encouraged them to share information about students volunteering the Gender Identity and expression information through the Cal Poly Portal. During this quarter, the GA led the Pride Center Staff retreat.

The PRISM staff coordinator began the review of the program and worked with two student assistants on gaining insight of what needed to be changed about the PRISM program. She also began research on nationally recognized programs that could be adopted at Cal Poly.

The Assistant Dean/Director and GA continued to provide support and development for the student staff of the Pride Center. The Assistant Dean/Director oversaw and coordinated travel for four students to a gender and sexuality conference in Boulder Colorado in March.

Also during this quarter, the Assistant Dean/Director completed the oversight of the Pride Center renovations and re-opened the space for students. During this time the search for the Lead Coordinator re-opened.

## 2018 Spring Quarter

The Assistant Dean of Students and Director of the Cross Cultural Centers provided support to student assistants. He created and presented a presentation to residents in housing. During this quarter, he coordinated and led weekly student dialogues including QDOGS, Umbrella, and a United Leaders Coalition meeting. The Director continued to provide support and oversight of programs, students, and parents. The director and coordinator of the MultiCultural Center facilitated a conversation between the major queer organizations on campus and worked with them to establish expectations and mutual accountability structures for each. The director collaborated with Access Support Network to launch the Know Your Status initiative. He also worked with Access Support Network to re-establish monthly campus visit for testing HIV and HEP C, and also working with a group of six student volunteers to execute Know Your Status Summit. The director coordinated Lavender Commencement.

The PRISM Coordinator collaborated with a counseling liaison to complete the revision of the trainings related to peer mentor trainings. She also completed the revision of the overall program and began a project that showcased the narratives of LGBTQ+ people at Cal Poly. The student leads of PRISM assisted in the execution of the project, which was completed and presented in the Cal Poly Kennedy Library.

## SSF Summary and Impact Report

	Impact to Student Success	# Students Impacted
<b>1 PRISM Coordinator</b> <b>1 Interim Coordinator</b>	<b>Delivered:</b> 6 Gender and Sexuality presentations <b>Developed:</b> A new training to be offered to mentors in the PRISM program <b>Sustained:</b> 18 dialogues and 3 activity-based groups <b>Expanded:</b> Support to student activists, student development and training, one-on-one non-clinical counseling hours <b>Increased:</b> Partnerships with faculty and Staff <b>Renovated:</b> The Pride Center and upgraded technology for students using the space	850

## Collaborations:

- Kimberli Andridge, Campus Health & Wellbeing
- Laruen Irwin, Center for Leadership
- Charlotte Rinaldi
- Jane Lehr, Women and Gender Studies
- Daren Conner, ASI
- Ron Skamfer and Marcy Maloney, ASI
- Jessica Lynn, Your True Gender, (Speaker at trans awareness event “Dangerous Bathrooms” and Butterfly Project)
- Michelle Call & Ryan Duclos, GALA
- Mike Hughes and Doug Huemann, Tranz Central Coast
- Ellen Sturtz and Ryan O’Byrne, The Queer Crowd of SLO

- Jonathan Presley and Kelli Howard, Access Support Network (co-planning of Know Your Status)
- Bailey Hamblin
- Pride Faculty & Staff Association
- Rotem Drori, Cal Poly Student, spearheading the Cal Poly Drag Club, Trans Fashion Show, and Drag Show
- Kirsten Vinther, Gender Equity Center
- Jose Miguel De Leon, Multicultural Center
- Sam Tran, Multicultural Center
- Anne Wyatt, HomeShareSLO (off campus LGBT student housing opportunities)
- Carlos Romero, GALA Center Coordinator // Ryan Duclos, GALA Board President
- Denise Taylor, Community Health Center, referral network for trans-friendly surgeons, gender therapists, etc.
- John Elfers, Central Coast Coalition for Inclusive Schools
- Matt Melendrez, CRU (bi-weekly meetings to discuss program collaborations and support)
- Steven Ruszczycky, Pride Faculty Staff Association
- Jozi DeLeon & Kari Mansager, Office of University Diversity and Inclusivity
- Camille O'Bryant, CSM

<b>Pride Center</b>			
<b>Month</b>	<b>Staff Payroll &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>SSF Fund Total</b>
July	\$ -	\$ -	\$ -
August	\$ -	\$ -	\$ -
September	\$ 5,789.44	\$ 415.10	\$ 6,204.54
October	\$ (5,789.44)	\$ 42.60	\$ (5,746.84)
November	\$ -	\$ -	\$ -
December	\$ 1,146.72	\$ -	\$ 1,146.72
January	\$ 1,691.88	\$ 3,634.43	\$ 5,326.31
February	\$ -	\$ 89.77	\$ 89.77
March	\$ 184.59	\$ 699.16	\$ 883.75
April	\$ -	\$ 4,923.60	\$ 4,923.60
May	\$ 1,399.45	\$ 2,379.50	\$ 3,778.95
June	\$ -	\$ 4,561.39	\$ 4,561.39
<b>Total</b>	<b>\$ 4,422.64</b>	<b>\$ 16,745.55</b>	<b>\$ 21,168.19</b>
<b>Allocation</b>	<b>\$ 33,906.22</b>	<b>\$ 16,745.55</b>	<b>\$ 50,651.77</b>
<b>Balance Remaining</b>	<b>\$ 29,843.58</b>	<b>\$ -</b>	<b>\$ 29,483.74</b>

**Notes:**

17/18 Surplus **\$29,483.74**

Surplus due to unfilled position in 17/18 - earmarked to cover projected 18/19 salary & benefit deficit in fully staffed programs centers; Pride Center coordinator hired July 2018.



## **Unit: MultiCultural Center**

### **Program Description:**

The MultiCultural Center (MCC) supports the success and retention of under-represented students through advocacy, personal engagement, community-building, and co-curricular programming. The MCC provides a welcoming space for the Cal Poly community that promotes diversity and works towards social justice. As part of the Cross Cultural Centers, the MultiCultural Center contributes to the University's commitment to diversity for a more inclusive and welcoming campus.

<b>Allocated Funding:</b>	<b>\$ 78,250</b>
Roll Forward 16-17:	\$ 12,175
Internal Redistribution:	<u>\$ 14,500</u>
	<b>\$ 104,925</b>

### **Goals:**

- Enhance programs, services and collaborations for students of color to assist with the retention of at-risk, vulnerable and minoritized students
- Provide opportunities for engagement and education to the campus community in order to develop personal self-awareness and cultural competency skills
- Retain and develop staff to allow for greater progress with university diversity efforts
- Create avenues for strategic planning that serve an increasingly more diverse campus population

### **Highlights & Staffing**

The Lead Coordinator took on additional responsibilities in the Cross Cultural Centers and worked on some of the additional educational curricula that would expand. The Lead Coordinator provided guidance to two coordinators in the Cross Cultural Centers and continued to nurture relationships across campus.

### **Quarterly Report**

#### **2017 Summer Quarter**

*Hiring and Onboarding*-The Lead Coordinator worked with Cross Cultural Centers staff members to continue the support of the onboarding for new Student Retention and Community Engagement coordinator. Much effort was put forward to ensure that there was a clear delineation of job and work tasks. The Lead Coordinator participated in interviews for a Graduate Assistant position in the MultiCultural Center. The Lead Coordinator intentionally involved the Student Retention and Community Engagement for professional development purposes.

*Planning*-The Lead Coordinator worked with fellow Cross Cultural Centers staff to plan intersectional programming involving key partnerships. The Cross Cultural Centers staff spent time reviewing the hiring practices for undergraduate and graduate and student staff. The Lead Coordinator planned and implemented the fall student staff retreat.

*Faculty Staff Associations*-Lead Coordinator supported the Faculty Staff Associations by coordinating collective meetings with all the FSA's. These meetings were standardized and set for monthly meetings.

*Professional Development*: The Lead Coordinator attended the Student Affairs Fall Recharge, Asian Pacific Islander, Chicanx Latinx and American Indian, Pride, and the Black FSA Staff Socials. The Lead Coordinator ensured that there was a clear link between Staff and Faculty and student constituencies.

*CultureFest*-The Lead Coordinator supported the Social Justice Coordinator and worked with the CCC staff on the CultureFest event, in which over 1000 student participated.

*Yak Tityu Tityu Yak Tilhini (YTT) (Northern Chumash) Language Class*- The Lead Coordinator was the main point of contact between Cal Poly and the YTT. The Lead Coordinator mentored the Student Retention and Community Engagement Coordinator on the methods and best practices in working with Tribal Communities.

*Athletics Hispanic Heritage Night Planning Committee* –The Lead Coordinator Served as co-chair of the planning committee for Hispanic Heritage Soccer Night. This collaboration with Athletics to bring the local Latinx community to Cal Poly. The attendance for the event was double the typical attendance at 1800 in the audience.

### **2017 Fall Quarter**

*Men of Color Dialogue* – The Lead Coordinator was able to support student staff in the further development of the Dialogue curriculum. Eight successful sessions were held during the month of November for a total of 10 participants per session. Issues ranged from stress reduction to male incarceration issues in the United States.

*Gatherings - A Space for Women of Color*-The participation in the dialogue increased over the course. The Lead Coordinator created a new evaluation process for each of the events and programs. The first program that the new evaluations process was applied to was Gatherings.

*Dean of Students - Basic Securities Work Group*-The Basic Securities work was initially formed to address issues of food insecurity. The Lead Coordinator was requested to join the Basic Securities Work Group in-order to offer support and the perspective from a student of color and constituencies connected to the Multi-Cultural Center.

*Dia de los Muertos*-The event was very successful. A total student impact on 500 students between the two workshops and significant program. The Lead Coordinator supported the Student Retention and Engagement Coordinator. This year the Cross Cultural Center worked with all student organizations. The partners included Cal Poly Housing and residents' life.

*Native Heritage Month*- The Lead Coordinator supported the Student Retention and Engagement Coordinator to work with the American Indian Indigenous Faculty and Staff Association and the American Indian Student Association to coordinate the all Native Heritage month events. The efforts were able to produce four events with total involvement of 100 students.

*CCC Fall & OUDI Welcome*-The Student Retention and Community Engagement Coordinator assisted in the planning and execution of the Cross Cultural Center's inaugural fall welcome. The Lead Coordinator created the 1<sup>st</sup> annual Cross Cultural Center welcome, with over 300 students, staff, and faculty attending. This event engaged all students and invited them to connect with the resources, community, and support services. The Lead Coordinator and Coordinator participated in boothing at OUDI's Welcome Reception joining over 100 students.

*High School visits* - The Lead Coordinator executed ten campus visits that included admissions info sessions, a campus tour, student panel. The High Schools were to provide a full day's visits for 1000 under-represented youth. The High School visits were conducted in collaboration with Black Student Union, and Latino Fraternities. The high level of cooperation offered the High School students an in-depth experience at Cal Poly. The High School visit often functions as a retention tool for Cal Poly students.

*Xicano youth conference Presentation*- The Lead Coordinator presented the only leadership presentation at the youth conference. Over 50 youth, community members, and teachers attended the presentation.

### **2018 Winter Quarter**

*Men of Color Dialogue* – The Lead Coordinator was able to support student staff in the further development of the Dialogue curriculum. Eight successful sessions were held during the month of November for a total of 10 participants per session. Issues ranged from stress reduction to male incarceration issues in the United States.

*Gatherings - A Space for Women of Color*- The participation in the dialogue increased over the course. The Lead Coordinator created a new evaluation process for each of the events and programs. The first program that the new evaluations process was applied to was Gatherings.

*Yak Tityu Tityu Yak Tilhini (YTT) (Northern Chumash) Language Class*- The Lead Coordinator was the main point of contact between Cal Poly and the YTT. These monthly classes allowed the Cal Poly community to connect to the local native population.

*Dean of Students - Basic Securities Work Group*- The Basic Securities work was initially formed to address issues of food insecurity. The Lead Coordinator was requested to join the Basic Securities Work Group in-order to offer support and the perspective of a student of color and constituencies connected to the Multi-Cultural Center.

*Black History Month Programing-State of Blackness*- The Lead Coordinator worked with the Assistant Dean of Students and Director to develop and execute the event. Over 260 student, staff, faculty, and community members attended.

*Athletics Black History Month Night Planning Committee* –The Lead Coordinator served as co-chair of the planning committee for Black History Month basketball night. This was a collaboration with Athletics to bring the local Black community to Cal Poly. The attendance for the event was approximately 600 in the audience

*State of Gender and Sexualities*-The Lead Coordinator collaborated with the Lead Coordinator of the Gender Equity Center to develop and execute the State of Gender and Sexualities. Gender and Sexualities are a complex set of identities that encompass many sexual orientations and gender identities. The event hosted 87 attendees.

### **2018 Spring Quarter**

*VP for Counseling, Health and Wellness Search Committee:* The Lead Coordinator assisted in the search for the new VP for Counseling, Health and Wellness. The search was successful.

*Campus Wide Programing during April* -The Lead Coordinator offered and was requested following the black-face incident in April to provide a series of training and dialogues across campus for faculty, staff, and students. Many departments needed support and safety to heal after the incidences. The Lead Coordinator connected to over 300 students, staff, and faculty.

*Activism Workshops*-The Lead Coordinator ran ten workshops to better coordinate student-initiated advocacy and ensured all University policies were followed, in response to the racist events of April.

*State of Asian Americans at Cal Poly*-The Lead Coordinator worked with the coordinator for social justice programs to execute this event. The event hosted 5 panelists and 70 attendees.

*Men of Color Dialogue* – The Lead Coordinator was able to support student staff in the further development of the Dialogue curriculum. Eight successful sessions were held during the month of November for a Total of 10 participants per session. Issues ranged from stress reduction to male incarceration issues in the United States.

*Gatherings - A Space for Women of Color*- The participation in the dialogue increased over the course. The Lead Coordinator created a new evaluation process for each of the events and programs. The first program that the new evaluations process was applied to was Gatherings.

*Yak Tityu Tityu Yak Tilhini (YTT) (Northern Chumash) Language Class*- The Lead Coordinator was the main point of contact between Cal Poly and the YTT. These monthly classes allowed the Cal Poly community to connect to the local native population.

*Dolores Huerta Live at Cal Poly*- The lead coordinator coordinated the visit of Dolores Huerta. Dolores Huerta, a Latinx community hero, and co-founder of the United Farmworker Union, discussed how she sustained over 50 years of fighting for social justice issues. Students learned about the methods and approaches that activities can take to ensure their efforts are intersectional. Students understood the origins of the environmental racism and practices to address this issue through activism adequately. Over 1100 students, staff, faculty, and community members attend the event. This event was two-part and also included a movie screening in April that showed audiences Huerta's story.

## SSF Summary and Impact Report

Impact on Student Success		# Students Impacted
<b>1 Coordinator</b>	<b>Delivered:</b> 100 support services/programs (per year, biweekly), 20 educational pieces of training (periodic), ten advocacy events, 10 outreach/ recruitment events. <b>Developed:</b> Healing space training for students, staff, and faculty to address the black face incident. <b>Sustained:</b> All prior Multicultural Center Programs. <b>Expanded:</b> All intersectional programming with other departments. <b>Increased:</b> The Dolores Huerta Live event increased the number of attendees at a Multicultural Center event.	5,100

## Collaborations

- Catherine Trujillo, Kennedy Library
- Chicano/Latino Faculty Staff Association
- Asian Pacific Islander Faculty Staff Association
- American Indian Indigenous Faculty Staff Association
- Kari Mansager, Office of University Diversity and Inclusivity
- Andrene Kaiwi-Lenting, Open House Director
- Nate Alcorn, Open House Coordinator
- Denise Isom, Ethnic Studies
- Melissa Furlong – Admissions
- Jennifer Pedrotti – College of Liberal Arts
- Jennifer Jipson – Child and Adolescence Development
- Delfina Maloney, Financial Aid
- Jane Lehr, Women and Gender Studies
- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies
- Mona Olivas Tucker – Northern Chumash Tribe
- Debra Murillo - Northern Chumash Tribe – Language
- Kelsey Shaffer - Northern Chumash Tribe
- Dr. Niki Sandoval – Santa Ynez Education Department - Director
- Raquel Ramos – Santa Ynez Education Department - Program Coordinator
- Liliana Leon – Oakland Unity Charter High School – College Counselor
- Luis Diaz- Santa Rosa Tribe Education Department – Program Coordinator
- Jose Lara – Rio Hondo - Transfer Counselor
- Rachel Ancetti, Los Medanos Community College
- Nancy Nasouf, El Rancho High School
- Leslie Martinez, Santa Maria High School
- Maria Carmen, Roberto Cruz Leadership Academy
- Abraham DeVilliers, Animo Watts Charter School

<b>MCC</b>		
<b>Month</b>	<b>Staff Payroll &amp; Benefits</b>	<b>SSF Fund Total</b>
July	\$ 11,635.31	\$ 11,635.31
August	\$ 6,782.92	\$ 6,782.92
September	\$ 6,782.92	\$ 6,782.92
October	\$ 7,189.30	\$ 7,189.30
November	\$ 6,782.92	\$ 6,782.92
December	\$ 6,797.77	\$ 6,797.77
January	\$ 8,830.27	\$ 8,830.27
February	\$ 6,797.83	\$ 6,797.83
March	\$ 7,142.91	\$ 7,142.91
April	\$ 9,016.70	\$ 9,016.70
May	\$ 6,984.26	\$ 6,984.26
June	\$ 6,984.26	\$ 6,984.26
<b>Total</b>	<b>\$ 91,727.37</b>	<b>\$ 91,727.37</b>
<b>Allocation</b>	<b>\$ 104,925.00</b>	<b>\$ 104,925.00</b>
<b>Balance Remaining</b>	<b>\$ 13,197.63</b>	<b>\$ 13,197.63</b>

Notes:

17/18 Surplus \$ 13,197.63

Surplus earmarked to cover projected 18/19 salary & benefit deficit in fully staffed programs centers

# CAL POLY

## Student Affairs

### **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Dean of Students

**Unit:** Assistant Dean of Students for Student Success, Student Support, and Student Retention

**Program Description:**

This proposal funds Assistant Dean of Student roles that directly support student needs to improve student retention, success and graduation. To meet increased demand for services, one Assistant Dean is designated to support the College of Agriculture, Food & Environmental Sciences, College of Liberal Arts, and College of Architecture & Environmental Design. Another Assistant Dean will provide dedicated support to College of Science and Math, College of Engineering, and College of Architecture and Environmental Design.

**Allocated Funding:** \$ 265,000  
Roll Forward 16-17: \$ 27,634  
Encumbrance 16-17: \$ 4,180  
\$ 296,814

**Goals:**

- Identify students with academic and personal challenges and provide them with appropriate support and resources to increase student success, matriculation, retention and graduation
- Work directly with the students within the colleges to successfully navigate faculty expectations
- Develop evaluation program for assessing barriers to successful graduation and career success
- Eliminate barriers that increase student stress, frustration, failure and inability to be individually successful
- Provide low-level counseling intervention to support students in early problem solving
- Increase contacts with students within each college to strengthen their connection with solution and support services
- Coordinate communication of student services and programs, including those designed for designated special student populations from diverse backgrounds
- Assist with communications which enable students to be successful, such as website, social media, and other forms of communication which allow students to receive necessary information on university programs, policies, and procedures
- Collaborate with Counseling Center to support student success by addressing appropriate student concerns and reduce Counseling Center caseload

- Support academic advisors by addressing unmet needs of students, such as non-academic concerns (e.g. mental health, personal and family issues, campus climate, medical issues, and legal infractions)
- Support faculty with students' issues in the classroom, such as disruptive and threatening student behavior
- Provide guidance and support to faculty in addressing struggling students, students with academic and emotional concerns
- Provide outreach and skill building opportunities to faculty and staff to enhance student success, retention, and graduation
- Promote student success by assisting as a key contact and respondent to emergency and crisis situations, parent concerns, faculty issues and student support groups

## **Outcomes:**

### **1. Staffing**

#### SSF Outcome:

Establish two full-time Assistant Deans of Students to bolster efforts around student care management to support a wide range of student crises.

#### SSF Deliverable:

The Assistant Deans of Students continued to support students in crisis through care management.

### **2. Outreach and Support**

SSF Outcome: Increase support for academic success to graduation by addressing issues that may affect student matriculation, retention, and graduation.

SSF Deliverable: Since the positions were created, the area has seen an increase in students served and severity of issues each year. In 2017-2018, nearly 1,300 students were supported, which represents a 56% increase in two years. The types of issues include academic concerns, financial, medical, and emotional and physical health.

<b>Report Type</b>	<b># of Students Served</b>
Academic Concern	154
Disciplinary	NA
Financial	410
Medical Concern (Injury/Illness)	230
Mental Health Issue	428
Other	269
Safety	NA
Sexual Misconduct	NA
<b>Total</b>	<b>1,297 *</b>

<sup>1</sup> Students are seen for multiple reasons; for example, a student can schedule an appointment to discuss mental health wellness and financial difficulty.



<b>College</b>	<b># of Students Served</b>
CAFES	219
CAED	137
CLA	230
COSM	207
OCOB	161
COE	334
(Ext.Ed., other)	9
<b>TOTAL</b>	<b>1,297</b>

<b>Year/Class</b>	<b># of Students Served</b>
Freshmen	307
Sophomore	310
Junior	271
Senior	381
Graduate	28
NA (discontinued, graduated, etc)	
<b>TOTAL</b>	<b>1,297</b>

<b>Referred By</b>	<b># of Students Served</b>
Acad. Adviser	57
Cal Poly Cares	213
Counseling	9
Faculty	158
Financial Aid	5
Housing	297
Meal Voucher	71
OSRR	14
Other	116
Parent	100
Self	192
UPD/SLOPD	56
VPSA	9
<b>Total</b>	<b>1,297</b>

From July 1, 2017 through June 30, 2018 the Assistant Deans of Students awarded \$284,875 to 166 students with financial needs through the Cal Poly Cares Program.

Type	Grants issued	Grant Amount
Academic Supplies	35	\$ 35,314
Emergency	45	\$ 56,830
Housing & Meals	73	\$ 101,523
Medical	3	\$ 2,531
Professional Clothing	5	\$ 1,550
Tuition	36	\$ 60,240
On Campus Housing	14	\$ 26,887
<b>Total</b>	<b>211</b>	<b>\$ 284,875</b>

<sup>1</sup> Students may receive a grant for more than one reason.

### 3. Increase Support for Faculty

#### SSF Outcome:

Increase support for faculty to be more responsive and equipped to handle student needs.

#### SSF Deliverable:

Assistant Deans of Students served 158 students referred by faculty.

ADOS					
Month	Staff Salaries	Travel	Supplies	Student Asst	Totals
July	\$ 24,792.45	\$ -	\$ 3,343.45	\$ 986.85	\$ 29,122.75
August	\$ 13,370.61	\$ 1,859.31	\$ 1,592.43	\$ 672.00	\$ 17,494.35
September	\$ 19,076.54	\$ -	\$ 4,436.90	\$ 735.00	\$ 24,248.44
October	\$ 19,076.54	\$ -	\$ 6,866.16	\$ 1,058.95	\$ 27,001.65
November	\$ 19,076.54	\$ -	\$ 139.00	\$ 1,567.50	\$ 20,783.04
December	\$ 19,043.35	\$ 17.18	\$ 159.00	\$ 1,066.00	\$ 20,285.53
January	\$ 19,623.51	\$ 1,045.66	\$ 234.00	\$ 427.50	\$ 21,330.67
February	\$ 19,848.53	\$ 841.06	\$ 438.97	\$ 935.50	\$ 22,064.06
March	\$ 19,237.07	\$ 458.47	\$ 847.30	\$ 1,178.00	\$ 21,720.84
April	\$ 24,851.10	\$ -	\$ 400.26	\$ 1,001.50	\$ 26,252.86
May	\$ 22,031.06	\$ 1,181.25	\$ 2,989.08	\$ 944.00	\$ 27,145.39
June	\$ 12,218.50	\$ 308.76	\$ 159.02	\$ 1,027.25	\$ 13,713.53
<b>ANNUAL</b>	<b>\$ 232,245.80</b>	<b>\$ 5,711.69</b>	<b>\$ 21,605.57</b>	<b>\$ 11,600.05</b>	<b>\$ 271,163.11</b>
<b>Allocation</b>	<b>\$ 232,245.80</b>	<b>\$ 5,800.00</b>	<b>\$ 47,167.78</b>	<b>\$ 11,600.05</b>	<b>\$ 296,813.63</b>
<b>Balance Remaining</b>	<b>\$ -</b>	<b>\$ 88.31</b>	<b>\$ 25,562.21</b>	<b>\$ -</b>	<b>\$ 25,650.52</b>

Notes:

17/18 Surplus: **\$25,650.52**

\$14,500 pending Staff Development Contract to be completed in August 2018

\$11,150 allocated to 18/19 operations

# CAL POLY

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Student Affairs

## **STUDENT SUCCESS FEE** **FY 2017-18 Year End Report**

**Department:** Dean of Students

**Unit:** Service Learning – Center for Service in Action

### **Program Description:**

The Service Learning initiative supported by the student success fee (SSF) 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.

<b>Allocated Funding:</b>	\$ 47,000
<b>Roll Forward 16-17:</b>	<u>\$ 727</u>
	\$ 47,727

### **Goals:**

- Provide support and collaboration with faculty developing new service learning components to existing courses
- Provide support to service learning faculty by facilitating reflections with students in their courses
- Provide oversight for production of community outreach events
- Develop opportunities for students to participate in service locally, nationally, and internationally

### **Outcomes:**

The Center for Service in Action (CSA) again partnered with the Center for Teaching, Learning, & Technology (CTLT) to offer the Service Learning Faculty Fellows program in Winter & Spring quarter 2018 to create new courses in which service learning is a key component. A new cohort of SL Faculty Fellows were identified in mid-fall, meetings were held to train the fellows in developing the SL components of their courses during Winter & Spring quarters. The lead SL staff person from the CSA collaborated with the senior faculty fellow to present the cohort's proposals during the Service Learning Showcase and Cal Poly's Community Service Awards in early spring.

The CSA collaborated with faculty campus wide to place over 1,600 students in local agencies this academic year, fulfilling service requirements to meet course learning outcomes. These students completed over 12,300 hours of service to the local community.

All of the SSF funds are utilized for supporting approximately 40% of the staffing costs for the individual who is now senior coordinator and SL lead staff in the CSA. This person is charged with working with key SL faculty to implement the new strategic plan that brings service learning in further alignment with University and Diversity Learning Objectives as well as the vision for the future of Cal Poly. To that end, CSA staff nominated SL faculty fellows for the President's Diversity Award, and those fellows become finalists for the award. The winter Alternative Breaks trip continued our 12-year commitment to the city of New Orleans, as an effort to rebuild after Hurricane Katrina. Successful projects were delivered for Philadelphia, and our global project to Peru with an educational excursion/debriefing in Machu Picchu.

CSA staff are also reaching out and continuing to collaborate with academic departments to intentionally design and incentivize service into major curricula. Inviting their faculty to apply to the SL Faculty Fellow program, and apprising students about course and degree service requirements counting toward the 150-hour Cal Poly transcript notation, are just two ways this is being addressed.

Student Community Services program events, Social Justice Series workshop discussions, and the Make A Difference Day national day of service engaged more than 3,300 students, serving nearly 6,000 hours, at 40 local agencies. In winter, the CSA produced the 16<sup>th</sup> annual Change the Status Quo Social Justice Conference, which featured inspiring keynote speakers, and 27 workshops. Students, staff, faculty, community members, and elected officials all contributed to workshop facilitation to show attendees how to take ownership of their role in changing the status quo.

Matching funds from the Chancellor's Office for Service Learning, and an IRA for Community-Based Learning were utilized for supplies and hosting a Service Learning Showcase in May 2018 to further educate the campus community about service learning as well as give faculty, staff, and other community stakeholders an opportunity to be apprised of the Center's full array of services. The 32<sup>nd</sup> annual Cal Poly Community Service Awards were also held in May 2018, and acknowledged the fine work in the community that students, staff, faculty, and community partner agencies are doing to improve the quality of life for many disenfranchised populations. Elected officials and/or their representatives were present to congratulate awardees and offer special legislative commendations. These events serve as public outreach, and bolster a positive image for Cal Poly in the local community.

<b>Service Learning</b>		
<b>Month</b>	<b>Staff Payroll &amp; Benefits</b>	<b>SSF Fund Total</b>
July	\$ 4,197.28	\$ 4,197.28
August	\$ 4,197.28	\$ 4,197.28
September	\$ 4,197.28	\$ 4,197.28
October	\$ 4,400.46	\$ 4,400.46
November	\$ 4,197.28	\$ 4,197.28
December	\$ 4,207.69	\$ 4,207.69
January	\$ 4,207.71	\$ 4,207.71
February	\$ 4,207.71	\$ 4,207.71
March	\$ 4,411.48	\$ 4,411.48
April	\$ 2,596.30	\$ 2,596.30
May	\$ 2,560.30	\$ 2,560.30
June	\$ 4,312.86	\$ 4,312.86
<b>Total</b>	<b>\$ 47,693.63</b>	<b>\$ 47,693.63</b>
<b>Allocation</b>	<b>\$ 47,727.06</b>	<b>\$ 47,693.63</b>
<b>Balance Remaining</b>	<b>\$ 33.43</b>	<b>\$ -</b>

# CAL POLY

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Student Affairs

## STUDENT SUCCESS FEE FY 2017-2018 Year End Report

**Department:** Dean of Students

**Unit:** Cross Cultural Centers

**Program Description:**

The Cross Cultural Centers (CCC) support the success and retention of under-represented students through advocacy, personal engagement, community-building, and co-curricular programming. It serves as an umbrella department that is home to three Coordinators serving vulnerable populations, that complements the inclusion efforts through the MultiCultural, Gender Equity and Pride Centers. The CCC delivers intersectional programming and social justice initiatives that promote critical engagement for the campus community. It contributes to the University's commitment to diversity and a more inclusive and welcoming campus.

<b>Allocated Funding:</b>	\$ 250,000
Roll Forward 16-17 **	\$ 149,702
Roll Forward 16-17 Encumbrance	\$ 8,750
Additional 17-18 Support	<u>\$ 1,000</u>
	\$ 409,452

\*\* result of multiple unfilled staff positions and turnover from previous FY

**Goals:**

- Enhance programs, services and collaborations for students of color to assist with the retention of at-risk, vulnerable and minoritized students
- Expand the current MultiCultural Center into a more vibrant center that addresses individual student identity issues
- Provide opportunities for engagement and education to the campus community in order to develop personal self-awareness and cultural competency skills
- Recruit and retain three professional staff to allow for greater progress with university diversity efforts
- Intentionally utilize rollover to enhance staffing and support for the Cross Cultural Centers
- Create avenues for strategic planning that serve an increasingly more diverse campus population
- Develop additional "Learn By Doing" opportunities for students at Cal Poly
- Deliver intersectional social justice learning opportunities through partnerships and programming

### **Highlights & Staffing**

Cross Cultural Centers' Coordinators and program resources supported the University in handling crises that affected students throughout the year. These crises included several nationally visible incidents and the Lambda Chi Alpha (blackface) incident on campus. Coordinators covered under this SSF fund saw almost 100 students and encouraged 11 prospective students from PolyCultural Weekend to attend Cal Poly.

Salary savings allowed for additional opportunities for student development through events such as Dear World, Students of Color Summit, and the Cal Poly State of Events Diversity Series. All of these initiatives amplify the voices of underrepresented students at Cal Poly. The CCCs hosted the first ever Cal Poly Dr. Martin Luther King Jr. Dinner and the largest attendance of PolyCultural Weekend in Cal Poly history. Twelve (12) students were able to experience the Peru Alternative Break Summer Trip.

In addition to staffing, these funds allow for:

- Continued development and execution of trainings and workshops that provide students the language and aptitude to identify and engage with systems of oppression, and developing the tools necessary for bystander intervention
- Creating a cohesive pipeline for the recruitment and retention of underrepresented students
- Consistent offerings of Cross Cultural Centers' programs and education initiatives that provide access to underrepresented students opportunities they otherwise would not have
- Maintaining and increasing collaboration across campus that fosters more holistic approaches to student support and development

### ***Staffing***

- Recruited and retained a coordinator responsible for developing a partnership with admissions and the development of pipeline programs
- Retained a coordinator responsible for increasing and maintaining programs and services related to social justice
- Provided adequate professional staff to meet the needs of students using the centers; rollover from the previous fiscal year was used to support 18 student assistants who led programming for student-related dialogues and provided logistical support of major programs hosted by the Cross Cultural Centers; three of these students were graduate assistants
- An AmeriCorps member was hired to build infrastructure for volunteerism and pathways to Learn By Doing opportunities in the Cross Cultural Centers
- During the summer, the Social Justice Coordinator observed the 11/12 month schedule during July; the Student Retention and Community Engagement Coordinator began during the month of July

### **Quarterly Report**

#### **2017 Summer Quarter**

*DOS Engagement Circle* - The Student Retention and Community Engagement Coordinator participated in the strategic development of a five-year plan. In collaboration with other DOS departments four sessions served as a space where creative brain storming, problem solving,

and projected trend assessments were used to establish recommendations for the leadership team.

*SLO DAYS “Discovering Differences” Presentation* – The Student Retention and Community Engagement Coordinator assisted in the redesign of the SLO Days diversity and inclusion session. Using innovative strategies for engaging students in Cal Poly’s campus culture surrounding equity and inclusion, the Coordinator put into motion the implementation of a new training.

*Aspiring Student Affairs Professionals Mentoring Group* - The Student Retention and Community Engagement Coordinator contributed to the development of a mentor program for students interested in working in higher education. In participating in the planning process, the coordinator was able to ensure that a diversity and inclusion lens was used in the beginning development stage of the program.

*Campus Partner Meetings* - The Student Retention and Community Engagement Coordinator set up initial meetings with campus partners inside and outside of the DOS as a means of initiating future collaborations and both building and rebuilding relationships across campus.

*Student Leadership Institute Planning* - The Student Retention and Community Engagement Coordinator and Social Justice Coordinator sat on the planning committee to help develop a pilot two-day opportunity that serves the retention, development, and leadership skills of students. Ensured aspects of diversity and inclusion were fundamental parts to the learning structure and responsible for strategizing session topics and structure for day two.

*PolyCultural Weekend Coordinator Meetings* - The Student Retention and Community Engagement Coordinator helped facilitate a meeting and planning schedule with PCW coordinators for the summer months. The planning process consists of zoom meetings reoccurring monthly, and a very structured leadership plan for the fall.

*Partner Ambassadors* - The Student Retention and Community Engagement Coordinator was officially made a co-advisor for the club and established a planning process for the fall, regarding development strategies for the club and further targeted outreach for underrepresented students on campus.

*Tule River Tribe Visit* - The Student Retention and Community Engagement Coordinator executed an all day visit with Tule River Tribe Youth, that included an admissions information session, student panel, campus tour, and a lunch with intentional campus partners and students. The outcome of this visit led to future plans for collaboration and pipeline development with the tribe and Cal Poly.

*Northern Chumash Language Class* - The Student Retention and Community Engagement Coordinator served as the liaison between Cal Poly and the Northern Chumash Bands by ensuring they had access to a classroom on campus where they were able to conduct their language class. In addition, the coordinator was present for each class to build authentic rapport with tribal leaders.



*Athletics Hispanic Heritage Night Planning Committee* - The Student Retention and Community Engagement Coordinator worked on the planning committee for Hispanic Heritage Night. A collaboration with Athletics to bring targeted diversity and inclusion into the Athletics division.

*Cross Cultural Experience Strategic Planning* - The Student Retention and Community Engagement Coordinator served as the point person for developing the Cross Cultural Experience (CCE), a target week of welcome experience for underrepresented students that centers around diversity and inclusion. Collaboration meetings and program development was had with NSTP.

*Latino Outreach Council* - The Student Retention and Community Engagement Coordinator attended council meetings to bring back community news, events, and potential partnerships in addition to bringing Cal Poly initiatives and events to the Council.

*A Better Chance INC. Visit* - The Student Retention and Community Engagement Coordinator executed a campus visit that included an admissions info session, a campus tour, student panel, and a dinner with intentional campus partners and students. A Better Chance is an upward bound organization that targets black youth in northern and southern California and brings them to college campuses across the state their sophomore and junior year.

*MEXA Co-Advisor* - The Student Retention and Community Engagement Coordinator was instated as the co-advisor for MEXA a Cal Poly club for LATINX students. As co-advisor, developmental strategies were implemented in increasing club visibility, activism, and relationship to campus as a whole. The co-advisor regularly attends board meetings and assists with club events, and administrative tasks.

*United Voices* - The Student Retention and Community Engagement Coordinator served as a consultant and co-advisor for the growing group called United Voices. United Voices is a coalition whose mission is to bring together student leaders across clubs to build solidarity in the name of unity and social justice at Cal Poly.

*EOP Summer Institute Tour and Welcome* - The Student Retention and Community Engagement Coordinator organized tours of the CCC's for summer institute students in addition to co-hosting the Summer Institute welcome for EOP students who are predominantly underrepresented.

*Housing RA Training Booting* - The Student Retention and Community Engagement Coordinator executed with the MCC team booting for all newly hired RA's that included educational handouts regarding the recourses and programming within the CCC's and provided one-on-one support to all new RA's.

*Career Services & CCC Career Series Planning Team* - The Student Retention and Community Engagement Coordinator served on the planning committee for implementing a collaborative career series that targets underrepresented students to ensure each session has a diversity lens that addresses the needs of minority groups within the professional world.

*SLO County GSA Strategic Committee* - The Student Retention and Community Engagement Coordinator served on the strategic planning committee for developing a program grant funded to connect local SLO high school GSA's to Cal Poly. Jane Lehr chair of the WGS department spearheaded the committee with members from the academic affairs and the Pride Faculty and Staff Association. The goal of the program is to provide support to high school students, develop their sense of LGBTQIA community in SLO and at Cal Poly, and develop a pipeline to Cal Poly as a safe and inclusive environment for Queer students.

*Collaborations and Planning* - The Social Justice Coordinator initiated relationships across campus with campus partners to establish collaboration and support on programs throughout the upcoming academic year. Both the Social Justice and Student Retention and Community Engagement Coordinators helped to conceptualize student welcome week and launch of MCC programs and events during the academic school year. When she came back into the office, the Social Justice Coordinator attended the updated Budget Training, QPR Training, and scheduled one-on-ones with various DOS partners. She served on committees including, Aspiring Student Affairs Professionals, led by Allison Elliot and Cristina Tutt. In order to build connections across our department and campus, the Social Justice Coordinator attended the DOS Beach Day and ASI Event Management workshop, and the University Housing RA Resource Fair. The Social Justice Coordinator also led the DOS Women's' Group and participated in the DOS Strategic Planning Meeting.

### **2017 Fall Quarter**

*Dear World* - The coordinators supported the Dear World event and led discussions.

*Dialogues* - The Coordinators trained student staff to execute all dialogues under the MCC and continuously worked with student leads on curriculum development and assessment.

*Student staff trainings* - The Student Retention and Community Engagement Coordinator developed and executed trainings and professional development workshops for biweekly meetings with student assistants to ensure their continued growth as young professionals.

*Non-clinical counseling* - The Student Retention and Community Engagement Coordinator conducted weekly non-clinical counseling sessions with students to help them navigate various interpersonal conflicts and adversities experienced on and off campus.

*Dia de los Muertos* - The Student Retention and Community Engagement Coordinator oversaw the planning and execution of Cal Poly's annual Dia De Los Muertos event and engaged the largest number of campus and community partners in the event than ever before.

*NSTP orientation leader cultural competency training* - The Student Retention and Community Engagement Coordinator developed and executed a cultural competency training series for NSTP orientation leaders that increases their understanding on equity, diversity, privilege and inclusion.

*Native American heritage month* - The Student Retention and Community Engagement Coordinator developed and executed programming around Native American and indigenous

heritage month. The events included a movie night, a community potluck and a basket weaving workshop in collaboration with the Ethnic Studies department.

*CCE Execution* - The Student Retention and Community Engagement Coordinator executed the Cross Cultural Experience. This Week of Welcome option seeks to form a community for students who identify as a member of an underrepresented group including, but not limited to: various racial and ethnic backgrounds, gender identities, citizenship, sexual orientations, and economic class. CCE is fundamental in serving Cal Poly's 2017-2022 strategic objective of creating a rich culture of diversity and inclusivity that supports the similarities and differences of every individual on campus. It institutionalizes these practices.

*CCC Fall Welcome* - The Student Retention and Community Engagement Coordinator assisted in the planning and execution the Cross Cultural Center's inaugural fall welcome. This event engaged all students and invited them to connect with the resources, community, and support services.

*Latino Outreach Council* - The Student Retention and Community Engagement Coordinator attended council meetings to bring back community news, events, and potential partnerships in addition to bringing Cal Poly initiatives and events to the Council.

*QTPOC Advisor* - The Student Retention and Community Engagement Coordinator was instated as the co-advisor for QTPOC a Cal Poly club for Queer and Trans Students of Color. The co-advisor regularly attends board meetings and assists with club events, and administrative tasks.

*Oakland charter school visit* - The Student Retention and Community Engagement Coordinator executed a campus visit that included an admissions info session, a campus tour, student panel, and a lunch with intentional campus partners and students. The charter school that visited targets black youth in northern and southern California and brings them to college campuses across the state.

*CCE/WOW team hiring* - The Student Retention and Community Engagement Coordinator sat on the hiring committee for WOW team leaders and worked collaboratively to develop two new team positions that focus their efforts on the growth and development of CCE.

*Xicano youth conference* - The Student Retention and Community Engagement Coordinator supported MEXA in the development and planning for their annual Xicano Youth Conference that bring chicano/Latino youth from all over the central coast to Cal Poly for workshops on higher education and leadership.

*Partner Ambassadors* - The Student Retention and Community Engagement Coordinator attended all meetings and consulted on overall club development and recruitment strategies.

*Student Affairs Strategic initiative 1.33 Committee* - The Student Retention and Community Engagement Coordinator served on the strategic committee and partnered with other CP staff to develop strategies and develop a program that would achieve student affairs strategic initiative 1.33.

*Volunteer Infrastructure* - The AmeriCorps fellow initiated contact with each coordinator to get an understanding of the CCCs.

### **2018 Winter Quarter**

*NSTP orientation leader cultural competency training cont.* - The Student Retention and Community Engagement Coordinator continued to execute the cultural competency training series for NSTP orientation leaders that increases and builds on their understanding of equity, diversity, privilege and inclusion

*Student leadership institute* - The Coordinators served as a facilitators for the second day of the leadership institute and supported a student group that went on to win first place for their development of a program that serves all students and centers on social justice and equity at Cal Poly.

*Athletics partnership: Living the Dream Basketball Game* - The Student Retention and Community Engagement Coordinator worked on the planning committee for the Living the Dream black history month basketball game. A collaboration with Athletics to bring targeted diversity and inclusion into the Athletics division.

*Dialogues* - The Coordinators trained student staff to execute all dialogues under the MCC and continuously worked with student leads on curriculum development and assessment. The Social Justice Coordinator continued the development of Talk about it Tuesdays and the engagement of campus stakeholders to develop a robust set of programs.

*MLK Day Dinner* - The Student Retention and Community Engagement Coordinator led the planning and execution of the first-ever Martin Luther King Jr Day dinner that highlighted student stories and brought the CP community together to honor a fundamental day in not only black history but American history as a whole.

*OUdi Collective Impact Committee* - The Student Retention and Community Engagement Coordinator sat on and contributed to two committees for the collect impact initiative that included Campus Climate and Student Retention and Recruitment.

*Student Staff development & Trainings* - The Student Retention and Community Engagement Coordinator developed and executed trainings and professional development workshops for biweekly meetings with student assistants to ensure their continued growth as young professionals.

*PCW planning and Collaboration with PFP* - The Student Retention and Community Engagement Coordinator developed a new partnership with parent and family programs and PCW to ensure that parents/supporters also receive support and resources when they bring their students to PCW. This partnership developed as the coordinator oversaw the overarching planning and logistics for the entire weekend.

*Non-Clinical Counseling* - The Student Retention and Community Engagement Coordinator conducted weekly non-clinical counseling sessions with students to help them navigate various interpersonal conflicts and adversities experienced on and off campus.

*Black History Month Programing* - The Student Retention and Community Engagement Coordinator developed and executed programing around Native American and indigenous heritage month. The events included a movie night, a community potluck and a basket weaving workshop in collaboration with the Ethnic Studies department.

*CCE Development* - The Student Retention and Community Engagement Coordinator provided assessment of the CCE events and conducted focus groups with students who participated. Using this data and in partnership with NSTP developed a plan for growth and improvement of CCE 2018.

*CCC Career Series* - The Social Justice and Student Retention and Community Engagement Coordinators co-facilitated a career series workshop with career services that was tailored to meet underrepresented students and their needs in terms of entering the workforce.

*Pride Center Staff Support & Development* - The Student Retention and Community Engagement Coordinator took on a leadership role in supporting the Pride Center student assistant in the absence of a Lead coordinator for the center. The coordinator attended staff meetings, supported various events, provided one-on-one office hours and created a student assistant handbook.

*Student Affairs Strategic initiative 1.33 Committee* - The Student Retention and Community Engagement Coordinator served on the strategic committee and partnered with other CP staff to develop strategies and develop a program that would achieve student affairs strategic initiative 1.33.

*Latino outreach council* - The Student Retention and Community Engagement Coordinator attended council meetings to bring back community news, events, and potential partnerships in addition to bringing Cal Poly initiatives and events to the Council.

## **2018 Spring Quarter**

*PolyCultural Weekend* - The Student Retention and Community Engagement Coordinator oversaw the execution of PCW the number one yield event for underrepresented students at Cal Poly. PCW is a three-day outreach event that hosted 345 prospective students, 274 parents, and included 227 current CP student volunteers. The weekend connects students with cultural clubs, faculty, and staff providing students with a holistic idea of what it means to be a CP Mustang.

*Volunteer Infrastructure* - The AmeriCorps member identified gaps in the volunteer infrastructure of the Cross Cultural Centers. He identified ways that students can now be involved in the CCCs, and has moved us closer to a goal of having a self-sustaining volunteer infrastructure.

*NSTP orientation leader cultural competency training cont.* - The Student Retention and Community Engagement Coordinator continued to execute the cultural competency training series for NSTP orientation leaders that increases and builds on their understanding of equity, diversity, privilege and inclusion.

*Student Affairs Strategic initiative 1.33 Committee* - The Student Retention and Community Engagement Coordinator served on the strategic committee and partnered with other CP staff to begin implementing a program called C.O.R.E that will address student affairs strategic initiative 1.33 in the fall of 2018.

*Non-Clinical counseling* - The Student Retention and Community Engagement Coordinator conducted weekly non-clinical counseling sessions with students to help them navigate various interpersonal conflicts and adversities experienced on and off campus. These hours increased exponentially following the incidents in April.

*Facilitated cultural competency dialogues/ trainings across campus* - The Student Retention and Community Engagement Coordinator following the black-face incident in April facilitated a series of trainings and dialogues across campus for faculty, staff, students and overall departments in the attempts to help the community process and heal from the effects of the incident.

*OU DI Collective Impact* - The Student Retention and Community Engagement Coordinator sat on and contributed to two committees for the collect impact initiative that included Campus climate and Student Retention and Recruitment.

*Staffed student activism events* - The Student Retention and Community Engagement Coordinator staffed a series of student-initiated events in response to the events of April to ensure the safety of all students.

*Open house* - The Student Retention and Community Engagement Coordinator attended open house and tabled for the CCC's during the annual campus showcase in addition to assisting with the management of the student protests during that time.

*Student Staff development & Trainings* - The Coordinators developed and executed trainings and interpersonal development workshops for biweekly meetings with student assistants to ensure they were receiving the support needed during high-stress times.

*Pride Center Staff Support & Development* - The Student Retention and Community Engagement Coordinator continued to serve in a leadership role for the Pride Center student assistant in the absence of a Lead coordinator for the center. The coordinator attended staff meetings, supported various events, and provided one-on-one office hours.

*Fortune school visit* - The Student Retention and Community Engagement Coordinator executed a campus visit for 120 fortune school students that included three Learn by Doing labs, a community dinner, Lunch, Campus tour and student panels. This visit is fundamental in developing a pipeline as the Fortune students begin leaving high school for college.

*Diversity round tables* - The Student Retention and Community Engagement Coordinator co-facilitated ASI diversity roundtable meetings.

*Dialogues* - The Student Retention and Community Engagement and Social Justice Coordinators trained student staff to execute the dialogues under the MCC and continuously worked with student leads on curriculum development and assessment.

*Center for Leadership Search Committee* - The Student Retention and Community Engagement Coordinator served on the hiring committee for the new Lead coordinator for the Center for Leadership. The search was successful and included various meetings and interviews.

*CCC New staff hiring* - The Coordinators conducted and developed with the CCC team a new hiring process for student assistants that included a group interview, observational interview, and one-on-one interviews.

*CCE Development* - The Student Retention and Community Engagement Coordinator co-supervised the CCE student lead team and assisted with the recruitment of the most diverse group of WOW leaders in the history of NSTP. The coordinator also finalized the schedule and implementation plan for CCE 2018.

*WOW consulting* - The Student Retention and Community Engagement Coordinator consulted student leaders for WOW on how to weave diversity and inclusion through all of WOW events, with a specific focus on the Awareness gallery. This included bi-weekly planning meetings.

*CCC Dining takeover* - The Student Retention and Community Engagement Coordinator partnered with campus dining to execute the annual CCC Mustang Station cultural takeover that brings culturally inspired food options to Mustang station. This event also offers the entire CP community complimentary and exclusive food samples inspired by the cultures of the world.

*Orientation Board Hiring Committee* - The Student Retention and Community Engagement Coordinator assisted with the hiring of the new orientation board team. Throughout this process the coordinator developed a board position within NSTP for diversity and inclusion that will focus on interweaving diversity through all of NSTP and its programs. This is the first time there has ever been a position of this nature and is an example of institutional change.

*Bey Day* - The Student Retention and Community Engagement Coordinator supported in the planning of Bey Day. An event hosted by the Ethnic studies department.

*Alternative Breaks Peru Trip* - The Student Retention and Community Engagement Coordinator staffed the alternative breaks trip to Peru and served as support for many students who had never traveled internationally. The coordinator also created and facilitated an intercultural competency training for the entire team.

## **SSF Summary and Impact Report**

Impact to Student Success		# Students Impacted
<b>2 Coordinators</b> <b>1 AmeriCorps Fellow</b> <b>15 Student Staff</b> <b>3 Graduate Assistants</b>	<p><b>Delivered:</b> 96 support services/programs (per year, biweekly), 32 educational trainings including cultural competency trainings to create a more inclusive campus for every student as well as incoming students</p> <p><b>Increased:</b> Educational outreach by 72% from previous year</p> <p><b>Developed &amp; Executed:</b> 12 advocacy events, 10 outreach/ recruitment events.</p> <p><b>Sustained:</b> One on one non-clinical counseling hours</p> <p><b>Expanded:</b> Partnerships with New Student &amp; Transition Programs and Parent and Family Programs.</p> <p><b>Increased:</b> Support to QTPOC and Black students as well as the number of campus visits hosted for underrepresented students.</p>	5,385

## **Collaborations**

- Cross Cultural Centers Professional Staff Team
- Carla and Xochitl, Leaders of United Voices
- Andrene Kaiwi-Lenting, New Student and Transition Programs
- EOP Office
- International Center
- Disability Resource Center
- Black Academic Education Center
- Greek Life Office
- Center for Leadership
- Ombuds Office
- Women and Gender Studies
- Dream Center, Undocumented Working Group
- University Housing: Cross Cultural Advocate Externship Program
- Career Services: CCC Career Series
- Center for Leadership: Student Leadership Institute
- Black Academic Excellence Center: Men of Color, MLK Dinner, Campus Visits
- New Student and Transition Programs: PolyCultural Weekend, Cross Cultural Experience
- Parent and Family Programs/Commencement: PolyCultural Weekend, Cultural Commencements
- Faculty and Staff Associations: MCC Recourse Fair, Cross Cultural Experience, CLFSA Member
- Trio Programs: New Student Welcome
- Men and Masculinity Programs: Men of Color
- Safer: Another Type of Groove, New Staff Trainings
- Community Organizations: Race Matters, Rise, GALA



- Student Cultural Clubs: Engaged all cultural clubs and orgs for the following events: CultureFest, PolyCultural Weekend, Lunar New Year, Another Type of Groove, CCC Fashion Show, CCC End of the Year Takeover
- Office of University Diversity and Inclusion: CultureFest, Fortune Visit, Collective Impact, Students of Color Summit
- Office of the Vice President of Student Affairs: PCW, State of Events, Students of Color Summit
- Campus Health and Wellbeing: New Student Staff Orientation, Students of Color Summit
- Department of Materials Engineering: PCW, Students of Color Summit
- College of Liberal Arts: Ethnic Studies and Women and Gender Studies: PCW, Bey-Day, Hip-Hop Symposium, Students of Color Summit
- College of Science and Mathematics: PCW, Students of Color Summit
- School of Education: PCW, Students of Color Summit
- Chumash Bands: Northern Chumash Language Class
- Tule River Tribe: Campus Visit
- Latino outreach Council: Community Meetings every first Thursday of the Month
- Athletics: Somos Mustangs Latinx Heritage game, Black History Month Basketball game
- Center for Service and Action: International Alternative service breaks trip
- Undocumented Students Working group: UndocuAlly Training committee

#### Cross Cultural Centers

Month	Staff Payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
July	\$ 5,245.01	\$ 2,835.75	\$ 1,358.83	\$ 9,439.59
August	\$ 18,137.61	\$ 1,662.25	\$ 1,430.06	\$ 21,229.92
September	\$ 11,936.65	\$ 826.50	\$ 7,835.69	\$ 20,598.84
October	\$ 12,316.80	\$ 6,161.38	\$ 13,887.92	\$ 32,366.10
November	\$ 11,965.55	\$ 11,338.60	\$ 6,232.35	\$ 29,536.50
December	\$ 11,944.47	\$ 8,491.00	\$ 14,112.73	\$ 34,548.20
January	\$ 11,868.46	\$ 2,206.75	\$ 23,968.90	\$ 38,044.11
February	\$ 11,964.71	\$ 8,665.15	\$ 9,039.75	\$ 29,669.61
March	\$ 16,273.40	\$ 9,993.50	\$ 3,670.34	\$ 29,937.24
April	\$ 12,368.32	\$ 8,221.50	\$ 25,970.95	\$ 46,560.77
May	\$ 12,371.95	\$ 10,143.20	\$ 9,874.69	\$ 32,389.84
June	\$ 18,994.32	\$ 10,241.45	\$ 7,342.21	\$ 36,577.98
<b>Total</b>	<b>\$ 155,387.25</b>	<b>\$ 80,787.03</b>	<b>\$ 124,724.42</b>	<b>\$ 360,898.70</b>
<b>Allocation</b>	<b>\$ 203,452.34</b>	<b>\$ 81,000.00</b>	<b>\$ 125,000.00</b>	<b>\$ 409,452.34</b>
<b>Balance Remaining</b>	<b>\$ 48,065.09</b>	<b>\$ 212.97</b>	<b>\$ 275.58</b>	<b>\$ 48,553.64</b>

#### Notes:

17/18 Surplus **\$48,553.64**

Surplus due to remaining salary savings in 17/18

and is allocated for 18/19 Operations

Recruitment underway to fill two vacant positions in 18/19 – anticipated hire Fall 2018

# CAL POLY

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Student Affairs

## **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Dean of Students

**Unit:** Clubs & Organizations

### **Program Description:**

The Club Sports Program at Cal Poly provides a form of athletic and educational activity, which is an integral part of collegiate life. It provides a common theme for a diversified student body, faculty, staff, and alumni to operate as partners both inside and outside the community. The Club Sports program at Cal Poly promotes the positive values of physical activity, learned skills, team development, and sportsmanship acquired through participation in competitions and organized activities. Student-athletes are given a chance to compete against other sport clubs throughout the nation while enhancing their skill level and abilities in their respective sports.

<b>Allocated Funding:</b>	\$	72,000
Roll Forward 16-17:	\$	16,622
Encumbrance:	<u>\$</u>	<u>750</u>
	\$	<b>89,373</b>

### **Goals:**

The goal of the Club Sports program is to develop a safe, fun, and competitive environment that provides athletes with opportunities to develop their character, experience a recreational and competitive athletic competition at a multitude of skill levels, develop a lifetime appreciation for sport and physical activity, and represent Cal Poly at competitions across the nation.

### **July:**

The Club Sports Program was managed during the month of July by the Assistant Director, Clubs & Organizations. The Club Sports Coordinator position is an 11/12 contracted position with the month of July off.

### **August:**

The Club Sports Coordinator made preparations for the academic year. Preparations included logistics planning to support and facilitate practices and sporting events held on campus.

Prior to this year, the Club Sports Program used an online company, DSE, to facilitate the distribution and collection of electronic registration documents. However, a required system upgrade and subsequent increase in cost prompted a search for other products which could also meet the needs of Clubs & Organizations and Fraternity & Sorority Life. The Club Sports Coordinator worked with Student Affairs Information Technology, ASI, and other partners in the

Dean of Students Office to evaluate options for a student organization registration and event management software. This has been a year-long effort, which is still in progress. As a result, during the entire 2017-2018 academic year, the Club Sports Program had to revert to collecting necessary documents from all athletes by paper submission.

Although this has impaired a major aspect of Club Sports Program operations, the hope is that by finding a suitable solution, all Recognized Student Organizations can benefit from an online tool for managing program compliance, and tracking participation in addition to features unique to Club Sports: namely, compliance with CSU requirements for travel, registration, and participation.

The Club Sports Coordinator also worked with the Club Sports Council to allocate part of the funding necessary to acquire such a product.

### **September:**

Club Sports began the year with regular practices and competitions.

Club Sports attended the WOW Club Showcase to recruit newly enrolled freshman and transfer students.

The Club Sports Council agreed to a new structure of representation. Previously, only club sport officers, such as a president or vice president, were eligible to serve as a team representative. New for the 2017-2018 academic year, each club sport created a new officer position: Council Representative. Each club sport elected a council representative to serve on the Club Sports Council. This change was designed to allow younger students the opportunity to gain leadership experience prior to becoming an officer in their respective club.

### **October:**

Club Sports created a new program designed to teach students elements of running a club successfully, called the Small Business Practices Conference. This program trained student-athletes in three 90 minute workshops spread out over three quarters: Leadership in the fall, Fundraising in the winter, and Marketing & Promotion in the fall.

To host the Leadership workshop, Club Sports partnered with the Center for Leadership to train students in the areas of leadership skills, community building, and acting as representatives for their teams. The information included excerpts from the Emerging Leaders curriculum.

Assessment surveys were sent to all participants.

Club Sports began the Polython Competition focusing on four areas: Academic Success, Athletic Achievement, Community Service, and Campus Outreach. This competition recognizes team accomplishments by awarding points in each of the four areas throughout the year. The team with the most points is recognized with an award at the Club Sports banquet.

The Club Sports Council scheduled its first meeting for October and began implementing officer training.

Club Sports hosted the NIRSA Region VI Men's and Women's Soccer Championships. Twenty teams from across the West Coast competed with 12 men's teams and 8 women's teams represented from various universities. This event, with over 500 spectators, was a success for the Club Sports Program. The facilitation and operation of this event provided a working model that will be replicated with future regional tournaments hosted at Cal Poly for Soccer and other sports.

**November:**

The Club Sports Coordinator traveled to the NIRSA Region VI conference in San Diego, CA. The conference was a three-day professional development conference and networking event. This was the second year the Club Sports Coordinator attended the regional conference, which allowed opportunities for conversations with professionals from other CSUs and UCs.

Club Sports participated in Mustangs Making Miracles, a holiday gift drive. For this community service event, various sport teams provided gifts to children in need during the holiday season. Club Sports collaborated with Fraternity & Sorority Life for this event.

Club Sports held a Krispy Kreme Donut fundraiser with all proceeds benefiting Club Sports teams. The event was extremely successful in raising funds to continue to support students.

**December:**

Practices and competitions continued through the last day of classes.

The Club Sports Coordinator joined the search committee for the Lead Coordinator of LGBTQ+ Initiatives position. The committee held a planning meeting in December and intensive search, which started in February 2018.

**January:**

Club sports hosted several large tournaments throughout the month. The Women's Volleyball team hosted the MLK Day Tournament with 12 teams in the REC Center. The Men's Volleyball team hosted a round robin tournament with 4 participants.

Men's and Women's Basketball began their season and played several games throughout the month.

**February:**

Several teams qualified for their regional tournament this month and many spring sports began their season.

The Club Sports Council hosted the second installment of the Small Business Practices Conference. Club Sports partnered with Chris McBride and other staff members from Advancement who presented on fundraising. Learning activities included an exercise to teach about crowdfunding and participating in Poly Gives, Annual Day of Giving.

**March:**

The Club Sports program successfully hosted the Men's Lacrosse game against Grand Canyon University in Spanos Stadium in a partnership with Athletics. The event was extremely successful and attendance included nearly 1,000 spectators. The event was streamed live through YouTube and had live radio as well.

Men's Volleyball, Women's Volleyball, Triathlon, and Women's Water Polo all qualified for Nationals to be held in April and May based on their respective sport.

**April:**

The month of April was the most impacted month of the academic year for the Club Sports program. The program held or participated in an event each weekend of the month.

The Club Sports Program hosted the second annual Battle for the Golden Wrench (Dodgeball) Tournament. The event was originally scheduled for March but was rescheduled to April due to rain. The event had 21 registered teams with 16 actually participating due to scheduling

conflicts. The event was tremendously successful in raising funds for the program and building community.

Club Sports participated in the second annual Boys & Girls Club Instructional Clinic. The partnership between the two programs allowed for Club Sports athletes to work with the Boys & Girls club members to provide skill instruction in their specific sport.

The Club Sports teams and Club Sports Council participated in Open House on campus. Booth spaces at Club Showcase allowed teams to speak with prospective student-athletes and their parents about the benefits of the program.

Cal Poly was selected as the host institution for the Western Women's Lacrosse League (WWLL) regional tournament. The event brought eight teams to campus for the qualifying tournament for Nationals. The event was held on the ASI Sports Complex Turf Fields and was managed by Club Sports.

Cal Poly was also selected as the host institution for the Men's and Women's Ultimate Frisbee regional tournament with winners advancing to nationals. This event brought 32 teams to campus and is expected to again be held at Cal Poly during academic year 2018-2019.

Club Sports Council provided information on Club Sports to spectators during the Cal Poly NCAA Baseball game on April 13.

The Club Sports Program held one final program fundraiser during April with the Magic of Elliott Hunter. The event was in its inaugural year and was incredibly successful in raising funds for supporting Club Sports Teams. The event had over 215 in attendance. The program is looking to host three shows next year.

### **May:**

During the month of May, Club Sports began to wrap up team and program activities.

The Club Sports Council hosted the third installment of the Small Business Practices Conference. In partnership with Orfalea College of Business (OCOB), the program presented Marketing as our final topic. Students learned how to market their club sport, build a stronger brand and fan base, and facilitate a letter writing campaign using a provided template.

The Club Sports Council presented their program and budget to the ASI Board of Directors per an agreement with ASI. This presentation shared Club Sports data and highlighted activities both on and off the field. The purpose of the presentation was to demonstrate the value of Club Sports to board members so that they could make an informed decision about funding allocation for the 2018-2019 academic year. Unfortunately, the presentation date was scheduled after the vote over ASI Club Funding. To make plans to address this in the future, the Club Sports Coordinator, members of the Club Sports Council, and the Assistant Director, Clubs & Organizations, met with the Vice Chair of the Board of Directors. During two meetings, the participants agreed to schedule the Club Sports presentation prior to the vote over ASI Club Funding and discussed additional ways to convey to decision makers the value of the Club Sports Program.

Note: The ASI Board of Directors voted to reallocate \$15,000 (\$5,000 from ASI Club Sponsorship Funding, \$5,000 from ASI Club Sports Funding, and \$5,000 from ASI Club Event Insurance Assistance) to fund a new Social Justice event fund.

### **June:**

Club Sports hosted the Club Sports End of Year Celebration with over 200 athletes and coaches in attendance. The event featured student presentations, awards, food, and highlights from each team and the program.

The Club Sports Council introduced the Executive Council Officers for 2018-2019 academic year. New learning outcomes for Club Sports programs were developed. The Club Sports Coordinator also laid the foundation to expand programming, build additional partnerships, and set strategic goals for student engagement.

#### Clubs Sports

Month	Staff Payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
July	\$ 10,794.30	\$ 136.00	\$ 284.95	\$ 11,215.25
August	\$ 660.07	\$ -	\$ 250.00	\$ 910.07
September	\$ 5,671.64	\$ -	\$ 250.00	\$ 5,921.64
October	\$ 6,078.02	\$ -	\$ 321.42	\$ 6,399.44
November	\$ 5,671.64	\$ -	\$ 1,277.70	\$ 6,949.34
December	\$ 5,691.88	\$ -	\$ -	\$ 5,691.88
January	\$ 5,691.94	\$ -	\$ -	\$ 5,691.94
February	\$ 5,691.94	\$ -	\$ 1.30	\$ 5,693.24
March	\$ 7,610.81	\$ -	\$ -	\$ 7,610.81
April	\$ 5,844.35	\$ -	\$ -	\$ 5,844.35
May	\$ 5,844.35	\$ -	\$ -	\$ 5,844.35
June	\$ 6,491.16	\$ -	\$ -	\$ 6,491.16
<b>Total</b>	<b>\$ 71,742.10</b>	<b>\$ 136.00</b>	<b>\$ 2,385.37</b>	<b>\$ 74,263.47</b>
<b>Allocation</b>	<b>\$ 71,742.10</b>	<b>\$ 136.00</b>	<b>\$ 17,494.87</b>	<b>\$ 89,372.97</b>
<b>Balance Remaining</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,109.50</b>	<b>\$ 15,109.50</b>

#### Notes:

17-18 Surplus **\$15,109.50**

Surplus allocated to 18-19 operating costs including new software for Clubs & Orgs that is under accessibility and security review

# CAL POLY

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Student Affairs

## **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Dean of Students

**Unit:** Veterans Success Center

### **Program Description:**

Veterans Success Center plays an integral role in the success of military-connected students. The VSC provides students with opportunities to engage, build relationships, grow leadership skills and continue their success at Cal Poly, while also offering a place to obtain assistance in navigating the complicated process of accessing and using military benefits. The Veterans Success Center is critical to ensure veteran and dependent success at Cal Poly. The VSC supports: veteran education and health benefits enrollment, certifying attendance for payment of military education benefits, access to campus and community resources for academic counseling, mental health resources, financial resources, career development and preparation, and a safe place to make connections and an avenue to be an active part of the Cal Poly community.

**Allocated Funding:** \$85,000

### **Goals:**

As veterans return from service it is critical that our community provides them and their family members with the support and resources they need to overcome the unique challenges they face as they transition from military to civilian to student life. The VSC strives to meet the goals for veterans' success as outlined by the U.S. Departments of Education, Veterans Affairs and Defense:

- Create a culture of trust and connectedness across the campus community to promote well-being and success for veteran students
- Ensure consistent and sustained support from campus leadership
- Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming
- Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them (even if limited in size)
- Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans
- Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion
- Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans
- Develop systems that ensure sustainability of effective practices for veterans

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

Establish a permanent coordinator position to allow for greater staff consistency for students and to support a needed increase in programs and services.

SSF Deliverable:

Conduct a search for a coordinator through the Student Success Fee funding. This position is an SSPII and works on a 12/12 month schedule.

**July:**

Began search for 11/12 coordinator.

**August:**

Campus interviews for new coordinator.

**September:**

Decision made for a new coordinator, offer declined. Search closed for reevaluation of position.

**October:**

A revised proposal was submitted for coordinator as a 12/12 position.

**November – December:**

Reviewed applicants.

**January – February:**

Zoom interviews.

**March:**

On-campus interviews.

**April:**

The new coordinator was hired. A meet and greet event was hosted. The VSC participated in Cal Poly's Open House and the SLO Veterans Collaborative Resource and Job Fair.

**May:**

The new coordinator attended the CSU Veterans Affairs Professional Development Conference, in Northridge, California. Began updates to the center space: technology.

**June:**

Hosted an evening event to honor recent graduates and the continuing hard work of the student team. Continued updates to the center space: window coverings.



**Veterans Success  
Center**

Month	Staff Payroll & Benefits	Student Assistants	Supplies & Services	SSF Fund Total
July	\$ -	\$ -	\$ -	\$ -
August	\$ -	\$ -	\$ -	\$ -
September	\$ -	\$ -	\$ 360.19	\$ <b>360.19</b>
October	\$ -	\$ 462.00	\$ 881.49	\$ <b>1,343.49</b>
November	\$ -	\$ 473.00	\$ 1,246.84	\$ <b>1,719.84</b>
December	\$ -	\$ 456.50	\$ 1,488.91	\$ <b>1,945.41</b>
January	\$ -	\$ -	\$ -	\$ -
February	\$ -	\$ 297.00	\$ 332.38	\$ <b>629.38</b>
March	\$ -	\$ 572.00	\$ 2,387.50	\$ <b>2,959.50</b>
April	\$ -	\$ 528.00	\$ 495.34	\$ <b>1,023.34</b>
May	\$ 5,614.03	\$ -	\$ 3,042.84	\$ <b>8,656.87</b>
June	\$ 17,095.79	\$ 1,633.50	\$ 1,180.98	\$ <b>19,910.27</b>
<b>Total</b>	\$ <b>22,709.82</b>	\$ <b>4,422.00</b>	\$ <b>11,416.47</b>	\$ <b>38,548.29</b>
<b>Allocation</b>	\$ <b>69,161.53</b>	\$ <b>4,422.00</b>	\$ <b>11,416.47</b>	\$ <b>85,000.00</b>
<b>Balance Remaining</b>	\$ <b>46,451.71</b>	\$ -	\$ -	\$ <b>46,451.71</b>

Notes:

17/18 Surplus \$ **46,451.71**

Surplus from salary savings (position was hired in April 2018) is allocated for 18/19 operations.



**STUDENT SUCCESS FEE**  
**FY 2017-2018 Year End Report**

**Department:** Campus Health & Wellbeing

**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 6.0 FTE (Academic Year) counselors as well as an after-hours psychological crisis line, specializing in behavioral health of college students.

**Allocated Funding:** \$577,657

**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 and number of overall visits compared to 2011 (prior to receiving funding for additional four counselors).*

SSF Deliverable:

The table below shows the number of unique clients, number of crisis and individual sessions, and total number of sessions compared to 2011 data. Counseling Services continues to increase the number of students seen as well as the total number of crisis and individual sessions provided.

Year	Unique Clients	Crisis Hours	Individual Sessions	Total Sessions (including group)
AY 2017/18	2,180	213	4,809	5,238
AY 2011/12	1,220	132	3,571	4,869
<b>Percent Change</b>	<b>79%</b>	<b>61%</b>	<b>35%</b>	<b>8%*</b>

\* In AY 2011/12 all student clients were screened in 15-minute appointments while in AY 2017/18 students were seen for 1-hour initial consultations. Several counselors were on maternity leaves (one in Fall 2017, two in Winter 2018, and three in Spring 2018). In addition to that, one counselor resigned in Spring 2018 and could not be replaced until the end of the quarter. Because of this the total sessions increased by only 8%; whereas the total clinical hours increased substantially.

## 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. Counseling Services received 195 calls during Academic Year 2017/18. 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.

Month	Academic Salaries/Benefits	ProtoCall	Supplies & Services in Support of Counselors	Total
July	\$ 44,597.54	\$ -	\$ -	\$ 44,597.54
August	\$ 44,597.54	\$ 1,962.50	\$ -	\$ 46,560.04
September	\$ 45,648.02	\$ 1,112.50	\$ 487.26	\$ 47,247.78
October	\$ 45,648.02	\$ 1,112.50	\$ -	\$ 46,760.52
November	\$ 45,648.02	\$ 1,112.50	\$ 389.12	\$ 47,149.64
December	\$ 45,720.94	\$ 1,112.50	\$ 332.49	\$ 47,165.93
January	\$ 45,722.44	\$ 1,112.50	\$ 538.00	\$ 47,372.94
February	\$ 45,722.44	\$ 1,112.50	\$ -	\$ 46,834.94
March	\$ 45,722.44	\$ 1,112.50	\$ -	\$ 46,834.94
April	\$ 44,951.21	\$ 1,112.50	\$ -	\$ 46,063.71
May	\$ 39,905.45	\$ 1,112.50	\$ -	\$ 41,017.95
June	\$ 42,876.82	\$ 1,375.00	\$ 494.99	\$ 44,746.81
<b>TOTAL</b>	<b>\$ 536,760.88</b>	<b>\$ 28,975.28</b>	<b>\$ 2,241.86</b>	<b>\$567,978.02</b>
<b>Allocation</b>	<b>\$ 536,760.88</b>	<b>\$ 13,350.00</b>	<b>\$ 27,546.12</b>	<b>\$577,657.00</b>
<b>Balance Remaining</b>	<b>\$ -</b>	<b>\$ (15,625.28)</b>	<b>\$ 25,304.26</b>	<b>\$ 9,678.98</b>

The deficit for ProtoCall is due to a \$15,625.28 encumbrance for AY 2018/19 for this service. The expense for this service has increased significantly since it was originally implemented.

The total allocation includes \$394.02 BBA from fiscal year 16/17. The balance of \$9,679 is due to

a failed counselor recruitment to fill the sixth counselor position for AY 2017/18 and maternity leaves. The additional counselor will start AY 2018/19.

The remaining balance of \$9,678.98 will be used for next fiscal year's operating expenses.

**STUDENT SUCCESS FEE**  
**FY 2017-2018 Year End Report**

**Department:** Campus Health & Wellbeing

**Unit:** Campus Wellbeing

**Program Description:** The Campus Wellbeing Program empowers students to achieve *Wellbeing* – a balanced life - that will benefit them in their personal and professional endeavors. The programs, which include educational workshops, campus/community social programming, policy-related efforts, and assessment and research, will focus on the five dimensions of Wellbeing (i.e., physical, social, mental/emotional, community, career and financial). The Student Success Fee is funding one 1.0 FTE (12-month) Director of Campus Wellbeing as well as any supporting budget for wellbeing programming.

**Allocated Funding:** \$125,000

**Goals:**

- Develop Wellbeing programs and systems change (e.g., policy and environmental changes) to facilitate a wellbeing culture for students
- Develop a unified approach to wellbeing on campus incorporating:
  - Physical Wellbeing
  - Social Wellbeing
  - Mental and Emotional Wellbeing
  - Career Wellbeing
  - Financial Wellbeing
- Develop a system where campus entities will have the opportunity to be involved in the promotion of student wellbeing programs through a unified approach (e.g., Wellbeing Committees and website)
- Develop a Student Wellbeing Committee to assist in the promotion of wellbeing programs
- Develop comprehensive Wellbeing programs to help students succeed in their educational and personal endeavors
- Programs will be informed by data collected through a campus needs assessment

**Outcomes:**

**1. Plans/Programs in Progress:**

Marketing & Outreach: Enhance the visibility of Campus Health & Wellbeing so students, staff and faculty know the resources and services available. Goal to increase visibility and passively educate audience on health & wellbeing messages.

- Developed myCPWELL video series to educate campus on healthy eating
- Developed Wellbeing focused education presentations and workshops
  - New Healthy Habits Presentation in WOW 2017 and SLO Days 2018
  - Wellness Ambassador Program launched and trained eight Ambassadors
  - Hosted Wellness Summit, connecting key campus partners and developed strategic goals

Resources: Connect student, staff and faculty to resources for health & wellbeing

- Hired a Graduate Intern to support Mindfulness Workshops for students, staff and faculty
- Collaborated with Center for Teaching Learning and Technology to get trained in “I CAN HELP” CSU curriculum

Programs: Develop meaningful programs that foster a culture of health and well-being to enhance healthy behaviors, reduce high-risk behaviors and prevent chronic disease

- Wellbeing Collaborative – Quarterly learn @ lunch opportunities to educate and feature students, staff and faculty initiatives
- Cal Poly Wellness Month in May 2018 successfully engaged students, staff and faculty in wellness programming
  - Collaborated with the Department of Kinesiology and Public Health.
- Chancellor’s Office awarded CH&W two CSU STEM VISTA AmeriCorps to assist in campus Wellbeing projects and initiatives
  - Wellness Ambassador Program
  - Jed Foundation Strategic plan
  - Basic Needs

Policies: Assist and provide support for policies related to health & wellbeing of campus

- Jed Foundation Campus Matters Initiative
  - Developed an Action Plan to address gaps in services for students of color and other underrepresented minority groups
  - Will participate in Jed Foundation Equity in Mental Health Framework Pilot project 2018 – 2019
- Executive Order 1108: Smoke & Tobacco Free Task Force
  - Supported the implementation of the Smoke & Tobacco Free Policy
  - Installed signage and communications to campus regarding the new policy
  - Hosted Marijuana Forum to educate campus regarding new legislation and current restrictions on campus

**Plans/Programs Implemented (from oldest to newest):**

- Hired two student Wellbeing Interns (Fall 2017)
  - Assist in research for positive psychology
  - Coordinate positive psychology presentation and outreach
  - Assist in Cal Poly Wellness Month
  - I CAN HELP Training
  - Facilitated Kindness Pop-Ups
- Developed a Mindful Mustangs Pilot project in collaboration with Headspace (Fall 2017)
- Assisted in development and implementation of Health Fee Proposal and Presentations (Fall 2017)
- Awarded \$130,000 grant from CSU Chancellor’s Office to support Basic Need Initiatives (SB 85) (Winter 2018)
  - Expand current food pantry to be accessible and develop innovative Sustainable Food Hub (Community Garden, Food Waste, to Basic Need)

- Developed Mustangs for Recovery, a Collegiate Recovery Program for students in need of community and support of various addictions (Winter 2018)
- Collaborated with Kinesiology, to develop assessment for Cal Poly Wellness Month (Spring 2018)
- Hosted a Spring Wellness Summit to discuss key needs (40 attendees).
- Hosted Cal Poly Wellness Month (May 2018); students, staff and faculty were encouraged to sign up for the challenge and learn about the six areas of wellbeing – mental/emotional, social, community, financial, professional, physical (400 participants)
- Updated Parent & Supporter Calendar: A Guide to Be Well at Cal Poly for SLO Days with helpful tips to encourage parents and supporters to stay connected with students (Spring 2018)
- Distributed Emergency key tags for students, parents and supporters with essential contact numbers for emergency personnel (Summer 2018)
- Continued formal collaboration with SLO County Behavioral Health department to have on-site wellness specialist for students, staff and faculty seeking referrals to the community
- Continued development of Wellness Ambassador Training, working with key campus partners to train and educate campus gatekeepers in “I CAN HELP” curriculum; Fall 2018 launch
- Farmers Market, expected launch date Fall 2018
- Community Garden Project, in collaboration with the Honors College and Sustainability; expected launch date Spring 2019
- Expansion of Campus Health and Wellbeing Services to Poly Canyon Village, to include increased wellness services, peer to peer programming, cooking demonstrations, yoga and mindfulness; expected soft launch date Fall 2018

## **2. Presentations conducted/conferences attended as part of the Wellbeing Program (from oldest to newest):**

- Regular Standing meetings:
  - Attending monthly Basic Need and Food Security Workgroup (campus)
  - Attend monthly Mental Health Services Act Stakeholder meeting (community)
  - Host monthly Substance Use and Abuse Advisory Committee (campus)
  - Attend quarterly Gender Based Violence Prevention Committee (campus)
  - Attend Tobacco Control Coalition (community)
  - Attend SLO Opioid Coalition (community)
  - Attend HEAL SLO Coalition (community)
- Hosted weekly Learn @ Lunch series during Cal Poly Wellness Month (May 2017)
- Co-Chair of the Substance Use and Abuse Advisory Committee
- Advisor for Student Health Advisory Committee
- Member and participant of Diversity and Inclusion Committee
- Member of the Student Affairs Research Committee
- Presented at NASPA Wellness Conference in Portland, OR (Winter 2018)
- Presented to 30 Upward Bound First Generation high school students about wellbeing and healthy habits to reduce stress
- Gave Healthy Habits presentation during Week of Welcome
- Facilitated Science of Happiness course with Employee and Organizational Development

Month	Salaries/Benefits	Supplies & Services	Total
July	\$ 11,162.58	\$ 20.00	\$ 11,182.58
August	\$ 11,717.76	\$ 53.21	\$ 11,770.97
September	\$ 11,439.59	\$ 20.00	\$ 11,459.59
October	\$ 11,439.59	\$ 856.05	\$ 12,295.64
November	\$ 11,439.59	\$ 21.75	\$ 11,461.34
December	\$ 11,479.65	\$ 20.56	\$ 11,500.21
January	\$ 11,479.88	\$ 625.09	\$ 12,104.97
February	\$ 11,520.58	\$ 339.08	\$ 11,859.66
March	\$ 12,534.68	\$ 268.08	\$ 12,802.76
April	\$ 11,853.88	\$ 191.29	\$ 12,045.17
May	\$ 12,368.68	\$ 146.71	\$ 12,515.39
June	\$ 12,524.88	\$ 76.06	\$ 12,600.94
<b>TOTAL</b>	<b>\$ 140,961.34</b>	<b>\$ 2,637.88</b>	<b>\$ 143,599.22</b>
<b>Allocation</b>	<b>\$ 140,961.34</b>	<b>\$ 15,064.66</b>	<b>\$ 156,026.00</b>
<b>Balance Remaining</b>	<b>\$ -</b>	<b>\$ 12,426.78</b>	<b>\$ 12,426.78</b>

\* The allocation of \$156,056 includes \$31,026 in roll forward from fiscal year 16/17. That roll forward was due to the director position being unfilled from November 2015 to May 2016. The annual allocation of \$125,000 no longer fully covers the director's salary and benefit expenses due to GSIs and benefit allocations being deposited into a non-SSF fund.



# CAL POLY

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Student Affairs

## **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Career Services

**Unit:** Jobs & Enhancement Programs

<b>Allocation Funding:</b>	\$655,000 (Enhancement Program)
	\$ 77,000 (Jobs Program)
Roll Forward 16-17:	\$ 4,077
Encumbrance Carryover 16-17:	\$ 5,451

### **Goals:**

- First Impact - Career Services has conceptualized an intentional, comprehensive career development plan to connect with first-year students to help clarify majors and career plans. This will send students on a deliberate path towards academic achievement and success, supporting retention, improving graduation rates and reducing educational costs.
- Increased Service Capacity - Career Services will increase service capacity through the hiring of an additional Career Counselor that will create a college-based model in which a Career Counselor is assigned to each of the academic colleges. This will include offering extended evening hours. Career Services will also implement a Career Portfolio platform to showcase academic and professional achievement.
- Jobs - Career Services will create job postings, job opportunities and on-line resources that will assist students with the job search process.
- More Jobs - Expand outreach to employers, targeting a more diverse range of jobs for traditionally underserved students and those most likely to be faced with greater challenges upon graduation (Arts, Humanities and Sciences). This will create a new base of employers who would better represent the entire range of Cal Poly majors, supporting and improving placement rates.

### **Outcomes:**

#### **1. 4-Year Development Plan**

##### SSF Outcome:

Develop a 4-Year Career Development Plan to assist first-year students with planning co-curricular milestones and activities which take place throughout their college careers.

Measure: Create an on-line 4-Year Career Planning Guide. Review and update annually to ensure career readiness relevance.

SSF Deliverable:

Developed a 4-Year Career Planning Guide and launched an on-line version. Currently integrating the career planning guide in career counseling appointments, classroom presentations, workshops, and through the Freshman Focus Team and College Specialist outreach efforts. This plan provides context for a Sophomore Year Career and Life Readiness Program and Diversity and Inclusion career education and outreach.

## 2. First Year Student Outreach

SSF Outcome:

Reach out to first-year students to introduce the process of clarifying majors and career planning; inclusive of orientation programs, 100-level classroom and change of major presentations, individual appointments, and groups/workshops.

Measure: Connect with 80% of first-year students.

SSF Deliverable:

Career Services created a Freshman Focus Team (FFT) to advise first year students on clarifying majors and career plans. During SLO Days (July and August), FFT facilitated *Between Paving Your Path: From Here to Career* to all first year attendees. Conducted 80 classroom presentations to first-year classes, reaching a total of 4,903 students (3,820 of them were first-year students). First years were encouraged to attend the ten signature Career Fair events. The FFT collaborated with the Center for Leadership to offer opt-in *StrengthsQuest* sessions to new first year students. The total engaged is 5,085 plus 25 Extended Education Students or 100% of all first-year students. First year students not engaged were on the FERPA *Do Not Contact List*. The FFT was also recognized by the American College Personnel Association (ACPA) for a national Innovation Award in March 2018.

Measures 2017-18		Student Engagement	
Colleges	Total Student Enrollment	# Engaged	% Engaged
CAFES	1,070	1,063	99.35%
CAED	418	417	99.76%
OCOB	837	831	99.28%
CENG	1,263	1,263	100.00%
CLA	841	835	99.29%
COSAM	678	676	99.71%
<b>FTF ENGAGEMENT</b>	<b>5,107</b>	<b>5,085</b>	<b>99.57%</b>
NSE/INTERNATIONAL			
EXTENDED ED		1	
ALL COLLEGE		24	
<b>TOTAL</b>	<b>5,107</b>	<b>5,110</b>	<b>100.06%</b>

### 3. Career Development Strategies

#### SSF Outcome:

Involve first-year students in multiple career planning and development sessions.

Measure: Track students reached through career planning and development sessions.

#### SSF Deliverable:

Career Services connected with first-year students a total of 5,881 times from July 2017-June 2018. In addition, 1,368 additional students from other academic years were served as they attended first year designated classes and workshops. Their overall outreach was to 7,249 students. The Freshman Focus Team provided outreach, conducted classroom presentations, offered change of major workshops, and facilitated one-on-one appointments and groups about self-assessment, career exploration, decision-making, and internship search.

Measures									
2017-18	100-level Classroom/Intro Courses	100-level Classroom/Intro Courses	Change Major	Change Major	1-on-1 Appointments	Groups	Groups	MONTHLY TOTAL (1st year)	MONTHLY TOTAL (1st year + non 1st year)
	# 1st-year Students	# non-1st-year Students	# 1st-year Students	# non-1st-year Students	# 1st year Students	# 1st-year Students	# non-1st-year Students	1st-year STUDENTS	*STUDENTS (1st year & non 1st year)
TOTAL	3,820	1,083	635	201	1,189	237	84	5,881	7,249

NOTES: Total first year students is a duplicated number in this table to accurately document Freshman Focus Team time and engagement with students on multiple career advising, education, and outreach levels.

### 4. College-Based Counseling Model

#### SSF Outcome:

Support a college-based model in which a Career Counselor is assigned to each of the academic colleges in a liaison role, strengthening college-based partnerships and programming.

Measure: Create a Career Specialist Team and college-based assignments.

#### SSF Deliverable:

Career Services continues with the College Specialist Team model in which a Career Counselor has been assigned to each of the academic colleges. The following chart shows the Career Counselor assignments to each of the academic colleges.

College	College Specialists
CAFES (Agriculture)	Krista Burke
CAED (Architecture)	Seth Igarta
OCOB (Business)	Mallory Stoffel
CENG (Engineering)	Tammy Martin
CLA (Liberal Arts)	Laura Hunkler
COSAM (Science/Math)	Lisa Sewell

## 5. Counseling Appointments

### SSF Outcome:

Offer additional career counseling appointment opportunities, reducing the wait period to see a Career Counselor.

Measure: Career Services will generate 2,711 counseling appointments; a consistent measure from the original 2014-2015 academic year proposal.

### SSF Deliverable:

Drop-in Hours (Same day walk-in hours for all students: Monday-Thursday; 1-4 pm), Drop-in Hours (College Specialist and Freshman Focus Team specific designated walk-in hours), one-on-one, and extended hours initiatives (Career Counseling services at Mustang Success Center during evenings 4:00 pm - 6:00 pm and university wide career education and/or networking program for all six colleges each quarter), continue to support students in getting access to career counseling and advising services in a timely manner. Also, the MustangJOBS platform allows students to independently schedule appointments online (walk-in and telephone appointment requests continues to be a service). Career Services conducted 4,914 appointments this year, a 45% increase above the annual goal and 282 more students than last year. The following chart is used to track student appointments by academic college:

2017-18 Month	CAFES Ag	CAED Arch	OCOB Business	CENG Engineer	CLA Lib Art	COSAM Science	International/ Extended Ed	Month Total	Actual YTD	Goal YTD
July	9	3	12	26	19	19	0	88	88	52
August	8	4	15	29	15	14	1	86	174	112
September	64	14	88	257	64	53	10	550	724	284
October	141	46	98	271	140	85	4	789	1,513	634
November	82	31	57	177	89	61	2	499	2,012	942
December	13	4	10	29	14	17	0	87	2,099	1,092
January	95	29	104	257	112	89	2	687	2,786	1,412
February	117	45	98	217	114	83	4	678	3,464	1,733
March	76	29	41	112	56	49	5	368	3,832	1,990
April	76	34	59	179	106	63	2	518	4,350	2,306
May	66	26	46	138	72	68	3	419	4,769	2,569
June	32	9	19	42	18	22	3	145	4,914	2,711
<b>TOTAL</b>	<b>779</b>	<b>274</b>	<b>647</b>	<b>1,734</b>	<b>819</b>	<b>623</b>	<b>36</b>	<b>4,914</b>	<b>Actual</b>	<b>Goal</b>

## 6. Extended Office Hours

### SSF Outcome:

Offer extended office hours to meet with students.

Measure: Availability of extended office hours.

SSF Deliverable:

Career Services continued to offer extended office hours and services to support students: Mustang Center Career Counseling scheduled appointments: 4:00-6:00 pm resulting in 70 appointments and University-wide Evening Programming: minimum of four career education and/or networking programs per quarter, additional college-specific and first-year specialized programs, student-alumni mixers, and programming in University Housing resulting in 100 evening programs. Also provide 24/7 virtual resources (See Section 10: Online Resources), and evening Career Fairs and Employer Information Sessions.

## **7. Career Portfolio Plan**

SSF Outcome:

Identify and integrate an innovative career portfolio platform for students to document and showcase evidence of academic and professional achievement.

Measure: Implement an on-line Career e-Portfolio Platform, targeting all students.

SSF Deliverable:

After a thorough evaluation process of e-portfolio vendors in the 2014-2015 academic year, Career Services had a successful Portfolium launch for students in Spring quarter 2015 and alumni in Fall quarter 2015. After bi-annual new student imports, and all alumni importing complete, we currently have 10,522 active student and alumni users on the e-portfolio platform (12,762 Overall Registrants: 6,485 students, 32 Faculty, and 6,245 alumni). This online program visually showcases Cal Poly Learn by Doing accomplishments and artifacts. Marketing and Outreach Updates: Featured in workshops (develop list of relevant resources to be used in each workshop), Displayed on Career Services TV, developed a campaign for the year (emails, TV monitors, posters, postcards, etc.), integrated in Career and Professional Development Certificate and Career Planning Guide, and included in college and event emails via MustangJOBS platform. Faculty and Staff Updates: Reached out to The Center for Teaching, Learning, and Technology (CTLT), met with CTLT's Tonia Malone and Honors Program faculty Gregg Fiegel to discuss Portfolium engagement with faculty and the Honors Program. Partnered with Honors Program courses (HNRS 161 – Sections 1 & 2) to engage Portfolium in Fall quarter class project with 60 students. Met with MSC advisors to provide overview of resources, and partnered with Portfolium to provide eight counselors updated training. New engagement initiatives: Conducted targeted outreach to sophomore-level CENG classes resulting in nine class presentations to educate 378 students about Portfolium, revised Portfolium content on website to update "Resources for Students, Alumni, and Staff" and created "Resources for Faculty." <https://careerservices.calpoly.edu/explore-services/resource-toolkit/onlineresources>, and held Portfolium Challenge engaging 28 students to showcase their e-portfolio entries; entries were judged by College Specialist counselors and Tapestry Solutions. Six winners were selected and are showcased on our website

<https://careerservices.calpoly.edu/2018-portfolium-challenge-winners>.

## 8. Job Postings

### SSF Outcome:

Job posting increased by 20%, thus keeping pace with the growing number of electronic job postings.

Measure: Career Services will generate 10,447 job postings.

### SSF Deliverable:

Career Services posted 36,260 jobs; exceeding the annual goal by 71% and last year's total by 24% (8,692 more job postings). Career Services continues to use the Handshake online platform for MustangJOBS which expands outreach to more and diverse employers nationwide (as of Fall quarter 2016). Also, this new platform allows post-undergraduate fellowships to be listed in a separate category. The professional job and internship totals substantially increase each year with the highest numbers ever posted at Cal Poly. Other important data: 8,279 new employer accounts and 312,113 total logins through 19,366 engaged students. The following chart shows a breakdown of job posting types:

Month	Career	Experiential Learning	Local PT	On Campus	Fellowships	Work Study	Month Total	Actual YTD	Goal YTD
July	1,257	301	154	38	6	9	1,756	1,756	531
August	1,775	776	266	52	11	9	2,880	4,636	1,223
September	2,023	1,002	288	85	26	67	3,424	8,060	2,256
October	1,862	895	212	32	22	6	3,023	11,083	3,023
November	1,674	782	171	34	36	18	2,697	13,780	3,750
December	1,480	804	96	20	26	3	2,426	16,206	4,325
January	2,418	1,658	229	69	35	11	4,409	20,615	5,297
February	2,001	1,241	182	30	36	5	3,490	24,105	6,189
March	2,252	1,242	191	73	37	12	3,795	27,900	7,209
April	1,936	985	167	44	8	3	3,140	31,040	8,421
May	1,934	770	148	42	12	4	2,906	33,946	9,561
June	1,746	445	96	17	10	1	2,314	36,260	10,447
<b>TOTAL</b>	<b>22,358</b>	<b>10,901</b>	<b>2,200</b>	<b>536</b>	<b>265</b>	<b>148</b>	<b>36,260</b>	<b>Actual</b>	<b>Goal</b>

## 8. Emerging Markets

### SSF Outcome:

Career Services will research new emerging job markets, exposing students to, and creating, additional employment opportunities for students.

Measure: Present six new emerging job markets, distributing market information and job posting sites.

SSF Deliverable:

Partnered with 21 expert speakers, 13 of whom are Cal Poly alumni, on 6 Emerging Market panels to provide industry insight, career-related advice, and networking opportunities to 258 interested students. Also investigated and showcased Emerging Markets career and internship information on website. Topics included: Fighting Fake News in a Democratic Society, Real Estate and Property Management Careers, Social Entrepreneurship: Business Beyond Profit, Green Careers, Physical and Mental Optimization Careers, and Autonomous Vehicles and UAVs.

## 10. On-line Resources

SSF Outcome:

Career Services will provide students with access to on-line search resources to assist the job search process.

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

SSF Deliverable:

Career Services continued to provide access to 24/7 on-line resources to assist students with self-reflection, career exploration, and the job search process. In addition to the following resources, Career Services provides students jobs and internships through the **MustangJOBS** platform and high student engagement through the Career Services website: **Career Spots ("Video Spots")** - Prepares students for their careers by reviewing a virtual library of high-quality videos on careers, occupations, internships and other related areas; **Going Global** – Assists students to explore international and domestic jobs, internships world-wide, cultural norms/advice, country and corporate profiles, and hiring guidelines by region; **BIG Interview** – Assists students with on-line job interview training and practice (mock interview record and playback feature); **Portfolium** – Assists students and alumni to visually showcase their skills, projects, experiences, and goals to employers, mentors, and peers. Also, a reflective tool to collect, highlight, and demonstrate accomplishments, as well as provide preparation for communicating during networking and interview experiences; **Focus 2** – Assists students with self-assessment and career exploration and also is inclusive of majors and career paths information. Overall Student Interface with Career Services Technology: 78% of unique Cal Poly students log-in to MustangJOBS, powered by the Handshake platform (69,308 total log-ins), MustangJOBS, is listed in the top 25 rankings within the 500+ Handshake university user network: unique student engagement, total student applications to employers, and employer engagement by company. Career Services website had 89,635 unique and returning users this past year with the top five pages being Homepage, Career Fairs (Students page), Graduate Status Report (GSR), MustangJOBS, and Career Fairs (Employers page). Career Spots: 2,691 views; Going Global: 517 students with 4,203 page views; Big Interview Users: 238 with 1,475 page views/repeat visits. Portfolium has 10,522 active student and alumni users on the e-portfolio platform (12,762 Overall Registrants: 6485 students, 32 Faculty, and 6,245 Alumni); Focus2: 466 Users with 842 logins.

## 11. Employer Development

### SSF Outcome:

Develop a new employer base that would impact non-technical majors.

Measure: 120 new employer partners that reach a broader range of majors and careers.

### SSF Outcome:

Expand employment opportunities through existing employer partners.

Measure: 80 existing employer partners that reach a broader range of majors and careers.

### SSF Deliverable:

Career Services has two employer development specialists who continue to grow an employer base and opportunities for students with 295 established employer relationships in the 2017-2018 academic year; 48% beyond the annual goal.

2017-18	New Employers	Existing Employers	Month Total	Actual YTD	Goal YTD
July	1	6	7	7	5
August	2	11	13	20	20
September	2	15	17	37	35
October	2	6	8	45	55
November	8	67	75	120	75
December	2	13	15	135	85
January	4	27	31	166	105
February	19	6	25	191	125
March	12	3	15	206	150
April	14	9	23	229	175
May	7	4	11	240	190
June	53	2	55	295	200
<b>Total</b>	<b>126</b>	<b>169</b>	<b>295</b>	<b>200</b>	<b>200</b>
<b>Goal</b>	<b>120</b>	<b>80</b>	<b>200</b>		

## 12. Job Postings

### SSF Outcome:

50% increase in career and co-op/internship/summer job postings for the College of Liberal Arts and College of Science & Mathematics.

Measure: Posting 2,010 CLA job/internship and 2,229 COSAM job/internship (a 50% increase comparable to the original 2014-2015 proposal measure).

### SSF Deliverable:

Career Services has posted 12,145 CLA jobs (exceeding the planned measure by 83% and last year's outcome by 31%) and 12,278 COSAM jobs (exceeding the planned measure by 82%



and last year's outcome by 21%). Again, the new MustangJOBS online platform (as of Fall quarter 2016) provides more access to a variety of jobs and internships in California and nationwide. Also, to market CLA and COSAM students to a breadth of opportunities, each major has been mapped to job function clusters that are accessible to all employers. The following chart shows a breakdown of job posting types:

CLA 2017-18	Career Postings	Pre-Career Postings	Month Total	Actual YTD	Goal YTD
July	567	113	680	680	123
August	684	278	962	1,642	228
September	713	300	1,013	2,655	359
October	717	326	1,043	3,698	549
November	691	346	1,037	4,735	681
December	576	266	842	5,577	789
January	773	522	1,295	6,872	942
February	707	421	1,128	8,000	1,110
March	844	431	1,275	9,275	1,292
April	738	343	1,081	10,356	1,518
May	718	270	988	11,344	1,814
June	636	165	801	12,145	2,010
<b>Total</b>	<b>8,364</b>	<b>3,781</b>	<b>12,145</b>	<b>Actual</b>	<b>Goal</b>

COSAM 2017-18	Career Postings	Pre Career Postings	Month Total	Actual YTD	Goal YTD
July	593	95	688	688	123
August	820	216	1,036	1,724	254
September	734	249	983	2,707	401
October	731	277	1,008	3,715	602
November	744	374	1,118	4,833	744
December	698	267	965	5,798	864
January	869	469	1,338	7,136	1,047
February	746	359	1,105	8,241	1,236
March	892	403	1,295	9,536	1,439
April	705	272	977	10,513	1,698
May	749	198	947	11,460	2,004
June	699	119	818	12,278	2,229
<b>Total</b>	<b>8,980</b>	<b>3,298</b>	<b>12,278</b>	<b>Actual</b>	<b>Goal</b>

### **13. Tracking Employer Participation**

#### SSF Outcome:

Increase employer participation in career events, employer events, college events, recruitment activities, and faculty and Career Services engagements.

Measure: Track employer participation in career events, employer events, classroom presentations, college-based events, recruitment activities, and faculty and career engagements.

#### SSF Deliverable:

The CLA and COSAM Employer Relations Specialists (ERS) coordinated 1,233 employer engagements; 65% increase from last year (434 engagements). The CLA-ERS lead oversaw the recruiting and career fair teams which service all employers and students. The COSAM-ERS lead formalized Career Services Department Working Group model within the College of Science and Math and created active teams with Mathematics, Bio/Microbio/Marine Sciences, Statistics, Physics, Liberal Studies departments that include faculty liaison(s), academic advisor, career counselor, employer relations representative, and a student leader. Working Group teams are engaged in these goals: Leverage existing industry partnerships and develop new, impactful employer relationships. Increase student engagement in career development programs, services and resources. Discuss employer referrals, potential immersive partnerships and outcomes. Collaborate on events that involve industry professionals, gain insight into most important career skills needed for students. Create strong career development networks across campus. Expand opportunities and industry connections for students and faculty, and connect with alumni to showcase their career paths and expertise to students. The ERSs also played important roles in troubleshooting and improving the MustangJOBS online platform and external marketing to employers (See high impact employer engagement results in sections 8, 11, and 12 of this report).

### **14. Student Success Fee Funding**

#### ***Jobs Program:***

##### SSF Outcome:

Career Services was allocated \$77,000 for the Jobs program starting in 2012-2013 academic year.

Measure: Fully expend SSF funds through the delivery of services.

##### SSF Deliverables:

One Recruiting Associate has been assigned to support the Jobs program.

#### ***Enhancement Program:***

##### SSF Outcome:

Career Services was allocated \$655,000 for the Enhancement Program (First Impact, Increased Service Capacity and More Jobs) for 2017-18 academic year (starting in 2014-15 academic year). Career Services concluded the year with a remaining balance of \$4,864.28. Remaining monies were due to a COSAM Career Counselor position vacancy. During the vacancy, additional monies were redistributed to Graduate Student Employees and

Temporary Career Counselors who assisted with student appointments and drop in hours.  
The remaining funds will be used towards staff salaries/benefits in FY 2018-19.

Measure: Fully expend SSF funds through the delivery of services.

SSF Deliverables:

Four Career Counselors, two Employer Development Specialists, one Recruiting Associate, one Graduate Intern, and one Administrative Support position have been hired to support the project. In addition, the Executive Director, Assistant Directors (2), and Office Analyst collectively oversee programming, training, budgeting, assessment, and reporting.

## 15. Cumulative Expenditure Report

The SSF Programs were fully staffed at the onset of the 2017-2018 academic year. With extended services and additional expended staff time, budget allocations were reassessed to ensure student career readiness and success services are implemented in a timely, cost efficient, and effective (outcomes-based) manner. Expenditures for the staff salary and benefits and program/ resources/ services administrative costs are outlined below:

Month	Salary & Benefits	Admin Overhead	SSF Total
July	\$ 50,664.50	\$ 1,457.16	\$ 52,121.66
August	\$ 50,648.62	\$ 1,008.79	\$ 51,657.41
September	\$ 60,270.10	\$ 1,922.18	\$ 62,192.28
October	\$ 61,891.24	\$ 3,612.72	\$ 65,503.96
November	\$ 57,325.82	\$ 3,585.73	\$ 60,911.55
December	\$ 56,188.36	\$ 4,229.27	\$ 60,417.63
January	\$ 57,108.14	\$ 1,588.50	\$ 58,696.64
February	\$ 56,719.93	\$ 3,851.16	\$ 60,571.09
March	\$ 73,326.34	\$ 3,725.15	\$ 77,051.49
April	\$ 66,282.67	\$ 1,836.24	\$ 68,118.91
May	\$ 56,922.24	\$ 3,444.51	\$ 60,366.75
June	\$ 50,144.90	\$ 8,908.86	\$ 59,053.76
<b>Total</b>	<b>\$ 697,492.86</b>	<b>\$ 39,170.27</b>	<b>\$ 736,663.13</b>
<b>Allocation</b>			<b>\$ 741,527.41</b>

Budget Remaining \$4,864.28

Includes:

Encumbrance Carryover to FY 2018-19 \$2,996.41

Roll Forward to FY 2018-19 \$1,867.87

Remaining funds due to COSAM Career Counselor position vacancy.

During this time, additional monies were redistributed to Graduate Student Employees and Temporary Career Counselors who assisted with student appointments and drop in hours.

These funds will be used towards staff salaries/benefits in FY 2018-19.

# CAL POLY

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## Student Affairs

### **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Student Academic Services

**Unit:** Supplemental Workshops in Science and Math

**Program Description:** Provide students an opportunity to achieve academic success via designated science and math lectures through participation in specialized workshops. Key program efforts are to serve as a non-remedial approach to learning in historic challenging courses; increase efforts to support underserved, first-generation, low socio-economic and underrepresented minority students. Focused on a concentrated learning environment, supplemental workshops empowers and navigates students through challenging entry level courses through the use of cooperative peer based learning. As such, students achieve optimal academic performance with metacognitive learning strategies, ultimately affecting student retention throughout their academic career and graduation.

<b>Allocated Funding for Math:</b>	\$ 212,340
Roll Forward 16-17 for Math:	\$ -18,753
<b>Allocated Funding for Science:</b>	\$ 192,860
Roll Forward 16-17 for Science:	\$ -7,855

**Goals:**

- Serve as non-remedial approach to learning science and math courses
- Offer a breadth of challenging, entry-level science and math workshops; biology, chemistry, physics, statistics, calculus and linear algebra to all students
- Improve fall-to-fall persistence rates for First Time Freshman
- Increase retention rates and student grades within targeted historically challenging science and math courses
- Increase student confidence in course material
- Provide a concentrated academic peer-to-peer facilitation learning environment
- Students will learn and apply effective metacognitive learning strategies applied to current and future coursework
- Increase student involvement on Cal Poly campus by displaying opportunities to give back to their campus community by becoming Instructional Student Assistants
- Instructional Student Assistants demonstrate advanced leadership abilities outlined by ASC Training Guidelines
- Students will develop essential skills to work in a collaborative cohesive environment.
- Increase partnership with COSAM faculty
- Serve as first step for Instructional Student Assistants interested in teaching profession

## Outcomes:

### 1. High-Quality Programming

#### SSF Outcome:

#### **2017-18 Academic Year**

- Expand Workshops to support campus Graduation Initiative 2025
  - Increase 4-year graduation rates
  - Engage students at critical touch points
- Expand services as a High Impact Practices (HIPs) program

#### SSF Deliverable:

#### **Fall 2017- Spring 2018**

- 2297 Students served
  - 13.6% decrease from 2016-17\*
- 213 Workshops supported
  - 30% decrease from 2016-17\*
- SWM
  - Supported 80 workshops
- SWS
  - Supported 113 workshops

*\*Note: decrease in workshops due to limited University classroom space in addition to instructional student assistant unit 11 mandated pay increase.*

## Key Performance Indicators

### **Fall 2017**

- 89% of students enrolled in a SWS workshop and lecture passed with A,B,C
  - *85.6% of students enrolled in lecture only passed with A,B,C*
- 89% of students enrolled in a SWM workshop and lecture passed with A,B,C
  - *83% of students enrolled in lecture only passed with A,B,C*

### **Winter 2017**

- 89% of students enrolled in a SWS workshop and lecture with A,B,C
  - *88% of students enrolled in lecture only passed with A,B,C*
- 83% of students enrolled in a SWM workshop and lecture passed with A,B,C
  - *79% of students enrolled in lecture only passed with A,B,C*

### **Spring 2018**

- 88% of students enrolled in a SWS workshop and lecture passed with A,B,C
  - *85% of students enrolled in lecture only passed with A,B,C*
- 86% of students enrolled in a SWM workshop and lecture passed with A,B,C
  - *81% of students enrolled in lecture only passed with A,B,C*

## Assessment Outcome Results

- 84% felt Cal Poly is committed to their academic success
- 95% felt SW is committed to their academic success
- 93% felt SW provided a collaborative learning environment

- 85% reported a positive connection for campus engagement
- 89% felt SW presented alternative methods to approaching problems and/or finding solutions
- 90% reported SW presented metacognitive learning strategies for use with course content
- 86% reported being able to discuss course concepts to peers outside of SW
- 73% felt SW motivated students to increase time in studying
- 93% reported SW bridged knowledge gaps with course material
- 96% would recommend SW to a friend
- 95% would enroll in another SW

## 2. **Staffing**

### SSF Outcome:

- Hire staff to support workshops and assist SSP staff to coordinate program efforts
- Provide comprehensive student development training and preparation as ISA's

### SSF Deliverable:

- 151 Instructional Student Assistants (ISA's) continued demonstrating advanced leadership capabilities and superior academic knowledge to support program function
- 2 Program Assistants continued employment
- 4 new Senior Leaders hired
  - Established 4 new Senior Leader positions to eliminate 8 student assistants, utilizing 4 experienced leaders to mentor and observe new ISA's
- 21 new ISA's hired
- Administered multi-level 6-hour training covering the following areas
  - Overview of Supplemental Programs
  - Relationships
  - Conducting Supplemental Workshops
  - Planning Workshops
  - Refining Workshops
  - Metacognitive Learning Strategies
- Administered in-depth 35-hour intern training
  - One-hour training to cover program policies and procedures
  - Conduct 6 one-hour observation sessions of multiple workshops
  - Conduct 5 one-hour co-facilitation with mentor's workshops
  - Establish Reference Guide
  - Attend mindful mentor meetings
  - Attend training debrief meeting

## 3. **Increase Faculty Support**

### SSF Outcome:

- Increased collaboration with academic departments in the College of Science and Mathematics

#### SSF Deliverable:

- Identified Engineering department course needs to cover 4 lectures with supplemental workshops
- Offered faculty ability to submit requests for specific facilitators
- Increased communication efforts with faculty to enhance student success in studio format lectures

#### **SSF Budget Balances and Future Utilization**

1. The following identifies reasons for remaining balances
  - a. Reduction in Workshops due to unavailable University Classroom space to host Supplemental Workshops
  - b. Anticipation of Instructional Student Assistant (ISA) pay increases
  - c. Discontinued third-party observation team
  - d. Earmarked money for Library renovation beginning Summer 2019
2. Plans for use of remaining funds
  - a. Hire new Instructional Student Assistants (ISA's) to replace graduating ISA's
  - b. Established Senior Leader position utilizing experienced facilitators to mentor and observe newer ISA's
  - c. Due to the Library not paying for partners to relocate during renovation starting Summer 2019, earmarked money is to pay for moving costs, space and/or other requirements to house/support Supplemental Workshops

#### **Supplemental Workshops in Math Expenditure Analysis:**

Month	Personnel Salary & Benefits	Facilitators/Program Assistants	Operating Expenses	SSF Total
July		\$ 13,626.68	\$ -	\$ 13,626.68
August	\$ -	\$ -	\$ -	\$ -
September	\$ -	\$ -	\$ -	\$ -
October	\$ -	\$ 11,657.51	\$ -	\$ 11,657.51
November	\$ -	\$ 24,322.76	\$ -	\$ 24,322.76
December	\$ -	\$ 18,687.78	\$ -	\$ 18,687.78
January	\$ -	\$ 1,369.95	\$ -	\$ 1,369.95
February	\$ -	\$ 15,831.11	\$ -	\$ 15,831.11
March	\$ -	\$ 19,830.26	\$ -	\$ 19,830.26
April	\$ -	\$ 11,152.63	\$ -	\$ 11,152.63
May	\$ -	\$ 16,894.75	\$ -	\$ 16,894.75
June	\$ -	\$ 16,368.51	\$ -	\$ 16,368.51
<b>Total</b>	\$ -	\$ 149,741.94	\$ -	\$ 149,741.94
<b>RF 2016-17</b>	\$ -18,752.75			
<b>Allocation</b>	\$ 212,340.00			

- Instructional Student Assistant June payroll will hit next fiscal year – approximately \$25,000. Approximate \$18,845 remaining budget balance to be expended FY 18/19.

**Supplemental Workshops in Science Expenditure Analysis:**

Month	Personnel Salary & Benefits	Facilitators/Program Assistants	Operating Expenses	SSF Total
July	\$ -	\$ 12,668.41	\$ -	\$ 12,668.41
August	\$ -	\$ 735.92	\$ -	\$ 735.92
September	\$ -	\$ -	\$ -	\$ -
October	\$ -	\$ 13,263.71	\$ -	\$ 3,263.71
November	\$ -	\$ 26,184.23	\$ -	\$ 26,184.23
December	\$ -	\$ 20,913.55	\$ -	\$ 20,913.55
January	\$ -	\$ 849.88	\$ -	\$ 849.88
February	\$ -	\$ 19,785.43	\$ -	\$ 9,785.43
March	\$ -	\$ 25,067.78	\$ -	\$ 5,067.78
April	\$ -	\$ 13,232.51	\$ -	\$ 3,232.51
May	\$ -	\$ 26,993.03	\$ -	\$ 6,993.03
June	\$ -	\$ 25,594.91	\$ -	\$ 5,594.91
<b>Total</b>	\$ -	\$ 185,289.36	\$ -	\$ 185,289.36
<b>2016-17 RF</b>	\$ - 7,854.81			
<b>Allocation</b>	\$ 192,860.00			

- \$284 overage covered by alternate funding source.



# CAL POLY

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Student Affairs

## **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Student Academic Services

**Unit:** Summer Institute

**Program Description:** Cal Poly's Summer Institute (SI) is an academic orientation program held annually for newly admitted freshmen. Through SI, students have the opportunity to participate in a three-week residential program geared at helping them make a successful transition from high school to college. The Cal Poly Summer Institute (SI) 2017 program was held July 29 to August 22, 2017. Eighty-two (82) incoming freshmen participated in the three-week academic program and completed six (6) units of baccalaureate coursework.

**Allocated Funding for Science:** \$ 151,379

Roll Forward 16-17 for Science: \$ 59,971

### **Goals**

- Provide space for first generation and historically low income students to get acquainted with resources, identify effective classroom/study skills and establish community prior to start of fall quarter
- Satisfy Early Start requirement via Writing Seminar for those who require it
- Introduce the library and how to research via campus tools
- Facilitate introductions and presentations from important campus resources
- Provide students with room and board to allow for a preliminary experience prior to the start of fall quarter
- Introduce the Educational Opportunity Program and how to maximize services
- Keep program cost-free for students
- Goals for 2018 program
  - Intentionally connect Writing Seminar and PSY 201 course via common read and combining assigned papers
  - Provide tangible material for parents and supporters
  - Reassign courses to more accurately reflect course content

### **Outcomes:**

#### **1. High-Quality Programming**

SSF Outcome:

**2017-18 Academic Year**

SSF Deliverable:

**2017 Summer Institute**

- 82 students served from all six colleges
  - 33% College of Engineering
  - 15% College of Agriculture Food and Environmental Sciences
  - 12% Orfalea College of Business
  - 16% College of Science and Mathematics
  - 11% College of Architecture and Environmental Design
  - 13% College of Liberal Arts
- Served primarily URM students
  - 70% Hispanic/Latino
  - 19% Asian
  - 5% Caucasian
  - 4% African American
  - 2% Mixed race
- Post survey results (immediately following Summer Institute)
  - 95.1% of participants felt prepared to start Cal Poly in the fall as a result of Summer Institute
  - 100% of participants looked forward to starting their academic career in the fall as a result of Summer Institute
  - 97.6% of participants indicated they knew who to ask if they had a question as a result of Summer Institute
  - 87.8% of participants indicated they were confident in their time management skills as a result of Summer Institute
  - 97.6% of participants indicated they were confident they would find a strong support network at Cal Poly as a result of Summer Institute
  - 97.6% of participants indicated they were confident they would fit in at Cal poly as a result of Summer Institute
  - 100% of participants indicated they were confident in their decision to attend Cal Poly as a result of Summer Institute

### Expenditure Analysis

Month	Personnel Salary & Benefits	Summer Program Staff	Operating Expenses	SSF Total
July				
August				
September			\$ 1,741.00	\$ 1,741.00
October				
November				
December				
January				
February				
March				
April				
May				
June				
<b>Total</b>			\$ 1,741.00	\$ 1,741.00
<b>2016-17 Roll Forward</b>	\$ 59,970.91			
<b>Allocation</b>	\$ 151,379.00			
<b>Balance Remaining</b>	\$ 209,608.91			

- Balance remaining due to salary and benefit savings of approximately \$86,526.

**STUDENT SUCCESS FEE**  
**FY 2017-2018 Year End Report**

**Department:** Student Academic Services

**Unit:** Study Session

**Program Description:** Provide students an opportunity to achieve academic success via peer facilitator-led STEM study sessions. Key program efforts are to serve as a non-remedial approach to learning in historically challenging courses; increase efforts to support underserved, first-generation, low socio-economic and underrepresented minority students. Focused on a flexible learning environment, study session empowers and navigates students through challenging entry-level courses with cooperative peer-based learning. As such, students achieve optimal academic performance with metacognitive learning strategies, ultimately affecting student retention throughout their academic career and graduation.

**Allocated Funding:** \$ 196,456

Roll Forward 16-17: \$ 18,706

**Goals:**

- Serve as non-remedial approach to learning STEM courses
- Offer a breadth of historically challenging, entry-level courses consisting of biology, chemistry, mathematics, civil, computer, and mechanical engineering, physics, and business statistics to all students enrolled in the respective target lectures
- Increase student confidence in course material
- Improve fall-to-fall persistence rates for First Time Freshman
- Provide a flexible academic peer-to-peer facilitation learning environment
- Students will learn and apply effective metacognitive learning strategies applied to current and future coursework
- Students who persist in attending six or more study sessions, at least 85% will earn passing grades of A/B/C
- Instructional Student Assistants demonstrate advanced leadership abilities outlined by ASC Training Guidelines
- Increase retention rates within targeted historically challenging courses
- Students will develop essential skills to work in a collaborative cohesive environment
- Provide a positive connection for campus engagement
- Serve as first step for Instructional Student Assistants interested in teaching profession

## Outcomes:

### 1. High Quality Programming

#### SSF Outcome

##### **2017-18 Academic Year**

- Expand Sessions to support campus Graduation Initiative 2025
  - Increase 4-year graduation rates
  - Engage students at critical touch points
- Expand services as a High Impact Practices (HIPs) program
- Improve system process to yield higher fulfillment rates
- Expand services as a High Impact Practices (HIPs) program to reduce and/or eliminate achievement gap

#### SSF Deliverable

##### **Fall 2017-Spring 2018 Academic Year**

- 6,691 Student served (+14% increase over 2016-17 AY)
- 9,477 Student requests (+16% increase over 2016/17AY)
- 93% Fulfillment rate
- 451 Study Sessions supported

#### **Assessment Results**

Attendance/Grade (Percent)	Grade		
	ABC/CR	DF/NC	Grand Total
Attendance Tier			
Tier 1: 1-3	86.70%	13.30%	100.00%
Tier 2: 4-6	88.62%	11.38%	100.00%
Tier 3: 7-9	90.65%	9.35%	100.00%
Tier 4: 10-12	92.00%	8.00%	100.00%
Tier 5: 13-15	94.25%	5.75%	100.00%
Tier 6: 16-18	97.50%	2.50%	100.00%
Tier 7: 19-20	100.00%	0.00%	100.00%
Grand Total	90.05%	9.95%	100.00%

#### **Assessment Outcome Results**

- 92% felt Cal Poly is committed to their academic success
- 95% felt SS is committed to their academic success
- 89% felt SS provided a collaborative learning environment
- 87% reported a positive connection for campus engagement
- 85% felt SS presented alternative methods to approach problems and/or find solutions
- 85% reported SS presented metacognitive learning strategies for use with course content
- 84% reported being able to discuss course concepts to peers outside of SS
- 80% felt SS motivated students to increase time in studying
- 89% reported SS bridged knowledge gaps with course material
- 97% would recommend SS to a friend
- 98% would enroll in another SS

## 2. Staffing

### SSF Outcome

- Hire staff to support sessions and assist SSP staff to coordinate program efforts
- Provide comprehensive student development training and preparation for ISA's

### SSF Deliverable

- Sixty Instructional Student Assistants (ISA's) continued demonstrating advanced leadership capabilities and superior academic knowledge to support program function
- Six Student Assistants program observers
- Four new Senior Leaders hired
  - Established 4 new Senior Leader positions to eliminate six student assistant program observers; Senior Leaders are experienced leaders to mentor and observe newer ISA's
- Two Program Assistants continued
- Thirty-three new ISA's hired
- Administered multi-level 6-hour training covering the following areas:
  - Overview of Study Session Program
  - Relationships
  - Conducting Sessions
  - Planning
  - Refining Session Strategies
  - Metacognitive Learning Strategies
- Administered in-depth intern training:
  - One-hour training to cover program policies and procedures
  - One-hour observation of multiple study sessions
  - Paired with an experienced mentor for Learn by Doing experience
    - One hour of assisting mentor with student Q&A
    - One hour co-leading a study session
    - One hour leading the study session solo under supervision
    - Provide reflection report about internship experience

## Expenditure Analysis:

Month	Salary & Benefits	Program Assistants	O & E	SSF Total
July	\$ 7,654	\$ 7,082	\$ 1	\$ 14,737
August				\$ -
September			\$ 0	\$ 0
October	\$ 406	\$ 13,574	\$ 1	\$ 13,981
November		\$ 32,064	\$ 0	\$ 32,064
December	\$ (8,061)	\$ 24,212	\$ 1	\$ 16,152
January		\$ 76	\$ 0	\$ 76
February	\$ 4	\$ 18,781	\$ 0	\$ 18,785
March	\$ 369	\$ 24,591	\$ 1	\$ 24,961
April	\$ 4	\$ 14,254	\$ 221	\$ 14,479
May	\$ 0	\$ 24,155	\$ 1	\$ 24,156
June	\$ 1	\$ 22,849	\$ 0	\$ 22,851
<b>Total</b>	<b>\$ 379</b>	<b>\$ 181,637</b>	<b>\$ 226</b>	<b>\$ 182,242</b>
<b>Allocation</b>	<b>\$ 201,750</b>			
<b>FY 16/17 Roll Forward</b>	<b>\$ 18,706</b>			
<b>Internal Transfer to Supplemental Workshops</b>	<b>\$ (24,000)</b>			
<b>Balance Remaining</b>	<b>\$ 14,214</b>			

### SSF Budget Balances and Future Utilization

- The following identifies reasons for remaining balances
  - Anticipation of Instructional Student Assistant (ISA) pay increases
  - Discontinued student assistant observation team
  - Earmarked money for Library renovation beginning Summer 2019
- Plans for use of remaining funds
  - Hire new Instructional Student Assistants (ISA's) to replace graduating ISA's
  - Establish Senior Leader position utilizing experienced facilitators to mentor and observe newer ISA's
  - Due to the Library not paying for partners to relocate during renovation starting Summer 2019, earmarked money is to pay for moving costs, space and/or other requirements to house/support Study Session

# CAL POLY

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## Student Affairs

### **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Student Academic Services

**Unit:** Upward Bound Summer Academy

**Program Description:** Upward Bound (UB) Summer Academy focuses on the success of the target area schools, low-income, first-generation, and underrepresented high school student participants. The UB Summer Academy 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 Funding:** \$56,800  
**Roll Forward 16-17:** \$20,404

#### **Goals:**

- To expose students to the intellectual vibrancy of a college campus and expose them to areas designed to increase their preparation for post-secondary success
- To experience living in a college environment
- To provide students a preview of the curriculum they will encounter in their fall high school courses
- To provide tutoring, study skill instruction, mentoring and guidance
- To provide students with healthy competition and physical activities
- To expose students to cultural events and activities not usually available to disadvantaged youth
- To provide opportunities for leadership and personal development; to learn how to work in groups and to develop interpersonal skills
- To prepare seniors for their final secondary school year and for the postsecondary application period

#### **Outcomes:**

The Upward Bound Summer Academy is offered in June/July of each year however, requires permanent staffing for positions of Director, Program Coordinator, and Administrative Assistant.

#### **1. Staffing**

##### SSF Outcome:

Establish a permanent Director position to plan, develop, implement, supervise, administer, evaluate and document all program activities and services. Responsibilities also include budget



administration, overall staff supervision and compliance with all grant rules and regulations mandated by the Department of Education.

SSF Deliverable:

Student Academic Services currently employs a Director of Upward Bound through federal funds. The position works on a 12-month schedule. Director qualifications are: demonstrated commitment and experience serving low-income/potential first generation college students; budget management experience; experience in grant management; ability to communicate professionally; bilingual; Master's Degree in educationally related field.

SSF Outcome:

Establish a permanent Program Coordinator position to assist target school students who are low-income and/or potential first-generation college students to graduate from high school, help prepare them for college, and assist them with the admission process to postsecondary institutions. The Program Coordinator assists in the planning, developing and implementing of all project services at the target schools.

SSF Deliverable:

Student Academic Services currently employs a Program Coordinator for Upward Bound through federal funds. The position works on a 12-month schedule. Program Coordinator qualifications are: demonstrated commitment and experience serving low-income/potential first generation college students; ability to organize projects which serve the target students; ability to communicate and work effectively with school personnel; bilingual; Bachelor of Arts with minimum two years educationally related experience.

SSF Outcome:

Establish a permanent position of Administrative Support Coordinator to support the Upward Bound program and staff. Provide general and specialized clerical, administrative and programmatic support including: work on grant proposals and annual reports; accurate budget tracking; reconciliation and support; input and maintain program databases.

SSF Deliverable:

Student Academic Services currently employs an Administrative Support Coordinator. Position is funded equally by both federal and non-federal funds and works on a 12-month schedule.

SSF Outcome:

Establish a part-time position of Graduate Assistant to support the Upward Bound Director, Program Coordinator and Administrative Support Coordinator.

SSF Deliverable:

The Upward Bound program is seeking to employ a part-time Graduate Assistant to assist the Program Coordinator in supporting students who are low-income and/or potential first-generation college students to graduate from high school, help prepare them for college, and assist them with the admission process to postsecondary institutions. Qualifications are Cal Poly Graduate Student or Cal Poly graduate seeking to enter into a graduate program in the field of Counseling or Education. Must possess the ability to effectively communicate with

sensitivity and understand the needs of first-generation and low-income students and their families.

SSF Outcome:

Establish a temporary position of five Resident Staff (one Resident Director and four Resident Advisors) for June/July. Resident Director will manage all aspects of the resident hall during the Summer Academy: supervise the residential staff and report directly to the Director; provide participants with a safe and educational learning environment; motivate students toward higher education and oversee the supervision of students in all program areas. Residents Advisors will provide participants with a safe and educational learning environment. Responsible for supervising students in all program areas: ensure safety and well-being; serve as a positive role model; build and maintain collegiality and teamwork among the Academic and Residential staff; assist in planning, organizing and implementing recreational, social and cultural events and activities.

SSF Deliverable:

The Upward Bound program seeks to fill the Resident Director position with an applicant who meets the following criteria: back ground check, experience with youth programs or with University Housing at an accredited university; strong leadership and organizational skills; effective oral and written communication skills, BA/BS degree or graduate level status; ability to effectively communicate with respect and sensitivity to the needs of low-income and/or first generation college high school students. The Upward Bound program seeks to fill the Resident Advisor positions with University Housing student applicants who meet the following criteria: back ground check; strong leadership skills; effective oral and written communication skills; ability to effectively communicate with respect and sensitivity to the needs of low-income and/or first generation college high school students; minimum 2.0 GPA academic standing at an accredited university.

SSF Outcome:

Establish a temporary position of eight core curriculum and elective course Academic Instructors for June/July. Responsible for supervising students during class time, ensure content comprehension, and monitor and evaluate student success.

SSF Deliverable:

The Upward Bound program will fill these positions with qualified Cal Poly teaching credential graduates with the following qualifications: commitment to Upward Bound's goals and objectives and exhibit qualities necessary for working with students and parents; proficient in teaching students from backgrounds traditionally underrepresented in postsecondary education; BA/BS degree in the subject to be taught.

SSF Outcome:

Establish a temporary position of five Teaching Assistants for June/July to advise and mentor participants by tutoring in one or more academic areas; attend field trips; motivate students towards higher education and supervise students in all program areas to assure safety and well-being.

SSF Deliverable:

The Upward Bound program will fill these positions with Cal Poly student applicants who meet the following criteria: back ground check; academic standing of 2.0 GPA minimum; demonstrated ability in one or more of the following areas: algebra I, algebra II/trigonometry, geometry, pre-calculus/calculus, English composition, world literature or American literature, biology, chemistry, or physics; ability to effectively communicate with respect and sensitivity to the needs of low-income/potential first-generation college high school students.

**Expenditure Analysis:**

Month	Summer Program Staff	Housing/Meals/ Field Trips	Operating Expenses	SSF Total
July	\$ -	\$ -	\$ -	\$ -
August	\$ -	\$ 40,508.32	\$ -	\$ 40,508.32
September	\$ -	\$ -	\$ -	\$ -
October	\$ -	\$ -	\$ -	\$ -
November	\$ -	\$ -	\$ -	\$ -
December	\$ -	\$ -	\$ -	\$ -
January	\$ -	\$ -	\$ -	\$ -
February	\$ -	\$ -	\$ -	\$ -
March	\$ -	\$ -	\$ -	\$ -
April	\$ -	\$ -	\$ -	\$ -
May	\$ -	\$ -	\$ 2,760.60	\$ 2,760.60
June	\$ -	\$ 5,521.19	\$ -	\$ 5,521.19
<b>Total</b>	\$ -	\$ 46,029.51	\$ 2,760.60	\$ 48,790.11
<b>2016-17 RF</b>	\$ 20,403.64			
<b>Allocation</b>	\$ 56,800.00			
Program activity is June/July				

- Balance due to remaining expenses for summer program posting in FY 2018-19.

**Related Online Resources:** <http://sas.calpoly.edu/ub/index.html>

# CAL POLY

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## Student Affairs

### **STUDENT SUCCESS FEE** **FY 2017-2018 Year End Report**

**Department:** Student Academic Services

**Unit:** EOP Tutoring

**Program Description:** The Educational Opportunity Program (EOP) tutoring program provides timely and critical academic assistance to identified EOP students who are at risk of course failure. We offer academic support services to our students by providing tutors who have academically excelled in targeted courses. Tutors focus on solutions to specific course content problems, review class material, discuss class concepts, and provide test preparation to increase student success toward academics.

**Allocated Funding:** \$83,000

Roll Forward 16-17: \$57,236

**Goals:**

The EOP tutoring program will support low-income, first-generation students facing academic difficulty and those at-risk of academic probation or academic disqualification, through EOP tutoring services.

**Outcomes:**

The EOP tutoring program supported affiliated students in each of the six colleges on campus. The program supported tutors, a student assistant, and an SSP staff to coordinate program efforts. A total of 179 students were matched with a total of 84 tutors. Based on tutoring requests, students received individual tutoring services from week two of the quarter through the last week of classes.

**Related online Resources:**

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

### Expenditure Analysis:

Month	Salary & Benefits	Program Assistants	Operating Expenses	SSF Total
July		\$ 1,913.43	\$ -	\$ 1,913.43
August				\$ -
September	\$ -	\$ 49.88	\$ -	\$ 49.88
October	\$ -	\$ 293.15	\$ -	\$ 293.15
November	\$ -	\$ 3,211.34	\$ -	\$ 3,211.34
December	\$ 1.83	\$ 3,572.31	\$ -	\$ 3,574.14
January	\$ -	\$ 289.50	\$ -	\$ 289.50
February	\$ -	\$ 711.21	\$ -	\$ 711.21
March	\$ -	\$ 3,613.02	\$ -	\$ 3,613.02
April	\$ -	\$ 3,907.58	\$ -	\$ 3,907.58
May	\$ -	\$ 2,969.89	\$ -	\$ 2,969.89
June	\$ -	\$ 6,276.73	\$ 7,217.00	\$ 13,493.73
<b>Total</b>	<b>\$ 1.83</b>	<b>\$ 6,808.04</b>	<b>\$ 7,217.00</b>	<b>\$ 34,026.87</b>
<b>2016-17 RF</b>	<b>\$ 57,237.56</b>			
<b>Allocation</b>	<b>\$ 83,000.00</b>			
<b>Balance</b>	<b>\$ 106,208.69</b>			

- Balance remaining due to salary savings; replacement staff member will exhaust this funding next year.

# CAL POLY

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## Student Affairs

### STUDENT SUCCESS FEE FY 2017-2018 Year End Report

**Department:** Student Academic Services

**Unit:** Black Academic Excellence Center

**Program Description:** The Black Academic Excellence Center (BAEC) focuses on increasing the success of low-mid income, first generation and underrepresented minority students through academic, person advising, and assisting students in their transition from high school to college, while at a Predominately White Institution. Through collaboration with Admissions, University Housing and College Advising Centers, ultimately impacting retention, through and graduation.

**Allocated Funding:** \$105,560

Roll Forward 16-17: \$ 29,682

**Goals:**

- Enhance service and collaborations to assist with the retention of students of color, specifically African American students
- Eliminate barriers that increase student stress, frustration, failure and inability to be individually successful
- Provide low-level counseling intervention to support students in early problem-solving
- Provide general academic advising
- Increase contacts with students within each college to strengthen their connections with solution and support services
- Coordinate communication of student services and programs, including those designed for designated special populations from diverse backgrounds
- Assist with communications which enable students to be successful, such as website, social media and other forms of communication that allow students to receive necessary information on University programs, policies and procedures
- Provide personal advising addressing unmet needs of students, such as non-academic concerns (e.g. campus climate, personal and family issues, roommate issues, mental health, and medical issues)
- Develop a sense of community for the African American students on campus

**Outcomes:**

**1. Staffing**

SSF Outcome:

Establish two Student Assistant positions to allow for increased collaboration with Cross Cultural Centers, and African American student clubs on campus.

SSF Deliverable:

Hired two student assistants

- A marketing assistant in October 2017. The marketing assistant is responsible for handling administrative tasks such as creating newsletters and managing social media.
- A redesign assistant in January 2018. The redesign assistant was responsible for helping create ideas and seek out student feedback for the redesign ideas.

**2. Outreach and Support**

SSF Outcome:

Publicize BAEC as a safe space for all students, specifically African American students to study, converse, and welcome others.

SSF Deliverable:

Enhancing BAEC with functioning computers, printers and necessary office supplies and decor has proven to be a success for the specific student populations. BAEC continues to create a safe space for our student populations and has increased attendance, usage of equipment, and academic performance.

- Physical changes to the space include walls repainted, pictures of Black students at Cal Poly in the 1980's on the walls, expanded library, layout of space changes so more students can occupy BAEC, and an original painting made by a local artist.
- Collaboration with Athletics teams when visiting students/parents to discuss diversity and if Cal Poly could be a good fit for their students.
- Bay Area high schools and Community Colleges visited to discuss Cal Poly and the diversity challenges and positives for the prospective student.
- Increased programs and events to attract more students to use the space.
- Collaborated with the Multi-Cultural Center, Center for Leadership, The Office of University Diversity and Inclusion, University Housing, and other departments on programs and events meant to engage the African American community on campus.

SSF Outcome:

Provide Academic and Personal Advising to African American students and other students requesting assistance.

SSF Deliverables:

Met with 30% of individual students (BAEC and non-BAEC students) as it related to their academic or personal challenges on campus.

Implemented use of one stop to track student conversations.

Provided planners to students who came to academic advising meetings due to academic probation.

SSF Outcome:

Increase grade point average for students who use BAEC.

### SSF Deliverables:

Took steps to ensure students would have support necessary to be academically successful including:

- Received academic advising training through the Mustang Success Center and registered for level 2 advisor training.
- Raised average GPA of students who use BAEC from 2.7 to 2.9.

### **3. Attendance**

#### SSF Outcome:

Publicize BAEC as a safe space for all students, specifically African American students to study, build community, and welcome others.

#### SSF Deliverable:

BAEC continues to provide a safe space for our student populations and has increased attendance by 30%.

- Participated in SLO Days resource fair to promote BAEC resources and services to incoming students.
- Presented at Leadership Summit and Student of Color Summit.
- Implementation and upgrade of student tracking system to measure attendance of students in BAEC.

### **Expenditure Analysis:**

Month	Salary & Benefits	Facilitators/ Stu Assts	O & E	SSF Total
July	\$ 6,584.96	\$ 210.00	\$ 74.58	\$ 6,869.54
August	\$ 9,752.02		\$ 417.94	\$ 10,169.96
September	\$ 6,584.96		\$ 0.50	\$ 6,585.46
October	\$ 6,991.34		\$ 71.33	\$ 7,062.67
November	\$ 6,584.96		\$ 0.50	\$ 6,585.46
December	\$ 6,598.60		\$ 0.50	\$ 6,599.10
January	\$ 6,598.66		\$ 60.50	\$ 6,659.16
February	\$ 6,598.66	\$ 374.00	\$ 126.49	\$ 7,099.15
March	\$ 8,927.21	\$ 330.00	\$ 324.27	\$ 9,581.48
April	\$ 6,779.64	\$ 154.00	\$ 60.50	\$ 6,994.14
May	\$ 6,779.64	\$ 209.00	\$ 4,603.89	\$ 11,592.53
June	\$ 6,779.64	\$ 258.50	\$ 2,292.81	\$ 9,330.95
<b>Total</b>	<b>\$ 85,560.29</b>	<b>\$ 1,535.50</b>	<b>\$ 8,033.81</b>	<b>\$ 95,129.60</b>
<b>Allocation</b>	<b>\$ 134,776.44</b>			
<b>Balance Remaining</b>	<b>\$ 39,646.84</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

- Balance remaining due to outstanding expenses not hitting until next fiscal year.





**STUDENT SUCCESS FEE**  
**FY 2017-2018 Year End Report**

**Department:** Student Academic Services

**Unit:** Dream Center

**Program Description:** Cal Poly's Dream Center is committed to offering a safe, inclusive space for all undocumented students, those from mixed-status families, and their allies. Our mission is to support, empower, and advocate for the academic, professional, and personal development and success of all undocumented students at Cal Poly. We offer a range of programs, services, and dialogues that support undocumented students' access, persistence, graduation, and post-graduate pursuits. We aim to empower each student's identity as Cal Poly Mustangs and are committed to providing them with the resources needed to be successful.

**Allocated Funding:** \$85,000

**Goals:**

- Provide on and off-campus resources that align with the specific needs of the Undocumented community
- Develop a sense of community for students who are Undocumented and are part of mixed-status families
- Foster a sense of belonging for Undocumented students at a Predominantly White Institution
- Enhance service and collaborations to assist with the retention of Undocumented students
- Eliminate historical barriers that increase student stress, frustration, failure and inability to be individually successful by building strong partnerships with on-campus stakeholders
- Promote an UndocuFriendly campus by providing UndocuAlly Trainings, workshops, and dialogues to create a campus-wide awareness of this community and their needs

**Outcomes:**

**1. Staffing:**

SSF Outcome:

Establish a full time coordinator position to run a new center for Undocumented students. Provide support by placing a CSU Americorps VISTA as the Dream Center Student Support Lead part time.

SSF Deliverable:

SAS hired a full time coordinator in Fall 2017, responsible for creating a solid foundation for the Dream Center through creating opportunities, resources, collaborations, and support for students. Placed a CSU Americorps VISTA as the Student Support Lead. Coordinator

interviewed, hired, trained, and created new positions for student leaders to contribute to the success of the Dream Center. Due to the lack of support, the coordinator created three student volunteer leadership positions in Fall 2017, six positions in Winter 2018 & Spring 2018. Student leaders at the Dream Center dedicated approximately a total of 440 hours per quarter in the 2017-2018 academic year. The CSU Americorps VISTA who supported the efforts of the Dream Center and students dedicated approximately 200 hours per quarter this academic year.

## **2. Outreach and Support:**

### SSF Outcome:

Promote the Dream Center as a safe space for all undocumented students to study, find resources, and build community.

### SSF Deliverable:

Equipping the Dream Center with functioning computers, printers and necessary furniture, office supplies, and decor has proven to be a success for our undocumented students. This has enhanced the space for our students and has increased attendance and usage of equipment by 100%.

- Held RISE Club meetings at the Dream Center to build visibility of undocumented student support
- Collaboration with the Office of Financial Aid to provide tailored workshops and consultations with students who are CA Dream Act recipients
- Created resource binders to support student holistic needs (scholarships, know your rights, family safety plan, healthcare, mental health)
- Hosted successful National Educator's Coming Out Day with an estimate of 100 participants who showed support for this community
- Provided monthly lunch for students, Dream Center staff, and allies to build a sense of home and community
- Collaborate with SAFER, BAEC, MultiCultural Centers, Financial Aid, Career Services, College of Liberal Arts, College of Engineering, University Police Department, Student Academic Services, local immigration attorney, Cuesta College, Central Coast Coalition for Undocumented Student Success, Paso Robles High School, and the District English Learner Advisory Committee (DELAC) to host programs and events that engaged Cal Poly's undocumented students, families, and supporters
- Held monthly dialogues called "undocumented and unafraid" to build resistance and a safe space to share concerns, feelings, and hope

### SSF Outcome:

Provide academic, legal, financial, and personal support to undocumented students.

### SSF Deliverables:

Created partnerships with the College of Liberal Arts and College of Engineering to provide academic advising. Partnered with Financial Aid Counselors to provide financial workshops and advising. Invited local immigration attorney to lead a Q & A discussion to answer

students' questions. The power of partnerships and collaborations support 55% of our programming efforts.

### 3. Attendance

#### SSF Outcome:

The Dream Center is committed to offering a safe, inclusive space for all undocumented students, those from mixed-status families, and their allies. Our team fosters a welcoming environment and provides a space to build community.

#### SSF Deliverable:

The Dream Center has provided a safe and inclusive space for all visitors who have entered it. At the Dream Center, we ask students to swipe their ID card each time they enter throughout the day. In Fall 2017 we had an estimate of 267 student swipes, in Winter 2018 and Spring 2018 combined we had an estimate of 527 student swipes at the Dream Center. There has been an increase of attendance from 2017 to 2018 by 97%.

#### Expenditure Analysis:

Month	Salary & Benefits	Operating Expenses	SSF Total
July			
August			
September			
October			
November			
December	\$ 28,270.01		\$ 28,270.01
January	\$ 6,322.92		\$ 6,322.92
February	\$ 6,322.92	\$ 100.85	\$ 6,423.77
March	\$ 19,546.03	\$ 55.28	\$ 19,601.31
April	\$ 6,322.92	\$ 334.45	\$ 6,657.37
May	\$ (6,200.46)	\$ 10.00	\$ (6,190.46)
June	\$ 6,322.92	\$ 233.91	\$ 6,556.83
<b>Total</b>	<b>\$ 66,907.26</b>	<b>\$ 734.49</b>	<b>\$ 67,641.75</b>
<b>Allocation</b>	<b>\$ 85,000.00</b>		
<b>Balance Remaining</b>	<b>\$ 17,358.25</b>		

- The balance remaining will support the increase of DREAM Center coordination of events.

# CAL POLY

## Student Affairs

### STUDENT SUCCESS FEE FY 2017-2018 Year-End Report

**Department:** Disability Resource Center

**Unit:** Academic Access/Graduation

**Program Description:** The Disability Resource Center (DRC) cultivates an accessible and inclusive community where students with permanent and temporary disabilities have an equal opportunity to participate in all aspects of campus life. We facilitate student learning and access through partnerships with students, faculty, and staff. Access specialists help students explore strategies and connect with campus resources to enable them to address the challenges they face. All students are welcome to consult with DRC access specialists to review their needs and learn about strategies and campus resources to assist with addressing the challenges they face. Students who need accommodations meet with an access specialist to create a service plan, with the goal of minimizing the impact of disability symptoms on their academic progress and participation. In an effort to support retention and improve graduation rates for students with disabilities, access specialists are available to meet with students on a regular basis to review progress and to provide ongoing support.

**Allocation Funding:** \$297,041

#### Outcomes:

2017-18 Year End	LD	AD/HD, PSYCH, Autism	Health/Other/ ABI	MOBIL	Blind/V	Deaf/Hard of Hearing	TEMP	TOTAL
Summer	161	549	261	20	23	39	15	1,068
Fall	191	703	320	67	29	42	95	1,447
Winter	189	796	359	62	29	40	159	1,634
Spring	194	866	369	60	30	40	160	1,719

The number of students registering for services is higher than ever as a result of the increased demand for services from students with disabilities. Caseloads for access specialists averaged around 330 by the end of spring term. The role of the access specialist is to support students, staff, and faculty in an interactive collaborative dialogue to ensure equitable access to the campus environment and curriculum. Our goal is to “level the playing field” for students with disabilities, therefore the quality and timeliness of our service delivery depends on having enough access specialists to meet student needs. Each Access Specialist functions as a

generalist but also has specific expertise and training in the various areas of disability. Access specialists support students with the following:

- Deaf/hard-of-hearing
- Health impairments
- Learning disabilities
- Physical/mobility injuries
- Psychological diagnosis
- Social and emotional challenges
- Temporary disabilities
- Traumatic brain injuries

**The Disability Resource Center served 1,948 students with permanent or temporary disabilities during 2017-18.**

**Year-to-Date Expenditures:**

	Admin				
Staffing	Support/Services Coordination	Student Assistants	TECH/EQUIP	Supplies & Services	SSF Fund Total
\$ 21,789.00					\$ 21,789.00
\$ 24,962.00					\$ 24,962.00
\$ 21,789.00					\$ 21,789.00
\$ 23,008.00					\$ 23,008.00
\$ 21,789.00					\$ 21,789.00
\$ 21,851.00					\$ 21,851.00
\$ 21,162.00					\$ 21,162.00
\$ 21,851.00					\$ 21,851.00
\$ 28,462.00					\$ 28,462.00
\$ 24,277.00					\$ 24,277.00
\$ 22,829.00					\$ 22,829.00
\$ 43,272.00					\$ 43,272.00
<b>\$ 297,041.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 297,041.00</b>

# CAL POLY

Student Affairs

## STUDENT SUCCESS FEE FY 2017-2018 Year-End Report

**Department:** Disability Resource Center

**Unit:** Student Health & Well-Being

**Program Description:** The Disability Resource Center provides academic assistance to support equitable access for students who have either permanent or temporary disabilities. Auxiliary aids and services available include: notetaking, sign language interpreting, transcription services, exam proctoring, assistance with registration, and assistance with mobility concerns. Technological assistance includes training on adaptive equipment such as LiveScribe Pens, Read and Write Gold/Kurzweil, JAWS, ZoomText, braille calculators, and assistive listening devices, as well as conversion of printed text materials to braille, large print, or audio.

**Allocation Funding:** \$249,906

Roll Forward 16-17: \$9,920

**Outcomes:**

**Students Served:**

2017-18 Quarter	NOTETAKING (# of courses)	INTERP/TRA NSCRP (units)	ALT MEDIA (pages converted in house)	ASSISTIVE TECH (students trained)	TRAM (individual rides)	TESTING (tests proctored)	Registered students served throughout term
Summer	1	1	0	30	220	109	1,068
Fall	398	24	12,000	61	5,961	3,007	1,437
Winter	347	27	8,618	41	6,054	3,177	1,634
Spring	260	22	5,236	50	6,284	3,172	1,719
<b>ANNUAL Total</b>	<b>1,006</b>	<b>74</b>	<b>25,854</b>	<b>182</b>	<b>18,519</b>	<b>9,465</b>	

As a result of SSF funding, the DRC is meeting the needs of students better than ever! In 2016-17, we hired, trained and assigned three new sign language interpreters, an additional access specialist, test proctors, and tram drivers during the first quarter. SSF funds continue to be crucial for addressing the maintenance costs of the DRC's wheelchair-accessible van and trams. The DRC continues to provide exam proctoring Monday – Thursday from 8:00am - 10:00pm, and Fridays from 8:00am - 7:00pm. Transportation (tram) services are available Monday – Friday 7:45am - 7:00pm for students with mobility needs (e.g. students with leg injuries, concussion syndrome resulting in imbalance issues, fatigue from medical treatments).

The interest in and need for assistive technology is greater than ever. To meet the demand, the DRC continues to acquire technology. Laptops and iPads assist students who have a variety of testing accommodation needs. Testing support includes providing students with access to dictation or read-aloud software. Students who are eligible for notetaking have the following options: smartpen loan (to record lectures and digitize notes), speech-to-text software (to translate lectures to text), or notes from a classmate. Support for accessing textbook information is made available through software that reads electronic text aloud.

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

<b>Month</b>	<b>Staffing</b>	<b>Student Assistants</b>	<b>LD Consultants</b>	<b>Supplies &amp; Services</b>	<b>Misc.</b>	<b>SSF Fund Total</b>
July	\$ 19,400.00	\$ 7,161.35				\$ 26,561.35
Aug	\$ 13,595.00	\$ 286.88				\$ 13,881.88
Sept	\$ 13,751.92					\$ 13,751.92
Oct	\$ 19,152.00	\$ 1,256.15		\$ 758.00		\$ 21,166.15
Nov	\$ 20,528.00	\$ 27,896.65				\$ 48,424.65
Dec	\$ 19,510.00	\$ 18,042.42				\$ 37,552.42
Jan	\$ 21,943.00	\$ 8,631.55				\$ 30,574.55
Feb	\$ 15,119.00	\$ 1,045.00				\$ 16,164.00
March	\$ 8,183.00	\$ 220.00				\$ 8,403.00
April	\$ 5,282.00					\$ 5,282.00
May	\$ 13,376.00					\$ 13,376.00
June	\$ 4,641.50					\$ 4,641.50
<b>TOTAL</b>	<b>\$174,481.42</b>	<b>\$ 64,540.00</b>	<b>\$ -</b>	<b>\$ 758.00</b>	<b>\$ -</b>	<b>\$239,779.42</b>

- The roll forward balance from 2017-18 of \$20,046.58, which was expected to be needed to cover Sign-Language Interpretation/Live Transcription costs, and transportation vehicle repairs, will be expensed in 2018-19.