

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 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.

FY 2016-17 Allocated Funding: \$69,000

FY 2015-16 Rollover: - \$4,876

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, masculinity, 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:

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

SSF Deliverable:

A new full time Coordinator for Safer was hired in April 2015. There is not enough SSF funding for a graduate assistant.

July-October 2016: Additional staffing allowed Safer to provide extensive 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.

Service Offered	Total Students/staff
Gender Based Violence Crisis Counseling	30
Appointments Completed	75
Presentations Given	60
Students Reached	12,000
Faculty Reached	500

November – December 2016: 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.

Service Offered	Total Students/staff
Gender Based Violence Crisis Counseling	28
Appointments Completed	57
Presentations Given	5
Students Reached	7,395
Faculty Reached	323
Community Members Reached	934

January, February, March 2017: While crisis counseling numbers have remained similar to last AY during this same period, 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. The Coordinator covered the many needs of the program while the Director was on maternity leave during this reporting period. The operations of the program continued to grow, and to assist with the workload and increased need of crisis counseling, a part-time advocate was contracted for 8 weeks starting in March and ending at the end of April.

In addition, staffing of the Coordinator allowed 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 to a few health classes at SLO High School.

Service Offered	Total Students/staff
Gender Based Violence Crisis Counseling	36
Appointments Completed	86
Presentations Given	30
Students Reached	1,690
Faculty Reached	23
Community Members Reached	43

April, May, June 2017: 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. The Safer Coordinator/Advocate was able to do this with the Director working part time and being the primary advocate.

Service Offered	Total Students/staff
Gender Based Violence Crisis Counseling	63
Appointments Completed	111
Presentations Given	40
Students Reached	2,250
Faculty Reached	55
Community Members Reached	40

2. High-Quality Programming

SSF Outcome:

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

SSF Deliverable:

There is not enough SSF funding to bring a speaker since the Coordinator's salary utilizes the entire SSF fund.

The Coordinator attended the CALCASA (California Coalition against Sexual Assault) statewide conference (June 30-July 2). The Coordinator created a new organizational structure for Safer student interns and paid staff with team. Interns gave presentations to parents on how to talk to your student about consent.

July 2016: Let's Talk Sex began partnering 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 created an Undocumented Student Liaison position and the intern for this position began in January. The Coordinator created a Study Abroad & International Student Liaison and the intern for this position began in January.

August 2016: 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.

September 2016: The Coordinator presented to Athletics, various Faculty departments, and established new outreach methods to faculty and staff on campus through a monthly newsletter.

October 2016: 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 staff 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 first Domestic Violence Awareness Month, which was coordinated by a student. The Coordinator individually hosted an event in partnership with the Undocumented Students Working Group to provide information about immigrants experiencing domestic violence.

November 2016: The Coordinator continued to deliver presentations and trainings to the campus. Groups included 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.

December 2016: Presentations were delivered to the College of Business and staff supported individual students.

January 2017: 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 first full scale National Stalking Awareness Month, with 11 events and 701 attendees total. One of the highlight events of this month was a film screening fundraiser in partnership with RISE, with proceeds split between our organizations.

February 2017: The Let's Talk Sex topic was BDSM & Kink, with 35 people in attendance. A Housing Safety Series was hosted, with 5 topics presented to various halls. The topics included Healthy Relationships, Body Language, Partying, Sexuality and Pleasure. Ten presentations were held in total.

Greeks Against Sexual Assault was held in February, spanning 4 weeks. Campus and community partners were included, such as Title IX, District Attorney's office, Men & Masculinity, and Office of Diversity and Inclusivity. Each chapter sent a minimum of 2 members each week. Sessions were held separately for sorority and fraternity members, with the average attendance of 45 people per session.

March 2017: Safer Leadership concluded with all 25 students successfully completing the course. The Let's Talk Sex topic was Healthy Masturbation, with 30 people in attendance. The first Safer Undocumented Student Survivor Advocacy training was presented in partnership with the Undocumented Students Working Group. This training was primarily offered to Safer staff and volunteers as well as those that have completed the Undocumented Student Ally Training, as a way to bring heightened awareness to the complex issues that arise in more vulnerable populations, as well as specialized resources and laws that support them. There were 11 people in attendance, primarily due to the limited scope of the audience.

April 2017: Safer hosted many events during Sexual Assault Awareness month. The highlighted events included the It's on Us Spring Week of Action with ASI, the Clothesline Project, Take Back the Night, and a screening of "The Invisible War" in partnership with the Veterans Success Center.

May 2017: Safer student hosted it's 2nd Undocumented Survivor Advocacy Training with 45 people in attendance. Safer also hosted 35 "Safer Travels" workshops for Study Abroad. In May, Safer hosted it's 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.

June 2017: The Coordinator attended an Everfi Conference in Boston with funding from Campus Health and Wellbeing and a Student Affairs grant.

3. Attendance

SSF Outcome:

Increase unique event attendance by 10-20%.

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.

July, August, September, October 2016: The Coordinator did an incredible amount of outreach to new on campus organizations in order to expand Safer's reach such as working with the Undocumented Students Working Group. This was the first year Safer celebrated Domestic Violence Awareness Month with a full month of events. This was entirely due to the Coordinators efforts. The Coordinator also presented multiple presentations to Atascadero High school health classes. The Coordinator also presented to University Housing staff in order to increase awareness of services. She also spent time planning how we would increase attendance and knowledge of Safer though a new branding and marketing campaign for Safer and Cal Poly as a whole.

November – December 2016: 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.

Jan, Feb, March 2017: With the introduction of Stalking Awareness Month, and by creating strategic campus partnerships with Housing, Greek Life, the Undocumented Students Working Group, and Office of Diversity and Inclusivity (to name a few), Safer has been able to grow event attendance significantly. Applications to our Leadership training and interest in becoming more involved with the Safer program have continued to grow as well.

April, May, and June 2017: During April's Sexual Assault Awareness Month, Safer hosted 9 events, had 1,871 attendees to events, with 250 supporters participating in Take Back the Night marches on and off campus. During April, May and June, the Safer Advocate/Coordinator counseled 63 different people with 111 appointments. The Director of Safer also came back part time from maternity leave on April 27, 2017.

Month	Staff Salaries	Supplies & Services	Student Assistants	Totals
July	\$ 4,450.37	\$ -	\$ -	\$ 4,450.37
August	\$ 6,370.75	\$ -	\$ -	\$ 6,370.75
September	\$ 6,193.86	\$ -	\$ -	\$ 6,193.86
October	\$ 9,157.08	\$ -	\$ -	\$ 9,157.08
November	\$ (301.72)	\$ -	\$ -	\$ (301.72)
December	\$ 6,251.57	\$ -	\$ -	\$ 6,251.57
January	\$ 6,201.88	\$ -	\$ -	\$ 6,201.88
February	\$ 6,201.88	\$ -	\$ -	\$ 6,201.88
March	\$ 7,816.75	\$ 563.20	\$ -	\$ 8,379.95
April	\$ 5,663.67	\$ -	\$ -	\$ 5,663.67
May	\$ 6,201.92	\$ -	\$ -	\$ 6,201.92
June	\$ 6,201.92	\$ 4.00	\$ -	\$ 6,205.92
ANNUAL	\$ 70,409.93	\$ 567.20	\$ -	\$ 70,977.13
Allocation	\$ 64,124.00	\$ -	\$ -	\$ 64,124.00
Balance Remaining	\$ (6,285.93)	\$ (567.20)	\$ -	\$ (6,853.13)
<i>16-17 Allocation</i>	<i>\$ 69,000.00</i>			
<i>15-16 Roll forward</i>	<i>\$ (4,876.00)</i>			

** Not actual deficit as Safer has additional funding for the Men & Masculinity Program.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-17 Quarter 4 Report

Department: Dean of Students

Unit: Safer - Men & Masculinity

Program Description:

The *Safer Men and Masculinity Coordinator* will engage college males in efforts to end sexual assault, dating violence, domestic violence and stalking. The program will encourage students to challenge cultural norms that perpetuate sexual violence, power, and privilege and empower individuals to make healthy decisions. The program will focus on masculinity, gender socialization, sexual assault, healthy relationships, and bystander intervention. Students will learn good decision-making skills, accountability, and strategies to behave in ways congruent to their values. Additionally, the *Safer Men and Masculinity Coordinator* will empower students to gain more self-confidence and empathy.

Allocated Funding: \$85,000

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 knowledge gained 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:

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 an 11:12 month schedule.

July 2016: Recruitment for new Coordinator.

August 2016: Campus interviews for new Coordinator.

September 2016: Decision made for a new Coordinator, start date in October.

October 2016: New Men & Masculinity Coordinator hired mid-October.

November 2016: The Coordinator established key relationship with campus partners integral to achieving the mission of the Men and Masculinity Program (e.g., Title IX, OSRR, Counseling Center). Program student staff conducted a series of research interview with students, staff, and faculty gaining insight and perspective on how the campus community hopes the program will function. The Coordinator facilitated two Sexual Misconduct Trainings for Title IX respondents, conducted crisis counseling appointments for sexual assault survivors, and facilitated one respondent advising meeting. The Coordinator made progression on program marketing, adding content to the webpage, and participated in three media interviews to be published in December.

December 2016: The Coordinator hosted a volunteer information meeting, signing up 10 students to participate in a volunteer training series during Winter quarter. The curriculum and logistical aspects for the training were also planned and organized. The Coordinator began organizing a two-day professional development training with specialist, Dr. Jason Laker, to train student and professional staff on the topics of consent, coercion, and collegiate masculinities education. Additionally, the Coordinator and student staff planned and organized the Greeks Against Sexual Assault training series, taking place during Winter quarter.

January 2017: The Coordinator began training the first cohort of Men and Masculinity program volunteers, which was comprised of ten undergraduate students. In addition, the Greeks Against Sexual Assault training series was launched, educating eighty-eight Greek Life affiliated students over the course of four weeks. The Coordinator facilitated the Sexual Misconduct training for one Title IX respondent. Progression was made regarding program marketing, as the brand/logo development process was initiated with the DOS Marketing Team. The Coordinator also began paternity leave, starting on January 13th (and ending on March 1st).

February 2017: The Greeks Against Sexual Assault training series concluded this month. The Coordinator remained on paternity leave.

March 2017: The Coordinator returned from paternity leave on March 1st. In addition, the program volunteer training concluded, 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. Dr. Jason Laker (SJSU) was brought to campus by the program, providing professional development and education to forty five students and staff members. The Coordinator facilitated Sexual Misconduct Trainings for three Title IX respondents. The Coordinator initiated research interviews with CSU and UC campus Title IX offices, to gain perspective on restructuring our campus' Respondent Advising Program. Initial meetings regarding program assessment strategies were conducted, and a timetable was set to finalize the first draft of this strategy by June 30th.

EDUCATIONAL ENGAGEMENT:**January – March 2017:**

Title	Students Educated	Staff Educated
Greeks Against Sexual Assault	88	
Men and Masculinity Program Volunteer Training	10	
New Member Education Training	200*	
Dr. Jason Laker – Professional Development	27	18
Sexual Misconduct Training	4	
Total	329*	18

**Approximate count*

April 2017: M&M partnered with Housing to plan and facilitate a workshop titled, “Taking Off the Mask You Live In” during Sexual Assault Awareness month. The workshop was led by Cal Poly alum, Ashanti Branch, who is a champion of healthy masculinity within the Oakland High School community. Both Housing and Ashanti were key partners and collaborators in M&M’s work moving forward.

May 2017: M&M partnered with the Gender Equity Center (GEC) on Manifest—a gender art installation event, focusing on masculinity. As both programs focus on gender topics, partnering on this event reaffirmed the necessity to collaborate on future events. M&M connected with Sigma Nu as they expressed their hope to give the proceeds from “Turn the Tables” to the program. The funds ultimately went to Safer, but these types of relationships are important to cultivate in hopes of securing a more secure future for M&M.

June 2017: M&M facilitated quarterly bystander intervention training with the RPTA department. Unlike other intervention trainings, these trainings were designed to 1) infuse intersectionality and cultural awareness into bystander practice, and 2) equip students to teach bystander technique to others. Lastly, the one-time money allocation was used to completely renovate a space in building 52 for The Men and Masculinity Program. Money from this one time allocation was used to purchase office equipment and supplies to create a nice meeting space. A soft opening occurred on June 7th from 10-1pm to welcome people to the new space with cookies and coffee.

Month	Staff Salaries	Supplies & Services	Student Assistants	Totals
July	\$ -	\$ -	\$ -	\$ -
August	\$ -	\$ -	\$ -	\$ -
September	\$ -	\$ 149.32	\$ -	\$ 149.32
October	\$ -	\$ 951.20	\$ -	\$ 951.20
November	\$ 11,679.92	\$ -	\$ -	\$ 11,679.92
December	\$ 7,925.04	\$ 231.59	\$ 1,410.00	\$ 9,566.63
January	\$ 6,580.10	\$ 132.30	\$ 220.00	\$ 6,932.40
February	\$ 6,510.34	\$ -	\$ -	\$ 6,510.34
March	\$ 6,112.80	\$ 2,200.00	\$ 577.50	\$ 8,890.30
April	\$ 6,207.95	\$ 1,747.78	\$ 210.00	\$ 8,165.73
May	\$ 6,126.41	\$ -	\$ 210.00	\$ 6,336.41
June	\$ 6,126.41	\$ 2,310.81	\$ 168.00	\$ 8,605.22
ANNUAL	\$ 57,268.97	\$ 7,723.00	\$ 2,795.50	\$ 67,787.47
Allocation	\$ 73,200.00	\$ 43,300.00	\$ 4,500.00	\$ 121,000.00
Balance Remaining	\$ 15,931.03	\$ 35,577.00	\$ 1,704.50	\$ 53,212.53
<i>16-17 Allocation</i>	\$ 85,000.00			
<i>15-16 Roll forward</i>	\$ -			
<i>One Time Allocation</i>	\$ 36,000.00			

*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 is due to be completed by early May 2017.

** Surplus does not take into account the reduction of \$6,853 from Safer to cover Salaries and Benefits.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 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 Allocation per Center

Program Centers Total	FY 16/17 Internal Allocation	FY 15/16 Roll Over
Gender Equity Center	\$71,750	(\$1,765.61)
Pride Center	\$71,000	\$11,555.43
MultiCultural Center	\$78,250	\$2,247.37
Program Centers Total	\$221,000	\$12,037.19

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.

FY 2016-17 Allocated Funding: \$71,750

FY 2015-16 Rollover: - \$1,766

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.

Outcomes:

1. Staffing

SSF Outcome:

Maintain engagement and retention of Coordinator position to allow for consistency, relationship building and delivery of programs and services to students.

SSF Deliverable:

The GEC employs a Coordinator through the Student Success Fee funding. This position is an SSPII and works on a 11:12 month schedule. The GEC Coordinator left the position during this quarter. Bryan Hubain, Director of the Cross Cultural Centers, was overseeing the GEC until an interim Coordinator filled the position in mid-October.

July: During the month of July, the GEC Coordinator was out based on 11:12 schedule.

August: The Coordinator worked on preliminary planning for GEC Latinx programs. Some of the programs included Día de los Muertos, Mujeres de Juarez, and Cal Poly's OWN.

September: The Coordinator worked with fellow CCC staff to explore intersectional programming opportunities within the CCC, hire graduate and student assistants, and plan/implement the fall student staff retreat. The Coordinator also participated in professional development and team building events with campus partners.

October: During the month of October, the Coordinator left the position and the GEC welcomed the interim Coordinator. Before leaving the position, the Coordinator worked with CCC staff to welcome the student staff with a Fall Social as well as providing incoming students with guidance and support. Entering the position, the interim Coordinator began the application process for Cal Poly's OWN and continued Gender Equity Center specific programs.

November: The Coordinator began recruitment efforts for the planning committees for OWN and Galentine's Day. By the end of the month both planning committees had been added as university volunteers and planning efforts began. The Coordinator continued to support weekly dialogue groups.

December: CCC staff supported GEC efforts after the resignation of the interim Coordinator. Dialogue groups continued as did the casting for OWN and active planning and script development. Plans are in place to support a new coordinator in January 2017.

January: The Coordinator started on January 3, 2017. The Coordinator made consistent efforts and held meetings to connect with several CCC students.

February: The Coordinator met with multiple existing campus partners and several new connections. The meetings focused on upcoming collaborative efforts as well as new possibilities. The result supported a collaboration with the Kennedy Library for Women's History Month events and University Housing for the Galentine's Day event.

March: The Coordinator led collaboration meetings between Men & Masculinity and the Gender Equity Center for an event in May called Manifest. The event will include a panel of staff and faculty from across campus as well as collaborations with community artists.

April: Much of the focus in April was on the final preparation and performance for OWN: Original Women's Narratives. The Coordinator worked to ensure that all aspects of the production were prepared. She also continued building on campus and community relationships and awareness through the distribution of flyers and tickets. This encouraged a higher number of community members in attendance. The Coordinator maintained connections with other Dean of Students programs in April by attending the opening of Poly Cultural Weekend and various Pride Month events.

May: The Coordinator stayed engaged throughout May in other events attending the Students of Color Summit, collaborating with Men & Masculinity for Manifest, taking part in the Cultural Take-Over of Mustang Station and securing and coordinating Franchesca Ramsey to speak as a culmination of the CCC's Diversity Pop-Up series.

June: The Coordinator attended her first National Conference on Race and Ethnicity in Higher Education during the first week of June. This was the first opportunity for a conference in her new role and it allowed the opportunity to grow in her understanding of the intersections of identity imperative in doing social justice work. Upon her return, she dove into the end-of-year events, including delivering the invocation for Lavender Commencement and participating in the hiring process for student staff in the CCCs for the coming year.

2. Campus Engagement

SSF Outcome:

Establish collaborations to engage and educate the campus community.

SSF Deliverable:

Coordinator created and sought out opportunities for student engagement and learning both within the CCC and with campus partners.

August: During this month, the Coordinator planned a variety of programs for campus engagement and educational opportunities. She also followed up with campus partners to maintain relationships and collaborations. The Coordinator worked with campus partners on diversity and inclusivity efforts.

September: The Coordinator collaborated with CCC staff to facilitate trainings for WOW and OUR (Orientation for United Raza) leaders. Along with the CCC staff, the GEC Coordinator began the recruitment process for student assistants and graduate assistants.

October: The Coordinator connected and rekindled relationships with new and continuing students. She participated in the Cross Cultural Center's Fall Social and other CCC events. The Coordinator also reached out to campus departments including, Housing, WGS, Theatre Department, and Ethnic Studies department to promote GEC educational programming.

November: The Coordinator focused on developing stronger relationships with Greek and Fraternity Life, Men and Masculinity, and Safer to encourage more participation in programs such as Galentine's

Day and positive masculinity. The Coordinator worked with the Assistant Dean of Students and Director of the CCCs to develop a transition plan.

December: CCC staff supported GEC students in absence of GEC Coordinator and helped continue the work necessary for sustaining progress on OWN.

January: The Coordinator immediately began programming implementation to ensure continuity of educational opportunities and engagement for students. Coordinator attended first meeting of the Women & Gender Studies Campus Partners group. Programming during January included:

OWN Production & Cast Planning Retreat 1/14 (20 attendees)

The planning retreat represented the first opportunity for the over 20 women involved in the production of OWN to come together and begin production planning. The retreat included an introduction to the GEC, to the new coordinator, and to feminist terms and ideas presented by the show. Much of the marketing and preparation for the show began here.

WomenKind: Empowerment & Creativity 1/25 (5 attendees)

The Coordinator provided oversight every other week dialogue and creativity group to create a safe space for women to connect, build support, and discuss topics regarding womanhood, feminism, empowerment, positive sexuality, social justice, and gender.

February: Through collaboration, the Coordinator met with multiple campus partners. The Coordinator provided overall direction to student staff and volunteers to implement existing programs.

WomenKind: Empowerment & Creativity 2/7, 2/21 (5 attendees each)

The GEC hosted every other week dialogue and creativity group to create a safe space for women to connect, build support, and discuss topics regarding womanhood, feminism, empowerment, positive sexuality, social justice, and gender.

Gender Equity Movement (GEM) Training 2/7, 2/14, 2/28 (10 attendees per session)

An interactive five-week training open to all students who were interested in learning more about gender, positive masculinity, feminism, and social justice. A certificate was awarded at end of the training for those who completed at least four/five sessions.

Galentine's Day events 2/9 (35 attendees)

Galentine's Day offers women identified students a day to celebrate themselves and one another. Events included empowering messages posted throughout the lead-up to the events, a booth in the UU plaza that connected with students across campus, and an evening event hosting 3 speakers from on and off campus partners. Events focused on body positivity and identity awareness.

March: The Coordinator began discussions for a new collaborative event that focuses on masculinity and femininity and their representation in comic books. The event will include a panel of staff and faculty from across campus as well as collaborations with community artists.

WomenKind: Empowerment & Creativity 3/7, 3/8 (10 attendees each)

The GEC hosted every other week dialogue and creativity group to create a safe space for women to connect, build support, and discuss topics regarding womanhood, feminism, empowerment, positive sexuality, social justice, and gender. This month the GEC hosted WomenKind in both the GEC and the library to outreach and educate more students.

Gender Equity Movement (GEM) Training 3/7, 3/14 (10 attendees per session)

An interactive five-week training open to all students who were interested in learning more about gender, positive masculinity, feminism, and social justice. A certificate was awarded at end of the training for those who completed at least four/five sessions.

April: Events in April were many and varied including Cal Poly's OWN: Original Women's Narratives, Pride Events throughout the month, and Poly Cultural Weekend. All of these events gave the opportunity to solidify the GEC's place within the CCCs and the campus community. Further CCCs collaborations were solidified for the coming academic year by virtue of shared calendaring and planned collaborations.

Cal Poly's OWN: Original Women's Narratives 4/27 & 4/28 (775 attendees)

In its second iteration, Cal Poly's OWN developed a following last year that fed its growth this year. With an intersectional lens, OWN speaks to a multitude of experiences of womanhood, from mental health issues, sexual assault, body positivity and race & ethnicity. It offers students the opportunity to begin to develop greater understanding of diverse experiences. The Preview Night took place in the UU Plaza with performances by several OWN actors and had about 50 attendees. The performance itself sold out within 10 minutes of doors opening and had standing room only for approximately 725 attendees. The event itself added multiple collaborations with Cal Poly's Studio Art Department, Theatre Arts, Kennedy Library, and off campus galleries and artists. Attendees came from all over campus and the community.

May: Programming in May continued at a high pace with events hosted by several GEC student staff, as well as multiple on-campus collaborations. By attending events like Students of Color Summit and the Cross Cultural Center's year end event at Mustang Station, the GEC gained visibility and garnered more student interest. The Coordinator also took part in Greek Week events to begin building bridges for more collaborations in the future. The collaboration between WGS/GEC/Safer for the Feminists end of year celebration continued with the coordinator being awarded Distinguished Women of the Year by WGS chair.

Manifest: Toxic Masculinity and Comic Book Culture 5/25 (25 attendees)

The GEC collaborated with Men & Masculinity for a look at representations of masculinity in Comic Books and their associated culture. Utilizing a further collaboration with the Studio Art Department at Cal Poly, the exhibit included images and described behaviors of hegemonic masculinity as the ideal and the roots of these toxic ideas. Attendees were also able to view a montage of comic book movies and reflect on the ideals therein and how they have shifted over time.

Franchesca Ramsey: Social Change in the Digital Age 5/24 (150 attendees)

This collaboration involved all the CCCs to bring a purposefully intersectional and accessible speaker to the campus community. Students attended from both CCC involvement to students from across campus. Students were also able to visit tables for each of the Centers to encourage more involvement and community building.

Womxn's Group Mixer 5/11 (25 attendees)

Invitations were extended to groups on campus who work with/for woman identified students. These invitations included both other DOS programs as well as student groups and clubs. This enabled students with similar interests to begin to connect across organizational lines.

June: The Coordinator spent much of June wrapping up the year's events, sending thank you gift bags to on and off-campus partners to encourage continued and increased collaborations into the coming years. Attending and hosting end-of-year celebrations with the other Cross Cultural Centers solidified intersectional focuses and relationships across the centers.

3. Programming and Support

SSF Outcome:

Deliver support services to underrepresented students and campus-wide programming.

SSF Deliverable:

The Coordinator delivered a variety of programs that meet various needs of diverse campus constituents.

August: The Coordinator collaborated with CCC colleagues to plan for new student hires at the CCC—instrumental to program delivery and campus engagement.

September: The Coordinator participated in OUR (Orientation for United Raza) to reach out to underrepresented first generation college students. Furthermore, the Coordinator provided support and guidance to OUR committee leaders. The Coordinator also welcomed and developed relationships with incoming students to foster an inclusive and welcoming environment.

October: The Coordinator collaborated with Cross Cultural Center staff in planning and delivering a retreat for student employees. Furthermore, the Coordinator began recruitment efforts to invite underrepresented students to upcoming GEC programming. The Coordinator continued to welcome, develop, and maintain relationships with incoming students to foster an inclusive and welcoming environment.

November: The Coordinator continued the oversight of program offerings of GEC student-facilitated dialogues; there were 10 student-facilitated dialogues offered. She worked with two committees of students that oversee the production and script writing for OWN. She assisted in the facilitation of small-group discussions and support to the Lead Coordinator of the MCC and director of the CCCs during the Race & Ethnicity Allyship Training.

December: The Assistant Dean and Director of the CCCs began and continued planning for programs in the Gender Equity Center.

January: The Coordinator began work on January 3, 2017 and began establishing expectations and protocol with center staff. Regular staff meetings and 1:1s were scheduled to establish the needs of student staff and all students who utilize the center.

Intersectionality Social: Mujerista, Feminist, and Womanist 1/25 (15 attendees)

The GEC hosted a social to bring together women and women's groups on campus to create a community space beyond the GEC and to encourage student engagement across programs.

Gatherings: A Space for Women of Color 1/18 (7 attendees)

MCC's every other week community circle of women of color continued to create a safe space for women to talk, give advice, and build connections and relationships within a framework of experiences of women of color. Gatherings were organized within the themes of wellness, academic support, and community building.

February: The Coordinator did presentations and workshops for classes and fraternity and sorority life that focused on inclusion and awareness. These classes and presentations reached over 350 students who were not otherwise involved in the CCCs.

Gatherings: A Space for Women of Color 2/1, 2/14, 2/28 (7 attendees each)

MCC's every other week community circle of women of color continued to create a safe space for women to talk, give advice, and build connections and relationships within a framework of experiences of women of color. Gatherings were organized within the themes of wellness, academic support, and community building.

Gender & Sexuality Ally Training 2/15 (7 attendees)

In a collaboration with the interim Pride Center Coordinator, Charley Newel, a three-hour workshop was developed and given to students interested in building awareness around gender disparity and the development of a social justice framework for addressing the disparity.

IFC New Member Development Training 2/25 (250 attendees)

Coordinator collaborated with MCC and Pride coordinators to present a diversity workshop to 250 new Interfraternity Council and Panhellenic members. This two-hour workshop touched on issues of identity, gender socialization, acceptance and social justice awareness.

March: March is Women's History month. This year we focused on creating intentional programming centralizing the experiences of traditionally under-represented women. Through a partnership with the Kennedy library, the GEC outreached to students who do not normally access the center and printed bookmarks and table-toppers with information about women throughout history.

Women's HERstory Month 3/7, 3/8, 3/14, 3/15 (60 attendees across events)

Women's History month programming included a faculty symposium with Dr. Jay Bettergarcia, a poetry and sex positivity workshop with speaker Portia Bartley, a movie night with discussion about women's roles in the media, and month long outreach devoted to awareness of women in history. Additionally, the Coordinator facilitated a discussion with a local faith group on feminism and femininity.

April: April was focused on the creation and production of the OWN performance. This year's performance was more complex to plan and schedule as multiple on and off campus entities were a part of the event. The GEC also continued to support its dialogue groups to ensure that students served were given continuity throughout the month.

Cal Poly's OWN: Original Women's Narratives 4/27 & 4/28 (775 attendees)

In its second iteration, Cal Poly's OWN developed a following last year that fed its growth this year. With an intersectional lens, OWN speaks to a multitude of experiences of womanhood, from mental health issues, sexual assault, body positivity and race & ethnicity, it offers students the opportunity to begin to develop greater understanding of diverse experiences. The Preview Night took place in the UU Plaza with performances by several OWN actors and had about 50 attendees. The performance itself sold out within 10 minutes of doors opening and had standing room only for approximately 725 attendees. The event itself added multiple collaborations with Cal Poly's Studio Art Department, Theatre Arts, Kennedy Library, and off-campus galleries and artists. Attendees came from all over campus and the community.

WomenKind: Empowerment & Creativity 4/11, 4/25 (7 attendees each)

The GEC hosted every other week dialogue and creativity group to create a safe space for women to connect, build support, and discuss topics regarding womanhood, feminism, empowerment, positive sexuality, social justice, and gender.

Gender Equity Movement (GEM) Training 4/26 (5 attendees)

An interactive five-week training open to all students who were interested in learning more about gender, positive masculinity, feminism, and social justice. A certificate was awarded at end of the training for those who completed at least four/five sessions.

May: With the completion of OWN, May outreach and programming increased and multiple events were hosted by the GEC. Gender Equity Movement Training finished during May and events focused on more specific populations.

WomenKind: Empowerment & Creativity 5/9 (7 attendees each)

The GEC hosted every other week dialogue and creativity group to create a safe space for women to connect, build support, and discuss topics regarding womanhood, feminism, empowerment, positive sexuality, social justice, and gender.

Gender Equity Movement (GEM) Training 5/3, 5/10, 5/17, 5/24 (5 attendees each)

An interactive five-week training open to all students who were interested in learning more about gender, positive masculinity, feminism, and social justice. A certificate was awarded at end of the training for those who completed at least four/five sessions.

Women in Geekdom 5/10 (25 attendees)

An interactive training that included a presentation and activities looking at the treatment of women in what is traditionally a male dominated space. Attendees explored different responses and power structures they had confronted within Geek culture around gender culminating in an activity designed to empower them with the building of their own alter-ego superhero encompassing all of their salient identities.

Women of Color in Academia 5/17 (15 attendees)

A panel of faculty, staff, and students reflecting on being women of color in predominantly white institutions. Facilitated and led by a student intern in collaboration with faculty for her senior project, attendees were encouraged to both reflect on challenging circumstances and utilize both obvious and less obvious resources for support.

June: Included the hiring of student staff, graduate assistant, and OWN production team for next academic year. The Coordinator also continued connecting with potential collaborators as well as began planning and scheduling programming for next academic year.

4. Student Impact Overview

SSF Outcome:

Connect with an increasingly diverse student population.

SSF Deliverable:

In addition to supporting OUR trainings, and providing outreach to incoming students, the Coordinator continued to promote GEC programming to approximately 40 multicultural and multidisciplinary clubs and organizations to increase student participation and attendance at GEC events. The Coordinator provided over 100 hours (Jan-Mar) of individual student advising, and small group advising to Gender Equity Center students. The Coordinator additionally had approximately 530 student contacts.

Expense Report:

Month	Staff Salaries
July	\$ 5,841.44
August	\$ 6,145.14
September	\$ 7,138.21
October	\$ 6,851.52
November	\$ 5,044.82
December	\$ 3,311.00
January	\$ 6,565.87
February	\$ 6,798.49
March	\$ 5,392.49
April	\$ 6,798.53
May	\$ -
June	\$ 6,798.53
Total	\$ 66,686.04
<i>FY 2016-17 Allocation</i>	<i>\$ 71,750.00</i>
<i>FY 2015-16 Roll Forward</i>	<i>\$ (1,765.61)</i>
Balance Remaining	\$ 3,298.35

*Expect to fully expend balance remaining on salary and benefits in FY 2017-18.

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.

FY 2016-17 Allocated Funding: \$71,000

FY 2015-16 Rollover: \$11,555

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

Outcomes:

1. Staffing

SSF Outcome:

Establish a permanent Lead Coordinator position to allow for greater staff consistency for students and to support a needed increase in programs and services. Assist in recruiting of Cross Cultural Center Coordinators (Lead Coordinator for MCC).

SSF Deliverable:

Reclassification of Coordinator, SSPII, to Lead Coordinator, SSPIII, through the Student Success Fee funding. This position works on an 11:12 month schedule.

August: The Coordinator participated on the search committee for the Lead Coordinator of the MCC, an SSPIII position. A successful candidate was chosen. The Coordinator met with MCC Coordinator candidates, SSPII positions, and submitted observations to the search committee for review.

September: Coordinator assisted in onboarding of two new permanent hires in the MCC.

October: Upon successful completion of the first year review, reclassification to Lead Coordinator, SSPIII, recommendation was submitted. Coordinator assisted in the onboarding of an interim hire in the GEC.

November: The Lead Coordinator worked closely with the Social Justice Coordinator and Lead Coordinator of the MCC to develop a presentation for a Parks & Recreation course. He also worked collaboratively with the CCC professional staff to facilitate a conversation on the November 2016 Presidential Elections.

December: The Lead Coordinator of the Pride Center worked with the Assistant Dean of Students and Director of the CCCs on a transition strategy that encompassed identifying interim hires to manage several programs and the Pride Center.

January: Assistant Dean/Director and Pride Center's graduate and student assistants helped continue the work necessary for sustaining programs in the Pride Center and onboarded the new interim Pride Center Coordinator. Student assistants hosted a series of activities that captured "A Day in with Pride" to provide an alternative to the Milo Yannopolis visit. The Interim Pride Center Coordinator joined the CCC and DOS team the last week of January. The Interim Coordinator was able to assist in staffing Unite Cal Poly as well as attend the Winter quarter Pride Center staff retreat.

February: The PRISM coordinator temporary position was created and filled by a current employee to provide oversight of the peer mentoring program PRISM. The Interim Coordinator continued to provide support and development for the student staff of the Pride Center. He facilitated travel planning and logistics for eight students to attend two conferences to gain deeper understanding of sexuality and gender identity issues as they relate to varying local, national and global communities

March: The Interim Coordinator worked with the Assistant Dean/Director on spearheading the Gender Identity Initiative which included organizing and facilitating focus groups to inform video project and script. The video was produced and in the editing stage. The PRISM Coordinator collaborated the Pride Center and updated the PRISM page on the website. The PRISM Coordinator worked with the Assistant Dean/Director to create a Cal Poly email address to protect data being reported by students.

April: The Interim Coordinator oversaw the execution of Pride Month and coordinated the execution of 29 events for that month including Pride Prom. The PRISM coordinator continued working on overseeing the peer mentoring program and the hiring of a new PRISM student coordinator.

May: The PRISM Coordinator collaborated with counseling liaison to revise training components related to peer mentor trainings. During the month of May the Director began oversight of the Pride Center due to the departure of the interim Lead Coordinator.

June: During this month the search for a new Lead Coordinator of the Pride Center continued. This month also served as a planning month for Pride Center Programming.

2. Campus Engagement

SSF Outcome:

Establish collaborations to engage and educate campus community.

SSF Deliverable:

Pride Center Coordinator conducted Safe Zone trainings for campus partners, and provided guidance/feedback to diversity initiatives with various departments, including Orientation.

August: The Coordinator conducted tours with the Quarter Plus Scholars program, and co-facilitated a training on success strategies and campus resources (24 student participants). In collaboration with LSAMP, OUDI and the Central Coast Coalition for Inclusive Schools (CC4IS), the Coordinator co-lead two classroom presentations on social identities, bias reduction, and working with diverse students for teachers in training (course: EDUC 410, 65 students over 2 sessions). He attended SLO Days diversity trainings and met with student trainers to share feedback and resources. He joined and consulted with the 'Mural Project Working Group' a cross-campus initiative to bring a permanent, diversity-themed mural to enhance Cal Poly and celebrate the diversity of our campus. He consulted Housing in developing strategy and talking points for local community members regarding the new Gender Inclusive Housing initiative. He consulted in the development of a training for Summer

Institute Students. He met with LGBTQ alumni, and GALA member, to discuss campus initiatives and collaboration with local community. He consulted with PCW student coordinators as they planned for the mid-April yield event. He met with John Lee of the Disability Resource Center and Steven Ross of Connections for Academic Success to begin discussion of Sins Invalid collaborative event for November.

September: Coordinator joined housing for new RA meet & greet, and conducted Safe Zone Training for Campus Housing, including all Residence Assistants and Coordinators for Student Development (160 participants). He partnered with the Queer Student Union to provide four affinity breakout sessions for new LGBTQ students during WOW (32 participants over four sessions). He contributed to the DOS Speaker Series committee – determining two out of three speakers for the year.

October: Coordinated a National Coming Out Day Information Booth (25) and NCOD Student Panel on Coming Out (25 students, 5 faculty/staff). He collaborated with the Pride Faculty Staff Association to co-host the first FSA social on NCOD (11 staff/faculty). He led two events for Asexuality Awareness Week, including: Asexuality Informational Booth (30), and an Ace Social (seven). All commemorative events included student facilitators and Outreach Coordinators. He conducted an open Safe Zone Training (22 students). He also collaborated with faculty member Steven Ruszczycky to develop a Queer Faculty Talk Series. He contributed to the Growing Together Initiative oversight and the Central Coast Coalition for Inclusive Schools board meetings. He met with numerous campus partners in order to build relationships and learn about the work of the Pride Center including, but not limited to, Housing, Counseling Services, and the Center for Service in Action. The Coordinator hosted debrief and planning meetings for NCORE and Cuba trip student cohorts to begin planning campus investment events and initiatives. He obtained ASI support of the 3rd speaker identified by the DOS Speaker Series committee. All three were in the contracting process. He participated in the Gender Based Violence Prevention Committee. Coordinator contributed to new marketing initiative to inform students about new gender identity and sexuality-related questions on CSU Applications. Coordinator met with the Office of the Registrar to research a 21-point assessment on forms/processes related to inclusion of transgender students and ease of access in name/gender change procedure.

November: The Pride Lead Coordinator led educational boothing hours for Transgender Day of Remembrance in the UU Plaza. The Lead Coordinator provided support to students at campus protest events during the month of November, including one-on-one advising hours. The Lead Coordinator represented the Pride Center and served as a representative on a committee that championed greater education around gender identity at Cal Poly.

December: The Lead Coordinator collaborated with the local organization—AIDS Support Network (ASN)—on an initiative to provide free HIV testing and counseling to students at Cal Poly.

January: The Interim Coordinator has been able to support, connect, and celebrate diverse student populations. The Interim Coordinator spent much of his time getting to know students, while also becoming accustomed to the programs and services offered by the Dean of Students. He has picked up many of his responsibilities very quickly, ensuring that there is no halt in Pride Center activities while even continuing recent expansion of services the center provides such as ally trainings, a new dialogue series, as well as student conference travel. The Interim Coordinator has identified key partners (listed below), on and off-campus, several of which he already has collaborative experience and strong relationships with. With the collaboration of the Cross Cultural Centers in particular, he has been working to assist in spearheading the Gender Identity Initiative that has the potential to greatly affect the campus's goal of working towards inclusive excellence.

February: The Interim Coordinator completed the 2017-2018 IRA proposal. The Interim Coordinator collaborated with the Lead Coordinator of the Gender Equity Center to develop and lead a three hour ally training on Gender and Sexuality. The event was well received by attendees. Similarly, the Interim Coordinator co-facilitated a two-hour ally training with the MCC and GEC coordinators to a group of 250 incoming IFC and Panhellenic members. The Interim Coordinator also attended Change the Status Quo, and was able to facilitate an impromptu tour of the Pride Center for six students from Orcutt Academy High School that also attended CSQ. He was able to serve as a liaison to two local high schools seeking ally trainings. He connected them with his previous employer, CAPSLO, and the Teen Sexual Health Empowerment Program to provide these trainings. They are federally funded by the Office of Adolescent Health to provide evidence based comprehensive sexual health education including ally/safe zone trainings on sexuality, gender identity, and information relating the topics to California education code. The Interim Coordinator attended several student lead dialogues including QDOGS, Umbrella, Snack & Substance, in addition to the United Leaders Coalition meetings, and Talk about it Tuesdays.

March: The Interim Coordinator continued to provide support and development for the students and staff of the Pride Center. The Interim Coordinator became a member of the Pride FSA after meeting with the Chair of the Pride Faculty Association to learn more about what the group does. He also brought in two speakers and coordinated a two-hour event, *Dangerous Bathrooms*, to raise awareness on issues relating to gender identity and how they relate to our local community. The event was well attended with 150 guests. The Interim Coordinator served as the Master of Ceremonies. He has been assisting the Access Support Network in planning a smaller scale version of Know Your Status—an annual event to raise awareness about stigma associated with HIV. Additionally, the Interim Coordinator has helped facilitate ASN's monthly on campus service which provides free HEP C/ HIV testing. In the past two months 22 students have been provided with free testing. Lastly, he worked with a student to organize the construction of a six-foot wooden "P" structure to host in the UU Plaza tri-fold space during Pride Month. This solution is a necessary alternative to painting the Cal Poly "P" (cancelled due to the mudslide), and to continue a visible symbol of celebration of our LGBTQIA community.

April: The Interim Coordinator continued to provide support and development for the students, parents, and staff. The interim coordinator collaborated with Access Support Network to launch the Know Your Status initiative. He also worked with ASN for the monthly campus visit for testing HIV and HEP C. The interim coordinator worked with the director on coordinating Lavender Commencement that will be held in June. During this month, the search of a permanent Lead Coordinator was launched. The interim coordinator worked with the director to finalize details with advancement for donor contribution to the Pride Center.

May: The director oversaw the execution of the Cal Poly Drag Show and worked with the graduate assistant on finalizing components of Lavender Commencement. The director hosted cookies and coffee with Pride FSA and collaborated with members to provide students with a sense of stability within the Pride Center.

June: The director of the CCCs worked to finalized the student employees for the 2017-2018 school year and continued planning for the next academic year.

3. Programming and support

SSF Outcome:

Deliver support services to underrepresented students and campus-wide programming.

SSF Deliverable:

The Coordinator delivered a variety of programs that meet various needs of diverse campus constituents.

July: This served as a planning month.

August: The Coordinator maintained relationships with students connected to the Cross Cultural Centers to provide seamless transition for the new Lead/Coordinators. He also supported the PRISM team leadership.

September: The Coordinator hosted a number of events through the Pride Center. These intersectional and Pride specific events included: PRISM Social, Queer Dialogues, QTPOC Dialogues, Queer Women Thursdays, and Umbrella: Trans/GNC Dialogues. He continued to provide one-on-one student support, for a total of 12 contact hours. He collaborated with CCC colleagues on CCC Social. He coordinated and co-facilitated interviews for 45 prospective CCC staff members (out of over 80 applicants). He developed a training schedule for CCC Graduate Assistants, including a Meet & Greet with campus leaders. He helped develop an 'Affinity Socials' model with Housing, to increase cross-programming with diversity initiatives, and participated in their organizing (seven socials over two weeks, the LGBTQ social hosted 25 participants in collaboration with PRISM).

October: He piloted the new, confidential mentoring aspect of the Peer Resources in Student Mentoring Program, recruiting 42 mentees & mentors, interviewing 18 prospective mentors, guiding the PRISM Student Coordinator with pairing mentees to mentors (25 pairings total). He then assessed initial pairings, confirming that over 45 contact hours have taken place between September and October. Each of the weekly or bi-weekly services offered by the Pride Center are designed to create safe and inclusive environment for students to discuss experiences and issues they encounter as members of different and intersecting LGBTQIAP communities. Student facilitators plan discussion topics beforehand, set and maintain ground rules during, and debrief after each dialogue. The Coordinator managed bi-weekly, student-facilitated Dialogues designed as affinity group support: Queer Dialogues, QTPOC Dialogues, Queer Women Thursdays, and Umbrella: Trans/GNC Dialogues (53 students). The Coordinator also co-facilitated a two-hour training session to develop CCC student staff facilitation skills. He instituted a new committee-based approach to Pride Center student leadership structure. Coordinator continued with 1:1 student support, providing identity/professional development and crisis support - 56 contact hours.

PRISM Peer Resources in Student Mentoring Retreat (20 attendees)

Provided training covering identity development, active listening skills, boundary setting, and sexual assault prevention (with Safer). Team-building activities were incorporated throughout, and new mentors learned from Peer Counselors.

November: The Lead Coordinator assisted students with the registration process for T*Camp, including them securing funding for their attendance. He oversaw the execution and facilitation of the Bi-weekly Student-Facilitated Dialogue offerings (63).

December: December was a planning month and provided direct support for LGBTQ students during the end of the quarter.

January: The Coordinator of the Pride Center oversaw Queer & Trans People of Color Dialogues (QTPOC), Umbrella: Gender Non-Conforming Dialogues, Queer Women Wednesdays, Queer Dialogues (QDogs). These dialogues hosted a total number of 48 student attendees. During this month, the Pride Center hosted 14 students who got tested through a collaborative partnership with Access Support Network (ASN) who provide HIV and HEP C testing.

February: The student dialogues saw a total number of 58 students this month. The dialogues witnessed an increase due to outreach efforts by the Coordinator. The PRISM mentoring program hosted Snack and Substance and engaged a total of 25 attendees. 12 students got tested by ASN for HIV and HEP C testing through the Pride Center.

March: The PRISM program hosted another Snack and Substance event, where there were 18 attendees. Queer & Trans People of Color Dialogues (QTPOC), Umbrella: Gender Non-Conforming Dialogues, Queer Women Wednesdays, Queer Dialogues (QDogs), hosted a total of 51 student attendees. 10 students got tested by ASN for HIV and HEP C testing through the Pride Center. The Pride Center sponsored Trans Speaker—Jessica Lynn—to present her nationally recognized talk, “Dangerous Bathrooms.” There were 150 on and off-campus attendees.

April: This month was Pride Celebrations at Cal Poly. Pride Prom had almost 100 attendees and the Pride Center received additional support from the Pride FSA and MCC. PRISM Spring Social had 15 attendees while Queer Dialogues, which focused on Sexual Assault in the Queer Community had 12 students in attendance. Staff in the Pride Center hosted the Self Care Party and Ace Social with a combined 26 students in attendance. The Monday offering of “Convos for QTPOC” had 13 students and staff in attendance in collaboration with the MCC. Queer Women Wednesdays had eight attendees. The Queer Career Panel hosted 21 students and staff, who discussed being queer in the work environments and navigating homophobia in the workplace.

May: The Drag Show and Know Your Status were the final events from Pride Month that got folded into the month of May due to planning purposes. The Drag Show had 110 attendees while Know Your Status had 96 including speakers and community partners who shared resources available in San Luis Obispo.

June: The final program for the academic year was Lavender Graduation and saw an attendance of over 125 students, supporters and staff at Cal Poly.

Collaborations:

- Amanda Baker, CSD (bi-weekly meetings to collaborate on PRISM programming)
- Kimberli Andridge, Campus Health & Wellbeing
- Laruen Irwin, Center for Leadership (met to discuss assessment tools)
- Charlotte Rinaldi, Career Services (met to discuss cross program collaboration with Diversity Liaison Teams)
- Jane Lehr, Women and Gender Studies
- Jessica Lynn, Your True Gender, (Speaker at trans awareness event “Dangerous Bathrooms”)
- 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)
- Phoebe Olivia Frish-Gebhart, Conference and Event Planning (assisting with Lavender Commencement planning)

- 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)
- Jennifer Vonderlohe and Ryan Baker, ASI Event planning
- 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
- Kari Mansager, Office of University Diversity and Inclusivity
- Camille O'Bryant, CSM

Month	Staff Salaries	Supplies & Services	Totals
July	\$ 4,997.24	\$ 50.00	\$ 5,047.24
August	\$ 5,601.22	\$ -	\$ 5,601.22
September	\$ 5,514.91	\$ -	\$ 5,514.91
October	\$ 5,992.16	\$ -	\$ 5,992.16
November	\$ 6,025.55	\$ 8.93	\$ 6,034.48
December	\$ 5,998.66	\$ -	\$ 5,998.66
January	\$ 2,410.50	\$ -	\$ 2,410.50
February	\$ 1,278.27	\$ -	\$ 1,278.27
March	\$ 5,185.49	\$ 599.00	\$ 5,784.49
April	\$ 4,736.32	\$ -	\$ 4,736.32
May	\$ 8,328.66	\$ -	\$ 8,328.66
June	\$ 5,076.82	\$ 315.42	\$ 5,392.24
ANNUAL	\$ 61,145.80	\$ 973.35	\$ 62,119.15
Allocation	\$ 67,521.00	\$ 49,664.43	\$ 117,185.43
Balance Remaining	\$ 6,375.20	\$ 48,691.08	\$ 55,066.28
<i>16-17 Allocation</i>	<i>\$ 71,000.00</i>		
<i>15-16 Roll forward</i>	<i>\$ 11,555.43</i>		
<i>One Time Allocation</i>	<i>\$ 34,630.00</i>		

One time allocation of \$34,630 will be used to cover:

- Removing the back room closet that was built by students which is in violation of building code
- Removing and replacing paneling for ceiling
- Raising the ceiling by 1-2 feet
- Installing a built-in work station/mini-conference room solution with a sliding door
- Additional reserve to cover operations in 17-18

Unit: MultiCultural Center

Program Description:

The MultiCultural Center (MCC) provides programs and services that aid in the outreach and retention of under-represented students through advocacy, personal engagement, community-building, and co-curricular programming. The MCC is a welcoming space for the entire 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.

FY 2016-17 Allocated Funding: \$78,250

FY 2015-16 Rollover: \$ 2,247

Goals:

- Design and implement educational presentations to address student interest regarding issues of diversity and inclusion
- Prepare students to implement educational presentations related to diversity and inclusion
- Educate students about the role of cultures and cultural identities in their major
- Encourage students to work collectively on effective outreach methods, and conduct events
- Foster a sense of belonging and community
- Promote research and examination of cultural, political, and social issues
- Educate on race and culture in history, including connections to other identities
- Assist students in gaining a broader understanding of race and culture issues as they relate to varying local, national and global communities

Outcomes:

1. Staffing

SSF Outcome:

Maintain engagement and retention of Lead Coordinator, Social Justice Coordinator and Outreach and Retention positions to allow for consistency, relationship-building and support of students through programs and services.

SSF Deliverable:

The MCC hired and employed a Lead Coordinator through Student Success Fee funding. This position is an SSPIII and works on a 12:12 month schedule.

We hired and employed a Social Justice Coordinator through the Student Success Fee funding. This position is SSP II and works on an 11/12 month schedule.

We will hire and employ an Outreach and Retention Coordinator through the Student Success Fee. This position will be an SSP II and work on an 11/12 month schedule.

July: During the month of July, the Interim Coordinator worked with staff members to prepare for the new MCC Lead Coordinator, and the Director of the CCC.

August: The Interim Coordinator participated in interviews for Lead Coordinator position in the CCC.

September: The Coordinator worked with fellow CCC staff to explore intersectional programming opportunities within the CCC, hire graduate and student assistants, and plan/implement the fall student staff retreat.

October: During the month of October, the Lead Coordinator and Coordinator participated in program development by Dr. Stacy Wharton. They attended the Student Affairs Fall Recharge, Asian Pacific Islander, Chicano/a Latino and American Indian FSA Staff Socials.

Appropriation and Costumes Campaign was coordinated with Housing and had a reach of 5,000 undergraduates. The Social Justice Coordinator worked with CCC staff on CultureFest events (1,000). The Lead Coordinator and Coordinator participated in boothing at OUDI's Welcome Reception (100).

November: This month was very productive for the Lead Coordinator. There was a large focus on working the American Indian Student Association (AISA) and programming related to Native American heritage month. Also there was coordination and engagement with Chicana/o and Latina/o student organizations for events relating to Dia de los Muertos. There were six meetings held with Student leaders from American Indian Student Association to better coordinate efforts between the MCC and AISA.

December: The Lead Coordinator continued to provide support and development for the student staff of the MCC. The Lead Coordinator refined the developmental curriculum used to guide the learning process for the student assistant staff. December was also used by the Lead Coordinator to reflect and plan events, programs and projects of the MCC for Winter quarter. The goals remain the same for the MCC Lead Coordinator but there was an increased focus placed on the recruitment and retention of under-represented students.

January:

The Lead Coordinator hit the ground running and started the New Year with a revamp of the evaluation process of the MCC programming. All of this was possible with the overall support of the DOS team assessment subcommittee. There was an increase focus on the MCC events by ensuring an increased focus on outcome based planning. At the core of the efforts were implementation of Bloom's Taxonomy.

February: The Lead Coordinator focused on the development of student staff that is under his guidance. There was an increased effort to ensure that student staff has continuous professional development. There was also increased focus on student intake and establishing clear intake processes for students interested in getting involved with the MultiCultural Center. The Lead Coordinator is establishing a best practices guide for student staff to welcome and guide Cal Poly students on being more involved and invested in the efforts of the MultiCultural Center.

March: The Lead Coordinator spent the month of March building a clear planning process for spring quarter. Much of the effort was spent learning the program planning process. Many elements for program planning are changing with the new streamlined fiscal process being offered the DOS Business officer. Education on the new processes needs to be offered to student staff to ensure that all fiscal paperwork is completed properly. The Lead Coordinator will take a larger role in the quality control for all administrative aspects for the MCC.

April: The month of April was very busy; there were five planned school visits and one impromptu school visit. We were able to provide over 250 Under-represented Minority students with a Cal Poly

college experience. The Lead Coordinator worked with the Pride Center staff to coordinate Pride month events. The Lead Coordinator continued to build a relationship with the Northern Chumash Tribe. The Lead Coordinator also attended local NGO meetings to increase the foot-print of the Cross Cultural Centers and Cal Poly.

May: The Lead Coordinator spent the month of May primarily working on preparation for fiscal close. The Lead Coordinator provided one college tour for 50 students. The Lead Coordinator planned for the end of the year events for the Cross Cultural Centers. The month of May was spent preparing for the start date of the new MCC coordinator that was hired in the month of April with a start date set for June 1, 2017.

June: Much of the effort for the month of June was spent wrapping up the financial responsibilities for the MCC. The Lead coordinator spent the beginning of the month supporting the many ethnic commencements at Cal Poly.

2. Programming and Support

SSF Outcome:

Deliver support services to underrepresented students and campus-wide programming.

SSF Deliverable:

The Lead Coordinator and Social Justice Coordinator delivered a variety of programs and meetings covering topics of the diverse campus constituents that use the MCC.

July: This serves as a planning month. The interim Coordinator served as the driving force behind all MCC programming and events.

August: All efforts focused on the planning process for events occurring in fall quarter. Logistics and planning for fall events was in full swing.

September: In partnership with CCC Coordinators, the Lead Coordinator and Social Justice Coordinator co-hosted the annual CCC Fall Social, which included 20 clubs/ organizations and introduced the new CCC Director to the student community. The Social Justice Coordinator provided a safe space for programming through Gatherings: A Space for Women of Color. The Lead Coordinator and Social Justice Coordinator also incorporated individualized student mentoring for at-risk students—a total of 44 contact hours. The MCC Coordinators attended the various cultural club meetings (250+ students) and scheduled additional meetings with other student clubs.

October: The Social Justice Coordinator hosted four sessions of Gatherings (40), four sessions of International Coffee/Tea Time (35-40), and five sessions of Swanaa Talks (50). The MCC Coordinators worked with CCC staff on the student staff retreat, designing the hiring process for new student assistants. She continued to foster numerous relationships with areas across campus, including: New Student/Transition Programs, OUDI, Kennedy Library, ASI, Club/Sports/Food Safety, Housing, Connections for Academic Success, and various academic departments. The Coordinator attended cultural club meetings.

November: The MCC hit a stride and provided an average of three events per week during November. The Lead Coordinator served as the staff lead for all major programming for this month. The Lead Coordinator held a week of events leading up to the Día de los Muertos main event. There was a cultural workshop held to discuss the cultural elements of Día de los Muertos, a workshop on

Sugar Skull and traditional paper flower workshop for students. The three workshops led to a large event held at the beginning of November. A larger emphasis was placed on a student driven planning process and MEXA de Cal Poly and several of the Latina/o Sororities and Fraternities were part of the Día de los Muertos planning process. The Lead Coordinator also attended the American Indian Indigenous Faculty Association and American Indian Student Association meetings and coordinated a more collaborative approach to planning of Native Heritage month. The Lead Coordinator held four events for Native Heritage month, a water rights presentation, Another Type of Groove Native artist series, a movie screening and a program on traditional healing practices. A collaborative event was held with Oakland Unity Charter High School to provide a full day's visit to 50 under-represented youth. The Oakland Unity Charter High School visit was a combined effort with the Black Student Union and Latino Fraternities. The high-level of collaboration offered the high school students an in-depth experience at Cal Poly. The high school visits often function as retention tools for Cal Poly students.

December: Although December is typically a down time for the Lead Coordinator, it was used to redefine the purpose and structure of MCC events. The Lead Coordinator reviewed previous Winter quarter event evaluations and applied the recommendations to strengthen the Winter quarter programming. The Lead Coordinator began the building process with the California Rural Legal Assistance (CRLA) office. This community organization provides legal assistance to low income residence of San Luis Obispo. The CRLA offered employment and training for Cal Poly students. The relationship with CRLA has already resulted in a workshop on housing rights issues in the city of San Luis Obispo. We worked with the Poly Persians, South West Asian North African (SWANA) to offer support for programming conducted during the month of December. Student leadership from SWANA and Poly Persians were offered a leadership development workshop to strengthen their capacity. The intended purpose is to support SWANA and Poly Persian in building their membership and leadership skills. Outreach efforts were also provided for the month of December. We offered a tour to 60 students from Rio Hondo Community College from South East Los Angeles. Students from Latino Fraternities and MCC student assistants offered to staff the program. We also hosted Santa Rosa Indian reservation and conducted a dialogue between the Chair of the American Indian Student Association. The Lead Coordinator continued meeting with Santa Ynez Chumash to plan the February College Shadow Day.

January: The Lead Coordinator supported a social for undocumented students on Jan 14th. Twenty students, staff and faculty came together to build connections and gain resources, support, and advice for one another. This was a great opportunity for students to share common experiences and challenges and come together as a community of leaders on campus. We wanted to ensure that undocumented students felt supported by the Cross Cultural Centers and the entire campus. We provided a total of six events that supported students during this time of transition to the United States. We were able to address some of the issues faced by the Muslim students by supporting the Muslim Student Association with administrative guidance. International Coffee/Tea Time - January 5, 12, 19, 26 (average ten students per session). This event allowed us to establish a better relationship with international students and the International Center. The primary location where the events were held was in the Multicultural Center. Holding the International Coffee/Tea Time event in the MCC was intentional and meant to establish a familiarity with the center and the work of the MCC.

February: International Coffee/Tea Time - Feb. 2, 9, 16, 23 (average 12 students per session). This programming continued in February to offer a better the relationship with the International Center. In commemoration of Black history month, two events were held. A movie night offered a showing of "Loving," a documentary that explores the first legal inter-racial marriage between a black and white

couple in the Southern United States in the 1950's. The second event was held with the Black Student Union to begin the planning process for the Black Love event that will be held in May.

March: International Coffee/Tea Time - March 3, 10, 29 (average 12 students per session). Much of March was spent offering training for PolyCultural Weekend hosts. Program planning was focused on finalizing the logistics for the PCW program.

April: PolyCultural Week was held with a record number of registrants, there were over 300 students registered. 76% of PCW registrants will be enrolled for fall 2017 at Cal Poly. Over 80% of transfer student participants will attend Cal Poly for fall of 2017. We had over 30 cultural clubs and 450 student volunteers participate in PCW. We held three Cal Poly community visits for over 100 high school and elementary students.

May: The Program for the month of May focused on wrapping up the academic year. The MCC Lead Coordinator worked with the Cross Cultural Center Coordinators to plan a senior sendoff event for all of the CCC student staff. A lot of effort was placed supporting the planning process for Cultural Commencements that will be held in June.

June: The MCC supported Cultural Commencements by taking care of the coordination for many of the events. The CCC also executed the Senior Sendoff event.

July Collaborations:

- Catherine Trujillo, Kennedy Library
- Chicano/Latino Faculty Staff Association
- Asian Pacific Islander Faculty Staff Association
- American Indian Indigenous Faculty Staff Association
- Brian Fischer, Extended Education/International Center
- Jean DeCosta, Office of University Diversity and Inclusivity
- Andrene Kaiwi-Lenting, API Commencement
- Delfina Maloney, Financial Aid
- Jane Lehr, Women and Gender Studies
- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies

I Am Cal Poly Photo Sessions- on-going: Program evaluation was planned for this campus-wide information campaign.

Gatherings: A Space for Women of Color: Planning was conducted for this program which is jointly produced with the Gender Equity Center. This important dialogue group serves as Cal Poly's only inter-racial space for women of color to discuss and resolve issues that directly affect them. The space offers successful connection to resources that support student retention.

CultureFest: Planning was conducted to ensure a successful event for fall 2016. The Interim Coordinator was able to provide support by providing insight into logistics, funding, and program management.

PolyCultural Weekend Coordinators Meetings: PolyCultural Weekend planning continues and registration for 2016 is set for late in April. The students plan to launch a two-week phone-a-thon to contact newly admitted students.

September Collaborations:

- Catherine Trujillo, Kennedy Library
- Chicano/Latino Faculty Staff Association
- Asian Pacific Islander Faculty Staff Association
- American Indian Indigenous Faculty Staff Association
- Brian Fischer, Extended Education/International Center
- Jean DeCosta, Office of University Diversity and Inclusivity
- Andrene Kaiwi-Lenting, API Commencement
- Delfina Maloney, Financial Aid
- Jane Lehr, Women and Gender Studies
- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies

Gatherings: A Space for Women of Color: The Interim Coordinator for the academic year did research on the topics covered by the 2015-16 Gatherings Group. Data was collected from the previous year's evaluations and used to construct the 2016-17 curriculum.

SWANAA Talks: In preparation for the academic year the Interim Coordinator polled the participants in SWANAA Talks on the topics covered by the 2015-16 Gatherings Group.

PolyCultural Weekend Coordinators Meeting: Students met during the summer months to begin planning for this important yield event. Discussions were held with the core leadership for the Polycultural Weekend planning committee.

October Collaborations:

- Catherine Trujillo, Kennedy Library
- Chicano/Latino Faculty Staff Association
- Asian Pacific Islander Faculty Staff Association
- American Indian Indigenous Faculty Staff Association
- Brian Fischer, Extended Education/International Center
- Jean DeCosta, Office of University Diversity and Inclusivity
- Andrene Kaiwi-Lenting, API Commencement
- Delfina Maloney, Financial Aid
- Jane Lehr, Women and Gender Studies
- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies

I Am Cal Poly - on-going: Meetings were held between the Director of the Cross Cultural Centers and on-campus partners to begin the campaign for the 2016-17 academic year. The Director of the Cross Cultural Centers prepared a plan he will offer the staff of the MCC.

Gatherings: A Space for Women of Color- October 5, 12, 19, 26: MCC's weekly community circle of students of color continues in January, with efforts to create safe space for women to talk, give advice, and build connections and relationships within a framework of experiences of women of color. Gatherings are organized within the themes of wellness, academic support, and community building. January topics included promotion of self-care and how to increase healthy study habits.

SWANAA Talks- October 7, 14, 21, 28: In collaboration with Students for Justice and Peace in the Middle East, weekly discussions about various topics related to the Middle East are hosted in the MCC lounge. These talks are steadily building momentum and interest and more and more students are attending each week. Student leaders have the opportunity to share current events and topics and connect with other students through dialogue.

Another Type of Groove (ATOG) - October 5 (50+ students): Opening ATOG for the academic year was the theme Sexual Assault Prevention.

Asian Pacific Islander Dialogue Nights - Planning Meetings 10, 17, 23, 31: A planning committee was initiated and composed of API undergraduate assistants. Four meetings were held to prepare for the first dialogue held in November. A lot of interest has been shown for these sessions for the 2016-17 academic year.

PolyCultural Weekend Coordinators Meeting: The core leadership continued to meet and prepare for the event that will be held in spring quarter.

November 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

Men of Color Dialogue: The Lead Coordinator was able to support student staff in the further development of the Dialogue curriculum. Four 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.

CultureFest: The Lead Coordinator held a focus group to review the impact of CultureFest on the student planners. Student planners felt that the CultureFest had a positive impact on their retention as under-represented students. A total of ten students participated in the focus group.

PolyCultural Weekend Coordinators Meetings: PolyCultural Weekend planning continues and registration set to begin mid-February. The PCW event dates are set for April 21, 22, 23 2017. The students plan to launch a two-week phone-a-thon to newly admitted students in collaboration with Cal Poly Admissions. PolyCultural Student coordinators held four meetings every Thursday for the month of December. A total of 12 students participated in the planning meetings. The PCW student organizational orientation had a total of 100 students attend.

Día de los Muertos: The event was very successful. There was a week of three workshops that led in preparation for the major event held on November 4, 2016 that impacted 400 students. This year we were able to work with University Housing Residential Life and Education to involve student populations that do not typically invest in the Día de los Muertos programming.

Native Heritage Month: The Lead Coordinator was able 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 a total involvement of 300 students.

Cal Poly Promotional Events: The Lead Coordinator was able to hold a total of three outreach events and five meetings. A relationship building process has begun with the Northern Chumash Tribe and the Santa Ynez tribe. We held a total of five meetings with the Northern Chumash tribal leadership and two meetings with Santa Ynez Educational Department. We also hosted 50 High School Students from Oakland Unity Charter High School. The Lead Coordinator plans to continue building relationships with all previously mentioned groups.

December 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
- 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
- Luis Diaz- Santa Rosa Tribe Education Department – Program Coordinator
- Jose Lara – Rio Hondo - Transfer Counselor

Gatherings - A Space for Women of Color: The participation for 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.

Men of Color – Dialogue: Although only two sessions were held in December they were powerful and had good attendance. There were fifteen participants at the two dialogues held in December. The Men of Color Dialogues was able to join Gatherings for a joint social to create a better understanding between the two cohorts.

Dean of Students - Sub Committee on Graduation and Retention: The Lead Coordinator was appointed to the Dean of Students Graduation and Retention sub-committee. This committee was formed by the Dean of Students office to address the current CSU plan to ensure that every student graduates in 4 years.

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 student of color and constituencies connected to the Multi-Cultural Center.

CultureFest: A close out meeting was held with all of the coordination team of 26 student leaders. The Lead Coordinator also used the new evaluation process with the close out meeting for CultureFest. This Lead Coordinator will begin the planning process in late Winter quarter.

PolyCultural Weekend Coordinators Meetings: The month of December was a great planning month for PCW. The Lead Coordinator worked closely with the students on the planning process to secure rooms and supplies for the pending event. The Lead Coordinator attended two meetings with the coordination team.

Cal Poly Promotional Events: The Lead Coordinator supported two outreach events One held in the Multi-Cultural Center, and one event at the Santa Rosa Tribe Education office, and included 40 high school students. The second outreach event was for 60 Rio Hondo Community College students. The outreach events promoted positive aspects about Cal Poly.

January Collaborations:

- 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
- 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

Men of Color Dialogue: The Lead Coordinator was able to support a new more inclusive outreach plan that was more inclusive and reached a greater number of undergraduates. There was a gradual increase throughout the month of January with 15 students participating in the MOCD.

CultureFest: The Lead Coordinator supported the beginning planning process for CultureFest 2017. The student surveyed the cultural organizations for new themes and a change in venue for 2017.

PolyCultural Weekend Coordinators Meetings: The students launched a two week phone a thon to newly admitted students in collaboration with Cal Poly Admissions. Many of the students responded positively. And Polycultural Weekend is above the 2016 response rate for newly admitted students. The planning process continues with 3 weekly meetings and a very structured leadership plan.

Teach In: The Lead Coordinator supported the logistical efforts for the event and ensured that overall the event ran smoothly. The lead coordinator also offered a workshop for the Teach In that was well received and built relationships with the school of Agricultural.

February Collaborations:

- 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
- Nate Alcorn, Open House Coordinator
- Denise Isom, Ethnic Studies
- Delfina Maloney, Financial Aid
- Jane Lehr, Women and Gender Studies
- 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

Gatherings - A Space for Women of Color: The Lead Coordinator worked more closely with the Gender Equity Center to bring women from backgrounds that are more diverse into the Gatherings meetings. We have seen an increase in participation and diversity of participants.

Men of Color – Dialogue: We were back on track for the month of February. We were able to host discussions about Black male leadership and masculinity in the black community. This caused an increase in the number of Black identified males in the MOCD.

Dean of Students - Sub Committee on Graduation and Retention: The Sub Committee was able to solidify that a survey will be administered to all Dean of Students Units to assess the strengths and weakness pertaining to graduation and retention support.

Dean of Students - Basic Securities Work Group: The Lead Coordinator was able to offer feedback on the structure and elements that existed at his previous campus. The Lead Coordinator also offered support to the student researchers that are developing the Cal Poly Cal Fresh outreach program.

CultureFest: There is continued development of the theme and structure for the 2017 CultureFest planning committee. The Lead Coordinator is supporting the MCC Social Justice Coordinator in the creating of a sustainable student run structure for the leadership and planning of CultureFest.

PolyCultural Weekend Coordinators Meetings: With only 3 months left for the planning process the Lead Coordinator is busy trying to ensure that the work planning is being followed. Many of the student run processes are being evaluated for change in the 2017 academic year. After assessment by the Lead Coordinator the 2017 fiscal plan for PCW will be overseen by a new MCC Retention and Engagement Coordinator. Many of the elements will be moved under the direction of the Lead Coordinator, to streamline the program.

March Collaborations:

- 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
- 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
- Luis Diaz- Santa Rosa Tribe Education Department – Program Coordinator

Gatherings - A Space for Women of Color: The Lead Coordinator implemented a full partnership with the Gender Equity Center to ensure that all Female identified students had a sense of welcome. The Lead Coordinator introduce the theme of Social Economic status into the curriculum for Gatherings.

Men of Color – Dialogue: The outreach plan introduced in the month of January was in full swing. The Lead Coordinator supported the student facilitators in the implementation of more inclusive language to ensure that all Male identified students had a sense of welcome.

Dean of Students - Sub Committee on Graduation and Retention: The Lead Coordinator is exploring ways that the new MCC Retention and Engagement Coordinator can play a role in the efforts of the sub-committee.

CultureFest: The Lead Coordinator was able to set a new more centered focus for the leadership of the CultureFest Committee. New leadership was elected and will be in place for the month of February.

PolyCultural Weekend Coordinators Meetings: The event is nearing completion and the Lead Coordinator was able to guide the students to an increase in overall participation with the hosts and the perspective students. We are at nearly the cap of 250 students and considering an increase in perspective students.

April 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
- 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

Men of Color Dialogue: The Lead Coordinator began a process of evaluation for the Men of Color Dialogue program. With the full investment of the Student Assistants we have begun a process to evaluate the strengths, challenges, and recommendations to improve the Men of Color Dialogue.

Gatherings a space for Women: The goal of increasing the number of participants has been achieved during the month of April. We have been working toward developing Gatherings into a full partnership with the Gender Equity Center.

CultureFest: The CultureFest Committee has been solidified for the 2017- 18 academic year. The planning process has begun for the new CultureFest. The Social Justice Coordinator suggested that the event focus on the 20th anniversary of this wonderful event.

PolyCultural Weekend Coordinators Meetings: The Lead Coordinator has been in an evaluation process for the PolyCultural weekend. The Lead Coordinator had begun a process data analysis for the PolyCultural weekend evaluations.

Pride Month: The Lead Coordinator worked to support Pride month programing and events. The Lead Coordinator worked at supporting the planning process and execution of the events.

Cal Poly Promotional Events: Latino Outreach Council
The effort has begun to increase the foot-print of the Cross Cultural Center and Cal Poly. Attending the Latino Outreach Council will support the work of the Lead Coordinator by expanding impact of the events and programs.

Northern Chumash Language Class: The Lead Coordinator had continued to development and build a relationship with the Northern Chumash and Cal Poly American Indian Student Association. This effort has led to a deeper relationship with the Northern Chumash.

May 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
- Delfina Maloney, Financial Aid
- Jane Lehr, Women and Gender Studies
- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies
- Laura Ann Hunkler, Career Services
- Mona Olivas Tucker – Northern Chumash Tribe
- Debra Murillo, Northern Chumash Tribe – Language
- Kelsey Shaffer, Northern Chumash Tribe
- 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

Gatherings - A Space for Women of Color: The Lead Coordinator continued to provide feedback to refine the curriculum that continued to develop during the academic year. The Lead coordinator implemented a new evaluation plan for all of the MCC managed events and programs.

Men of Color – Dialogue: The dialogue continued to grow and develop. We had increased the two population's Asian male identified and Black male identified students. Under the suggestion from the student assistants the Lead Coordinator moved the dialogues to the Black Student Excellence Center. The result was an increase in the participation of Black male identified students.

Dean of Students - Sub Committee on Graduation and Retention: The Lead Coordinator began to wrap up his responsibilities to the ad hoc committee created by the DOS Department.

CultureFest: The process for planning CultureFest is in full swing. The Lead Coordinator is guiding a process to make CultureFest more inclusive, by increasing the number of student cultural clubs involved in the planning process for the event.

PolyCultural Weekend Coordinators Meetings: The Lead Coordinator advised the election and selection of 4 lead program managers and 12 committee leads for PolyCultural Weekend. This process took the entire month and was completed before May to allow for a smooth transition of the PolyCultural Weekend leadership.

Career Center Events: The Lead Coordinator began a process of collaboration and planning for the 2017-18 academic school year. The Lead Coordinator, Social Justice Coordinator, and the Career Center staff began a process planning that will hopefully lead to a sustained partnership between the MultiCultural Center and the Career Center.

Cal Poly Promotional Events: The Lead Coordinator had a very active month with College outreach programming. There were a total of 5 planned college visits and one unplanned visit. Over 250 under-represented minority students connected with the Cal Poly experience. The schools the Lead Coordinator connected with are listed below.

Los Medanos Community College
El Rancho High School
Santa Maria High School
Roberto Cruz Leadership Academy
Animo Watts Charter School
Santa Maria High School

Northern Chumash Language Class: The Lead Coordinator worked with the Student Retention and Community Engagement Coordinator, to plan and host the language classes at Cal Poly. The Lead Coordinator worked with a faculty member in the language program at Cal Poly to encourage participation by students and key stakeholders.

June 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
- 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

Ethnic Commencements: The Lead Coordinator put a lot of effort toward supporting the many ethnic commencements. Support from the Lead Coordinator ranged from sitting on planning committees to coordinating logistics.

CultureFest: A final meeting was held during the summer to coordinate logistics. Students are three months ahead of the planning process that was conducted for the 2016 – 17 academic year.

PolyCultural Weekend Coordinators Meetings: The committee and the responsibilities are being transitioned to the Retention and Community Engagement Coordinator. This process will happen through a series of trainings and meetings with the Polycultural Weekend Committee for the 2017-18 academic year.

3. Student Impact Overview

SSF Outcome:

Connect with an increasingly diverse student population.

SSF Deliverable:

The Social Justice Coordinator participated in Sorority and Fraternity Pledge Training for 900 students. The Social Justice Coordinator also provided follow up training to 300 sorority members. The Lead Coordinator and Social Justice Coordinator provided individualized student mentoring to include 48 students over 60 hours. The Lead Coordinator worked with the local Northern Chumash tribe to offer a beginner's language course at Cal Poly. This course was open to all Cal Poly students and five students were able to participate in the language course. The Lead Coordinator will continue to develop and work with the Northern Chumash Tribal leadership to build the foundation for an educational pipeline to higher education. The Lead Coordinator also worked with Santa Ynez Chumash tribe to begin the development of College Shadow Day program held in February. The student staff of the Multi-Cultural Center will serve as staff for the College Shadow Day. These outreach events function as recruitment tools for the high school students. But they also serve as a retention tool for Cal Poly students. A training was offered to nearly 250 new Fraternity and Sorority members. Students in this student population typically do not engage in MCC events. We were able to see an increase in the volunteers from this segment of the Cal Poly Community. The Lead Coordinator offered opportunities for Cal Poly Students to connect with prospective college students through the many planned and unplanned college visits.

Month	Staff Salaries	Supplies & Services	Student Assistants	Totals
July	\$ 645.90	\$ -	\$ 229.50	\$ 875.40
August	\$ -	\$ 400.00	\$ 990.00	\$ 1,390.00
September	\$ 1,969.55	\$ 885.53	\$ 2,277.00	\$ 5,132.08
October	\$ 13,217.75	\$ -	\$ -	\$ 13,217.75
November	\$ 6,681.05	\$ -	\$ 1,932.50	\$ 8,613.55
December	\$ 6,590.91	\$ 462.29	\$ 350.00	\$ 7,403.20
January	\$ 6,596.08	\$ -	\$ (1,922.50)	\$ 4,673.58
February	\$ 5,620.71	\$ -	\$ -	\$ 5,620.71
March	\$ 5,620.83	\$ 1.50	\$ -	\$ 5,622.33
April	\$ 5,620.75	\$ -	\$ -	\$ 5,620.75
May	\$ 8,884.05	\$ -	\$ -	\$ 8,884.05
June	\$ 5,620.75		0	\$ 5,620.75
ANNUAL	\$ 67,068.33	\$ 1,749.32	\$ 3,856.50	\$ 72,674.15
Allocation	\$ 75,256.23	\$ 1,744.64	\$ 3,496.50	\$ 80,497.37
Balance Remaining	\$ 8,187.90	\$ (4.68)	\$ (360.00)	\$ 7,823.22
<i>16-17 Allocation</i>	<i>\$ 78,250.00</i>			
<i>15-16 Roll forward</i>	<i>\$ 2,247.37</i>			

*Expect to fully expend balance remaining on salary and benefits in FY 2017-18.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE **FY 2016-2017 Quarter 4 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

Rollover 2015-16: \$127,595

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 student 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:

In Qtr. 2 (11/1-12/31, 2016), the Assistant Deans of Students supported 152 new referrals, In Qtr. 3 (1/1-3/31, 2017), 323 new students were supported. In Qtr. 4 (4/1-6/30, 2017), 150 new students were supported.

Report Type	Quarter 1 (July-Oct) 2016	Quarter 2 (Nov-Dec) 2016	Quarter 3 (Jan-March) 2017	Quarter 4 (Apr-June) 2017
Academic Concern	10	28	20	17
Disciplinary	10	1	1	3
Financial	102	42	117	60
Medical Concern (Injury/Illness)	32	20	40	36
Mental Health Issue	57	53	92	25
Other	31	38	72	8
Safety	1	3	2	1
Sexual Misconduct	0	0	2	0
Total	233*	185*	346*	150*

* This number does not reflect the returning/continuing students ADOS have met with prior to the Quarter 1 and Quarter 2 periods.

* Students are seen for multiple reasons. For example, a student can schedule an appointment to discuss mental health wellness and financial difficulty.

College	Q. 1 Total Student Referrals (Jul-Oct)	Q. 1 Total %	Q. 2 Total Students Referrals (Nov-Dec)	Q. 2 Total %	Q. 3 Total Students Referrals (Jan-Mar)	Q.3 Total %	Q. 4 Total Student Referrals (Apr-Jun)	Q.4 Total %
CAFES	35	16%	18	12%	67	21%	29	19%
CAED	15	7%	19	12%	22	7%	9	6%
COE	70	32%	49	32%	91	28%	39	26%
CLA	39	18%	29	19%	61	19%	29	19%
COSM	37	17%	24	16%	46	14%	22	15%
OCOB	21	10%	13	9%	36	11%	21	14%
Ext.Ed., other	2	1%	0	0	0	0	1	1%
TOTAL	219	100	152	100%	323	100%	150	100%

Year/Class	Q. 1 Total Student Referrals (Jul-Oct)	Q. 1 Total %	Q. 2 Total Students Referrals (Nov-Dec)	Q. 2 Total %	Q. 3 Total Students Referrals (Jan-Mar)	Q.3 Total %	Q. 4 Total Students Referrals (Apr-Jun)	Q. 4 Total %
Freshmen	48	22%	32	21%	34	11%	20	13%
Sophomore	48	22%	42	28%	72	23%	40	27%
Junior	41	19%	33	22%	69	21%	28	19%
Senior	70	32%	41	27%	143	44%	60	40%
Graduate	12	5%	3	2%	5	1%	2	1%
NA (discontinued, graduated, etc.)	0	0%	1	<1%	0	0%	0	0%
TOTAL	219	100%	152	100%	323	100%	150	100%

Referred By	Q. 1 Total Student Referrals (Jul-Oct)	Q. 1 Total %	Q. 2 Total Students Referrals (Nov-Dec)	Q. 2 Total %	Q. 3 Total Students Referrals (Jan-Mar)	Q.3 Total %	Q. 4 Total Students Referrals (Apr-Jun)	Q.4 Total %
Acad. Adviser	8	4%	2	1%	14	4%	5	3%
Cal Poly Cares	56	28%	20	13%	56	17%	49	33%
Counseling	n/a	n/a	n/a	n/a	12	4%	2	1%
Faculty	21	9%	27	18%	21	7%	7	5%
Financial Aid	2	2%	1	<1%	0	0%	0	0%
Housing	44	23%	39	26%	63	20%	61	41%
Meal Voucher	30	5%	5	3%	34	10%	2	1%
OSRR	5	2%	2	1%	3	<1%	1	<1%
Other	12	6%	16	11%	23	7%	11	7%
Parent	15	8%	9	6%	23	7%	2	1%
Self	19	8%	32	21%	60	19%	8	5%
UPD/SLOPD	4	3%	0	0%	13	4%	2	1%
VP SA	3	2%	0	0%	1	<1%	0	0%
Total	219	100%	153	100%	323	100%	150	100%

From July 1, 2016 through June 30, 2017 the Assistant Deans of Students awarded \$232,767.65 to 183 students with financial needs through the Cal Poly Cares program.

Type	Grants issued	Grant Amount	Temporary Grants Made	Temporary Grants Repaid
Academic Supplies	60	\$ 49,517		
Emergency	43	\$ 43,859		
Housing & Meals	51	\$ 51,607	\$ 13,893	\$ 13,893
Medical	9	\$ 8,575		
Professional Clothing	6	\$ 800		
Tuition	61	\$ 78,410	\$ 19,978	\$ 19,978
Total	230*	\$232,768	\$ 33,871	\$ 33,871

* 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 76 students referred by faculty.

Month	Staff Salaries	Travel	Supplies & Services	Student Assistants	Totals
July	\$ 9,653.99	\$ 1,267.77	\$ 1,590.69	\$ 1,324.30	\$ 13,836.75
August	\$ 12,765.92	\$ 370.20	\$ 3,583.18	\$ 297.00	\$ 17,016.30
September	\$ 24,287.63	\$ 261.01	\$ 16,547.91	\$ 638.00	\$ 41,734.55
October	\$ 18,279.27	\$ -	\$ 12,266.83	\$ 787.00	\$ 31,333.10
November	\$ 20,881.37	\$ -	\$ 2,072.58	\$ 1,886.50	\$ 24,840.45
December	\$ 22,214.60	\$ -	\$ 919.12	\$ 1,401.00	\$ 24,534.72
January	\$ 20,811.34	\$ -	\$ 3,343.46	\$ 1,050.00	\$ 25,204.80
February	\$ 20,988.51	\$ -	\$ 163.78	\$ 1,288.80	\$ 22,441.09
March	\$ 27,041.38	\$ -	\$ 1,640.86	\$ 1,570.50	\$ 30,252.74
April	\$ 23,414.20	\$ -	\$ 209.07	\$ 1,304.40	\$ 24,927.67
May	\$ 23,520.32	\$ -	\$ 18,273.75	\$ 1,503.05	\$ 43,297.12
June	\$ 28,860.92	\$ (98.55)	\$ 1,423.00	\$ 1,448.00	\$ 31,633.37
ANNUAL	\$ 252,719.45	\$ 1,800.43	\$ 62,034.23	\$14,498.55	\$ 331,052.66
Allocation	\$ 268,126.00	\$ 14,385.00	\$ 94,084.00	\$16,000.00	\$ 392,595.00
Balance Remaining	\$ 15,406.55	\$ 12,584.57	\$ 32,049.77	\$ 1,501.45	\$ 61,542.34
<i>16-17 Allocation</i>	<i>\$ 265,000.00</i>				
<i>15-16 Roll forward</i>	<i>\$ 127,595.00</i>				

*Balance remaining due to salary savings; expect to fully expend in FY 2017-18.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE **FY 2016-2017 Quarter 4 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.

FY 2016-17 Allocated Funding: \$47,000

FY 2015-16 Rollover: \$ 996

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 (SL) Faculty Fellows program in Winter quarter 2017 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 Expo in winter and Cal Poly's Community Service Awards in the spring.

The CSA collaborated with faculty campus wide to place over 1,000 students in local agencies this academic year, fulfilling service requirements to meet course learning outcomes. These students completed upwards of 8,800 hours of service to the local community.

All of the SSF funds are utilized for supporting approximately 50% 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. Also, they have started to

reach out to potential faculty to explore strategic partnering for service learning project trips, where an Alternative Breaks program trip can serve as a culminating experience for a service learning component/requirement for a course. This prospect was realized after strategic recruitment in the Liberal Arts in Engineering Studies program, culminating with the global service project trip to South Africa in summer'17. The winter break service project trip to Selma, was a huge success in that it provided those students who participated a very profound and meaningful learning experience about the Civil Rights Movement history, a non-violent approach to conflict resolution, all while performing acts of service to schools in the area that remain functionally segregated. The spring break trip continued our 10+ year commitment to the city of New Orleans since Hurricane Katrina in 2005.

CSA staff are also reaching out and starting 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 Holiday Gift Drive, which all occurred in fall, engaged more than 3,125 students, serving nearly 5,000 hours at 39 local agencies. In winter, the CSA produced the 15th annual Change the Status Quo Social Justice Conference, which featured inspiring keynote speakers, 24 workshops, and was all student-run. 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 Expo in March 2017 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 31st annual Cal Poly Community Service Awards were held in May 2017, 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.

Month ▼	Staff Salaries ▼	Totals ▼
July	\$ 4,002.02	\$ 4,002.02
August	\$ 4,184.75	\$ 4,184.75
September	\$ 4,093.39	\$ 4,093.39
October	\$ 4,332.00	\$ 4,332.00
November	\$ 4,093.39	\$ 4,093.39
December	\$ 5,042.46	\$ 5,042.46
January	\$ 4,420.14	\$ 4,420.14
February	\$ 4,262.93	\$ 4,262.93
March	\$ 4,262.99	\$ 4,262.99
April	\$ 4,262.95	\$ 4,262.95
May	\$ 7.92	\$ 7.92
June	\$ 4,263.62	\$ 4,263.62
ANNUAL	\$ 47,228.56	\$ 47,228.56
Allocation	\$ 47,995.62	\$ 47,995.62
Balance Remaining	\$ 767.06	\$ 767.06
<i>16-17 Allocation</i>	<i>\$ 47,000.00</i>	
<i>15-16 Roll forward</i>	<i>\$ 995.62</i>	

*Expect to fully expend balance remaining on salary and benefits in FY 2017-18.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE **FY 2016-17 Quarter 4 Report**

Department: Dean of Students

Unit: Cross Cultural Centers

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.

FY 2016-17 Allocated Funding: \$250,000

FY 2015-16 Rollover: \$ 80,868

Remaining One time SSF Allocation 2015-2016: \$ 20,000

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.

Outcomes:

1. Staffing

SSF Outcome:

Recruited and retained a coordinator responsible for increasing and maintaining programs and services related to social justice.

Utilize rollover from previous fiscal year to hire and retain 15 student assistants who lead programming for student-related dialogues and provide logistical support of major programs hosted

by the Cross Cultural Centers. Three of these students are graduate assistants who will work directly with the respective coordinators of the MultiCultural, Pride and Gender Equity Centers.

SSF Deliverable:

Conducted a search for coordinators using SSF funding. These positions are classified as SSPII and work an 11:12 month schedule.

One of these coordinators will provide oversight of the Gender Equity Center and the programming responsible for continued support of women and collaborative programming for men, and gender non-conforming students.

Recruit a coordinator who is responsible for maintaining a formal partnership with Office of Admissions to increase the diversity of the Cal Poly student population. This position will also be responsible for supporting retention initiatives through programming.

Develop and maintain programs which align with the overall CCC and respective centers, and fulfill the goals outlined by the SSF through offering programs and services that support various underrepresented affinity groups at Cal Poly.

July: Campus recruitment for 2 new coordinators.

August: Coordinators for GEC and Pride participated in interviews for the Lead Coordinator, and two coordinator positions in the CCC. During this month, two coordinators executed programmatic planning for the Fall quarter.

September: Two Lead Coordinators assisted the Director in the transition of a new coordinator and Lead Coordinator. In preparation for her departure from the institution, the Lead Coordinator of the Gender Equity Center provided training and support to the Director who served in an interim role and guidance of the interim Lead Coordinator.

October: Reopened search for an Outreach and Recruitment Coordinator, with a primary focus on strengthening a relationship with Office of Admissions and increasing admission of students from diverse backgrounds and developing retention.

November: Restructured the job description for the MultiCultural Center Coordinator to include duties that are focused on student support and engagement.

December: Reopened the job search for the revised position as a newly named posting; Coordinator for Retention, Student Support and Community Engagement.

January: The search and review of MCC Coordinator candidates commenced.

February: The search for the MCC Coordinator continued and review of candidates yielded six finalists who were interviewed for the position. An AmeriCorps VIP member was hired to aid in the development of a volunteer structure that would alleviate the need for a high number of student employees in the Centers.

March: The AmeriCorps member recruited a total of 55 students to volunteer for various events being hosted through the Cross Cultural Centers.

April: The Social Justice Coordinator continued advising USFC and Lambda Phi Epsilon in working on Standards of Excellence. They worked to improve the system and ensure equity amongst all three

Greek Councils. She also advised the students organizing the Asian Pacific Islander Commencement and was actively involved in the Asian Pacific Islander Faculty Staff Association. The Social Justice Coordinator held approximately ten hours of non-clinical counseling with students. She also provided support for Poly Cultural Weekend.

May: The MCC hired and continues to employ a Student Retention and Community Engagement Coordinator through the SSF funding. This position is an SSPII and works on a 12:12 month schedule.

The Social Justice Coordinator continued advising Lambda Phi Epsilon and the Asian Pacific Islander Co-Chairs. On May 15, she attended the Beam Signing Ceremony for the new Cal Poly Housing project. She maintained ten hours per week of non-clinical counseling with students and at the end of the month attended the National Conference of Race and Ethnicity.

June: The Student Retention and Community Engagement Coordinator hit the ground running and started the summer with a revamp of the SLO Days “Discovering Difference” training session. Collaborations were built that led to a new partnership with Admissions and the Partner Ambassadors Club. Collectively with the other MCC Coordinator and Lead Coordinator, calendaring was done to develop a strategic plan for the summer and fall months. Partner meetings across campus and with community members have been underway as a means of ensuring an increased focus on the relationship between community engagement and student retention.

The Social Justice Coordinator started the month in Fort Worth, Texas at the National Conference of Race and Ethnicity. During the month, she also had a one-on-one with Dean of Students, Kathleen McMahon, to talk about plans and goals. The Social Justice Coordinator was involved in the hiring process of the CCC student assistants for the 2017-18 academic year. She also attended a meeting about aspiring Student Affairs professionals, and intends on becoming more involved in that group. She has maintained five hours per week on non-clinical counseling with students and organized an all women DOS get together.

2. Programming and Attendance

SSF Outcome:

Enhanced programming offered to various groups on campus to expand the impact of the Cross Cultural Centers at Cal Poly, while delivering support services to underrepresented students.

SSF Deliverable:

Intentionally use the skillsets of the coordinators to reach the campus through collaborations, partnerships, facilitations, and programming.

Service Offered	Total Students/Staff
Fall Social	110
Sexuality and Gender Ally Training (7 sessions)	338
Race Ally Training Part 1 (1 Session)	61
Various Affinity Dialogue Group Series	318
Student 1:1 and Group Counseling	256
Open Dialogue Forum	39
Stacey Pearson-Wharton Student Meeting	115
Awareness Campaigns	6,100
Class Visits and Guest Facilitations	1,396
Other Programs and Boothing	935
Diversity Pop Up Series (Including Franchesca Ramsey visit)	299
Random Acts of Flowers	168
Post-Election Discussion	67
Sins Invalid Screening and Workshops	249
Playing on the Same Team: Athletes & Microaggressions	57
CCC Winter Mixer	53
Sustainable Activism – Ericka Huggins	160
End of Year Mustang Takeover	475

July/ August: The interim Lead Coordinator of the MultiCultural Center coordinated boothing for recruitment visits and planning 2016 Culture Fest. Planning for the Fall Quarter.

September: The Lead Coordinators and Coordinator, hired graduate and student assistants, and planned/implemented the fall student staff retreat. The coordinators and student staff members also assisted with the 2016 Fall Social. The coordinators assisted the Director in creating an open forum, which allowed students returning to campus an opportunity to process thoughts around several national and global events affecting them. Student and graduate assistants from GEC, Pride, and MCC executed several dialogue groups that nurture welcoming spaces for underrepresented students on campus. The Pride Center Coordinator facilitated Safe Zone Training for Campus Housing, including all Residence Assistants and Coordinators for Student Development. He partnered with the Queer Student Union to provide four affinity breakout sessions for new LGBTQ students during WOW. He contributed to the DOS Speaker Series committee – lesioning with two out of three speakers for the year.

October: The coordinators assisted with the Fall Recharge guest speaker evening event for Students of Color at Cal Poly. The GEC Coordinator launched recruitment and auditions for the Cal Poly's Original Women's Narratives (OWN). The MCC Lead Coordinator and Director provided guidance to PolyCultural Weekend Committee and met with Undocumented Students using the MCC. The MCC Coordinators oversaw various dialogue groups and co-facilitations across campus. The Social Justice Coordinator and student assistants support the student-led initiative CultureFest reaching almost 700 participants. The Social Justice Coordinator participated in the sorority and fraternity pledge training for 900 students through pledge training. Additionally, the Social Justice Coordinator provided follow up training to 300 sorority members. The Coordinators participated in the OUDI Welcome Back Reception and Boothing. The coordinators, graduate and student assistants continued oversight and planning of the various dialogue groups.

November: In collaboration with AISA, AISES and AIIFSA the Social Justice coordinator helped facilitate the Water Healer event which brought together ten students to experience water healing. She also provided a safe space for programming through Gatherings: A Space for Women of Color (4 sessions, 35 students). The Social Justice coordinator facilitated a panel for high school students from Oakland Unity. During International Education week, she oversaw Minute to Win It, which brought 25 students together to play games and have a meal. The Social Justice Coordinator also incorporated individualized student mentoring for at-risk students—a total of 30 contact hours. The Social Justice Coordinator worked with the MCC student assistants to develop curriculum for dialogue events, a collaborative event with the International Center, and events celebrating Native Heritage Month. She also facilitated a microaggression presentation with the Assistant Dean of Students and CCC Director to student-athletes. During MCC staff meetings, she facilitated leadership development activities to all the student staff. The 15 student assistants lead the various dialogue groups and engaged in peer-mentoring groups with students using the CCCs.

December: The Social Justice coordinator provided a safe space for programming through Gatherings: A Space for Women of Color (1 session, 10 students). She also incorporated individualized student mentoring for at-risk students—a total of 10 contact hours. The Social Justice Coordinator did personal and professional check-ins with all student staff before the winter break. She and the Lead Coordinator evaluated fall quarter and planned events and programs for winter quarter. She started planning for the Spring Student of Color Summit. One student assistant led the Diversity Pop-Up Series, screening one episode of *Insecure* and leading a discussion on women's issues and perception in the media.

January: The Social Justice Coordinator started the quarter with individual check-ins with the Pride Center's student staff to ensure that professional staff supported them during the absence of a lead coordinator. She also supported the United Sorority and Fraternity Council in the absence of the Greek Life Adviser by having one-on-one check-ins with the graduate assistant as well as attending the weekly council meetings. During the beginning of Winter quarter, the Social Justice coordinator served on the Greek Life Coordinator search committee. Additionally, she was a part of the DOS onboarding committee, which worked on enhancing the experience of newly hired employees. She accumulated on average 10 hours per week of non-clinical counseling with students. The Social Justice Coordinator began her planning for the Student of Color Summit in May. At the end of January, she accompanied five students to *Listen to the Silence*, an annual conference for Asian Americans and Pacific Islanders. On January 31, she assisted, as part of the DOS team, in maintaining the safety of students during the visit of Milo Yiannopoulos.

The CCCs hosted Ericka Huggins to lead discussions on *Sustainable Activism*. The program brought together students, faculty and staff at Cal Poly who were interested in learning more about the speaker, techniques employed by activists, and ways to support students who were engaged actively in activism.

February: The Social Justice Coordinator continued serving on the Greek Life Coordinator search committee, advising the graduate assistant and United Sorority and Fraternity Council, planning the Student of Color Summit, and holding 10 hours per week of non-clinical counseling with students. She had one-on-one meetings with the Assistant Dean of Students, Assistant Vice President – Director of University Housing, Associate Dean for Diversity and Curriculum from College of Liberal Arts, and Educational Talent Search Director to build relations and find points for collaboration. During February, she oversaw and advised the NCORE student group that would be presenting at the annual Change the Status Quo conference. She also became involved in the Cultural Commencement

planning for the Asian Pacific Islander community as an adviser. Each week the Social Justice Coordinator meets with the MCC Lead Coordinator to assess the professional development of herself and all student staff.

For the month of February, the AmeriCorps member was able to recruit nine volunteers. She recruited these volunteers through signing them up at various CCC events such as Another Type of Groove, WomenKind, and Gender Equity Movement Training. Aside from developing and completing GEM Training, she developed a needs assessment for each center and met with each staff individually to determine the next steps toward developing a volunteer infrastructure. In collaboration with Social Justice Coordinator in the MCC, they developed a google form that will serve as a temporary/starting point for recruiting and keeping track of volunteers.

March: In March, the Social Justice Coordinator participated in the Student Affairs Winter Recharge, where she attended three workshops: Academic Partnerships That Actually Work!, Creating Big Magic in Student Affairs, Enhancing Your Wellbeing, and Fear of Failure: How Sometimes We Can Be Our Own Worst Enemies. She continued her involvement in API Commencement planning, meetings with the Lead Coordinator, planning for the Student of Color Summit, and holding non-clinical counseling hours with students. The Social Justice Coordinator sat in on a meeting with all the professional staff of Multicultural Services across Cal Poly to build relations. She also met with professional staff from UCLA, along with the Lead Coordinator, to converse about our programs and center. At the end of the month, she worked on Spring quarter planning to prepare and finalize all programs that were happening in spring.

Throughout the month of March, the AmeriCorps member has supported in the execution of events, including Another Type of Groove, Women's History Month, Portia Bartley, and more in addition to our usual CCC programming. She facilitated GEM Training to ten people. The AmeriCorps member began working on the Dear World project and worked with campus partners to establish availability for the event. The AmeriCorps member worked with the Multicultural Center and Pride Center to launch volunteer recruitment intake processes. A total of 45 students expressed interest in volunteering for the Pride Center and MultiCultural Center.

April: The Social Justice Coordinator created safe spaces and assisted in the execution of the following student programs: United Leaders Coalition, Talk About it Tuesdays, Poly Cultural Weekend, Cross Cultural Center Social, Asian Pacific Islander Socials, and four Cal Poly tours/presentations. She also worked with students to facilitate Facilitation Trainings for the Student of Color Summit. She continued organizing and planning the Student of Color Summit. She attended Original Women's Narratives.

PolyCultural Weekend – PolyCultural Weekend is designed to acquaint prospective students to the Cal Poly University by exploring academic, cultural, and social resources of the institution. PolyCultural Weekend aims to establish a sense of community, a sense of belonging, and provides students with the skills to succeed at Cal Poly, even though it is a different environment.

Talk About it Tuesdays – Talk About it Tuesdays was designed to be a space where any and every student is welcome to hang out and learn about each other. We provide food for all who attend and the program is grounded by storytelling. Planning comprised of marketing and deciding how to structure the event. We gave each week a theme and recruited student storytellers.

United Leaders Coalition – The purpose of ULC is to create a space that brings together student leaders from every cultural club as well as student leaders from around campus who are passionate about social justice. ULC provides a centralized space to express concerns, brainstorm solutions, and celebrate the various marginalized groups on campus. Student leaders can find support, access, and resources from our meetings. Both the Lead Coordinator and Social Justice Coordinator sat down with the student leads to talk about mission and strategies for community organizing.

Cal Poly Campus Tours – Tours for the following schools were coordinated: El Rancho High School, Los Medanos High School, Roberto Cruz High School, and San Jose Community College. During each of the tours, we provided a panel of current students of color to speak about their experiences at Cal Poly. We also made space for the visiting students to ask any specific questions they had. The Social Justice Coordinator organized the logistics and recruited students to be tour guides and panelists.

May: The Social Justice coordinator provided guidance and support in the planning and execution of the following programs: Talk About It Tuesdays, Another Type of Groove, Asian American Pacific Islander Dialogue Night, Interfaith Dialogue Night, the CCC End of The Year Reception, and the Student of Color Summit. She attended the President's Diversity Awards, Community Service Awards, Baker Mural Unveiling, Manifest, Undocumented Immigrant Symposium, and Francesca Ramsey. The AmeriCorp member oversaw the preparations for Green & Gold Showcase and End-of-Year Reception for the CCCs.

Another Type of Groove (ATOG) - The Social Justice coordinator met with the student coordinator to discuss possible improvements to enhance attendees' experience at ATOG. We decided to incorporate the participation of specific clubs that were significant to the respective heritage month.

Asian American Pacific Islander Dialogue Night - The Social Justice Coordinator supported the student assistant who hosted this event by providing materials and attending the event.

Student of Color Summit - Event catered to students of color to offer development and engagement opportunities. The Social Justice Coordinator oversaw the event, which aims to support students in their efforts to mobilize and build coalitions between students of color. She collaborated with several Cal Poly faculty and staff of color.

Interfaith Dialogue Night –The Social Justice Coordinator established an appropriate process in preparing for the event. This included sending out surveys before the event to make sure that the speakers understood the ground rules and expectations for the event. She also set the structure of the event to ensure that the dialogue was fair and inclusive.

June: During the month of June, the Social Justice Coordinator helped organized the CCC's Senior Send Off and Asian Pacific Islander Commencement. The Student Retention and Community Engagement Coordinator hit the ground running and started the summer with a revamp of the SLO Days "Discovering Difference" training session. Collaborations were built that led to a new partnership with Admissions and the Partner Ambassadors club. Collectively with the other MCC coordinator and lead coordinator, calendaring was done to develop a strategic plan for the summer and fall months. Partner meetings across campus and with community members have been underway as a means of ensuring an increased focus on the relationship between community engagement and student retention.

SLO DAYS “Discovering Differences” Presentation – The Student Retention and Community Engagement Coordinator redesigned the diversity and inclusion session for NSTP SLO Days. 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. This new structure for the SLO Days schedule was designed for optimal engagement and retention of diversity and inclusion values.

Partner Ambassadors - The Student Retention and Community Engagement Coordinator established a collaboration for the development of the Partner Ambassadors Club and its involvement with the CCC’s. Partnering with Mandy Martin from Admissions, the Coordinator will serve as a co-advisor for the club and established a planning process for the summer and fall, regarding development strategies for the club.

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.

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 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.

CCC Senior Send Off – The Student Retention and Community Engagement Coordinator and Social Justice Coordinator provided support for the execution of Senior Send Off, the final gathering for the CCC’s. All individuals who contributed to the CCC’s were recognized and graduates were highlighted.

API Commencement – The Social Justice Coordinator served as their advisor and liaison to the Conference and Event Planning Office. Two students from Chi Delta Theta primarily organized this cultural commencement. The commencement brings the API community on campus together for one last time before students leave.

Month	Staff Salaries	Supplies & Services	Travel	Student Assistants	Totals
July	\$ 7,442.39	\$ 30.00	\$ 1,124.48	\$ 221.00	\$ 8,817.87
August	\$ 4,039.16	\$ 841.73	\$ 531.87	\$ -	\$ 5,412.76
September	\$ 3,794.64	\$ 1,408.20	\$ 2,895.68	\$ -	\$ 8,098.52
October	\$ 7,038.89	\$ 3,847.14	\$ -	\$ 971.00	\$ 11,857.03
November	\$ 5,942.92	\$ 4,722.49		\$ 2,904.25	\$ 13,569.66
December	\$ 5,922.66	\$ 851.93	\$ (38.96)	\$ 4,693.99	\$ 11,429.62
January	\$ 7,054.29	\$ 7,129.17	\$ -	\$ 3,373.50	\$ 17,556.96
February	\$ 5,211.66	\$ 3,218.24	\$ -	\$ 5,211.75	\$ 13,641.65
March	\$ 4,270.49	\$ 1,978.71		\$ 5,620.25	\$ 11,869.45
April	\$ 5,058.66	\$ 152.57	\$ 2,492.72	\$ 3,536.63	\$ 11,240.58
May	\$ 6,135.16	\$ 36,451.89	\$ 26,320.80	\$ 6,363.38	\$ 75,271.23
June	\$ 5,346.10	\$ 13,722.96	\$ 5,650.87	\$ 5,631.00	\$ 30,350.93
ANNUAL	\$ 67,257.02	\$ 74,355.03	\$ 38,977.46	\$ 38,526.75	\$ 219,116.26
Allocation	\$ 226,356.00	\$ 40,235.70	\$ 22,600.00	\$ 61,677.00	\$ 350,868.70
Balance Remaining	\$ 159,098.98	\$ (34,119.33)	\$ (16,377.46)	\$ 23,150.25	\$ 131,752.44
<i>16-17 Allocation</i>	<i>\$ 250,000.00</i>				
<i>15-16 Roll forward</i>	<i>\$ 100,868.70</i>				
One Time Allocation	\$26,700.00				

One time allocation of \$26,700 will be used to cover:

- Cost of technology upgrades in the Centers including iPads, desktop computers for workspaces and student use
- Some aesthetic upgrades for spaces not covered under the scope of the Diversity and Inclusion renovations

Balance Remaining will cover 17-18 operational costs

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-17 Quarter 4 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.

Allocated Funding: \$72,000

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.

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 SSF funding. This position is an SSPII and works on an 11:12 month schedule.

July: Recruitment for new coordinator.

August: Campus interviews for new coordinator.

September: Decision made for a new coordinator, start date in October.

October: The new club sports coordinator was hired in mid-October.

A new program involved all club sports teams in a competition called Polython, which focused on four areas: academics, community service, community outreach and athletics. The teams competed to earn points, a competition which spanned the academic year. Winners were honored at the Club Sports Awards event in May 2017.

November: The club sports coordinator attended the NIRSA Region VI Conference, in Riverside, California. The club sports coordinator worked in cooperation with Andrene Kaiwi-Lenting, director of New Student Transition Programs, as she fulfilled many of the responsibilities of the vacant position of assistant director of clubs and organizations.

December: Partnered with a local fitness facility, Gymnazo, to assist student athletes in a new strength and conditioning program.

January: Three new student assistant positions were created to meet the demands of club sports: one marketing position, one scheduling coordinator, and one travel coordinator.

February: Hired a graduate assistant to assist the club sports coordinator as he fulfilled the duties of the vacant role of assistant director of clubs and organizations. The club sports coordinator continued to fulfill these responsibilities as well as his regular club sports obligations until the position was filled in June 2017.

March: Partnered with Safer for the Sexual Assault Awareness Month campaign. This partnership included a barbecue event at the rugby and men's lacrosse match. Student athletes demonstrated their support by wearing campaign t-shirts prior to their competition. Club sports contributed \$325 in support.

All 26 club sports teams participated in all aspects of Open House, including the farmer's market and club showcase.

April: Club Sports hosted two community service projects.

- 1) A Boys & Girls Club community day at the San Luis Obispo Boys & Girls Club center. Members of each team represented their sport and provided skill instruction to the youth in attendance.
- 2) A dodgeball tournament called, the Battle for the Golden Wrench. In its first year, the tournament served as the program's primary fundraiser. Proceeds offset supplemental club sports budget needs such as strength and conditioning programs. With 20 teams and nearly 240 participants, the event raised \$1,355. Participants benefitted from a live registration site, contest prizes, and offerings from vendors in the community. Event planning, implementation, and promotion was made possible, in large part, by the efforts of student assistants and several students involved in club sports, with preparations beginning in October 2016.

May: Partnered with the Cal Poly Recreation Center to host the Club Sports Olympics. Events included Olympic- and carnival-style games and contests in which students from the Recreation Center and Club Sports compete against one another. Participated in the planning and implementation of the LEAD Awards. The club sports coordinator was on the LEAD Awards planning committee and was a presenter at the event. Club Sports honored their financial commitment of \$1,350 for the event. Hosted the annual Club Sports Awards in Chumash Auditorium. The evening featured student highlight videos recapping the year's accomplishments, awards for individuals and teams, and the Polython winners. 300 athletes and coaches were in attendance.

June: Hosted an evening event fundraiser to benefit Club Sports operation needs. Participants purchased entrées provided by Chipotle; 50 percent of all sales went to Club Sports, resulting in \$500 raised.

Ordered graduation sashes for commencement for all of the participating athletes to wear for commencement.

Designed and distributed end-of-year club sports performance surveys to students involved in club sports. Harvested data will provide information to help assess the 2016-17 academic year and inform decisions regarding new programs and program improvements for the 2017-18 academic year.

Month	Staff Salaries	Supplies & Services	Totals
July	\$ -	\$ -	\$ -
August	\$ -	\$ -	\$ -
September	\$ -	\$ -	\$ -
October	\$ 4,228.00	\$ -	\$ 4,228.00
November	\$ 5,897.89	\$ -	\$ 5,897.89
December	\$ 6,587.18	\$ 532.13	\$ 7,119.31
January	\$ 6,030.02	\$ -	\$ 6,030.02
February	\$ 5,524.90	\$ -	\$ 5,524.90
March	\$ 6,191.13	\$ 250.00	\$ 6,441.13
April	\$ 5,600.73	\$ 406.40	\$ 6,007.13
May	\$ 5,600.73	\$ 1,932.39	\$ 7,533.12
June	\$ 5,845.53		\$ 5,845.53
ANNUAL	\$ 51,506.11	\$ 3,120.92	\$ 54,627.03
Allocation	\$ 58,516.00	\$ 13,484.00	\$ 72,000.00
Balance Remaining	\$ 7,009.89	\$ 10,363.08	\$ 17,372.97
<i>16-17 Allocation</i>	<i>\$ 72,000.00</i>		
<i>15-16 Roll Forward</i>	<i>\$ -</i>		

*Balance remaining due to salary savings; expect to fully expend on salary and benefits in FY 2017-18.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 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 5.0 FTE (Academic Year) counselors as well as an after-hours psychological crisis line, specializing in behavioral health of college students.

FY 2016-17 Allocation Funding: \$452,263

FY 2015-16 Roll Forward: \$7,665

Goals: Additional Counselors

Outcomes:

1. Staffing

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. All categories have increased by over 120%.

Year	Unique Clients	Crisis Hours	Individual Sessions	Total Sessions (including group)
AY 2016/17	2,599	173	5,978	6,582
AY 2011/12	1,220	132	3,571	4,869
Percent increase	213%	131%	167%	135%

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 227 calls during Academic Year 2016 – 17. 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	Salaries/Benefits	ProtoCall	Supplies & Services
July	\$38,625.37	\$1,700.00	\$140.00
August	\$40,008.35	\$850.00	\$0.00
September	\$54,441.28	\$850.00	\$0.00
October	\$49,567.71	\$850.00	\$250.00
November	\$42,768.92	\$850.00	\$950.00
December	\$43,125.28	\$850.00	\$0.00
January	\$42,781.62	\$850.00	\$487.72
February	\$42,781.62	\$904.00	\$1,050.00
March	\$42,783.87	\$850.00	\$0.00
April	\$42,782.37	\$850.00	\$452.50
May	\$0.00	\$850.00	\$0.00
June	\$0.00	\$850.00	\$5,799.57
TOTAL	\$439,666.39	\$11,104.00	\$9,129.79
Allocation*	\$439,666.39	\$11,104.00	\$9,129.79

* The total allocation includes \$7,665 budget roll forward from fiscal year 15/16. This budget roll forward is due to late posting of expenses. Approximately \$86,000 additional salary and benefit expenses were covered through the Counseling Services General Fund.

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 program, 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.

FY 2016-17 Allocated Funding: \$125,000

FY 2015-16 Roll Forward: \$67,742

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.

- Developing myCPWELL video series to educate campus on healthy eating (NEW)
- Updating CH&W website to include accessible information for audience
- Updating outreach education materials to be audience specific
- Developing wellbeing outcome focused education presentations & workshops
- Wellness Ambassador Program (Launch Fall 2017)
- On-going Wellbeing Committee, with key campus stakeholders to evaluate campus wellbeing initiatives

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

- On-going inventory of all on campus and off campus resources for students
- On-going inventory of wellbeing resources on campus and other campuses

- Collaborating with Center for Teaching Learning and Technology to coordinate wellbeing messaging and resources to faculty

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

- Wellbeing Collaborative – Quarterly learn @ lunch opportunities to educate and feature students, staff and faculty initiatives
- 31 Days of Wellness Campus Challenge (500 participants)
- Students, Staff & Faculty showed interest in wanting more campus wide health promotion activities and events
- Planning to develop quarterly challenges
- Collaborating with CSU STEM VISTA AmeriCorps Program to host three Cal Poly VISTA Students to assist in campus Wellbeing projects and initiatives
- Wellness Ambassador Program
- Jed Foundation Strategic plan

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

- Jed Foundation Campus Matters Initiative
- Hosted a site visit on May 15, 2017, with the Jed Foundation Feedback Specialist
- Received a feedback report from the Jed Foundation with recommended enhancements and new initiatives to implement at Cal Poly for mental/emotional health and substance abuse prevention
- Working collaboratively with campus entities to develop a strategic plan for implementation
- Executive Order 1108: Smoke & Tobacco Free Task Force
- Wellbeing and Health Education leading the policy implementation
- Developing marketing campaign and referrals to resources
- Working with campus entities to ensure policy implementation, marketing and communication with campus and community

2. Plans/Programs Implemented (from oldest to newest):

- Established a Wellbeing Resource room “myCPWELL Resource Room” for students, staff and faculty to access campus and community resources:
 - Cal Fresh
 - Wellness Promotion Specialist
- Developed new partnership with Food, Science and Nutrition to incorporate Nutrition and Wellness Coaching by undergraduate dietetic interns into a “Learn by doing” opportunity on campus
- Continued formal collaboration between SLO County Behavioral Health to have on site, wellness specialist for students, staff and faculty seeking referrals to the community
- Hired 2 student Wellbeing interns, who will receive internship credit from Psychology (Spring 2017).
 - Assist research for positive psychology
 - Coordinate positive psychology presentation and outreach
 - Assist in 31 Days of Wellness Campus Challenge

- Hired 4 student Wellbeing Interns who will receive internship credit for Kinesiology (Spring 2017).
 - Assist in developing Campus Ergonomic Resources
 - Student interns will help develop messaging for social media
 - Assist in 31 Days of Wellness Campus Challenge
- Continued development of Wellness Ambassador training, working with key campus partners to collaborate on a joint training set for Fall 2017 launch
- Collaborated with Kinesiology, to develop assessment for 31 Days of Wellness Campus Challenge (KINE 435)
- Hosted a Spring Campus Wellbeing Collaborative event for students, staff and faculty, with the theme of Positive Psychology and Campus Initiatives (30 attendees)
- Hosted the 31 Days of Wellness Campus Challenge during May 2017; students, staff and faculty encouraged to sign up for the challenge and learn about the six areas of wellbeing – mental/emotional, social, community, financial, professional, physical (506 participants)
- Wellbeing Blog received 8,319 views and 3,061 visitors: <https://mycpwell.com> from initial launch in January 2017
- Developed 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 to students
- Developed an Emergency Key Tag for students, parents and supporters with essential contact numbers for emergency personnel

3. 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) - NEW
- Hosted weekly Learn @ Lunch Series during the 31 Days of Wellness Campus Challenge (200 participants (May 2017)
- Attended the Greater Good Science Center Summer Institute (June 2017)
 - Trained in emotional wellbeing concepts, developing initiatives and curriculums
- Participated in Worksite Wellness Webinar (July 2017)
- BACCHUS Training: Provided a weekend training to 30 members of Fraternity and Sorority Life to become BACCHUS Certified Peer Educators (May 2017)
- Hosted & Attended Weekly Smoke & Tobacco Free Task Force Meetings (June 2017 to date)
- Presented to 30 Upward Bound First Generation High School Students about wellbeing and healthy habits to reduce stress

Month	Salaries/Benefits	Supplies & Services
July	\$11,048.91	\$1,497.07
August	\$11,048.60	\$16.67
September	\$11,048.60	\$2,110.44
October	\$11,048.60	\$213.64
November	\$11,048.60	\$1.33
December	\$11,046.89	\$6,857.62
January	\$11,046.89	\$345.88
February	\$11,046.89	\$617.69
March	\$11,046.86	\$1,488.86
April	\$11,046.88	\$7,657.17
May	\$11,046.88	\$6,337.77
June	\$11,046.88	\$4,844.15
TOTAL	\$132,571.48	\$31,988.29
Allocation	\$132,571.48	\$31,988.29

* The total allocation includes \$67,742 in roll forward from fiscal year 15/16. The roll forward is due to the Director position being unfilled from November 2015 to May 2016. An additional \$4,946.93 for health/retirement premium increases was distributed into SL001-141220 but not directly into SSF01.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE **2016-2017 Quarter 4 Report**

Department: Career Services

Unit: Jobs & Enhancement Programs

FY 2016-17 Allocation Funding: \$655,000 (Enhancement Program)
\$ 77,000 (Jobs Program)

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 will also

provide context for a Sophomore Year Career and Life Readiness Program currently being developed to launch in University Housing Fall 2017.

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 4,008 first time freshmen and conducted 42 workshops in 100-level classrooms. The FFT also continued their collaboration with the Mustang Success Center to offer *StrengthsQuest* to all new first year students. The total engaged is 4,447 or 100% of all first-year students. The 90% annual goal has been surpassed by 10% (eight percent higher than last year) and is inclusive of International and Extended Education students this year.

Measures 2016-17		Student Engagement	
Colleges	Total Students	# Engaged	% Engaged
CAFES	858	858	100%
CAED	373	373	100%
OCOB	619	619	100%
CENG	1,116	1,116	100%
CLA	703	703	100%
COSAM	623	623	100%
NSE/INTERNATIONAL	60	60	100%
EXTENDED ED	99	95	96%
TOTAL	4,451	4,447	100%
		GOAL	90%

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 6,060 times from July 2016-June 2017. In addition, 1,369 additional students from other academic years were served as they attended first year designated classes and workshops. Their overall outreach was to 7,429 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									
2016-17	100-level Classroom	100-level Classroom	Change Major	Change Major	1-on-1	Groups	Groups	TOTAL	TOTAL
	# 1st-year Students	# non-1st-year Students	# 1st-year Students	# non-1st-year Students	# Students	# 1st-year Students	# non-1st-year Students	1st-year STUDENTS	STUDENTS*
TOTAL	4,051	1,268	508	100	1,205	296	1	6,060	7,429

*Includes 1st and non-1st year engagement. New MustangJOBS platform, as of the 2016-2017 academic year, allows us to dissect data in more accurate and interesting ways.

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. Also know that Cal Poly had 1,000 less first years this year in comparison to the 2015-2016 academic year.

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. Due to Career Services leadership reorganization and a staff family medical leave, the very talented and dedicated Career Counselor Team shifted priorities to support CAFES and CLA students. In addition, Career Services had an interim career counselor (Travis Raynaud) and graduate intern (Katie McGuire) to support students.

College	College Specialists
CAFES (Agriculture)	Travis Raynaud/Katie McGuire/Seth Igarta
CAED (Architecture)	Seth Igarta
OCOB (Business)	Katie Ottoson
CENG (Engineering)	Tammy Martin
CLA (Liberal Arts)	Laura Hunkler/Travis Raynaud
COSAM (Science/Math)	Samantha McGurgan

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 with the same 425 goal increase.

SSF Deliverable:

FasTrak (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 on Wednesday evenings 4:10 pm - 6 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 new MustangJOBS platform allows students to independently schedule appointments online (walk-in and telephone appointment requests continues to be a service). Career Services conducted 4,632 appointments this year; a 41% increase above the annual goal and 199 more students than last year. The following chart is used to track student appointments by academic college:

2016-17	CAFES	CAED	OCOB	CENG	CLA	COSAM	International/ Extended Ed	Month	Actual	Goal
Month	Ag	Arch	Business	Engineer	Lib Art	Science		Total	YTD	YTD
July	6	0	2	6	4	4	0	22	22	52
Aug	10	2	7	14	9	16	2	60	82	112
Sept	41	6	63	101	48	27	4	290	372	284
Oct	110	28	144	326	116	67	16	807	1,179	634
Nov	95	20	88	152	86	49	4	494	1,673	942
Dec	42	12	24	71	43	38	2	232	1,905	1,092
Jan	91	34	92	247	82	52	4	602	2,507	1,412
Feb	87	52	94	170	92	93	3	591	3,098	1,733
Mar	72	21	47	117	73	61	1	392	3,490	1,990
April	71	35	63	170	85	75	7	506	3,996	2,306
May	73	25	69	132	99	77	1	476	4,472	2,569
June	22	6	15	53	32	30	2	160	4,632	2,711
TOTAL	720	241	708	1,559	769	589	46	4,632	Actual	Goal

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 Walk-In Career Counseling Hours: Wednesdays, 4:10-6:00 p.m. (through week 7, quarterly),

University-wide Evening Programming: minimum of four career education and/or networking programs per quarter, additional college-specific and first-year specialized programs, including programming in University Housing and array of 24/7 virtual resources (See Section 10: Online Resources).

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 32,554 students registered on Portfolium with 6,223 being active users (19%). A total of 56,142 alumni are registered with 1,589 being active users (3%). This online program visually showcases Cal Poly Learn by Doing accomplishments and artifacts. Faculty Updates: The Center for Teaching, Learning, and Technology (CTLT) conducted Portfolium classroom use outreach to faculty in their September 2016 newsletter: *Using Portfolium for Student Projects - Tonia Malone's latest blog demonstrates how Cal Poly faculty and students are using Portfolium. To learn more about how you can use Portfolium as a class project to showcase your students work, please [read Tonia's blog and respond](#).* During the academic year, Portfolium and the CTLT attempted to launch a structured pilot with faculty to test a recently added new assessment rubric. Faculty interest was insufficient to complete the pilot. Currently, Cal Poly's Honors Program is developing a plan with Portfolium to track Honors' students' growth through the program. Assessment, classroom assignments and eportfolio development are all being considered for Fall 2017.

8. Job Postings

SSF Outcome:

20% increase in job postings, thus keeping pace with the growing number of electronic job postings.

Measure: Career Services will generate 10,447 job postings (20% increase measure).

SSF Deliverable:

Career Services posted 27,568 jobs; exceeding the annual goal by 62% and last year's total by 32% (8,818 more job postings). Career Services is now using a new vendor and online platform for MustangJOBS in 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 are the highest numbers ever posted at Cal Poly. The following chart shows a breakdown of job posting types:

							Month	Actual	Goal
Month	Career	Experiential Learning	Local PT	On-Campus	Fellowships	Work Study	Total	YTD	YTD
July	739	131	164	34		2	1,070	1,070	531
Aug	1,247	376	213	37	12	0	1,885	2,955	1,223
Sept	1,400	461	234	74	7	38	2,214	5,169	2,256
Oct	1,415	416	211	31	11	5	2,089	7,258	3,023
Nov	1,208	400	189	28	16	4	1,845	9,103	3,750
Dec	882	313	98	19	15	6	1,333	10,436	4,325
Jan	2,047	882	243	54	23	5	3,254	13,690	5,297
Feb	1,865	907	180	29	14	6	3,001	16,691	6,189
March	1,703	974	282	48	7	5	3,019	19,710	7,209
April	1,855	828	238	59	9	5	2,989	22,630	8,421
May	1,680	701	284	60	7	7	2,732	25,362	9,561
June	1,518	463	184	37	4	13	2,206	27,568	10,447
TOTAL	17,559	6,852	2,520	510	125	96	27,568	Actual	Goal

9. 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:

Six new markets were identified for this academic year: *How Technology Affects the Modern Human Experience* (CLA focus); *Careers in Fermentation* (CAFES focus); *The Future of Genetics* (COSAM focus); *Careers in Data Analytics and Data Driven Marketing* (OCOB focus); *Careers in Healthy Design* (CAED focus); *Careers in Augmented and Virtual Reality* (CENG focus). Three programs were implemented in the Winter Quarter (Dates: 1/31, 2/7, and 2/14) and three programs were implemented in the Spring Quarter (Tentative Dates: 4/25, 5/2, 5/9). The new markets are a result of job and economics research related to majors in all six Cal Poly colleges. Industries were introduced through career events, web launches, and related job/internship postings. The Emerging Markets Team partnered with 24 expert speakers to provide industry insight, career-related advice, and networking opportunities to 302 interested students.

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 continues 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 launched a new **MustangJOBS** platform and **new department website** in Summer 2016: **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 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 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 inclusive of majors and career paths information.

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 334 established employer relationships in the 2016-2017 academic year; 40% beyond the annual goal.

2016-17	New Employers	Existing Employers	Month Total	Actual YTD	Goal YTD
July	2	5	7	7	5
August	6	8	14	21	20
September	18	13	31	52	35
October	21	10	31	83	55
November	17	2	19	102	75
December	25	27	52	154	85
January	12	48	60	214	105
February	3	7	10	224	125
March	5	4	9	233	150
April	5	5	10	243	175
May	86	0	86	329	190
June	4	1	5	334	200
Total	204	130	334	334	200
Goals	120	80	200	Actual	Goal

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

SSF Deliverable:

Career Services has posted 8,394 CLA jobs (exceeding the planned measure by 77% and last year's outcome by 65%) and 9,725 COSAM jobs (exceeding the planned measure by 72% and last year's outcome by 69%). 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 was mapped to job function clusters that are accessible to all employers. The following chart shows a breakdown of job posting types:

CLA 2016-17	Career Postings	Pre-Career Postings	Month Total	Actual YTD	Goal YTD
July	167	43	210	210	123
August	271	85	356	566	228
September	462	143	605	1,171	359
October	546	196	742	1,913	549
November	334	158	492	2,405	681
December	312	185	497	2,902	789
January	595	340	935	3,837	942
February	489	464	953	4,790	1,110
March	553	394	947	5,737	1,292
April	685	313	998	6,735	1,518
May	638	235	873	7,608	1,814
June	594	192	786	8,394	2,010
Total	5,646	2,748	8,394	Actual	Goal

COSAM 2016-17	Career Postings	Pre Career Postings	Month Total	Actual YTD	Goal YTD
July	197	35	232	232	123
August	329	78	407	639	254
September	581	133	714	1,353	401
October	639	158	797	2,150	602
November	446	148	594	2,744	744
December	402	169	571	3,315	864
January	855	332	1,187	4,502	1,047
February	672	439	1,111	5,613	1,236
March	741	376	1,117	6,730	1,439
April	863	233	1,096	7,826	1,698
May	808	209	1,017	8,843	2,004
June	736	146	882	9,725	2,229
Total	7,269	2,456	9,725	Actual	Goal

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 coordinated 434 employer engagements, as well as took the lead on overseeing the recruiting and career fair teams which service all employers and students. They also played important roles in the transition with a new online platform for MustangJOBS (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 (minus \$4,677.22 of unexpected expenses charged to budget after the fiscal year closed in 2015-2016) for the Enhancement Program (First Impact, Increased Service Capacity and More Jobs) for 2016-17 academic year (and starting in 2014-2015 academic year). Career Services concluded the year with a remaining balance of \$5,502 revenues (\$10,179 minus the \$4,677 unexpected expenses charged to this budget after the fiscal year closed in 2015-2016). The majority of these remaining monies were unspent travel monies due to onboarding a new campus MustangJOBS recruiting and student/alumni/employer services online platform.

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

SSF Deliverables:

4 Career Counselors, 2 Employer Development Specialists, 1 Recruiting Associate, 1 Graduate Intern, and 1 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 2016-2017 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	\$ 48,795.25	\$ 6,764.86	\$ 55,560.11
August	\$ 53,013.01	\$ 1,390.09	\$ 54,403.10
September	\$ 51,891.69	\$ 1,202.05	\$ 53,093.74
October	\$ 54,779.98	\$ 5,019.05	\$ 59,799.03
November	\$ 54,526.28	\$ 3,590.76	\$ 58,117.04
December	\$ 53,645.74	\$ 3,898.91	\$ 57,544.65
January	\$ 54,989.03	\$ 3,941.80	\$ 58,930.83
February	\$ 54,317.39	\$ 4,907.21	\$ 59,224.60
March	\$ 62,730.51	\$ 4,359.04	\$ 67,089.55
April	\$ 58,427.84	\$ 4,180.82	\$ 62,608.66
May	\$ 55,322.03	\$ 4,318.05	\$ 59,640.08
June	\$ 47,383.04	\$28,427.53	\$ 75,810.57
Total	\$ 649,821.79	\$72,000.17	\$ 721,821.96
Allocation			\$ 732,000.00*

*Minus \$4,677.22 unexpected expenses charged to budget after the fiscal year closed in 2015-2016.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 Report

Department: Student Academic Services

Unit: Supplemental Workshops in Science and Math

Program Description: Provide students an opportunity to achieve academic success in designated science and math courses 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 learning facilitation. As such, students are empowered in achieving optimal academic performance, ultimately impacting student retention throughout their academic career and graduation.

FY 16/17 Allocated Funding for Science: \$192,860

FY 15/16 Roll Forward for Science: \$28,891

FY 16/17 Allocated Funding for Math: \$221,265

FY 15/16 Roll Forward for Math: 6,195

Goals

- Serve as non-remedial approach to learning in engineering courses.
- Offer a breadth of challenging, entry-level science and math workshops consisting of 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 the number of degrees granted to low socio-economic and underrepresented minority students.
- Increase student confidence in course material.
- Provide a learning environment that meets the needs of students looking for supplemental concentrated academic peer-to-peer facilitation with lectures.
- Students will learn and apply effective learning strategies that may be applied to 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:

- Expand Workshops to support campus Graduation Initiative 2025
 - Increase 4-year graduation rates
 - Engage students at critical touch points
 - Develop achievement gap learning community at Cal Poly
- Expand services as a High Impact Practices (HIPs) program
 - Reduce and/or eliminate achievement gap
- Align SWS/SWM program to Vice Presidents Strategic Plan
 - Expand ASC services and programs

SSF Deliverable:

- 2,668 students served
- 307 workshops offered (17% increase over 2015-16)
- 92% of students enrolled in lecture and SWS workshop passed with A,B or C
 - 89% of students enrolled in lecture only passed with A, B or C
- 84% of students enrolled in lecture and SWM workshop passed with A,B or C
 - 82% of students enrolled in lecture only passed with A, B or C
- 92.4% of students found supplemental workshop materials (worksheets, handouts, etc.) beneficial to their learning style
- 93.9% of students of students felt that supplemental workshops had helped them understand the course material presented in lecture
- 96.3% of students felt that supplemental workshops is committed to their academic success
- 90.6% of students felt that supplemental workshops provided a collaborative and engaging learning environment
- 90.5% of students reported an increased confidence with the course material as a result of supplemental workshops

2. Staffing

SSF Outcome:

- Expand staff to support workshops and assist SSP staff to coordinate program efforts
- Provide comprehensive student development and learning theory training and preparation for ISA's

SSF Deliverable:

- Supported 215 instructional student assistants (17% increase over 2015-16)
- Supported 4 program assistants
- Hired and trained 81 instructional student assistants demonstrating advanced leadership capabilities and superior academic knowledge to support program function.
- Administered multi-level 6-hour training covering the following areas
 - ASC Guidelines
 - Facilitator Role & Responsibility
 - Communication Styles
 - University Policies
 - Active Listening & Paraphrasing

- Successful Facilitation
- Critical Thinking Skills
- Learning Theories and Learning Styles
- Administered in-depth 32-hour intern training
 - Attend 7 hours of lecture instruction with mentor
 - Conduct 7 hours of observing mentor workshops
 - Conduct 5 hours of co-facilitation of workshop under supervision
 - Conduct 11 hours of worksheet/study skill develop for students
 - Attend 2 hours of reflection meetings

3. **Increase Faculty Support**

SSF Outcome:

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

SSF Deliverable:

- Provided participating faculty with student roster enrolled in workshop
- Offered faculty ability to submit requests for specific facilitators
- Increased communication efforts with faculty to enhance student success in studio format lectures
- Continued delivery of thank you cards to faculty for allowing SWS/SWM to conduct workshops for their lecture

4. **Special Note**

- *Supplemental Workshops in Science and Mathematics is reaching its financial ceiling for growth given current funding. In order to continue expanding workshops to cover more lectures, an additional \$50,000 per program needs to be invested.*

Supplemental Workshops in Science Expenditure Analysis:

Month	Personnel Salary & Benefits	Facilitators/Program Assistants	Operating Expenses	SSF Total
July	\$ -	\$ 5,158.50	\$ -	\$ 5,158.50
August	\$ -	\$ 1,677.80	\$ -	\$ 1,677.80
September	\$ -	\$ 4,177.50	\$ -	\$ 4,177.50
October	\$ -	\$ 10,609.20	\$ -	\$ 10,609.20
November	\$ -	\$ 27,827.10	\$ -	\$ 27,827.10
December	\$ -	\$ 22,997.70	\$ -	\$ 22,997.70
January	\$ -	\$ 12,570.71	\$ -	\$ 12,570.71
February	\$ -	\$ 24,944.45	\$ -	\$ 24,944.45
March	\$ -	\$ 30,865.04	\$ -	\$ 30,865.04
April	\$ -	\$ 18,334.27	\$ -	\$ 18,334.27
May	\$ -	\$ 34,990.24	\$ -	\$ 34,990.24
June	\$ -	\$ 35,453.35	\$ -	\$ 35,453.35
Total	\$ -	\$229,605.86	\$ -	\$229,605.86
Roll Forward	\$ 28,891.05			\$ (7,854.81)
Allocation	\$ 192,860.00			
Total budget	\$ 221,751.05			

*Expanded Science Workshops and ISA salary increased .50 per hour. Will reduce Workshops in 2017-18 to offset deficit.

Supplemental Workshops in Math Expenditure Analysis:

Month	Personnel Salary & Benefits	Facilitators/Program Assistants	Operating Expenses	SSF Total
July	\$ -	\$ 5,621.15	\$11,147.92	\$ 16,769.07
August	\$ 27.48	\$ 2,602.80		\$ 2,630.28
September	\$ 47.79	\$ 3,631.20	\$ -	\$ 3,678.99
October	\$ 1.57	\$ 11,046.35	\$ 632.93	\$ 11,680.85
November			\$ 482.28	
December	\$ -	\$ 23,197.00	\$ 201.17	\$ 23,398.17
January	\$ -	\$ 13,170.78	\$ 734.19	\$ 13,904.97
February	\$ -	\$ 24,557.87	\$ -	\$ 24,557.87
March	\$ -	\$ 30,398.33	\$ -	\$ 30,398.33
April	\$ -	\$ 20,036.94	\$ -	\$ 20,036.94
May	\$ -	\$ 34,699.71	\$ -	\$ 34,699.71
June	\$ -	\$ 35,601.45	\$ -	\$ 35,601.45
Total	\$ 76.84	\$233,012.33	\$13,198.49	\$246,287.66
Roll Forward	\$ 6,194.91			\$ (18,752.75)
Allocation	\$ 221,340.00			
Total budget	\$ 227,534.91			

*Expanded Math Workshops will reduce in 2017-2018. No operating costs will come out of Workshops for 2017-2018 to offset deficit.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 Report

Department: Student Academic Services

Unit: Summer Institute

Program Description: The Cal Poly Summer Institute (SI) 2016 program was held July 30 to August 23, 2016. Sixty-one (61) incoming freshmen participated in the three-week academic program and completed six (6) units of baccalaureate coursework. This program is sponsored by Student Academic Services (SAS) with key support and collaboration provided by the following departments: Admissions; Office of the Registrar; Financial Aid; Student Accounts; University Scheduling; Housing and Residential Life; New Student and Transition Programs; College of Liberal Arts; College of Science and Math; Center for Writing and Rhetoric; Kennedy Library; Campus Health and Wellbeing; Campus Dining; Dean of Students Programs; Parent and Family Programs; and University Advancement.

The 2016 program marked the 15th year in which SI was implemented as a three-week session compared to its original five-week format. Participants lived in the Cerro Vista on-campus apartments. All participants, who were originally admitted for fall 2016, had their admission status changed to begin summer 2016 for regular matriculation into SI courses.

SI courses consisted of one baccalaureate-credit, general education elective course (General Psychology, four units), and two credit/no credit elective courses (English Writing Seminar, one unit, and Psychology Discussion Group, one unit). The writing seminars and the psychology discussion groups were fashioned after national supplemental instruction models and Cal Poly's own Supplemental Workshops in Science and Math. In addition, students were provided with a campus orientation and various social and academic oriented events, focused at helping students develop a tight-knit support system, critical to enhance their academic success. SI 2016 learning outcomes centered on the same historical program goals and were used as measurement guides in the qualitative and quantitative assessment process. In addition, assessment methods were implemented through quick, point of service surveys, anecdotal information as well as via a summative assessment instrument administered at the end of the program. The results are summarized in the Outcomes section of this report and findings indicate that Summer Institute 2016 successfully met its learning objectives.

FY 2016-17 Allocated Funding: \$151,379
FY 2015-16 Rollover: \$ 25,621

Goals:

- A Foster Youth Program that will start within EOP, but branch out to a specific program (ex. Renaissance Scholars)
- Transfer Bridge Program
- Cap and gown closet for students to borrow for commencement (Berkeley as example)
- Coordinate industry visits with EOP alumni

- EOP Leadership Program
- EOP Study Abroad Program
- Explore EOP Housing with TRIO Achievers

Academic

Goal 1: To provide academic courses, seminars and information which will provide students with a clear understanding of the skills necessary to achieve academic success at Cal Poly.

Social

Goal 2: To foster student understanding of the social construct of Cal Poly and San Luis Obispo while creating a strong sense of belonging within the University community.

Personal

Goal 3: To provide students with opportunities to examine the connections and healthy balance between academics and life outside the classroom.

Goal 4: To provide students with information that will help them identify connections between academic success and responsible personal behavior.

Campus and Community

Goal 5: To assist students during their transition from high school to college as well as in adjusting to Cal Poly and the San Luis Obispo area.

Learning Outcomes

Learning Outcome 1.0	Demonstrate a clear understanding of key actions necessary to achieve academic success in their first year at Cal Poly: 1) attend professors' office hours, 2) Visit academic advisor at least once a quarter, 3) manage time wisely, 4) study 25-35 hours per week, 5) attend every class period, 6) register on time, 7) sleep 8 hours a night, 8) eating a healthy breakfast, 9) exercise 3X a week for an hour, 10) seek help.*
Learning Outcome 1.1	Demonstrate effective study skills : time management, textbook processing, note taking, test preparation.
Learning Outcome 1.2	Demonstrate ability to understand course requirements and instructor expectations for their summer courses by communicating professor's expectations with Learning Assistants: attendance, participation, use of office hours, grading rubric, short and long term course deadlines, collaborative learning/group projects, etc.
Learning Outcome 1.3	Recognize the connection between academic success and learning opportunities outside the classroom : student organizations, on-campus employment, advising and community service.
Learning Outcome 1.4	Establish comfort in the library : 1) use the library catalog and find books and journals in the library, 2) be able to access services, study spaces, help, and technology that are available in the library.
Learning Outcome 1.5	Demonstrate an understanding of key library tools : 1) what a peer-reviewed article is and how to identify one, 2) what databases are and how to use them, 3) have a better understanding of Internet sources and search engine strategies.

Learning Outcome 2.0	Recognize the connection between academic success and responsible personal/social behavior : campus policies (i.e. alcohol and controlled substances), city ordinance on minors and alcohol, life balance, time management.
Learning Outcome 2.1	Establish a positive academic and social network with peers .
Learning Outcome 2.2	Demonstrate effective self-advocacy strategies in communicating with key individuals: instructors, advisors, administrators, peers and parents.
Learning Objective 3.0	Know how to question and make independent, informed assertions that you can intelligently defend (this objective directly addresses critical thinking skills).
Learning Objective 3.1	Know how to find and use the research resources available on the Kennedy Library website.
Learning Objective 3.2	Understand the basic options for organizing an essay .
Learning Objective 3.3	Recognize what makes an essay organized or disorganized .
Learning Objective 3.4	Feel comfortable using tools to better organize a disorganized essay .
Learning Objective 3.5	Understand the difference between depth and breadth as they apply to the development of an essay .
Learning Objective 3.6	Feel comfortable using multiple techniques to revise an essay .
Learning Objective 4.0	Be comfortable enough to use the library catalog and find books and journals in the library.
Learning Objective 4.1	Be able to access services, study spaces, help, and technology that are available in the library.
Learning Objective 4.2	Understand what a peer-reviewed article is and how to identify one .
Learning Objective 4.3	Understand what databases are and how to use them .
Learning Objective 4.4	Have a better understanding of Internet sources and search engine strategies .

Outcomes:

Summative Survey Results

The summative survey regarding the SI classes, academic advisors, special events and general feedback was completed by 95% of the participants (n=58). Students rated statements on a six (6) point scale with six indicating the highest level of satisfaction. A response average of four or higher is considered a satisfactory outcome by program standards. The highest average was found in the responses regarding the PSY 201 course; the average was 5.84. The Special Events ranked second in satisfaction closely followed by the Psychology Discussion Groups and Writing Seminars. One hundred percent (100%) of the respondents stated they would recommend SI to a friend, that SI was good investment of their time and that they were glad they attended SI.

	Survey Question	Mean	Min	Max	Category
1	I feel the Writing Seminar helped me better understand the writing expectations at Cal Poly	4.241	1	6	Writing Seminar
2	The Writing Seminar helped me improve my writing skills	3.827	1	6	
3	The Writing Seminar provided valuable support for my PSY 201 term paper	4.413	1	6	
4	This course helped me understand the importance of establishing a connection with my professors	4.741	1	6	
5	The Instructor was helpful and available	5.206	3	6	
1	The discussion group helped me better understand the PSY 201 course expectations	5.103	2	6	PSY Discussion Groups
2	I learned useful study skills in my discussion group	4.758	1	6	
3	For the following study skills, list specific strategies you will use to be successful at Cal Poly: Textbook Processing, Note taking, Test Preparation	Results available in "Written Response Summary"			
4	My LA group helped me to establish a positive social network with my peers	5.448	2	6	
5	List three key actions necessary to achieve academic success in your first year at Cal Poly.	Results available in "Written Response Summary"			
1	The Library Research Seminar helped me improve my on-line research techniques	3.931	1	6	Library
2	The Library Seminar was helpful with my PSY 201 term paper	3.844	1	6	
1	I am comfortable approaching my academic advisor in times when I am in need of guidance	5.120	3	6	Advising
2	My academic advisor(s) will play a key role in my first year at Cal Poly	5.310	4	6	
1	I believe that special events make the program more well rounded	5.482	3	6	Special Events
2	Becoming involved in campus and community organizations will aid to my academic success at Cal Poly	5.327	3	6	
3	The SI program presented me with resources and ideas that promote responsible personal and social behavior	5.724	4	6	
6	Number of Special Events attended: 33% attended 10 of 10 events; 38% 9 of 10; 21% 8 of 10; 3% 7 of 10; and 5% 6 of 10.				
1	Taking this course helped me better understand the academic expectations of courses at CP	5.667	2	6	PSY 201
2	I would recommend this course to a friend	5.842	4	6	
1	The Tech Seminars were helpful with my transition to Cal Poly	3.561	1	6	Tech Seminars
2	I learned how to properly use and care for my iPad during the Tech Seminars	3.859	1	6	
3	I learned tips on how to navigate MyCalPoly Portal	4.087	1	6	
4	I learned about academic iPad Apps that I can use during the school year	4.333	1	6	
1	I would recommend SI to a friend (Yes=6, No=1)	6	1	6	Gen.
2	SI was a good investment of my time (Yes=6, No=1)	6	1	6	
3	I am glad I attended SI (Yes=6, No=1)	6	1	6	

Expenditure Analysis:

Month	Personnel Salary & Benefits	Summer Institute Grant	Summer Program Staff	Operating Expenses	SSF Total
July	\$ -		\$ 1,982.00	\$ 400.00	\$ 2,382.00
August	\$ -		\$ 7,264.10		\$ 7,264.10
September	\$ -		\$19,725.60	\$ 1,544.61	\$ 21,270.21
October	\$ -		\$ 3,949.40	\$ -	\$ 3,949.40
November	\$ -	\$ 114,934.00	\$ 735.00	\$ -	\$ 115,669.00
December	\$ -		\$ 826.00	\$ -	\$ 826.00
January	\$ -		\$ 1,197.76	\$ -	\$ 1,197.76
February	\$ -		\$ -	\$ -	\$ -
March	\$ -		\$ 408.00	\$ -	\$ 408.00
April	\$ -		\$ 396.00	\$ -	\$ 396.00
May	\$ -		\$ 1,166.00	\$ -	\$ 1,166.00
June	\$ -		\$ 1,887.50	\$ -	\$ 1,887.50
Total	\$ -	\$ 114,934.00	\$39,537.36	\$ 1,944.61	\$ 156,415.97
2015-16 RF	\$ 25,621.20				
Allocation	\$ 151,379.00				

*Summer program activity June-August; outstanding expenses for 2016-17 will be expensed in FY 2017-18 to exhaust balance remaining.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE **FY 2016-2017 Quarter 4 Report**

Department: Student Academic Services

Unit: Study Session

Program Description: Study Session is a campus academic retention program that offers students an opportunity to participate in peer facilitator-led groups focusing on problem-solving, content review, and clarification leading to an opportunity to achieve higher grades in 39 student-identified, high-risk courses.

FY 2016-17 Allocated Funding: \$ 201,750

FY 2015-16 Rollover: \$ 85,086

Goals:

- 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
- Form an average of 140-150 groups of 10-15 students each quarter
- Students who persist in attending six or more study sessions, at least 85% will earn passing grades of A/B/C
- Increase retention rates within targeted historically challenging courses
- Students will indicate they have increased their study time for the target lecture
- Students will indicate improved understanding of course material
- Students will indicate increased involvement and interest in the target lecture
- Students will indicate increased confidence in their ability to master course material
- Teach study skills that may be applied to future coursework
- Students acquire essential skills enabling them to work in a collaborative environment
- Provides a positive connection for campus engagement
- Students feel Cal Poly is committed to their academic success

Outcomes:

1. **High Quality Programming**

SSF Outcome

- Increase number of student requests by 5%
- Increase number of study groups that are formed by 5%
- Improve system process to yield higher placement rates in study session groups

SSF Deliverable

- 9% increase of student requests over 2015-16
- 11% increase of study groups formed over 2015-16

- Enhanced referral process – reconfigured system for students to receive a link to current offerings and inquire to add appropriate session
- 5,849 students served
- 8,171 total study sessions requested
- 7,499 requests fulfilled 7,499
- 92% placement rate
- 3,230 students active in a group as of week six
- 512 total groups formed
- 97% of students reported they would recommend Study Session to a friend
- 90% of students felt sessions improved their understanding of course material
- 87% of students felt Study Session provided a positive connection for campus engagement

2. **Staffing**

SSF Outcome

- Hire Instructional Student Assistants (ISA) to support Vice President for Student Affairs Initiative: expand services and programs in the Academic Skills Center
- Provide comprehensive student development and learning theory training and preparation for ISA's

SSF Deliverable

- Trained and supported 72 ISAs to lead study sessions
- Supported two Program Assistants and six Program Observers
- Hired 31 new ISA's as of June 1st, 2017 - to date, most competitive applicant pool yet
- Administered multi-level 6-hour training covering the following areas:
 - ASC Guidelines
 - Facilitator Role & Responsibility
 - Communication Styles
 - University Policies
 - Active Listening & Paraphrasing
 - Successful Facilitation
 - Critical Thinking Skills
 - Learning Theories and Learning Styles
- 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:

2016-2017 Study Session

Month	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July	\$ -	\$ 4,881.00	\$ 1,451.86	\$ 6,332.86
August	\$ -	\$ -	\$ 1,829.67	\$ 1,829.67
September	\$ -	\$ -	\$ 973.86	\$ 973.86
October	\$ 1,584.89	\$ 11,715.90	\$ 3,467.21	\$ 16,768.00
November	\$ 5,547.13	\$ 29,669.25	\$ 599.77	\$ 35,816.15
December	\$ 14,315.07	\$ 23,722.60	\$ -	\$ 38,037.67
January	\$ 13,907.09	\$ 11,544.82	\$ 302.45	\$ 25,754.36
February	\$ 13,511.75	\$ 17,898.55	\$ 2.07	\$ 31,412.37
March	\$ 7,471.12	\$ 22,818.16	\$ 6.45	\$ 30,295.73
April	\$ 7,471.12	\$ 13,592.30	\$ 2.10	\$ 21,065.52
May	\$ 7,471.04	\$ 21,642.03	\$ 0.56	\$ 29,113.63
June	\$ 7,471.04	\$ 23,258.57	\$ 0.14	\$ 30,729.75
Total	\$ 78,750.25	\$180,743.18	\$ 8,636.14	\$ 268,129.57
2015-16 RF	\$ 85,085.46			
Allocation	\$ 201,750.00			

*Roll forward funds (\$18,705.89) will be expensed in FY 2017-18 with the growth of Study Session programing efforts.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 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.

FY 2016-17 Allocated Funding: \$56,800

FY 2015-16 Rollover: \$48,626

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 student; 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 2 years educationally related experience.

SSF Outcome:

Establish a permanent position of administrative support assistant 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 assistant. 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 student assistant to support the Upward Bound director, program coordinator and administrative assistant.

SSF Deliverable:

The Upward Bound program is seeking to employ a part-time student assistant to assist in filing, data entry, create flyers, clerical projects, mail distribution, phone calls and other duties as assigned. Qualifications are: computer skills; familiarity with office equipment; 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. Resident 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 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: background 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: background 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	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July			\$ 4	\$ 4
August			\$ -	\$ -
September			\$ -	\$ -
October			\$ -	\$ -
November			\$ 40,030	\$ 40,030
December			\$ -	\$ -
January			\$ -	\$ -
February			\$ -	\$ -
March			\$ -	\$ -
April		\$ 44,988	\$ -	\$ 44,988
May			\$ -	\$ -
June			\$ -	\$ -
Total	\$ -	\$ 44,988	\$ 40,034	\$ 85,022
Allocation	\$ 56,800			
Roll Forward	\$ 48,626			
Balance Remaining	\$ 20,404			

* Summer Program Activity June-August. Balance remaining will be expensed in FY 2017/18.

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

CAL POLY

Student Affairs

STUDENT SUCCESS FEE **FY 2016-2017 Quarter 4 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.

FY 2016-17 Allocated Funding: \$83,000

FY 2015-16 Rollover: \$ 9,686

Goals:

The EOP tutoring program will support low-income, first-generation students who are facing academic difficulty and are 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 89 students were matched with a total of 60 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	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July	\$ -			\$ -
August	\$ -			\$ -
September	\$ -			\$ -
October	\$ -			\$ -
November	\$ -			\$ -
December	\$ -			\$ -
January	\$ 1,192.01			\$ 1,192.01
February	\$ 950.56			\$ 950.56
March	\$ 4,383.30			\$ 4,383.30
April	\$ 4,030.99			\$ 4,030.99
May	\$ 1,006.74			\$ 1,006.74
June	\$ 3,886.68			\$ 3,886.68
Total	\$ 15,450.28	\$ -	\$ -	\$ 15,450.28
2015-16-RF	\$ 9,685.84			
Allocation	\$ 83,000.00			

*Balance remaining due to vacant position; will spend in FY 2017/18.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 Report

Department: Student Academic Services

Unit: Connections for Academic Success

Program Description: The Connections for Academic Success (CAS) program focuses on increasing the success of low-mid income, first generation and underrepresented minority students through academic and 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 graduation.

FY 2016-17 Allocated Funding: \$105,560

FY 2015-16 Rollover: \$ 16,338

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
- 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 a student assistant position to allow for increased collaboration with Cross Cultural Centers, and African American student clubs on campus.

SSF Deliverable:

CAS hired a student assistant in October 2016. The CAS student assistant is responsible for handling administrative tasks such as creating newsletters and managing social media.

2. Outreach and Support

SSF Outcome:

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

SSF Deliverable:

Enhancing the CAS Lounge with functioning computers, printers and necessary office supplies and decor has proven to be a success for the specific student populations. CAS continues to create the safe area for our student populations and has increased attendance and usage of equipment by 100%.

Collaboration with Athletic 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.

Collaborate with the MultiCultural Center on programs and events meant to engage the African American community on campus.

Creating a library of books focused on African American history and culture.

Providing meal vouchers to students who are unable to afford a meal for any reason.

SSF Outcome:

Provide academic and personal advising to African American students and other students requesting assistance.

SSF Deliverables:

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

3. Attendance

SSF Outcome: Publicize the CAS Lounge as a safe space for all students' specifically African American students to study, converse, and welcome others.

SSF Deliverable: CAS continues to create the safe area for our student populations and has increased attendance by 30%.

Expenditure Analysis:

Month	Personnel Salary & Benefits	Facilitators/Program Assistants	Operating Expenses	SSF Total
July	\$ 8,303.02	\$ 1,508.80	\$ 298.14	\$ 10,109.96
August	\$ 8,409.26	\$ -	\$ 1,907.68	\$ 10,316.94
September	\$ 6,411.21	\$ -	\$ 80.00	\$ 6,491.21
October	\$ 6,888.46	\$ 12.60	\$ 2,262.22	\$ 9,163.28
November	\$ 6,411.21	\$ 922.60	\$ 2,705.49	\$ 10,039.30
December	\$ 6,399.23	\$ 414.20	\$ 1,853.40	\$ 8,666.83
January	\$ 6,399.23	\$ 218.67	\$ 100.28	\$ 6,718.18
February	\$ 6,399.23	\$ -	\$ 528.01	\$ 6,927.24
March	\$ 6,399.35	\$ -	\$ 100.71	\$ 6,500.06
April	\$ 6,399.27	\$ -	\$ 239.28	\$ 6,638.55
May	\$ 6,399.27	\$ -	\$ 129.26	\$ 6,528.53
June	\$ 6,399.24	\$ -	\$ 402.45	\$ 6,801.69
Total	\$ 81,217.98	\$ 3,076.87	\$ 10,606.92	\$ 94,901.77
RFW: 2015-16	\$ 16,338.00			
Allocation	\$ 105,560.00			

*Balance remaining due to program assistants' salary savings; will expend in FY 2017/18.

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 Report

Department: Disability Resource Center

Unit: Graduation/Progress to Degree

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.

FY 2016-17 Allocation: \$192,421

FY 2015-16 Rollover: \$ 17,452

Outcomes:

2016-17 Quarters	LD	AD/HD, Psych, Autism	Health/ Acquired Brain Injury/ other	Mobility	Blind/ Visually Impaired	DEAF/Hard of Hearing	Temporary Disability	TOTAL
Summer	167	537	243	22	31	36	40	1,076
Fall	177	495	224	23	33	40	145	1,137
Winter	161	587	243	16	33	41	150	1,231
Spring	163	622	246	18	35	42	172	1,298

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 253 during the fourth quarter. 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:

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

Additionally, the DRC continues to employ a graduate student as an access specialist Intern. The intern provides 1:1 consultations with students on executive functioning, academic and social skills development, and independent living skills.

The Disability Resource Center served 1,298 students with permanent or temporary disabilities during the 4th Quarter of 2016/17.

Year to Date Expenditures:

Month	Staffing	Student Assistants	LD Consultants	Supplies & Services	Misc.	SSF Fund Total
July	\$ 21,863.42					\$ 21,863.42
Aug	\$ 22,852.46	\$ 1,028.30				\$ 23,880.76
Sept	\$ 14,567.00	\$ 845.00				\$ 15,412.00
Oct	\$ 14,594.00	\$ 1,069.90				\$ 15,663.90
Nov	\$ 14,216.85	\$ 968.50				\$ 15,185.35
Dec	\$ 14,227.98	\$ 747.50				\$ 14,975.48
Jan	\$ 14,227.98	\$ 546.00				\$ 14,773.98
Feb	\$ 14,227.98	\$ 921.20				\$ 15,149.18
March	\$ 14,228.06	\$ 1,037.40				\$ 15,265.46
April	\$ 14,228.06	\$ 761.60				\$ 14,989.66
May	\$ 20,453.06	\$ 904.40				\$ 21,357.46
June	\$ 20,453.06	\$ 904.40				\$ 21,357.46
TOTAL	\$200,139.91	\$ 9,734.20	\$ -	\$ -	\$ -	\$209,874.11

CAL POLY

Student Affairs

STUDENT SUCCESS FEE FY 2016-2017 Quarter 4 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.

FY 2016-17 Allocation: \$266,525

FY 2015-16 Rollover: \$ 5,700

Outcomes:

2016-17 Quarters	NOTETAKING (# of courses)	INTERP/TRANSCRIP (units)	ALT MEDIA (pages converted in house)	ASSISTIVE TECH (students trained)	TRAM (individual rides)	TESTING (tests proctored)
Summer	0	0	1,500	34	184	50
Fall	151	47*	16,800	130	4,913	2,073
Winter	151	32	15,600	93	4,454	2,387
Spring	152	36	8,400	74	3,966	2,376
ANNUAL	454	115	42,300	331	13,517	6,886

* Live transcription service units for fall quarter were not included with the original total.

As a result of the SSF, the DRC has hired, trained and assigned three new sign language interpreters, an additional access specialist, test proctors, and tram drivers during the first quarter. Furthermore, SSF funds are crucial in supporting the maintenance costs of the DRC's wheelchair-accessible van and trams. The DRC continues to provide exam proctoring Monday – Thursday from 8:00 AM to 10:00 pm, and Fridays from 8:00 AM - 7:00 PM. Transportation (tram) services are available Monday – Friday 7:45AM - 7:00 pm 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 to 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.

In addition to meeting academic needs, the DRC continues to promote social connections through the Peer Mentor Program. The program matches upper-level students with first-year and incoming transfer students to ease their transition and provide a welcoming community of students who understand the realities of living with a disability on an academically rigorous campus.

Year-to-Date Expenditures:

Month	Interpreter Staffing	Admin			TECH/EQUIP	Supplies & Services	SSF Fund Total
		Support/Services Coordination	Student Assistants				
July	\$ 2,274.00	\$ 15,266.61	\$ 249.82	\$ 31.20			\$ 17,821.63
August	\$ 868.02	\$ 13,703.14	\$ 4,156.91	\$ 30.92			\$ 18,758.99
September	\$ 917.93	\$ 13,339.50	\$ 5,311.00	\$ 31.06			\$ 19,599.49
October	\$ 8,516.26	\$ 13,892.11	\$ 3,597.70	\$ 26.86			\$ 26,032.93
November	\$ 10,240.05	\$ 14,423.56	\$ 2,280.25	\$ 20.84			\$ 26,964.70
December	\$ 7,960.90	\$ 12,947.13	\$ 1,117.50	\$ 21.32			\$ 22,046.85
January	\$ 3,331.31	\$ 16,430.49	\$ 7,286.15	\$ 21.30			\$ 27,069.25
February	\$ 8,557.31	\$ 14,012.55		\$ 21.30			\$ 22,591.16
March	\$ 10,118.23	\$ 14,035.30	\$ 105.00	\$ 21.30			\$ 24,279.83
April	\$ 5,986.72	\$ 14,815.98	\$ 6,457.50	\$ 21.30			\$ 27,281.50
May	\$ 8,704.33	\$ 13,808.16	\$ 210.00	\$ 21.30			\$ 22,743.79
June	\$ -	\$ 13,708.14	\$ 3,300.00	\$ 21.30			\$ 17,029.44
TOTAL	\$ 67,475.06	\$ 170,382.67	\$ 34,071.83	\$ 290.00	\$ -		\$ 272,219.56

*A balance of \$5,699.71 was rolled over to the current 2016/17 year. This was timely as we have a new student who enrolled this fall who is deaf and currently attending graduate school. This funding helps cover the additional interpreting and transcription costs while promoting a culture of diversity and inclusivity on the campus.