



STUDENT SUCCESS FEE
FY 2015-2016 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.

Allocated Funding: \$69,000

FY 2014-15 Rollover: \$89

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

SSF Deliverable:

A full time Assistant Coordinator of Safer has been hired since April 2014. There is not enough SSF funding for a graduate assistant.

July, August, September, October, November, December 2015:

Having additional staffing allows Safer to provide extensive crisis counseling services, such as drop in counseling, respondent training, survivor advocacy and accompaniments, The Safer Men's Group, The Safer Circle and the Safer Survivor Newsletter. Additional staffing also allows for the Safer program to have successful management of student assistants, better office management, mindful organizational management, and assist with the many CSU requirements for offering advocacy and education to the campus community. Additional staffing also allows 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	38
Appointments Completed	70
Presentations Given	94
Students Reached	12,219
Faculty Reached	239
Students who completed Haven	20,567

January, February, March, 2016:

Having additional staffing allows Safer to provide extensive crisis counseling services, such as drop in counseling, survivor advocacy and accompaniments, The Safer Men's Group, The Safer Circle and the Safer Survivor Newsletter. Additional staffing also allows for the Safer program to have successful management of student assistants, better office management, mindful organizational management, and assist with the many CSU requirements for offering advocacy and education to the campus community. Additional staffing also allows 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	33
Appointments Completed	57
Presentations Given	35
Students Reached	5,000
Faculty Reached	50
Students who completed Haven	20,567

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 Assistant Coordinator's salary utilizes the entire SSF fund.

July 2015: The Assistant Coordinator attended the LEAP (Leadership in Education for Asian Pacifics) conference. She also coordinated Safer presenting to Victim Witness Presentation in order to create a strong partnership with an off campus organization. Lastly, she did updates on the SOAR presentations to parents and began giving SOAR presentations to incoming parents and supporters.

August 2015: The Assistant Coordinator continued to present to students, parents and supporters for SOAR multiple times a day. The Safer staff also attended the CSU Advocates conference in Long Beach. During August, The Assistant Coordinator began budget and event planning for the upcoming academic year.

September 2015: The Assistant Coordinator attended the National Sexual Assault Conference. She prepared Smile and Nod for orientation with WOW. She also spent much of the month preparing for the new Safer student staff and interns to begin their positions. The Assistant Coordinator continued to plan for Fall quarter and crisis counsel students, faculty and staff. She helped hire the Safer Grad student. She also provided 23 Chemistry presentations to over 1,400 students. Lastly, she worked with University Housing to complete their annual RA training called, Behind Closed Doors.

October 2015: The Assistant Coordinator facilitated the main event for Fall quarter for Domestic Violence Month. Smile and Nod performed two shows at Spanos Theater on Healthy vs. Toxic relationships. The Assistant Coordinator also supported the Safer's Men's group and Safer Circle. Both groups meant to create safe spaces for students.

November 2015: The Assistant Coordinator continued to supervise and mentor students who were putting on student run events. She crisis counseled many students.

December 2015:

The Assistant Coordinator is a 10/12 employee and was gone during December.

January 2016:

- Safer Leadership training started on January 22nd and included 22 students. 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 helped them discover how to become an important resource within our community.

- What the Tech? An educational event on cyberstalking took place on January 26th. Guest speaker Deputy City Attorney, Tracy Webb, spoke to an audience of approximately 100 students and community members about a variety of timely topics including internet predators, geo-tagging, malware, sexting, cyber bullying, sextortion, revenge porn, technology facilitated crimes, new apps and emerging issues of human sex trafficking of minors using digital technology.
- Safer Circle, an event for survivors and supporters to create art, was held on January 20th, where students created personal journals.
- Let's Talk Sex has been an incredibly popular event this academic year, with new topics being discussed each month. January's topic discussed Sex, Spirituality and Society and had about 30 students in attendance.

February 2016:

- Mean Streets, an awareness campaign created by a student to share stories about street harassment, kicked off with a booth in the UU on February 4th and also included a poster campaign around campus. The booth offered students an opportunity to learn about how to prevent, respond to, and report street harassment.
- Let's Talk Sex was held on February 9th, where the topic of Sex & Orgasm was discussed with approximately 40 students.
- Safer Circle was offered again on February 24th and students worked on shrinky dinks.
- Safer hosted an open mic night, Brew Love, on February 24th at Linnea's Café downtown. The turnout was great, with about 50 people and there was significant interest in this becoming a regular event for Safer.

March 2016:

- Safer Leadership concluded with 22 students completing the training.
- Let's Talk Sex was held on March 2nd and the topic covered Kink & BDSM, this was another very successful and well attended event.

April 2016:

- The Assistant Coordinator resigned after two years of being in the position. Kara Samaniego, the Safer Graduate Assistant, took the interim role as an emergency hire.
- The Safer Coordinator launched a national search for a new Safer Assistant Coordinator.
- Safer hosted a month long awareness and education series for Sexual Assault Awareness Month including Take Back the Night, Queer 201 (Sexual Assault in the Queer Community and Global Sexual Assault).

May 2016:

- Let's Talk Sex in May, where the topic of College Sex was discussed with approximately 25 students.
- Women and Gender Studies/Safer/Gender Equity Center Banquet and Awards ceremony.
- Safer held three forums for candidates the Safer Assistant Coordinator.

June 2016:

- Safer hired Kara Samaniego as the new Safer Coordinator.
- Safer was approved with new SSF Funds to hire a Men and Masculinity Coordinator.
- Safer Leadership Training graduated 17 students.
- Safer hosted Mental Health Day at the REC Center- June 4th.
- Safer hosted an end-of-year social on June 6th.

3. AttendanceSSF Outcome:

Increase unique event attendance by 10-20%.

SSF Deliverable:

Safer presented to Chemistry, Kinesiology, Communications, Child Development, Biology, ROTC, and Women and Gender Studies. Safer presented to multiple chapters of Fraternity and Sorority Life, and University Housing. SSF funds supported the Assistant Coordinators efforts to present to a larger audience.

July, August, September 2015:

The Assistant Coordinator did outreach to more off and on campus organizations in order to expand Safer's reach. She also spent time planning how we would increase attendance and knowledge of Safer. She presented to thousands of parents and supporters in order to create more awareness of Safer's services.

October, November, December 2015:

Because of the Assistant Coordinator, Safer is able to reach more students through expanded crisis counseling and education services. Safer had one of its highest attendance at Safer Leadership trainings in October 2015. We also have higher involvement of students working and interning with Safer. Safer Leadership training was so large in October 2015, Safer opened a new training, serving over 45 trained students.

January, February, March 2016:

Because of the Assistant Coordinator, Safer is able to reach more students through expanded crisis counseling and education services. We also have higher involvement of students working and interning with Safer.

April, May, June 2016:

Our Interim Assistant Safer Coordinator increased attendance at educational workshops by offering focused Title IX presentations to clubs that were identified by Title IX to be "high risk," resulting in 100 student club members receiving training. In collaboration with two different Recreation, Parks and Tourism Administration (RPTA) student groups, Safer hosted two events to promote Safer and the services offered. Safer held Leadership Trainings each quarter, consisting of two hours a week for seven weeks. In total, **83 students** completed this training, with many going on to volunteer with Safer for the duration of the year. While the number of participants fell slightly from 2014-15, there was 73% increase from 48 students in 2012-13. During Sexual Assault Awareness Month in April, Safer had **1,500**

people participate in events, with **200 students and supporters** participating in Take Back the Night marches on and off campus. While attendance for Take Back the Night was lower compared to the 2014-15 year, this is still a 263% increase from 55 supporters in 2013-14. For the 2015-16 academic year, Safer served **130 individuals** through confidential crisis counseling and completed **236 appointments**, an increase of 13.5% from 208 appointments in 2014 -15 and an increase of 424% from 45 appointments in 2012-13.

Month 2015-16	Staff Salaries & Benefits	Supplies	Student Assistants	Totals
July	\$ 5,931.34	\$ -	\$ -	\$ 5,931.34
August	\$ 5,931.36	\$ -	\$ -	\$ 5,931.36
September	\$ 5,931.36	\$ -	\$ -	\$ 5,931.36
October	\$ 5,931.36	\$ -	\$ -	\$ 5,931.36
November	\$ 5,931.36	\$ -	\$ -	\$ 5,931.36
December	\$ 6,045.37	\$ -	\$ -	\$ 6,045.37
January	\$ 6,045.48	\$ -	\$ -	\$ 6,045.48
February	\$ 6,045.48	\$ -	\$ -	\$ 6,045.48
March	\$ 6,045.48	\$ -	\$ -	\$ 6,045.48
April	\$ 8,178.93	\$ -	\$ -	\$ 8,178.93
May	\$ (844.70)	\$ -	\$ -	\$ (844.70)
June	\$ 11,198.92	\$ 1,027.30	\$ -	\$ 12,226.22
ANNUAL	\$ 72,371.74	\$ 1,027.30	\$ -	\$ 73,399.04
Allocation	\$ 69,089.00	\$ -	\$ -	\$ 69,089.00

*Deficit of \$4,310 a result of benefit payout after the departure of a staff position.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Dean of Students – Program Centers

Unit: Gender Equity Center

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 for a more inclusive and welcoming campus.

Program Center	FY 15/16 Allocation	FY 15/16 Internal Allocation	FY 14/15 Roll Over
Gender Equity Center	\$ 79,750	\$ 71,750	\$ 106
Pride Center	\$ 75,000	\$ 71,000	\$ 521
MultiCultural Center	\$ 66,250	\$ 78,250	\$ 0
Program Centers Total	\$ 221,000	\$ 221,000	\$ 627

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 to eliminate internalized oppression and supremacy, homophobia, discrimination and their ill-effects through a social justice lens.

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 12/12 month schedule. The GEC shifted Coordinator positions to expand responsibilities and allow for professional growth of Coordinators.

July: During the month of July, the Coordinator worked with staff members to welcome the new Assistant Director of the CCC. He also conducted outreach to campus and off campus partners, including faculty in WGS, CSU partners and Dean of Students colleagues. The Coordinator was active in a number of committees (six) and participated in professional development opportunities.

August: The Coordinator participated in interviews for two Coordinator positions in the CCC. He also took part in the Racial Inequities in Higher Education Webinar. He also continued participation in committees and professional development.

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. He continued active support of and participation in committees.

October: During the month of October, the Coordinator was a participant in the personal development session led by the Reverend Dr. Jamie Washington. He also served on two campus committees, the Queer Studies Working Group and attended the Pride FSA meetings.

November: The Coordinator continued involvement in committees and participated in two webinars: Supporting LGBTQ Undocumented Students, and Where do we go from here?, demonstrating sensitive, caring, and justice-centered leadership.

December: The Coordinator participated in interviews for a Coordinator position in the CCC. He also continued service on various committees including Student Affairs Assessment and Research Committee, Growing Together Initiative, Central Coast Coalition for Inclusive Schools and Women's and Gender Studies Campus Partners Group.

January: The Coordinator worked with the Assistant Director of the CCC to ensure support for the GEC Coordinator.

February: The Coordinator continued to work with the Assistant Director of the CCC to ensure support for the GEC Coordinator.

March: The Coordinator began working with the interim Assistant Coordinator of the CCC, Christina Kaviani.

April: The Coordinator worked to finish planning OWN.

May: OWN had over 600 people in attendance and was a huge success. The Coordinator also attended NCORE.

June: The Coordinator supported students in need during this first two weeks of June as graduation was approaching.

2. Campus Engagement

SSF Outcome:

Establish collaborations to engage and educate campus community.

SSF Deliverable:

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

July: The Coordinator hosted Pride in the Plaza, welcoming 200 participants. He also served as a liaison and resource for the planning of the Your True Gender Conference hosted at Cal Poly.

August: He led a WGS201 classroom presentation on gender identity to 40 students. He worked with CCC Coordinators to assist Housing with diversity programming of CSDs and RAs, including program planning, info sessions, a Meet and Greet, and Behind Closed Doors RA Training. He also supported the Student Affairs Division efforts at rebranding and campus presence, also serving on this committee.

September: The Coordinator facilitated conversations with ASI and other campus partners for the hosting of the Your True Gender Conference and advocated successfully for the incorporation of gender-neutral bathrooms in the UU during the days of the conference. He also worked with CCC colleagues to develop a social justice initiative through the GEC and in concert with the other Centers.

October: The Coordinator collaborated with local non-profit organizations to host the Your True Gender Conference. He also served on a planning committee for the visit of educator/consultant, the Reverend Dr. Jamie Washington. This resulted in the hosting of two campus events, one for students (85 participants) and one for FSA (35 participants). He continued to build relationships with campus partners, including Housing, Marketing, Queer Student Union, WGS Department and Student Affairs.

November: The Coordinator provided support to CCC Coordinators during the Veterans Awareness Week boothing. He collaborated with CCC staff to host a stress management event led by Cheri Love, Assistant Coordinator of Safer (22 students). He also maintained campus partnerships with COMS217, History Department, New Student & Transition Programs, University Marketing and WGS Department.

December: The Coordinator continued campus outreach/partnership formation with Center for Service in Action, Mustang Success Center, Student Support Services, University Marketing, WGS Department and others.

January:

WomenKind, Feminism and Creativity – Jan 12, 19, 26 (seven + attendees per session)

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

Gatherings: A Space for Women of Color- Jan 13, 20, 27 (seven attendees per session)

MCC's weekly 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 Equity Movement (GEM) Training – Jan 22, 29 (10 attendees per session)

Gender Equity Movement (GEM) Training was a fun and 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.

Veterans Center Quarterly Meeting – Jan 1

Weekly planning for the Dia De Los Muertos event with committee covering entertainment, food, decorations, altars, club participation, and execution.

Outreach to WISH – Jan 12

GEC Coordinator and student assistant did an outreach presentation to connect with WISH regarding ways to support and collaborate in the future.

February: Multicultural Counseling Panel – Feb 20

GEC Coordinator sat on a panel for the EDUC 556 class regarding working with multicultural students, identity, academics, and intersectionality.

WomenKind: Feminism and Creativity – Feb 2 9, 16, 23 (seven + attendees per session)

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

Gatherings: A Space for Women of Color- Feb 3, 10, 17, 24 (seven attendees per session)

MCC's weekly 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 Equity Movement (GEM) Training – Feb 5, 12 (10 attendees per session)

Gender Equity Movement (GEM) Training was a fun and 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 complete at least four/five sessions.

AB540 Training and Presentation – Feb 2

Weekly planning for the Dia De Los Muertos event with committee covering entertainment, food, decorations, altars, club participation, and execution.

Collaborations/Connections

- Gilda Ochoa, Ethnic Studies Department
- Grace Goschke Biology Department
- Mustang Resource Fair
- ES 340
- Poly Escapes
- Disability Resource Center
- ASI Events
- Lambda Theta Phi
- EDUC 556, Counseling and Guidance Program
- Center For Service in Action
- ASI, Intramural Sports

March: Faces eRACED Workshop – March 1

The Multicultural Center and ES 340 collaborated on a event called Faces Eraced: Reclaiming Latinx Identities, an art workshop is for Latina/o identifying students, faculty, and staff. This two part event of self-reflection and identity exploration was implemented through the creation of identity masks to explore self-identity and experiences at Cal Poly.

Cal Poly's OWN Auditions – March 1, 2, 3

Open auditions for Cal Poly's very own storytelling monologues about women's experiences with life, love, sex, body image, education, culture, family, and identity were conducted. Auditions were planned by the Production Team and were facilitated by the GEC Coordinator, Assistant Coordinator and Cal Poly's OWN Directors. Over 40 student's auditioned for a total of 16 roles. Auditions were open to all women-identified folks, no previous acting or theater experience was required.

Student Affairs Recharge – March 16

Gathering of the entire Student Affairs Division for community, professional development, and growth.

Collaborations/Connections

- ASI Student Government
- Women Speak
- Student Academic Services

- WGS Campus Partners Group
- Career Center Focus Group
- LAUSD Gear Up Tours of the CCC's
- CLFSA

April: During April, The GEC Coordinator supported Open House, PCW, Sexual Assault Awareness Month as well as finalizing details for OWN.

AllyShip Training: The Coordinator co-facilitated the Sexuality and Gender Allyship training for faculty and staff with 150 attendees.

Collaborations/Connections

- DRC
- Career Services
- SAS
- Library Staff
- Dean of Students Staff
- Housing Staff/RA's
- ASI Business Office
- Prism Peer Counselors
- Open Student Training
- Open Staff and Faculty training

May: AllyShip Training: The Coordinator co-facilitated the Race and Class Allyship training for faculty and staff with 150 attendees

Collaborations/Connections

- Triota
- Women Speak
- WISH, SWE
- USFC Chapters, Cultural Clubs and Organizations
- Center for Service in Action
- New Student and Transition Programs
- University Housing
- Student Academic Services
- Disability Resource Center
- Office of University Diversity & Inclusivity
- Safer
- Counseling Services
- Health Center,
- Mustang Success Center
- Women and Gender Studies
- Ethnic Studies
- Theater Department
- Robert E. Kennedy Library
- School of Education

- COSAM
- ASI
- All of the Faculty Staff Association
- Student Ombuds
- Facilities
- Undocumented Working Group
- Coming Attractions
- Access Point
- RISE

June: The Coordinator, met with students to assist in approaching transitions (graduation, going home). The Coordinator advised a USFC chapter and worked with many students in need. He also plans to close the budget and get ready for a new year.

Collaborations/Connections

- Disability Resource Center
- ASI Events
- Lambda Theta Phi
- EDUC 556, Counseling and Guidance Program
- Center For Service in Action
- ASI, Intramural Sports

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 meeting various needs of diverse campus constituents.

July: This served as a planning month.

August: The Coordinator collaborated with CCC colleagues to plan for new student hires at the CCC—instrumental to program delivery and campus engagement. He initiated individualized support sessions—four contact hours.

September: The Coordinator hosted a number of events through the Pride Center, in support of those services during the search for a new Coordinator. These intersectional and Pride specific events included: PRISM Social, Queer Dialogues, and Study with Pride. He also expanded services to include individualized meetings with students—a total of 21.5 contact hours. Collaborated with CCC colleagues on CCC Social. Conducted interviews for CCC student hires—60 applicants, 39 interviews.

October: The Coordinator collaborated with Cross Cultural Center staff in planning and delivering a retreat for student employees.

November: The Coordinator collaborated with CCC colleagues to develop and implement The Cross Cultural Centers 101 series, beginning with Race/Ethnicity 101 (65 students). He led PEN15: Positive Masculinity DIALOGUES (90 students). The Coordinator also co-hosted a Soup & Substance (social justice current events series, funded through the CCC-SSF) focused on Trans* Day of Remembrance (55 students).

December: December served largely as a planning month and a time to support students through individualized advising during finals.

January: Cal Poly's OWN Script Writing Team Meeting – Jan 14, 21, 28

The Script Writing Team met with the GEC Coordinator and Graduate Assistant to brainstorm and plan the process for submissions, script writing, and vision of Cal Poly's OWN.

Interviews for Cal Poly's OWN Production Team – Jan 19, 20, 21, 22

The GEC Coordinator and Graduate Assistant conducted a total 15 interviews to create the Cal Poly's OWN Production Team, including directors, assistant producers, marketing, outreach, food & Beverage, decorations, and general member positions.

February: Galentine's Day UU Booth – Jan 11

The Booth kicked off the start of Galentine's Day booth with information, a photobooth and SWAG promoting the Ladies Night event.

Galantine's Day Ladies Night Celebration– Jan 11

This gathering educated and celebrated self-identified women on intersectionality, women friendship, and empowerment during the annual Galentine's Day Ladies Night Celebration! Activities, workshops, and discussion were facilitated by the GEC staff and Galantine's Day Committee.

Faces eRACED Workshop – Feb 22, 29

The Multicultural Center and ES 340 collaborated on a event called Faces Eraced: Reclaiming Latinx Identities, an art workshop is for Latina/o identifying students, faculty, and staff. This two part event of self-reflection and identity exploration was implemented through the creation of identity masks to explore.

Cal Poly's OWN Script Writing Team Meeting – Feb 4, 11, 18, 25

The Script Writing Team met with the GEC Coordinator and Graduate Assistant to brainstorm and plan the process for submissions, script writing, and vision of Cal Poly's OWN.

Cal Poly's OWN Production Team Meeting – Feb 5, 12, 19, 26

The GEC Coordinator and Graduate Assistant conducted a weekly meeting the Production Team to begin planning the behind the scenes tasks of Cal Poly's OWN including, color scheme, food, beverage, lighting, volunteer, marketing, advertising, design, admissions, retreats, auditions, etc.

March: WomenKind, Feminism and Creativity – March 1, 8 (seven + attendees per session)

The GEC hosted a weekly dialogue 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.

Gatherings: A Space for Women of Color- March 2, 9 (seven attendees per session)

MCC's weekly 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.

Cal Poly's OWN Script Writing Team Meeting – March 3, 10

The Script Writing Team met with the GEC Coordinator and Graduate Assistant to brainstorm and plan the process for submissions, script writing, and vision of Cal Poly's OWN.

Cal Poly's OWN Production Team Meeting – March 4, 11

The GEC Coordinator and Graduate Assistant conducted a weekly meeting the Production Team to begin planning the behind the scenes tasks of Cal Poly's OWN including, color scheme, food, beverage, lighting, volunteer, marketing, advertising, design, admissions, retreats, auditions, etc.

April:

WomenKind - April 7, 12, 19, 26

Wilderness Mamas - April 9

Positive Masculinity Dialogues - April 6, 14, 28

OWN Art Workshop - April 25

Gathering: A Place for Women of Color - April 27

May:

Cal Poly's OWN – May 13, 2016

The Gender Equity Center also revamped its program model by stepping away from its annual production of The Vagina Monologues, and created Cal Poly's OWN (Original Women's Narratives): Powerful Voices of Storytelling – an original and intersectional monologue style play highlighting the experiences of self-identified women students at Cal Poly. OWN was entirely student run, including concept, vision, script, casting, production, directing, art gallery, etc. OWN had an overwhelmingly phenomenal impact on campus exploring gender, cultural identity, mental health, family dynamics, female health, relationships, and college experience. While only 200 people were expected, OWN had over **600** attendees and raised over \$1,530.

WomenKind - May 17, 24, 31

Wilderness Mamas - May 14

PEN 15 Positive Masculinity Dialogues - May 12

Men of Color Dialogues - May 19, 25

Gathering: A Place for Women of Color - May 4

The GEC assisted in coordinating, the #iamcalpoly campaign on May 10th.

June: The Gender Equity Center Coordinator helped coordinate six students going to Cuba. The Coordinator also assisted with Chicano Latino Commencement.

4. Student Impact Overview

SSF Outcome:

Connect with an increasingly diverse student population.

SSF Deliverable:

In addition to supporting the WOW info sessions and tours, the Coordinator had an additional 563 student contacts. The Coordinator provided individualized advising to 60 students (80 hours).

Month 2015-16	Staff Salaries & Benefits	Supplies	Student Assistants	Totals
July	\$ 5,652.80	\$ -	\$ -	\$ 5,652.80
August	\$ 5,652.80	\$ -	\$ -	\$ 5,652.80
September	\$ 5,652.80	\$ -	\$ -	\$ 5,652.80
October	\$ 6,219.51	\$ -	\$ -	\$ 6,219.51
November	\$ 5,652.80	\$ -	\$ -	\$ 5,652.80
December	\$ 5,652.80	\$ -	\$ -	\$ 5,652.80
January	\$ 5,652.91	\$ -	\$ -	\$ 5,652.91
February	\$ 5,652.91	\$ -	\$ -	\$ 5,652.91
March	\$ 5,652.91	\$ -	\$ -	\$ 5,652.91
April	\$ 5,652.91	\$ -	\$ -	\$ 5,652.91
May	\$ 5,652.51	\$ -	\$ -	\$ 5,652.51
June	\$ 10,873.72			\$ 10,873.72
ANNUAL	\$ 73,621.38	\$ -	\$ -	\$ 73,621.38
Allocation	\$ 71,856.00	\$ -	\$ -	\$ 71,856.00

Allocation includes FY 14/15 Rollover of \$106.00. Internally reduced FY 15/16 allocation by \$8,000 to support the MultiCultural Center. Deficit of \$1,765.38 a result of benefit payout after the departure of a staff position.

Unit: Pride Center

Program Description:

The Pride Center supports and advocates for the unique academic and social needs of lesbian, gay, bisexual, trans*, queer or questioning, intersex, and asexual (LGBTQIA) students to promote personal growth and success. We empower and retain LGBTQIA and ally students by cultivating a culture of care and providing an open, safe, and inclusive space. As part of the Cross Cultural Centers, the three centers contribute to the University's commitment to diversity for a more inclusive & welcoming campus.

Allocated Funding: \$71,000

2014-15 Rollover: \$521

Goals:

- Expansion of programs and services for LGBTQIA people to assist with retention of at-risk students.
- Provide greater outreach and education to majority students on campus to develop competency skills relating to sexual orientation and gender identity.
- 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 Coordinator position to allow for greater staff consistency for students and to support a needed increase in programs and services.

SSF Deliverable:

Hire a Coordinator through the Student Success Fee 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 Coordinator began employment in early October and participated in the Dean of Students on-boarding process. He was designated a DOS "mentor" by the CCC Assistant Director, and he actively engaged in conversation and relationship-building—Cheri Love with SAFER. He attended Pride FSA meetings. He served on the Queer Studies Minor Working Group and Central Coast Coalition for Inclusive Schools (and sat on the PR & Advocacy Committee). He was also a participant in the personal development session led by the Reverend Dr. Jamie Washington.

November: The Coordinator attended Open Forums for a new Coordinator search. He worked closely with CCC staff to develop a Social Justice Institute to be launched in Spring 2016. He continued to develop relationships/partnerships, to include also SAFER.

December: The Coordinator participated in the Pride FSA Diversity and Inclusivity Meeting and shared insights into how diversity and inclusion impact students' education and social experience and how campus climate impacts faculty experiences. He attended LGBTQ Professionals in Higher Education Consortium Meeting facilitated by UC Riverside.

January: The Coordinator worked with the Assistant Director of the CCC to ensure support for the Pride Coordinator was available.

February: The Coordinator continued to work with the Assistant Director of the CCC to ensure support for the Pride Coordinator was available.

March: The Coordinator began working with the interim Assistant Coordinator of the CCC, Christina Kaviani

April: The Coordinator worked with campus to plan and coordinate Pride Month. The Pride Center coordinator worked with graduating students to create a Social Justice Leadership Training Series. Designed to *deepen* leadership skills in social justice settings, the training worked with 10 student/staff applicants for an intensive series over six weeks.

May: The Coordinator worked with on and off campus entities to coordinate Know Your Status. The Coordinator also attended NCORE.

June: The Coordinator planned Lavender Commencement in collaboration with Conference and Event planning and The Pride FSA.

2. Campus Engagement

SSF Outcome:

Establish collaborations to engage and educate campus community.

SSF Deliverable:

CCC Coordinator assisted in creating and delivering opportunities for student engagement and learning in the absence of a new Coordinator.

July: The Coordinator in the GEC served on the search committee for two vacant positions. He partnered with other CCC Coordinators to deliver introductions and information on cross cultural services, with particular attention to the Pride Center, to incoming First-Year and Transfer students as part of the SOAR tours. The Coordinator hosted Pride in the Plaza, welcoming 200 participants. He also served as a liaison and resource for the planning of the Your True Gender Conference hosted at Cal Poly. He hosted 13 SOAR tours in July. He also expanded communication and collaborations with campus partners and faculty members—

23 such collaborations—to enhance, support and expand services to underrepresented students.

August: He led a WGS201 classroom presentation on gender identity to 40 students. He worked with CCC Coordinators to assist Housing with diversity programming of CSDs and RAs, including program planning, info sessions, a Meet and Greet, and Behind Closed Doors RA Training. He also supported the Student Affairs Division efforts at rebranding and campus presence, also serving on this committee.

September: The Coordinator facilitated conversations with ASI and other campus partners for the hosting of the Your True Gender Conference and advocated successfully for the incorporation of gender-neutral bathrooms in the UU during the days of the conference. He also worked with CCC colleagues to develop a social justice initiative through the GEC and in concert with the other Centers.

October: The Coordinator coordinated a National Coming Out Day Informational & Photo Booth (25). He also led three events for Asexuality Awareness Week, including: Asexuality 101 (20), Asexuality Booth (30), and Asexuality Social: Doodles and Donuts (12), all which also included student facilitators and outreach coordinators. He collaborated with the student coordinator of “Know Your Status” Event (Mario Viveros Espinoza) and with Queer Student Union. He met with Housing to develop RA trainings and share a Trans* Inclusive Policy. He also collaborated with faculty member Steven Ruszczycky to develop a Queer Faculty Talk Series. The Coordinator met with numerous campus partners in order to begin building relationships and learn about the work of the Pride Center.

November: The Coordinator created and delivered five programs for Trans* Awareness Week, Transgender Day of Remembrance (179) and incorporated students in the planning and delivery of programs. The Coordinator collaborated with various campus partners on implementing programming, including the Veteran’s Success Center Veteran’s Awareness Week LGBTQIA Info Booth, Queer Student Union, Counseling Services, SAFER, and “Know Your Status” event. The Coordinator provided support to students at campus protest events and during the campus forum discussing student response to bias and discrimination.

December: The Coordinator met with ASI to discuss diversity initiatives. He updated the Allyship Training: Gender & Sexuality curriculum to launch in January. He also assisted in the planning for a conference trip with students to Reclaiming Our Future: The Black Radical Tradition in Our Time, in Temple University. December was largely a planning month.

January:

Collaborations & Consultations

- ASI
- Housing
- Rec Center Facilities
- Queer Student Union
- Counseling Services

- Lauren Irwin, Coordinator, Center for Leadership & Service
- Pride Faculty Staff Association
- Mario Alberto Viveros Espinoza, Student Coordinator of “Know Your Status”
- Dr. Jennifer Teramoto Pedrotti
- Cheri Love, Assistant Coordinator for Safer

February:

- Queer Safer Sex Workshop (18 attendees, two student facilitators) – Paired with University Housing to bring the Pleasure Chest to campus for a conversation around queer safe sex.
- Black History Month Contribution: Screening of Looking for Langston (eight attendees, one student facilitator, one staff member)
- Intersex 101 (22 attendees, one student facilitator)

March: Intergroup Dialogues Course, Dr. Kelly Main: Guest Lecture (20 students) – Acted as guest lecturer to discuss solidarity/allyship/and working towards social justice across difference.

April: April is Pride Month, and was busy with many events and opportunities for students to engage. QSU Fall Drag Show took place in April. The Pride Center partnered with housing to formalize office hours in housing locations for PRISM peer counseling. The Pride Center instituted a student facilitation model for Pride Center Staff Meetings. The Pride Center held the first “GAYpril coalition meeting” to bring together different LGBTQ campus leaders for the planning of Pride Month.

Please see CCC online calendar for all Pride Month Events:

<http://deanofstudents.calpoly.edu/content/culture/index>

Bi-Monthly Pride Center Series in April

- Queer Dialogues
- Study with Pride
- Queer Women Thursdays
- Umbrella- Gender Non Conforming Dialogues
- Queer People of Color Dialogues

May: Know Your Status- May 17

- 41 students HIV screened throughout the day
- Over 230 student participants

Collaborators:

- Access Support Network
- SLO County Health Services
- The Free Speech Coalition
- PULSE- EROS
- Counseling Services

- Safer
- The Community Foundation
- Planned Parenthood

The Pride Center coordinator also conducted four focus groups with generalized questions (and three one-on-one interviews) related to the intersection of race and LGBTQ-identification: e.g. Do you use the Pride Center, why/why not, What do you see/what do people do that contribute to your feelings about the environment, What changes would you like to see moving forward. Many statements were represented multiple times. The focus groups culminated in a community meeting (with representatives from multiple groups/factions within the center) where we evaluated our community guidelines as a group, and reworked them.

Bi-Monthly Pride Center Series in May

- Queer Dialogues
- Study with Pride
- Queer Women Thursdays
- Umbrella: Gender Non-Conforming Dialogues
- Queer People of Color Dialogues

June:

Bi-Monthly Pride Center Series in June

- Queer Dialogues
- Study with Pride
- Queer Women Thursdays

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 meeting various needs of diverse campus constituents.

July: Served as a planning month.

August: The coordinator maintained relationships with students connected to the Pride Center to provide seamless transition for the new Coordinator. He also supported the PRISM team leadership. The Coordinator collaborated with CCC colleagues to plan for new student hires at the CCC—instrumental to program delivery and campus engagement. He initiated individualized support sessions—four contact hours.

September: The Coordinator hosted a number of events through the Pride Center, in support of those services during the search for a new Coordinator. These intersectional and Pride specific events included: PRISM Social, Queer Dialogues, and Study with Pride. He also

expanded services to include individualized meetings with students—a total of 21.5 contact hours. Collaborated with CCC colleagues on CCC Social. Conducted interviews for CCC student hires—60 applicants, 39 interviews.

October: The Coordinator managed bi-weekly Student Facilitated Dialogues designed as affinity group support: Queer Dialogues, Queer Faith & Spirituality, Study with Pride, Umbrella: Gender Nonconforming Dialogue, Queer Women Thursdays, and Queer, Race & Culture (106). The Coordinator also developed an hour and a half training session designed to improve CCC student staff facilitation skills. He responded to Pride student staff concerns about managing the Pride Center and created a Bystander Engagement Mini-Training. He also collaborated on PRISM Peer Counselor hiring process preparation.

November: The Coordinator implemented a two-fold interview process (individual and group) for the hiring of new PRISM Peer Counselors training to better serve queer-identified students. He assisted students in applying for T*Camp, provided for sponsorship of student selected to participate, and began planning for campus programming for trans/gnc students upon return. He also continued providing service through bi-weekly Student-Facilitated Dialogues (89), plus student facilitators.

December: The Coordinator hosted Study with Pride (nine). He initiated round-two of PRISM Team recruitment and interviews, selecting seven peer counselors. He collaborated with the Center for Leadership & Service to provide a StrengthsQuest training component to the PRISM training.

January:

Bi/Weekly Student-Facilitated Dialogues – Seven Affinity Groups

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 LGBTQQIAA communities. Student facilitators plan discussion topics beforehand, set and maintain ground rules during, and debrief after each dialogue.

- January 12th Topic: Community (seven attendees, two student facilitators)
- January 26th Topic: Ally in Action (15 attendees, two student facilitators)

Queer People of Color Dialogues

- January 19th Topic: Free Talk (seven attendees, two student facilitators)

Umbrella: Gender Nonconforming Dialogue

- January 25th Topic: Presentation Party (seven attendees, two student facilitators)

Queer Women Thursdays (19 attendees, one facilitator)

- January 28th Movie Night (seven attendees, two student facilitators)

February:

Bi/Weekly Student-Facilitated Dialogues – Seven Affinity Groups

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 LGBTQQIAA communities. Student facilitators plan discussion topics beforehand, set and maintain ground rules during, and debrief after each dialogue.

- February 9th Topic: Privilege (five attendees, two student facilitators)
- February 24th Topic: Coming Out... Again (seven attendees, two student facilitators)
- February 2nd Discussion: Looking for Langston Screening
- February 16th Topic: Dating (eight attendees, two student facilitators)

Umbrella: Gender Non-conforming Dialogue

- February 8th Topic: Mental Health (eight attendees, two student facilitators)
- February 22nd Topic: Valentines Loving Yourself (eight attendees, two student facilitators)

Queer Women Thursdays (19 attendees, one facilitator)

- February 11th Galentine's Day attendance (six attendees, two student facilitators)
- February 25th Bowling Night (five attendees, two student facilitators)

Queer Community Conversations

- February 8th Topic "Queer Activism Today" (1 student facilitator, five attendees, one faculty member)

PRISM Peer Counseling Retreat (17 attendees)

Training covering identity development, basic counseling skills including boundary setting, and leadership styles (with the Center for Service in Action). Team-building activities were incorporated throughout, and students were given the opportunity to choose one of two committees: Support & Outreach, and Education. Student committees planned for activities over winter and spring quarters.

Training of new PRISM Peer Counselors (seven new peer counselors)

Reviewed previous trainings, revised and implemented training for seven new PRISM peer counselors training (Mondays for two hours, over eight weeks, winter quarter = total of 16 hours). Coordinator collaborated with four counselors from Counseling Services to plan, guest lecture, and evaluate practice sessions throughout. Coordinator also arranged for presentations from Safer and the department of Ethnic Studies.

T*Camp Sponsorship

Pride Center funded a student applicant to attend a three-day multi-campus retreat for TGNC students to engage in identity development, and guided student on return to conduct an informational session for the Umbrella group.

Asterisk Trans Conference

Coordinator took four students to a one-day conference at UCR for TGNC students and community members.

Gender Inclusive Initiative, University Housing (three students, one faculty, and four student services professionals)

Met throughout the quarter as a Gender Inclusive Communities Committee to assist University Housing with implementing their new initiative of Gender-Inclusive Housing (there is no precedent for this on campus and is still in early stages nationally). In and outside of committee work, the coordinator advised them on best practices for inclusion of trans students, helping them to navigate and respond to demands of LGBTQ students (and faculty) on campus, strategized appropriate responses/solutions to insufficient facilities (in housing buildings), anticipated best implementation based on estimated/unsure numbers (in terms of demand); and provided trainings to housing staff.

March:

Queer Women Thursdays (19 attendees, one facilitator) Potluck with Pride FSA (13 attendees, two student facilitators, one professional staff)

Trans* Inclusivity Workshop

Conducted a 45 minute presentation for Dean of Students Staff on inclusion and best practices for supporting TGNC students.

April:

Please see CCC online calendar for all Pride Month Events:

<http://deanofstudents.calpoly.edu/content/culture/index>

Highlighted Events during Pride Month:

Trans Fashion show

- 55 attendees
- 7 Models
- 7 team production members

OSU and Pride Center Fall Drag Show Collaboration

- Over 400 attendees over 2 night
- 12-15 cast and crew

Social Justice Institute

- 13 attendees of over 5 weeks training

Allyship Training: Sexuality and Gender - Approximately 150 attendees

- DRC
- Career Services
- SAS

- Library Staff
- Dean of Students Staff
- Housing Staff/RA's
- ASI Business Office
- Prism Peer Counselors
- Open Student Training
- Open Staff and Faculty training

May:

Allyship Training: Race and Class - Approximately 95 attendees

- ASI Student Government
- Open staff and faculty training
- DRC
- Financial Aid
- Rec Center
- Health Center
- Library Staff
- Dean of Students office
- NSTP
- Connections for Academic Success
- Facilities

Coordinator also attended the NCORE Conference

June:

- Planned for Lavender Commencement
- Closed the budget
- Met with numerous students for support

Program Development

4. Student Impact Overview

SSF Outcome:

Connect with an increasingly diverse student population.

SSF Deliverable:

In addition to supporting the WOW info sessions and tours, the Coordinator had an additional 563 student contacts. The Coordinator provided individualized advising to 50 student contacts over 60 hours.

Month 2015-16	Staff Salaries & Benefits	Supplies	Student Assistants	Totals
July	\$ -	\$ -	\$ -	\$ -
August	\$ -	\$ -	\$ -	\$ -
September	\$ -	\$ 762.40	\$ -	\$ 762.40
October	\$ 566.79	\$ 1,090.10	\$ 99.00	\$ 1,755.89
November	\$ -	\$ 721.03	\$ 909.00	\$ 1,630.03
December	\$ 14,857.62	\$ 2,394.39	\$ 666.00	\$ 17,918.01
January	\$ 5,723.15	\$ 733.06	\$ 108.00	\$ 6,564.21
February	\$ 6,206.43	\$ 1,187.73	\$ 670.00	\$ 8,064.16
March	\$ 4,894.48	\$ 207.49	\$ 890.00	\$ 5,991.97
April	\$ 4,894.48	\$ 331.85	\$ -	\$ 5,226.33
May	\$ 4,894.48	\$ 6.90	\$ 1,190.00	\$ 6,091.38
June	\$ 5,016.28		\$ 945.00	\$ 5,961.28
ANNUAL	\$ 47,053.71	\$ 7,434.95	\$ 5,477.00	\$ 59,965.66
Allocation	\$ 59,200.00	\$ 6,000.00	\$ 5,800.00	\$ 71,000.00

Internally reduced FY 15/16 allocation by \$4,000 to support the MultiCultural Center.
FY 15/16 Roll forward of \$11,034.34 to be allocated in FY16/17 for salary & benefits as well as additional programming.

Unit: MultiCultural Center

Program Description:

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

Allocated Funding: \$78,250

Goals:

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

Outcomes:

1. Staffing

SSF Outcome:

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

SSF Deliverable:

The MCC employs a Coordinator through the Student Success Fee funding. This position is an SSPII and works on a 10/12 month schedule.

July: During the month of July, the coordinator worked with staff members to welcome the new Assistant Director of the CCC.

August: The Coordinator participated in interviews for two Coordinator positions in the CCC. She also took part in the Racial Inequities in Higher Education Webinar.

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 Coordinator was a participant in the personal development session led by the Reverend Dr. Jamie Washington. She attended the Student Affairs Fall Recharge and the Asian Pacific Islander FSA Staff Social.

November: The Coordinator participated in interviews for two Coordinator positions in the CCC. She also participated in the AB540 Training for Staff/Faculty. She participated in the Asian Pacific Islander FSA meetings and Meet & Greet. She convened the #IAmCalPoly Community Steering Committee to facilitate on-going programming.

December: December is an off-contract month for the Coordinator.

January: The Coordinator worked with the Assistant Director of the CCC to ensure support for the MCC Coordinator was available.

February: The Coordinator continued to work with the Assistant Director of the CCC to ensure support for the MCC Coordinator was available.

March: The Coordinator began working with the interim Assistant Coordinator of the CCC, Christina Kaviani. The Coordinator also attended the Asian Pacific Islanders- National Advancing Justice Conference/Los Angeles- March 30-31

April: The Coordinator worked to finalize all last details with Poly Cultural Weekend.

May: The Coordinator worked to facilitate the #IAmCalPoly symposium.

June: The Coordinator assisted in the planning of API Commencement. The Coordinator also took a position at Cuesta College starting July 11. The replacement for the MCC Lead Coordinator is already posted and being recruited.

2. Campus Engagement

SSF Outcome:

Establish collaborations to engage and educate campus community.

SSF Deliverable:

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

July: The Coordinator partnered with other CCC Coordinators to deliver introductions and information on cross cultural services to incoming First-Year and Transfer students as part of the SOAR tours. She hosted 13 SOAR tours in July. She also expanded communication and collaborations with campus partners and faculty members—23 such collaborations—to enhance, support and expand services to underrepresented students.

August: She hosted an additional three SOAR tours. She worked with CCC Coordinators to assist Housing with diversity programming of CSDs and RAs, including program planning, info sessions, a Meet and Greet, and Behind Closed Doors RA Training.

September: She also worked with Library staff to move the #IAmCalPoly exhibit to be featured in the UU. The Coordinator also participated in the Asian Pacific Islander Faculty

Staff Association and in New Faculty Orientation. She was a part of the WOW Showcase/Resource Fair.

October: The Coordinator kicked off the on-going #IAmCalPoly Campaign with a quarter-long display in the UU in partnership with ASI. Additional #IAm programming included an opening social (20) and a Photo Session (60). She collaborated with CCC staff to deliver Another Type of Groove: Latino Heritage Series (225) and worked with the Career Fair to offer Meet and Greet-Brocade/Diversity in Technology Fields (30). She worked with ASI on UUAB Graffiti Art Donation Presentation, with Professor Marilyn Tseng in Kinesiology on a National Food Day Panel (20), with Professor Linda Lee in Psychology on a Child Development Orientation Presentation (50), and with SAFER on a Cultural Appropriation and Costumes Presentation (10). She worked with CCC staff on CultureFest events (500). She participated in boothing at OUDI's Welcome Reception (100).

November: In collaboration with Housing, the Coordinator conducted a traveling display of #IAmCalPoly (500). She participated in the Veteran's Awareness Week boothing and attended the AB540/Dreamers Working Group. She also supported students during anti-hate speech rally (100) and attended the University Open Forum.

December: December is an off-contract month for the Coordinator.

January:

Inter-Cultural Coffee Mixer - January 14 (20 students)

Over 12 cultural club presidents/board officers 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.

Summer Institute Reunion - January 22 (50+ students, staff)

The MCC worked in partnership with EOP and Summer Institute to host our yearly Summer Institute reunion, bringing together students from the last four years who participated in Summer Institute. This was a great opportunity for students to re-connect as well as meet new students from different cohorts and share experiences and build community.

International Coffee/Tea Time - January 5, 12, 19, 26 (average 10 students per session)

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

Collaborations:

- Catherine Trujillo, Kennedy Library
- Chicano/Latino Faculty Staff Association
- Asian Pacific Islander Faculty Staff Association
- American Indian Indigenous Faculty Staff Association

- Jessica Fred, Kem French, Housing
- Brian Fischer, Extended Education/International Center
- Erica Jorgenson, International Center
- Jean DeCosta, Office of University Diversity and Inclusivity
- Maria Arvizu Rodriguez, Jon Diaz, EOP, Student Academic Services
- Andrene Kaiwi-Lenting, API Commencement
- Delfina Maloney, Financial Aid
- Robin Parent, Center for Teaching, Learning and Technology
- Jane Lehr, Women and Gender Studies
- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies
- ASI Government
- Melissa Furlong, Admissions
- Dean Epperson, College of Liberal Arts
- 4H San Luis Obispo

February:

International Coffee/Tea Time - February 2, 9, 16, 23 (average 12 students per session)

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

Building Bridges: A Workshop and Informational Series for Under-represented Students Interested in Grad School – February 4 (seven+ students)

The mission of these workshops was to generate interest for underrepresented undergraduate students to attend graduate school. Furthermore, it provided a support system for students undergoing the strenuous process of applying to graduate school. This was the first informational meeting, which provided an overview of what graduate school is and what have been the experiences of underrepresented students applying to graduate school. The LSAMP program co-sponsored and co-presented this first workshop.

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
- Erica Jorgenson, International Center
- Jean DeCosta, Office of University Diversity and Inclusivity
- Maria Arvizu Rodriguez, Jon Diaz, EOP, Student Academic Services
- Andrene Kaiwi-Lenting, API Commencement
- Delfina Maloney, Financial Aid
- Robin Parent, Center for Teaching, Learning and Technology
- Jane Lehr, Women and Gender Studies

- Patricia Ponce, Ombuds Office
- Jenell Navarro, Ethnic Studies
- Melissa Furlong, Admissions
- Nelda Olvera, Undocumented Students Programs
- Al Nunez, Admissions
- Derek Wright, Poly Escapes
- Missi Bullock, ASI

March:

International Coffee/Tea Time - March 3, 10, 29 (average 12 students per session)

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

Collaborations:

- Catherine Trujillo, Kennedy Library
- Asian Pacific Islander Faculty Staff Association
- Erica Jorgenson, International Center
- Jean DeCosta, Office of University Diversity and Inclusivity
- Maria Arvizu Rodriquez, Jon Diaz, EOP, Student Academic Services
- Andrene Kaiwi-Lenting, API Commencement
- Delfina Maloney, Financial Aid
- Robin Parent, Center for Teaching, Learning and Technology
- Jane Lehr, Women and Gender Studies
- Melissa Furlong, Admissions
- FSP Spring Coaches Training for First Year Students- 3/15
- Student Affairs Recharge- 3/16
- Kari Mansanger, OUDI
- Charlotte Rinaldi, Career Services

April:

- PCW
 - Out of 244 participants that attended PCW 192 have accepted and confirmed that they will attend in the Fall
 - We had over 26 cultural clubs and 400 student volunteers for PCW

May:

- # I am Cal Poly- Faculty, staff and student attendees at all symposiums
 - 41 story tellers
 - Over 300 student photos involving 40 representing clubs, orgs and departments around campus

June: The MCC supported Cultural Commencements and began planning for the current coordinators departure.

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 meeting various needs of diverse campus constituents.

July: This served as a planning month.

August: The coordinator co-hosted the Summer Institute Social, which welcomed over 90 incoming first-year students from underrepresented backgrounds.

September: In partnership with CCC Coordinators, the coordinator hosted the annual CCC Fall Social, which included 18 clubs/organizations and introduced the new Assistant Director to the community. She provided safe space programming through Gatherings: A Space for Women of Color. She also incorporated individualized student mentoring for at-risk students—a total of 28 contact hours. She attended the Filipino Culture Club meeting (250+ students) and scheduled additional meetings with other student clubs. She met with Muslim Student Association to provide support and explore collaborations.

October: The Coordinator hosted four sessions of Gatherings (32), four sessions of International Coffee/Tea Time (35-40), and five sessions of Swana Talks (50). She had a conversation with the International Center/Study Abroad/EARTH regarding increasing programming for students of color, particularly with EARTH University in Costa Rica. She worked with CCC staff on the student staff retreat. She continued to foster numerous relationships across campus, including: New Student/Transition Programs, OUDI, CAFES, Kennedy Library, ASI, Club/Sports/Food Safety, Housing, Connections for Academic Success, and various academic departments. The Coordinator attended cultural club meetings: Chinese Student Association (300) and Hmong Student Association (five).

November: The Coordinator hosted Another Type of Groove: Native American Series (200). She also collaborated with the American Indian Student Association and American Indian and Indigenous FSA to deliver Brush Dance Demonstration/Hupa Tribe (50, faculty, staff & students) and Stories from the Indian Boarding School Performance by Native Voices Artists Ensemble (200). She hosted an International Movie Night (seven), four sessions of Gatherings (32), five sessions of International Coffee/Tea Time (35), four sessions of Swana Talks (70-80), Hmong Student Association Social (12), Muslim Student Association Social (40), and Thai Vietnamese Student Association Banquet (100). She expanded the campus outreach to include International Center, Financial Aid, Ombuds Office, Chican@/Latin@ FSA, EOP Student Academic Services, and Center for Teaching, Learning & Technology.

December: December is an off-contract month for the Coordinator.

January:

Islam 101 - Jan 11-15, students, faculty, staff

In preparation for the MSA West Conference, the MultiCultural Center hosted an educational dialogue on the culture, traditions, and history of Islam.

MSA West Conference - Jan 15-17 (1000+ students, faculty, staff)

The Cross Cultural Centers co-sponsored the 18th annual Muslim Student Association West Conference, supporting and welcoming over 1,000 members to Cal Poly. The first of its kind in Cal Poly history, the conference supported the Muslim community to come together to build unity, strength, and activism.

I Am Cal Poly Photo Sessions - On-Going

Photos continued to be taken during campus events and club meetings. Over 100 students were targeted for this quarter and the exhibit was showcased in Spring 2016.

Gatherings: A Space for Women of Color - January 6, 13, 20, 27 (eight+ students per session)

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 were 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.

Swana Talks - January 8, 15, 22, 29 (average 15-20 students per session)

In collaboration with Students for Justice and Peace in the Middle East, weekly discussions about various topics related to the Middle East were hosted in the MCC lounge. These talks steadily built momentum and interest and more and more students attended each week. Student leaders had the opportunity to share current events and topics and connect with other students through dialogue.

Dreamers/AB540 Working Group - January 21

The MCC continued to support undocumented students through the working group. Current goals focus on development of a series of trainings to the campus community on how to better support undocumented students.

February:

AB540/Undocumented Students Training – February 1 (20+ faculty and staff)

MCC staff served on the Cal Poly Dreamer's working group and assisted in co-hosting the first AB540 training on how to support undocumented students at Cal Poly. Members of CLFSA and APIFSA attended our first pilot training series.

Another Type of Groove (ATOG) - February 3 (200+ students)

In celebration of our Black History Series, Another Type of Groove welcomed artist, poet, singer, performer, and Judah 1 to our ATOG stage.

Building Bridges: A Workshop and Informational Series for Under-represented Students Interested in Grad School – February 4 (seven+ students)

The mission of these workshops was to generate interest for underrepresented undergraduate students to attend graduate school. Furthermore, it provided a support system for students undergoing the strenuous process of applying to graduate school. This was the first informational meeting, which provided an overview of what graduate school is and what have been the experiences of underrepresented students applying to graduate school. The LSAMP program co-sponsored and co-presented this first workshop.

Asian Pacific Islander Dialogue Nights: Stereotypes and Myths – February 4 (20+ students)

The MCC hosted our first series of dialogue nights with Asian identified students. API Dialogue Nights were an opportunity for Asian Pacific Islander (API) students to come together and discuss past and current topics that have affected the API community, become more aware of themselves and learn to share the information with individuals outside of the API community.

Black History Book Club - Twelve Tribes of Haiti – February 4, 9 (10+ staff and faculty)

In celebration of our Black History Series, the CCC hosted a staff/faculty focused book club highlighting and celebrating Black authors.

Asian Pacific Islander Dialogue Nights - API's for BlackLivesMatter - February 18 (20+ students)

Discussion of this week's topic was the role of the API community in #BlackLivesMatter and other social justice movements. Students explored and discussed historical API identified social justice activists and how they see the voice of API's today in movement building.

Palestine Cultural Day – February 25 (100+ students, faculty, staff)

In collaboration with Cal Poly Persians, the MCC hosted a cultural celebration of Palestine with performances from the Arab Music Ensemble and Middle Eastern foods during UU hour. Poet, writer, and organizer Remi Kanazi was our guest performer in the evening.

Operation Hip Hop – February 26 (200+ students)

The MCC co-sponsored with Music Production Union and Hip Hop Congress for an amazing night of spoken word, hip hop music, and break dancing performances as part of our Black History Series.

Gatherings: A Space for Women of Color – February 3, 10, 17, 24 (8-10+ students per session)

MCC's weekly community circle of students of color continued 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 were organized within the themes of wellness, academic support, and community building.

International Coffee/Tea Time – February 2, 9, 16, 23 (average 12 students per session)

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

Swana Talks – February 5, 12 19 26 (average 15-20 students per session)

In collaboration with Students for Justice and Peace in the Middle East, weekly discussions about various topics related to the Middle East were hosted in the MCC lounge. These talks steadily built momentum and interest and more and more students attended each week. Student leaders had the opportunity to share current events and topics and connect with other students through dialogue.

PolyCultural Weekend Coordinators Meeting - February 5, 12, 19, 26

PolyCultural Weekend planning continued and registration for 2016 was set for April 4th with the launching of our two week phone a thon to newly admitted students.

March:**Gatherings: A Space for Women of Color - March 2, 9 (8-10+ students per session)**

MCC's weekly community circle of students of color continued 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 were organized within the themes of wellness, academic support, and community building.

International Coffee/Tea Time - March 3, 10, 29 (average 12 students per session)

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

Swana Talks - March 4, 11 (average 15-20 students per session)

In collaboration with Students for Justice and Peace in the Middle East, weekly discussions about various topics related to the Middle East were hosted in the MCC lounge. These talks steadily built momentum and interest and more and more students attended each week. Student leaders had the opportunity to share current events and topics and connect with other students through dialogue.

PolyCultural Weekend Coordinators Meeting - March 4, 11, 18

Planning continued with the goal of 250-300 newly admitted students participating in PCW, the biggest in our history. Over 30 clubs and organizations committed to be involved with over 300 student volunteers.

April

- **PCW**

- Out of 244 participants that attended PCW 192 accepted and confirmed that they would attend in the Fall
- We had over 26 cultural clubs and 400 student volunteers for PCW

- **Swana Talks (average 15-20 students per session)**

In collaboration with Students for Justice and Peace in the Middle East, weekly discussions about various topics related to the Middle East were hosted in the MCC lounge. These talks steadily built momentum and interest and more and more students attended each week. Student leaders had the opportunity to share current events and topics and connect with other students through dialogue.

- **International Coffee/Tea Time - March 3, 10, 29 (average 12 students per session)**

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

May:

- **# I am Cal Poly (faculty, staff and student attendees)**

- 41 story tellers
- Over 300 student photos involving 40 representing clubs, orgs and departments around campus
- Partnered with Professor Jennifer Pedrotti and the Office of University Diversity and Inclusivity, the MultiCultural Center expanded the #IAMCalPoly Campaign in 2015-16 to include an additional 300 student photos and 41 student, staff, and faculty storytellers. The Campaign was displayed in Kennedy Library, the University Student Union, and the Recreation Center this year. A printed journal and on-line version of the campaign was accomplished and the campaign has been chosen for future university-wide initiatives that will be included in SLO Days and WOW this year.

- **Swana Talks (average 15-20 students per session)**

In collaboration with Students for Justice and Peace in the Middle East, weekly discussions about various topics related to the Middle East were hosted in the MCC lounge. These talks steadily built momentum and interest and more and more students attended each week. Student leaders had the opportunity to share current events and topics and connect with other students through dialogue.

- **International Coffee/Tea Time - March 3, 10, 29 (average 12 students per session)**

The MCC with the partnership with the International Center, continued to provide a weekly time for international students to come together to meet, connect, and talk with one another. Weekly coffee/tea times also served as a great way for our domestic students to build friendships with our international student community.

June

- The coordinator ended the year with supporting many student needs from cultural clubs.

4. Student Impact Overview

SSF Outcome:

Connect with an increasingly diverse student population.

SSF Deliverable:

Hosted the entire First-Year class and an additional 993 students through programs and individualized meetings. Provided individualized student mentoring to include 48 students over 60 hours.

Month 2015-16	Staff Salaries & Benefits	Supplies & Services	Student Assistants	Totals
July	\$ 6,349.68	\$ 218.00	\$ 54.00	\$ 6,621.68
August	\$ 6,349.68	\$ -	\$ -	\$ 6,349.68
September	\$ 6,349.68	\$ -	\$ -	\$ 6,349.68
October	\$ 6,916.47	\$ -	\$ -	\$ 6,916.47
November	\$ 6,349.68	\$ 128.50	\$ -	\$ 6,478.18
December	\$ 6,463.70	\$ -	\$ -	\$ 6,463.70
January	\$ 4,504.90	\$ -	\$ -	\$ 4,504.90
February	\$ 6,463.81	\$ -	\$ -	\$ 6,463.81
March	\$ 6,463.81	\$ -	\$ -	\$ 6,463.81
April	\$ 6,463.81	\$ -	\$ -	\$ 6,463.81
May	\$ 6,463.81	\$ -	\$ -	\$ 6,463.81
June	\$ 6,163.81	\$ -	\$ -	\$ 6,163.81
ANNUAL	\$ 75,302.84	\$ 346.50	\$ 54.00	\$ 75,703.34
Allocation	\$ 77,978.00	\$ 218.00	\$ 54.00	\$ 78,250.00

Internally increased FY 15/16 allocation by \$12K (\$8K from the Gender Equity Center & \$4K from the Pride Center). FY 15/16 roll forward in the amount of \$2,547 due to staff departure and payout of benefits, to be allocated in FY 16/17.



STUDENT SUCCESS FEE
FY 2015-2016 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 2014-15: \$113,714

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 that allow students to receive necessary information on university programs, policies, and procedure.
- 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's 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 have continued to build the infrastructure of the positions by adopting the Advocate care management system to track and document students of concern. The Advocate care management system provides seamless communication between members of the Care Team, which includes Housing, Ombuds, Mustang Success Center, Counseling Services, University Police Department, and Disability Resource Center. The Assistant Deans of Students have also successfully implemented the Cal Poly Cares program to provide financial assistance to students in crisis. The Cal Poly Cares program is a collaborative initiative with Student Affairs, Advancement, and Financial Aid. The Assistant Deans of Students also manage the Cal Poly Hunger Program, which provides meal vouchers to students experiencing food insecurity. The meal voucher program targets high-need students and is a gateway to ongoing 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 2015-2016, the Assistant Deans of Students supported 828 students.

Type of Concern	Fall 2015	Winter 2016	Spring 2016	Total Students	Total Percentage
Academic	4	7	4	15	2%
Disciplinary	7	3	1	11	1%
Financial	186	104	66	356	43%
Medical (Injury/Illness)	36	21	16	73	9%
Mental Health Issue	110	59	36	205	25%
Other	66	57	28	151	18%
Safety	9	4	4	17	2%
Total	418	255	155	828	100%

College	Total Students	Total Percentage
CAFES	119	14%
CAED	99	12%
COE	267	32%
CLA	123	15%
COSM	128	16%
OCOB	83	10%
NA (Extended Education, Other)	9	1%
TOTAL	828	100%

Year/Class	Total Students	Total Percentage
Freshmen	102	12%
Sophomore	189	23%
Junior	166	20%
Senior	328	40%
Graduate	27	3%
NA (Discontinued, Graduated, Etc.)	16	2%
TOTAL	828	100%

	Student Appointments	Total Percentage
Fall 2015	167	31%
Winter 2016	213	39%
Spring 2016	166	30%
TOTAL	546	100%

Referred By	Total Students	Total Percentage
Academic Adviser	31	4%
Cal Poly Cares	217	26%
Faculty	93	11%
Financial Aid	17	2%
Housing	122	15%
Meal Voucher	62	7%
OSRR	13	2%
Other	92	11%
Parent	80	10%
Self	66	8%
UPD/SLOPD	28	3%
VPSA	7	1%
Total	828	100%

From July 1, 2015 – April 13, 2016, the Assistant Deans of Students awarded \$288,753 to 163 students with financial needs through the **Cal Poly Cares program**:

Type	Total Number of Students	Amount
Commencement Fee	9	\$ 810
Tuition	21	\$ 53,207
Academic Supplies	26	\$ 26,383
Housing & Meals	57	\$124,979
Medical	2	\$ 3,449
Professional Clothing	8	\$ 3,060
Emergency	40	\$ 76,865
Total	163	\$288,753

3. Increase Support for Faculty

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

SSF Deliverable: In 2015-16, the Assistant Deans of Students supported 93 students referred by faculty. The Assistant Deans of Students also engaged in outreach activities in order to create awareness and support faculty, including events during Fall Conference and daily individualized consultation with faculty.

Month 2015-16	Staff Salaries & Benefits	Travel	Supplies	Student Assistants	Totals
July	\$ 17,810.60	\$ -	\$ 101.23	\$ -	\$ 17,911.83
August	\$ 18,440.08	\$ 202.46	\$ 451.80	\$ -	\$ 19,094.34
September	\$ 19,629.24	\$ -	\$ 788.57		\$ 20,417.81
October	\$ 23,695.93	\$ -	\$ 1,721.14	\$ 190.00	\$ 25,607.07
November	\$ 24,692.72	\$ -	\$ 668.84	\$ 610.00	\$ 25,971.56
December	\$ 4,035.74	\$ 3,255.51	\$ 719.53	\$ 3,325.00	\$ 11,335.78
January	\$ 10,209.57	\$ 2,257.03	\$ 956.85	\$ 260.00	\$ 13,683.45
February	\$ 14,279.23	\$ -	\$ 2,060.85	\$ 2,044.00	\$ 18,384.08
March	\$ 19,766.97	\$ -	\$ 949.55	\$ 2,622.85	\$ 23,339.37
April	\$ 21,103.06	\$ -	\$ 3,478.37	\$ 2,624.00	\$ 27,205.43
May	\$ 23,714.80	\$ -	\$ 207.59	\$ 2,971.80	\$ 26,894.19
June	\$ 11,088.17	\$ 2,882.40	\$ 4,202.90	\$ 2,831.10	\$ 21,004.57
ANNUAL	\$ 208,466.11	\$ 8,597.40	\$16,307.22	\$ 17,478.75	\$ 250,849.48
Allocation	\$ 332,407.00	\$10,000.00	\$16,307.00	\$ 20,000.00	\$ 378,714.00

FY 14/15 rollover was a result of staff vacancies and late hiring. FY 15/16 rollover balance in the amount of \$127,864 will be allocated in FY 16/17 for professional development focused on student retention strategies and hiring temporary administrative support to assist Cal Poly Cares.



STUDENT SUCCESS FEE
FY 2015-2016 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 for a more inclusive and welcoming campus

Allocated Funding: \$250,000

Rollover 2014-15: \$38,294

One-Time SSF Allocation: \$50,000

Goals:

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

Outcomes:

1. Staffing

SSF Outcome: Maintain engagement and retention of two Coordinator positions and 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 coordinators utilizing Student Success Fee funding. These positions are classified as SSPII and work an 11/12 month schedule. Employ two coordinators that directly complement the intersectional work of the CCC.

July: Conducted a recruitment for a new coordinator. During the month of July, two coordinators worked with staff members to welcome the new Assistant Director of the CCC. One Coordinator attended the *Free Minds, Free People Conference*.

August: Conducted campus interviews for new coordinator. The two coordinators participated in interviews for two coordinator positions in the CCC. One coordinator also took part in the Racial Inequities in Higher Education Webinar.

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

October: The search for a coordinator was reopened, with special focus on American Indian & Indigenous student support and awareness. The Latin@ coordinator continued to refine her responsibilities in this new role. During the month of October, the coordinator (African-American student focus) was a participant in the personal development session led by the Reverend Dr. Jamie Washington.

November: The Latin@ coordinator was selected to participate as a member of the AI&IU coordinator hiring committee. She was active in the Chican@/Latin@ FSA and participated in the SAFER Staff Meet and Greet. After the AA coordinator vacated his position, the Assistant Director convened a search committee and assumed responsibilities for programming/support in the interim.

December: The Coordinator worked with fellow Centers staff to explore intersectional programming opportunities within the CCC. A search for new coordinators (AI&I and Black student support) continued. CCC Coordinators participated in a session to learn the outcome of a survey conducted on the MCC as part of a Stat421 student project, a collaboration between students and the Assistant Director.

January: AI&I and Black student support coordinator recruitments continued.

February: The Assistant Director notified the campus that she would be leaving at the end of February.

March: The Interim Assistant Director assigned to the CCC was Christina Kaviani starting March 1, 2016.

April: The Interim Coordinator supported the CCC Coordinators work and future planning.

May: Open Forums were held for the Director/Assistant Dean of the Cross Cultural Centers candidates.

June: A Director of the Cross Cultural Centers was identified to begin in late July 2016 or early August 2016 (Bryan Hubain).

2. Campus Engagement

SSF Outcome: Establish collaborations to engage and educate campus community.

SSF Deliverable: The coordinators created and sought out opportunities for student engagement and learning both within the CCC and with campus partners.

July: The coordinators partnered with other CCC coordinators to deliver introductions and information on cross cultural services to incoming First-Year and Transfer students as part of the SOAR tours. They hosted 13 SOAR tours in July. They also expanded communication and collaborations with campus partners and faculty members—23 such collaborations—to enhance, support and expand services to underrepresented students.

August: One coordinator hosted an additional four SOAR tours. The coordinators worked with CCC staff to assist Housing with diversity programming of CSDs and RAs, including program planning, info sessions, a Meet and Greet, and Behind Closed Doors RA Training. One coordinator partnered with the Center for Leadership and Service to develop workshops for students.

September: The coordinators also participated in the Chicano/Latino and Black Faculty Staff Associations and in New Faculty Orientation. One coordinator served on the Social Well-being Committee; the second coordinator served on a Dean of Students committee. They were part of the WOW Showcase/Resource Fair. One coordinator partnered with the Center for Leadership and Service to deliver workshops to students and volunteered for New Student Move-In. The second coordinator partnered with WGS201 for a classroom presentation on the CCC. The coordinators continued to identify partners and reach out to faculty and colleagues across campus.

October: The coordinators participated in the OUDI Welcome Back Reception and Boothing. The AA coordinator served on a planning committee for the visit of educator/consultant, the Reverend Dr. Jamie Washington. This resulted in the hosting of two campus events, one for students (85 participants) and one for FSA (35 participants). The AA coordinator also mentored 12 students during the planning process and managed the delivery of CultureFest (500), including fellow CCC coordinators in the effort. The AA coordinator led a Soup & Substance session on Black Lives Matter (25). The Latin@ coordinator organized a music workshop with Las Cafeteras, an East L.A. band and partnered with Lambda Theta Phi and the Dia de los Muertos Committee on a Flores de Papel workshop. They also worked on a more inclusive alternative to the Vagina Monologues for a Spring production, particularly in collaboration with Heidi Ness and Alvin Schnupp, faculty members in the Theatre Department. The Latin@ coordinator participated in the CLFSA 8th Annual Convocation and led an activity on gender roles and socializations in BIO302(Human Genetics). They also participated in the Parent/Family Weekend GEC Booth and attended the Fresno State Feria de Educacion. The Associate

Director led talks on “privilege, prejudice and inclusion” for all sections of the BUS100 course with the assistance of CCC Graduate Assistants (700).

November: The Latin@ coordinator planned and executed Day of the Dead Events, including Papel Picado Workshop (15), Face Painting & Papel Picado Workshop (15), and Dia de los Muertos Celebration (500). The Celebration included collaboration with CCC staff, MEXA and members of the campus community. She also collaborated with the School of Education, Modern Languages & Literature Department, and Chican@/Latin@FSA to bring speaker Sonia Nazario: Enrique’s Journey & America’s Immigrations Dilemma (100). Through the GEC, the Coordinator (Latin@) facilitated a student-led presentation and panel workshop, Women in STEM (30). She also coordinated two 5-week Gender Equity Movement Trainings (20). The Assistant Director began outreach to the Black Student Union and began conversations about a Black History Month collaboration focused on the conference Reclaiming Our Future: The Black Radical Tradition in Our Time.

December: The Latin@ Coordinator continued work on a more inclusive alternative to the Vagina Monologues for a spring production. Continued planning and preparation for the conference with the Black Student Union.

January:

CCC Social - January 6 (40 students, staff, faculty)

The Cross Cultural Centers hosted our quarterly social, promoting our winter calendar of events and services and welcoming back students to a new and exciting year.

Latinx Community Social – Jan 28

A space geared towards building support and community for Latinx students to engage in dialogue, network, and culture while exploring identity, activism, and prevalent issues within the community.

Chicano/Latino Faculty Staff Association General Meeting – Jan 12, 28

The CLFSA gathered to discuss ways to provide support for Latinx students and culture on campus, in addition to providing professional development and support for the Latinx faculty and staff.

SLO Solidarity Workshop- How to build unity/community in Activism - January 24 (15 students/staff)

The Cross Cultural Centers provided a training/workshop with student leaders on how to support non-hierarchical forms of leadership in groups, conflict resolution skills, and how to deal with burnout in activism work.

February:**Building Bridges: A Workshop and Informational Series for Under-represented Students Interested in Grad School- February 4 (seven+ students)**

The mission of these workshops was to generate interest for underrepresented undergraduate students to attend graduate school. Furthermore, it provided a support system for students undergoing the strenuous process of applying to graduate school. This was the first informational meeting, which provided an overview of what graduate school is and what have been the experiences of underrepresented students applying to graduate school. The LSAMP program co-sponsored and co-presented this first workshop.

AllyShip: Race and Class - February 26 (20+ students, staff, faculty)

The CCC launched our new Allyship Series in Winter Quarter with a two part series. The Race and Class training focuses on understanding the complex history of how race and class is constructed in the US and how the Cal Poly community can dialogue on what allyship means for communities of color.

March:**CCC Spring Quarter Social - March 30**

The CCC welcomed students back to Spring Quarter with a picnic on Dexter, promoting our spring calendar. ASI government partnered with the CCC as part of their efforts to make stronger connections to students that identify with our Centers.

Men of Color: Positive Masculinity Dialogues – March 3, 10 (22 students)

A weekly dialogue series where Men of Color explored race, masculinity, gender, and sexuality. These dialogues helped Men of Color move toward a positive masculinity and demonstrated how men can be effective allies.

Intergroup Dialogues Course, Dr. Kelly Main: Guest Lecture (20 students)

Discussed solidarity/allyship/and working towards social justice across difference.

April: Allyship Training: Sexuality and Gender (Approximately 150 attendees)

- DRC
- Career Services
- SAS
- Library Staff
- Dean of Students Staff
- Housing Staff/RA's
- ASI Business Office
- Prism Peer Counselors
- Open Student Training
- Open Staff and Faculty training

May: # I am Cal Poly- Faculty, staff and student attendees at all symposiums

- 41 story tellers
- Over 300 student photos involving 40 representing clubs, orgs and departments around campus

Allyship Training: Race and Class (Approximately 95 attendees)

- ASI Student Government
- Open staff and faculty training
- DRC
- Financial Aid
- Rec Center
- Health Center
- Library Staff
- Dean of Students office
- NSTP
- Connections for Academic Success
- Facilities

June: CCC End of the Year Social

The CCC celebrated students with a BBQ on at the REC Center Pool.

3. Programming and support

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

SSF Deliverable: The Coordinators delivered a variety of programs that meeting various needs of diverse campus constituents.

July: This served as a planning month.

August:

The Coordinators hosted the Summer Institute Social, which welcomed over 90 incoming first-year students from underrepresented backgrounds. One coordinator spearheaded the planning of Culture Fest while the other delivered a presentation on the future shift of the Vagina Monologues.

September:

In partnership with CCC Coordinators, we hosted the annual CCC Fall Social, which included 18 clubs/organizations and introduced the new Assistant Director to the community. One coordinator provided safe space programming through Gatherings: A Space for Women of Color and WomenKind. She also began developing a new vision and direction for the Vagina Monologues. One coordinator assisted in the chartering and development of a new club, Non-Traditional and Transfer Student Alliance. The coordinators conducted outreach to cultural clubs. One coordinator spearheaded the planning of Culture Fest. They also

incorporated individualized student mentoring for at-risk students—one coordinator had a total of 21 contact hours and the second had 10.5 contact hours.

October: The coordinators worked with other CCC staff to create and deliver student staff training. The CCC was hosted in Cooling Off with the Coordinators in collaboration with Housing Resident Advisor, Corey Kent in the Social Justice Tower. The AA coordinator hosted a Black Community Welcome, including students, faculty and staff (40). He also collaborated with campus colleagues to deliver mentoring during five Men of Color Dialogues, including Student Academic Services and Mustang Success Center, (61). The Latin@ coordinator hosted three sessions on WomenKind: Feminism and Creativity (24), five sessions of Wilderness Mamas (40), and three sessions of Gender Equity Movement (GEM) Training (30). She supported the Pride Coordinator in CCC Student Facilitator Training and engaged in outreach to the Association for Women in Math and Society of Women Engineers.

November:

The Latin@ coordinator hosted two sessions of Gatherings: A Space for Women of Color (20), three sessions of WomenKind: Feminism and Creativity (21), and three sessions of Wilderness Mamas: A Girls Group for Outdoor Activities (21). She provided support to students during the hate speech protests and the University Open Forum. She maintained relationships and communication with numerous campus partners, including: OUDI, SAFER, Student Affairs, ASI Intramural Sports, SLO Solidarity, and Residence Life and Housing.

December:

In partnership with CCC Coordinators, they hosted the annual CCC Fall Social, which included 18 clubs/organizations and introduced the new Assistant Director to the community. One coordinator provided safe space programming through Gatherings: A Space for Women of Color and WomenKind. She also began developing a new vision and direction for the Vagina Monologues. One coordinator assisted in the chartering and development of a new club, Non-Traditional and Transfer Student Alliance. The coordinators conducted outreach to cultural clubs. One coordinator spearheaded the planning of Culture Fest. They also incorporated individualized student mentoring for at-risk students—one coordinator had a total of 21 contact hours and the second had 10.5 contact hours.

January:

Men of Color: Positive Masculinity Dialogues – January 14, 21, 28 (42 students)

A weekly dialogue series in which Men of Color explored race, masculinity, gender, and sexuality. These dialogues helped Men of Color move toward a positive masculinity and demonstrate how men can be effective allies.

February:**American Indian Student Association/Hmong Student Association Social – February 19**

The MCC hosted a social with two indigenous clubs who wanted to support one another as they tried to expand their groups. This was a great opportunity for students to share their challenges and strengths and find similarities with their cultures.

Privilege 101 – February 1 (22 students, 1 staff)

The Cross Cultural Centers 101 Series was a collection of workshops focusing on various social identities and is designed to enlighten and raise awareness about the unique challenges faced by these communities. This workshop provided basic knowledge, concepts and terminology on privilege and identity.

Men of Color: Positive Masculinity Dialogues – February 4, 11, 18, (36 students)

A weekly dialogue series in which Men of Color explored race, masculinity, gender, and sexuality. These dialogues helped Men of Color move toward a positive masculinity and demonstrate how men can be effective allies.

Conflict Resolution for Affecting Change – February 9 (16 students, 12 staff)

This workshop provided participants a practical tool for individual action. This “peace-making” model is useful for interpersonal and group transformation.

Faces eRACED Workshop – Feb 22, 29

The Multicultural Center and ES 340 collaborated on an event called Faces Eraced: Reclaiming Latinx Identities, an art workshop is for Latina/o identifying students, faculty, and staff.

This two part event of self-reflection and identity exploration was implemented through the creation of identity masks to explore self-identity and experiences at Cal Poly.

Allyship Training: Gender & Sexuality

- General Student Training (15 attendees)
- DRC/Testing Services (60+ staff and students)
- Career Services (30 staff) and SSS (15 staff)
- University Housing (20 students and staff)

March:**Social Justice Leadership Institute**

Coordinator met throughout winter quarter with the designated MCC student coordinator to plan and design the Social Justice Leadership Series for spring quarter.

Speaker Series Strategic Planning

Began planning for inclusion related speaker series – collaboration with Center for Leadership & Service, Center for Service in Action, Safer, and others.

CCC & ASI Collaboration

Informational, planning, and organizational meeting with ASI to discuss meeting diversity initiatives together and collaboration on future events.

April:

Social Justice Institute

- 13 attendees of over 5 weeks training

May:

Cross Cultural Faculty Symposium – (faculty, staff and student attendees at all symposiums)

- 3 faculty talks, 1 per quarter
- English - 80 attendees
- Ethnic Studies - 70 attendees
- Sociology - 30 Attendees

June: CCC staff and students attended NCORE.

4. Student Impact Overview

SSF Outcome: Connect with an increasingly diverse student population. Deliver support services to underrepresented students and campus-wide programming.

SSF Deliverable: They hosted the entire First-Year class and an additional 1,394 students through programs and individualized meetings. The AA coordinator provided individualized advising and mentoring to 10 students over 36 hours. The Latin@ coordinator provided individualized advising and mentoring to students and student staff, 25 students over 65 hours. The Coordinators delivered a variety of programs that meeting various needs of diverse campus constituents.

Month	Staff Salaries & Benefits	Supplies	Travel	Student Assistants	Totals
July	\$ 11,425.33	\$ 311.54	\$ -	\$ 5,739.00	\$ 17,475.87
August	\$ 16,348.79	\$ 1,283.52	\$ 608.77	\$ (1,066.00)	\$ 17,175.08
September	\$ 11,011.00	\$ 657.53	\$ 389.00	\$ -	\$ 12,057.53
October	\$ 12,158.08	\$ 2,961.64	\$ (389.00)	\$ 2,078.00	\$ 16,808.72
November	\$ 9,897.02	\$ 1,583.02	\$ -	\$ 5,260.08	\$ 16,740.12
December	\$ 6,789.90	\$ 4,459.28	\$ 773.15	\$ 4,152.88	\$ 16,175.21
January	\$ 5,781.57	\$ 2,004.99	\$ 395.60	\$ 245.00	\$ 8,427.16
February	\$ 5,788.83	\$ 3,451.17	\$ 8,802.60	\$ 5,487.75	\$ 23,530.35
March	\$ 5,789.70	\$ 3,715.88	\$ 635.58	\$ 6,077.65	\$ 16,218.81
April	\$ 5,865.46	\$ 6,144.33		\$ 3,259.10	\$ 15,268.89
May	\$ 5,914.87	\$ 9,280.52		\$ 5,587.90	\$ 20,783.29
June	\$ 5,787.38	\$ 16,052.97	\$29,715.00	\$ 5,208.80	\$ 56,764.15
ANNUAL	\$ 102,557.93	\$ 51,906.39	\$40,930.70	\$ 42,030.16	\$ 237,425.18
Allocation	\$ 104,064.00	\$132,376.00	\$49,500.00	\$ 52,354.00	\$ 338,294.00

FY 15/16 roll forward in the amount of \$100,869 is the result staff vacancies to be allocated in FY 16/17 for Speaker Series, Grad Assistants and Student Assistant needs.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Dean of Students

Unit: Service Learning

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.

Allocated Funding: \$47,000

Rollover 2014-15: \$1,605

Goals:

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

Outcomes:

The Center for Service in Action (CSA, formerly named the Center for Community Engagement) is again partnering with the Center for Teaching, Learning, & Technology (CTLT) to offer the Service Learning Faculty Fellows program in Winter Quarter 2016 to create new courses in which service learning is a key component. A call for proposals was distributed campus wide and to new faculty during Fall Conference. The lead SL staff person from the CSA assisted with presentations to college-wide meetings during Fall Conference, and college department head meetings to promote the Faculty Fellows program. Faculty fellows receive a stipend for converting or creating new SL courses and present their materials during the Service Learning Expo and/or President's Community Service Awards.

The CSA collaborated with faculty campus wide to place over 1,000 students in local agencies, fulfilling course service requirements to fulfill learning objectives. These students conducted nearly 10,000 hours of service to the local community.

All of the SSF funds are utilized for supporting 50% of the staffing costs for the lead SL staff person 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 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 type of immersion, experiential learning in a setting other than SLO County is potentially replete with opportunities for students to acquire or grow in their inter-cultural competency. Successful trips were conducted to New Orleans over winter break and Cuba over summer break.

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 April 2016, as well as the President's Community Service Awards in May 2016. These events were utilized 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 new name and full array of services.

Month 2015-16	Staff Salaries & Benefits	Totals
July	\$ 3,909.21	\$ 3,909.21
August	\$ 3,909.21	\$ 3,909.21
September	\$ 3,909.21	\$ 3,909.21
October	\$ 4,249.28	\$ 4,249.28
November	\$ 3,909.21	\$ 3,909.21
December	\$ 3,966.21	\$ 3,966.21
January	\$ 3,966.21	\$ 3,966.21
February	\$ 3,966.26	\$ 3,966.26
March	\$ 3,966.26	\$ 3,966.26
April	\$ 3,966.26	\$ 3,966.26
May	\$ 3,966.26	\$ 3,966.26
June	\$ 3,966.26	\$ 3,966.26
ANNUAL	\$ 47,649.84	\$ 47,649.84
Allocation	\$ 48,605.00	\$ 48,605.00

FY 15/16 roll forward balance in the amount of \$956 due to salary adjustments.



STUDENT SUCCESS FEE
FY 2015-2016 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 4.0 FTE (Academic Year) counselors as well as an after-hours psychological crisis line, specializing in behavioral health of college students.

Allocation Funding: \$352,263

1. Additional Counselors

SSF Outcome: Counseling Services will provide additional screening time for students as well as additional appointment times for counseling. *Measure: Number of screenings performed and number of overall visits compared to 2011 (prior to receiving funding for additional four counselors).*

SSF Deliverable: The table below shows the number of unique clients, number of crisis and individual sessions, and total number of sessions compared to 2011 data. As is evident, we continue to be successful in reaching more students and providing more crisis hours, while maintaining efficiency (e.g., decreasing the average number of sessions per client so as to see more clients). There has been a steady increase in the number of unique students seen over the past five years. Counseling Services has continued to increase the percentage of students seen each year such that we exceeded the national average for the first time in AY 15-16. The number of group therapy sessions continues to increase, with AY 15-16 showing the highest number of group sessions to date. This is one of the ways in which additional services may be provided to students. It also allows student-clients to develop social and emotional skills that individual therapy cannot offer.

Time Frame	Unique Clients	Crisis Hours	Individual Sessions	Total Visits (incl. group sessions)
AY 2015/16	2,196	234	5,013	5,714
AY 2011/12	1,336	180	6,040	6,446
Percent Increase	64%	30%	-17%	-12%

2. After-hours Psychological Crisis Line

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

SSF Deliverable: Counseling Services contracted with ProtoCall Services of Portland, Oregon, to provide psychological crisis counseling services when Counseling Services is closed. We have received 153 calls since the start of this academic year but the numbers of calls are consistently increasing. Over 75% of these calls are related to suicidal students either requesting immediate help via the crisis line, sharing concern about their suicidality, or friends calling about someone they know who is suicidal and how to help. Counseling Services continues to respond the next business day whenever a student requests a call back, which is over 95% of the time. ProtoCall has immensely helped Counseling Services in responding to student needs at all hours of the day.

Month	Salaries/Benefits	ProtoCall	Supplies & Services
July	\$ 34,095.86	\$ 850.00	\$ -
August	\$ 39,647.52	\$ 850.00	\$ 488.20
September	\$ 28,485.08	\$ 850.00	\$ -
October	\$ 30,741.51	\$ -	\$ 1,249.41
November	\$ 30,074.65	\$ 850.00	\$ 2,072.02
December	\$ 29,942.04	\$ 1,700.00	\$ 270.00
January	\$ 29,942.04	\$ 850.00	\$ 420.00
February	\$ 29,942.68	\$ 850.00	\$ 224.20
March	\$ 29,942.68	\$ 850.00	\$ -
April	\$ 29,942.68	\$ -	\$ 964.48
May	\$ 29,942.68	\$ 850.00	\$ -
June	\$ 21,633.02	\$ 850.00	\$ -
TOTAL	\$ 364,333.08	\$ 9,350.00	\$ 5,688.31
Allocation	\$ 364,337.00	\$ 10,200.00	\$ 12,500.00

*The total allocation includes FY 14/15 encumbrance roll forward in the amount of \$10,100 and FY 14/15 roll forward in the amount of \$24,674.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Campus Health & Wellbeing

Unit: Campus Wellbeing

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

Allocated Funding: \$125,000

Goals:

- Develop Wellbeing programs and systems change (e.g., policy and environmental changes) to facilitate a wellbeing culture for students.
- Develop a unified approach to wellbeing on campus incorporating:
 - Physical Wellbeing
 - Social Wellbeing
 - Community 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:

- On-going Committee Meetings to ascertain program areas relative to the Five Wellbeing Elements

- Development of an online Wellbeing resource guide for students (Fall quarter of 2015)
- On-going inventory of wellbeing resources on campus and other campuses
- Visit other campuses to understand their Wellbeing infrastructure and resources
- Recruitment of new Director of Wellbeing and Health Education has been initiated

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

- Formed and operate four Campus Wellbeing committees (e.g. Career, Financial, Social/Community, and Physical/Emotional); committee members meet monthly.
- Developed the vision, mission and goals to inform the initiatives for each of the four committees
- Developed plans to enhance student wellbeing through initiatives (e.g. Just “Say Hi” campaign, healthier options on catering menu, and “CashCourse” for Financial Education)
- Recruited four student volunteers to assist with committee initiatives
- Refined Campus Wellbeing website, including the development of the Online Resource Guide
- Developed partnership with community organizations (e.g., Senator Monning’s Office); Campus Wellbeing reserved a room for the financial literacy workshop that will be hosted by Senator Monning’s Office on Campus on October 29, 2015
- Continue developing partnership with campus entities, including faculty members to discuss future research ideas
- Implemented the “CashCourse” program; “CashCourse” is an online financial literacy resource for students that is currently being implemented by eight other CSUs

3. Presentations Conducted/Conferences Attended as part of the Wellbeing Program (from oldest to newest):

- Provided wellbeing presentation to 25 Quarter Plus students (September 2015)
- Provided Financial Wellbeing presentation during the Mustang Way to Success Week to over 150 students (September 2015)
- Attended monthly American College Health Association Conference Calls
- Physical/Emotional Committee members facilitated a meditation events at the Rec Center Huddle (October 2015)

Month	Salaries/Benefits	Supplies & Services
July	\$ 9,332.00	\$ -
August	\$ 9,677.00	\$ 43.00
September	\$ 9,504.00	\$ 21.00
October	\$ 9,504.00	\$ 1,612.00
November	\$ 6,042.00	\$ 4,070.00
December	\$ -	\$ 3,467.00
January	\$ -	\$ 1,002.49
February	\$ -	\$ 1,681.71
March	\$ -	\$ 1,099.31
April	\$ -	\$ 4,919.95
May	\$ 4,925.67	\$ 165.57
June	\$ 12,854.93	\$ 2,118.45
TOTAL	\$ 61,839.71	\$ 20,201.29
Allocation	\$ 125,000.00	\$ 25,690.00

* The total allocation includes \$22,938 in roll forward from FY 14/15 plus general salary and retirement increases.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Career Services

Unit: Jobs & Enhancement Programs

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. Integrated the career planning guide in career counseling appointments, classroom

presentations, workshops, and through the Freshman Focus Team and College Specialist outreach efforts.

2. First Year Student Outreach

SSF Outcome: Reach out to first-year students to introduce the career planning process of clarifying majors and career plans; 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 to advise first-year students on clarifying majors and career plans. Career Services collaborated for the second year with WOW in offering StrengthsQuest. A total of 4,882 first year students were engaged with this program and thus setting the context and momentum for other first year relational, informational, and outcome oriented activities. The total engaged for the 2015-2016 academic year is 4,494 or 92% of all first-year students (12% above the goal and 2% higher than the 2014-2015 academic year).

Measures 2015-16 Student Engagement:

Colleges	Total Students	# Engaged	% Engaged
CAFES	981	965	98%
CAED	397	368	93%
OCOB	717	692	97%
CENG	1,222	1,142	93%
CLA	813	634	78%
COSAM	752	693	92%
TOTAL	4,882	4,494	92%

Note: Does not include International and Extended Education Students.

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 a total of 7,747 first-year student contacts in the 2015-2016 academic year, 28% more students than in the 2014-2015 academic year (5,600). 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 Career Planning & Development Sessions:

2015-16	Classroom	Change Major	1-on-1	Groups	TOTAL
	# Students	# Students	# Students	# Students	STUDENTS
TOTAL	5,396	819	1,192	340	7,747

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

4. College-Based Counseling Model

SSF Outcome: Support a college-based model in which a career counselor is assigned to each of the academic colleges in a liaison role, strengthening college-based partnerships and programming.

Measure: Career Services will generate 2,711 counseling appointments for 2015-16, a consistent measure from the 2014-2015 academic year 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 Tuesday evenings 4:30-7 pm and university wide career education and/or networking program for all six colleges each quarter) continue to support students get access to career counseling and advising services in a timely manner. Career Services conducted 4,466 appointments in the 2015-2016 academic year; a 39% increase above the annual measure (2,711 students) and in comparison to the 2014-2015 academic year (2,743 students). The following chart is used to track student appointments by academic college:

Month	CAFES Ag	CAED Arch	OCOB Business	CENG Engineer	CLA Lib Art	COSAM Science	Month Total	Actual YTD	Goal YTD
July	4	8	3	12	14	9	50	50	52
August	6	8	11	18	10	10	63	113	112
September	48	7	74	98	28	53	308	421	284
October	109	43	154	249	111	72	738	1,159	634
November	139	33	66	171	87	55	551	1,710	942
December	52	17	20	48	33	20	190	1,900	1,092
January	137	35	99	212	82	91	656	2,556	1,412
February	100	48	108	155	90	79	580	3,136	1,733
March	59	19	47	107	59	62	353	3,489	1,990
April	62	36	79	122	56	55	410	3,899	2,306
May	91	41	57	115	70	65	439	4,338	2,569
June	12	9	12	33	14	15	95	4,433	2,711
TOTAL	819	304	730	1,340	654	586	4,433	Actual	Goal

5. 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 expand extended office hours to support career ready students: Mustang Center Walk-In Hours: Tuesday (4:30 to 7 pm), Student Services Building University-wide Evening Programming: Three Career Education and/or Networking Programs per quarter, College and First Year Specialized Programs, College Specialists and Freshman Focus Team Career Counselor evening programs and workshops.

6. 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 (spring quarter 2015) and alumni (fall quarter 2015) with the following results:

- Total Students: 17,204 accounts since 4/26/15 launch date
- Total Alumni: 8,601 accounts since 10/2/15 launch date

Discussions with faculty occurred in the fall 2015 quarter and spring 2016 quarter to discuss integration into student academic work. Faculty outreach plans are still in discussion. Introduction to employers will happen in the 2016-2017 academic year.

7. 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 in the 2015-2016 academic year (20% increase measure).

SSF Deliverable: Career Services posted 18,750 positions to date, exceeding the planned annual measure by 44% and a 10% increase compared to the 2014-2015 academic year (16,857 positions). The following chart shows a breakdown of job posting types:

Month	Career	Pre-Career	Local PT	On-Campus	Work Study	Month Total	Actual YTD	Goal YTD
July	767	135	223	36	1	1,162	1,162	532
August	865	211	293	51	5	1,425	2,587	1,223
September	1,011	321	352	82	80	1,846	4,433	2,256
October	1,173	362	287	46	17	1,885	6,318	3,023
November	778	248	206	39	7	1,278	7,596	3,750
December	708	241	194	36	10	1,189	8,785	4,325
January	991	398	252	67	12	1,720	10,505	5,297
February	1,004	529	247	35	8	1,823	12,238	6,190
March	945	515	267	59	17	1,803	14,131	7,210
April	920	464	257	47	9	1,697	15,828	8,422
May	910	309	275	66	9	1,569	17,397	9,562
June	804	257	254	38	0	1,353	18,750	10,447
TOTAL	10,876	3,990	3,107	602	175	18,750	Actual	Goal

8. Emerging Markets

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

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

SSF Deliverable: Six new markets were identified through job and economics research related to majors in all six Cal Poly colleges. Industries are introduced through career events and web launches: Biomanufacturing and Bioprocessing (February 2), Data Visualization and Digital Storytelling (February 9), Sustainable Structures (February 16), Financing the Future of Business: Venture Capital and Crowdfunding (May 3), Agritourism (April 26), and Internet of Things (May 10). Partnered with 26 expert speakers (11 being alumni), 17 staff and faculty members to educate 258 students on these six emerging markets. Also researched and promoted 360 emerging market-related job opportunities to students.

9. On-line Resources

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

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

SSF Deliverable: Career Services continued to provide access to 24/7 on-line resources to assist students with the job search process:

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 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 (inclusive of majors and career paths information).

Career Services has also been assessing and developing new technical initiatives in the 2015-2016 academic year with the following results: August 2016 launch of a new MustangJOBS platform powered by HandShake and new department website which is inclusive of updated information, visual graphics and a navigational system.

10. 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 hired two Employer Relations Specialists who continue to grow an employer base and opportunities for students with 364 established employer relationships; 45% beyond the annual measure and 43% increase compared to the 2014-2015 academic year.

2015-16	New Employers	Existing Employers	Month Total	Actual YTD	Goal YTD
July	3	4	7	7	5
August	4	8	12	19	20
September	6	7	13	32	35
October	4	20	24	56	55
November	12	31	43	99	75
December	9	10	19	118	85
January	18	22	40	158	105
February	28	24	52	210	125
March	41	59	100	310	150
April	5	15	20	330	175
May	11	16	27	357	190
June	4	3	7	364	200
Total	145	219	364	Actual	Goal

11. Job Postings

SSF Outcome: 50% increase in career and co-op/internship/summer job postings for the College of Liberal Arts (2,010 positions) and College of Science & Mathematics (2,229 positions).

Measure: 2,010 CLA job/internship postings and 2,229 COSAM job/internship postings for 2015-16 academic year.

SSF Deliverable: Career Services has posted 2,964 CLA positions, exceeding the planned annual measure by 32% and 23% increase compared to the 2014-2015 academic year (2,290 positions) and 3,033 COSAM jobs. This exceeds the planned annual measure by 27% and a 7% increase compared to the 2014-2015 academic year (2,828 positions). The following chart shows a breakdown of job posting types:

CLA 2015-16	Career Postings	Pre-Career Postings	Month Total	Actual YTD	Goal YTD
July	145	33	178	178	123
August	137	36	173	351	228
September	180	40	220	571	359
October	238	61	299	870	549
November	129	81	210	1,080	681
December	133	64	197	1,277	789
January	164	77	241	1,518	942
February	185	114	299	1,817	1,110
March	181	110	291	2,108	1,292
April	184	99	283	2,391	1,518
May	236	102	338	2,729	1,814
June	175	60	235	2,964	2,010
Total	2,087	877	2,964	Actual	Goal

COSAM 2015-16	Career Postings	Pre Career Postings	Month Total	Actual YTD	Goal YTD
July	182	26	208	208	123
August	151	24	175	383	254
September	192	32	224	607	401
October	272	64	336	943	602
November	149	45	194	1,137	744
December	139	56	195	1,332	864
January	162	78	240	1,572	1,047
February	186	95	281	1,853	1,236
March	164	106	270	2,123	1,439
April	197	90	287	2,410	1,698
May	276	101	377	2,787	2,004
June	193	53	246	3,033	2,229
Total	2,263	770	3,033	Actual	Goal

12. 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: Career Services coordinated 675 employer engagements; a 57% increase compared to the 2014-2015 academic year (287 employer engagements).

13. Student Success Fee Funding

Jobs Program:

SSF Outcome: Career Services was allocated \$77,000 for the Jobs Program starting in 2012-13.

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

SSF Deliverables: One recruiting associate has been assigned to support the Jobs Program.

Enhancement Program:

SSF Outcome: Career Services was allocated \$655,000 for the Enhancement Program (First Impact, Increased Service Capacity and More Jobs) for 2015-16.

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

SSF Deliverables: Four career counselors, two employer relations specialists, one recruiting associate and one administrative support assistant have been hired to support the project. In addition, the executive director (and former director), assistant director, and freshman focus team lead collectively oversee programming, training, budgeting, assessment, and reporting.

14. Cumulative Expenditure Report

The SSF Programs were fully staffed for the 2015-2016 academic year. With extended services and additional expended staff time, budget allocations will be 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	\$57,413.61	\$3,703.13	\$ 61,116.74
August	\$53,926.04	\$2,631.55	\$ 56,557.59
September	\$51,722.31	\$19,987.17	\$ 71,709.48
October	\$59,424.16	\$5,082.85	\$ 64,507.01
November	\$57,648.74	\$7,495.05	\$ 65,143.79
December	\$59,581.58	\$16,354.68	\$ 75,936.26
January	\$58,392.21	-\$8,416.48	\$ 49,975.73
February	\$58,391.50	\$10,354.93	\$ 68,746.43
March	\$53,858.18	-\$11,621.68	\$ 42,236.50
April	\$58,392.21	\$1,521.60	\$ 59,913.81
May	\$58,468.71	\$2,454.00	\$ 60,922.71
June	\$57,139.17	\$2,772.30	\$ 59,911.47
Total	\$ 684,358.42	\$ 52,319.10	\$ 736,677.52
Allocation			\$ 732,000.00

*Deficit of \$4,677.22 due to unexpected expenses hitting after FY 15/16 close – will be covered by FY 16/17 allocation.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Student Academic Services

Unit: Supplemental Workshops in Science and Math

Program Description: Supplemental Workshops in Science and Mathematics (SWS and SWM) offer students in all majors the opportunity to achieve academic success in designated science and math courses through participation in specialized workshops. Focused on a concentrated learning environment, SWS/SWM navigates students through historically challenging entry level courses through the use of peer facilitation. As such, students are empowered in achieving optimal academic performance ultimately impacting student retention throughout their academic career and graduation.

FY 15/16 Allocated Funding for Science: \$192,860

FY 14/15 Roll Forward for Science: \$3,351

FY 15/16 Allocated Funding for Math: \$212,340

FY 14/15 Roll Forward for Math: \$7,135

Goals

- 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 within targeted historically difficult courses.
- Improve student grades in targeted historically difficult courses.
- Increase the number of degrees granted to low income and underrepresented minority students.
- Increase student confidence in course material.
- Provide a learning environment that meets the needs of students who prefer concentrated academic facilitation.
- Students learn and apply effective study skills 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 peer facilitators.
- Peer facilitators 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.

Outcomes:

1. High-Quality Programming

SSF Outcome:

Winter 2016

- Refine quarterly assessment practices.
- Increase the number of workshops to further support historically difficult courses.

SSF Deliverable:

Winter 2016

- Revised fall 15 quarter student assessments to identify student engagement, course confidence, cohesive learning environment, ability to discuss course concepts outside of workshop, motivation, alternative approaches and solutions in addition to students' perception regarding Cal Poly's commitment to their academic success.
- SWS/SWM offered 86 workshops serving 897 students.

SWS Statistics:

- 600 students out of 2,409 (24.9%) enrolled in both lecture and workshop.
- Average academic success (% of students earning A/B/C/CR grades) for students enrolled in SWS workshops was 90.70%.

SWM Statistics:

- 297 students out of 1,475 (20.1%) enrolled in both lecture and workshop.
- Average academic success (% of students earning A/B/C/CR grades) for students enrolled in SWM workshops was 86.9%.

2. Staffing

SSF Outcome:

- Increase staffing to support additional workshops and assist SSP staff to coordinate program efforts.

SSF Deliverable:

- Supported 56 peer facilitators to conduct workshops in SWS/SWM.
- Supported two program assistants and two program observers.
- Hired and trained five additional program observers in addition to 20 peer facilitators demonstrating advanced leadership capabilities and superior academic knowledge to support program function.

3. Increase Faculty Support

SSF Outcome:

- Increase 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.
- Emailed faculty 5th week to obtain feedback regards to workshops and facilitator's performance.
- Implemented delivery of thank you cards to faculty for allowing SWS/SWM to conduct workshops for their lecture.

Supplemental Workshops in Science Expenditure Analysis:

Month	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July	\$ 3,241.63	\$ 6,757.25		\$ 9,998.88
August	\$ 3,169.03	\$ 695.00		\$ 3,864.03
September	\$ 3,163.21	\$ 293.75	\$ 1,650.00	\$ 5,106.96
October	\$ 2,990.10	\$ 12,476.95	\$ 31.55	\$ 15,498.60
November	\$ 7.31	\$ 31,288.95	\$ 34.40	\$ 31,330.66
December	\$ 7.53	\$ 24,382.95		\$ 24,390.48
January	\$ 0.35	\$ 4,723.45		\$ 4,723.80
February		\$ 23,148.70		\$ 23,148.70
March		\$ 24,136.30		\$ 24,136.30
April		\$ 12,163.05		\$ 12,163.05
May		\$ 25,132.40		\$ 25,132.40
June		\$ 24,918.00		\$ 24,918.00
Total	\$ 12,579.16	\$190,116.75	\$ 1,715.95	\$204,411.86
2014-15 RF	\$ (3,351.00)			
Allocation	\$ 192,860.00			

*Deficit covered by alternate funding source.

Supplemental Workshops in Math Expenditure Analysis:

Month	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July		\$ 4,652.25	\$ 3.83	\$ 4,656.08
August	\$ 12.02	\$ 1,017.60	\$ 56.37	\$ 1,085.99
September	\$ 1.52	\$ 104.50	\$ -	\$ 106.02
October	\$ -	\$ 6,160.50	\$ -	\$ 6,160.50
November	\$ -	\$ 17,093.50	\$ -	\$ 17,093.50
December	\$ -	\$ 12,860.50	\$ -	\$ 12,860.50
January	\$ -	\$ 3,148.00	\$ -	\$ 3,148.00
February	\$ -	\$ 13,646.75	\$ -	\$ 13,646.75
March	\$ -	\$ 16,392.80	\$ 2,348.18	\$ 18,740.98
April	\$ 1.74	\$ 7,742.50	\$ -	\$ 7,744.24
May	\$ -	\$ 20,302.25	\$ -	\$ 20,302.25
June	\$ -	\$ 21,371.75	\$ 6,442.63	\$ 27,814.38
Total	\$ 15.28	\$124,492.90	\$ 8,851.01	\$133,359.19
2014-15 RF	\$ 7,135.86			
Allocation	\$ 209,475.86			

*Remaining balance due to offering less workshops than anticipated; expect to exhaust all resources in FY 16/17.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Student Academic Services

Unit: Summer Institute

Program Description: The Cal Poly Summer Institute (SI) 2015 program was held July 25 to August 18, 2015. 87 incoming freshmen participated in the three-week academic program and completed six 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, LSAMP, Dean of Students Programs, Parent and Family Programs, and University Advancement.

The 2015 program marked the 14th 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 2015, had their admission status changed to begin summer 2015 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 2015 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 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 2015 successfully met its learning objectives.

FY 15/16 Allocated Funding: \$151,379

FY 14/15 Roll Forward: \$2,664

Goals:

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 (e.g. 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 98% of the participants. Students rated statements on a six 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 5.74. The Special Events ranked second in satisfaction closely followed by Academic Advising and Writing Seminars. 98% 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.

Expenditure Analysis:

Month	Personnel Salary & Benefits	Summer Institute Grant	Summer Program Staff	Operating Expenses	SSF Total
July	\$ 6,319.15			\$ 214.42	\$ 6,533.57
August	\$ 6,319.15				\$ 6,319.15
September	\$ 6,319.15				\$ 6,319.15
October	\$ 6,885.94			\$ 417.18	\$ 7,303.12
November	\$ 6,319.15			\$ 12.56	\$ 6,331.71
December	\$ 6,410.26				\$ 6,410.26
January	\$ 6,410.37				\$ 6,410.37
February	\$ 6,410.37				\$ 6,410.37
March	\$ 6,410.37				\$ 6,410.37
April	\$ 6,410.37				\$ 6,410.37
May	\$ 8,563.37	\$ 55,000.00			\$ 63,563.37
					\$ -
Total	\$ 72,777.65	\$ 55,000.00	\$ -	\$ 644.16	\$ 128,421.81
2014-15 RF	\$ 2,664.00				
Allocation	\$ 151,379.00				

*Remaining balance due to low participant rate – expect to exhaust all resources in FY 16/17.



Student Affairs

STUDENT SUCCESS FEE
FY 2015-2016 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. Study Session serves all colleges and majors; it has been on campus since fall quarter 1994.

FY 15/16 Allocated Funding: \$201,750

FY 14/15 Roll Forward Balance: \$3,056

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.
- Of those 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 difficult 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.
- Leaders will teach study skills that may be applied to future coursework.
- Students acquire essential skills enabling them to work in a collaborative environment.
- Students will indicate that Study Session provides a positive connection for campus engagement.
- Students will indicate they feel that Cal Poly is committed to their academic success.

Outcomes:

1. High Quality Programming

SSF Outcome

Spring 2016

- Identify and develop up-to-date quarterly assessment practices.
- Clarify and refine quarterly task lists which guide program management.

SSF Deliverable

Spring 2016

- Refinement and second implementation of the electronic quarterly student assessment using *Survey Gizmo*.

Study Session Statistics

- 1,350 students submitted 1,857 requests.
- 128 groups were formed and led by 59 Instructional Student Assistants (ISAs).
- **91.3%** said that their group “improved my understanding of course material.”
- **83.0%** said “As a result, I am more confident with this course material.”
- **98.4%** said they would recommend Study Session to a friend.
- **90.1%** earned a passing grade of A/B/C/CR in the target lecture.

2. Staffing

SSF Outcome

- Train two new program assistants and three program observers to replace graduating student assistants.

SSF Deliverable

- Hired and trained 24 new ISAs who will lead fall 2016 quarter study sessions.
- Supported three Program Assistants and seven Program Observers.

Expenditure Analysis:

Month	Personnel Salary & Benefits	Facilitators/ Program Assistants	Operating Expenses	SSF Total
July	\$ 3,249.76	\$ 5,381.50	\$ 29.19	\$ 8,660.45
August	\$ 3,158.91	\$ 9,024.50	\$ 39.18	\$ 12,222.59
September	\$ 3,148.82	\$ -	\$ 18.13	\$ 3,166.95
October	\$ 2,990.05	\$ 9,024.50	\$ 1,635.59	\$ 13,650.14
November	\$ -	\$ 26,838.50	\$ 1,191.33	\$ 28,029.83
December	\$ -	\$ 19,067.25	\$ 463.10	\$ 19,530.35
January	\$ -	\$ 3,889.25	\$ 570.87	\$ 4,460.12
February	\$ 5.33	\$ 21,610.00	\$ 6,001.16	\$ 27,616.49
March	\$ 7.50	\$ 24,946.25	\$ 2,006.82	\$ 26,960.57
April	\$ -	\$ 12,828.25		\$ 12,828.25
May	\$ -	\$ 23,849.75		\$ 23,849.75
June	\$ -	\$ 24,421.75		\$ 24,421.75
Total	\$ 12,560.37	\$ 180,881.50	\$ 11,955.37	\$ 205,397.24
2014-15 RF	\$ 3,056.00			
Allocated	\$ 201,750.00			

*Deficit covered by alternate funding source



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Student Academic Services

Unit: Upward Bound Summer Program

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

FY 15/16 Allocated Funding: \$56,800

FY 14/15 Roll Forward Balance: (\$7,145)

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

SSF Outcome: Establish a permanent position of Administrative 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 is currently seeking to fill this position. Position is funded by equally 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 currently employs 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 include: 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. The Resident Director will manage all aspects of the resident hall during the summer program, including the following: supervise the residential staff and report directly to the Director, provide participants with a safe and educational learning environment, motivate students toward higher education and oversee the supervision of students in all program areas. Residents Advisors will provide participants with a safe and educational learning environment. They are responsible for supervising students in all program areas, including the following: ensure safety and well-being, serve as positive role models, build and maintain collegiality and teamwork among

the Advisors and Resident Director, assist in planning, organizing and implementing recreational, social and cultural events and activities.

SSF Deliverable: The Upward Bound program seeks to fill the Resident Director position with an applicant who meets the following criteria: back ground check, one-year residential advisor experience with Upward Bound, similar youth program or with University Housing at Cal Poly, 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 Cal Poly student applicants who meet the following criteria: back ground check, strong leadership skills, effective oral and written communication skills, ability to effectively communicate with respect and sensitivity to the needs of low-income and/or first generation college high school students, minimum 2.0 GPA academic standing at Cal Poly.

SSF Outcome: Establish a temporary position of 10 core curriculum Academic Instructors and four 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 teaching credential candidates, graduate students and upper division undergraduate students 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 six Outreach Advisors 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, precalculus/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.

2. Faculty Collaborations

- CEP
- Teacher Credentialing Program

Expenditure Analysis:

Month	Summer Program Staff	Housing/Meals/ Field Trips	Operating Expenses	SSF Total
July			\$ 2,430.00	\$ 2,430.00
August			\$ 122.40	\$ 122.40
September				\$ -
October				\$ -
November				\$ -
December				\$ -
January				\$ -
February				\$ -
March				\$ -
April				\$ -
May				\$ -
June				\$ -
Total	\$ -	\$ -	\$ 2,552.40	\$ 2,552.40
2014-15 RF	\$ (7,145.00)			
Allocation	\$ 56,800.00			

*Remaining balance due to outstanding purchase order for Trio Program summer expenses, billed in November 2016.

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



Student Affairs

STUDENT SUCCESS FEE
FY 2015-2016 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.

Allocated Funding: \$83,000

FY 14/15 Roll Forward: \$1,823

Goals:

The EOP tutoring program will support low-income, first-generation students 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 83 students were matched with a total of 59 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	\$ 20,094.00			\$ 20,094.00
January	\$ 5,885.39			\$ 5,885.39
February	\$ 5,885.39			\$ 5,885.39
March	\$ 5,885.39			\$ 5,885.39
April	\$ 5,885.39			\$ 5,885.39
May	\$ 5,885.30			\$ 5,885.30
June	\$ 588.55			\$ 588.55
Total	\$ 50,109.41	\$ -	\$ -	\$ 50,109.41
2014-15-RF	\$ 1,823.34			
Allocation	\$ 58,000.00			

*Internally reduced FY 15/16 allocation in June by \$25,000 to support the Connections for Academic Success Program. Rollover due to salary savings, another advisor has been hired – expect to exhaust all resources in FY 16/17.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Student Academic Services

Unit: Connections for Academic Success

Program Description: 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 and graduation.

FY 15/16 Allocated Funding: \$105,560

FY 14/15 Roll Forward: \$8,739

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:

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 2015. The CAS Student Assistant is active in both African American clubs on campus and (Black Student Union (BSU) serving as Vice President and National Society of Black Engineers & Scientists (NSBE). She serves as a great conduit to notifying students of CAS activities and visiting CAS whenever they have time and to visit weekly. She plans and leads events, and collaborates with the Cross Cultural Centers when possible.

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 PolyCultural Weekend and the pre-conditionally admitted African American students
 - CAS Social to take place the last week in April to bring together all African American students providing a social network and creating "family" at Cal Poly.
 - Black Commencement – providing advertisement for Black Commencement program congratulating the graduating seniors.
- 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

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	\$ 8,149.25	\$ 1,615.80	\$ 40.28	\$ 9,805.33
August	\$ 8,111.00		\$ 40.84	\$ 8,151.84
September	\$ 8,111.00		\$ 40.49	\$ 8,151.49
October	\$ 8,677.79	\$ 7.00	\$ 469.57	\$ 9,154.36
November	\$ 8,111.00	\$ 2,942.80	\$ 40.98	\$ 11,094.78
December	\$ 8,227.98	\$ 4,620.40	\$ 138.35	\$ 12,986.73
January	\$ 8,228.09	\$ 1,199.20	\$ 594.72	\$ 10,022.01
February	\$ 8,228.09	\$ 2,469.60	\$ 41.26	\$ 10,738.95
March	\$ 8,228.09	\$ 8,627.00	\$ 40.35	\$ 16,895.44
April	\$ 8,228.09	\$ 4,040.40	\$ 41.19	\$ 12,309.68
May	\$ 8,231.34	\$ 3,852.40	\$ 41.05	\$ 12,124.79
June	\$ 8,229.57	\$ 7,105.40	\$ 265.28	\$ 15,600.25
Total	\$ 98,761.29	\$ 36,480.00	\$ 1,794.36	\$ 137,035.65
Allocation	\$ 139,299.02			

*Internally increased FY 15/16 allocation in June by \$25,000 from EOP. Remaining balance due to year-end closing procedures – expenses will hit FY 16/17.



STUDENT SUCCESS FEE
FY 2015-2016 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. All students are welcome to consult with DRC staff (Access Specialists) to review their needs and learn about strategies and campus resources that may address the challenges they are facing. Accommodation plans are drawn up for students who have a disability that substantially limits a major life activity. Students needing accommodation meet with an Access Specialist to form a service plan, with the goal of minimizing the impact of disability symptoms on 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 15/16 Allocation: \$192,421

FY 14/15 Roll Forward: \$9,639

FY 13/14 Roll Forward: (100,143) due to prior year reporting error

Total: \$101,917

Outcomes:

The DRC has two Access Specialists funded by the SSF; one Access Specialist focuses on students with Learning Disabilities and Attention Deficit Disorder while the other's specialty is working with students who have health impairments, traumatic brain injury, physical disabilities and hearing loss. Currently, each Access Specialist has a caseload of over 200 students. The primary function of the Access Specialist is to support students, staff and faculty while engaging in an interactive collaborative environment to ensure equitable access to the campus environment and curriculum. Our goal is to "level the playing field" for students with disabilities.

Additionally, the DRC employed three graduate student interns to work one-to-one with students on executive functioning, academic and social skills development, and independent living skills.

The Disability Resource Center served 1,336 students with permanent and temporary disabilities in 2015-16.

Year to Date Expenditures:

Month	Staffing	Student Assistants	LD Consultants	Supplies & Services	Misc.	SSF Total
July	\$ 12,308.00			\$ 25.78		\$ 12,333.78
August	\$ 7,508.00			\$ 28.80		\$ 7,536.80
September	\$ 6,434.00			\$ 22.11		\$ 6,456.11
October	\$ 7,568.00			\$ 29.67		\$ 7,597.67
November	\$ 10,539.00			\$ 28.97		\$ 10,567.97
December	\$ 12,545.00			\$ 28.97	\$ 200.00	\$ 12,773.97
January	\$ 12,592.00			\$ 31.30		\$ 12,623.30
February	\$ 12,545.00			\$ 38.70		\$ 12,583.70
March	\$ 12,545.00			\$ 28.97		\$ 12,573.97
April				\$ 28.94		\$ 28.94
May				\$ 28.66		\$ 28.66
June						\$ -
TOTAL	\$ 94,584.00	\$ -	\$ -	\$ 320.87	\$ 200.00	\$ 95,104.87

*Remaining balance will cover hiring another Access Specialist to improve the delivery, timeliness and quality of services to students.



STUDENT SUCCESS FEE
FY 2015-2016 Quarter 4 Report

Department: Disability Resource Center

Unit: Student Health & Well-Being/Academic Access

Program Description: Provide academic assistance to support equitable access through auxiliary aids and services including the following: notetaking, interpreting, transcribing, proctoring exams, registration assistance, mobility assistance, technological assistance, training on adaptive equipment including LiveScribe Pens, Read and Write Gold/Kurzweil, JAWS, ZoomText, braille calculators, assistive listening devices, and conversion of printed text materials to Braille, large print, or audio, etc.

FY 15/16 Allocation: \$ 266,525

FY 14/15 Roll Forward: \$(4,450)

FY 14/15 Encumbrance Roll Forward: \$10,770

Total: \$272,845

Outcomes:

2015-16 Quarters	NOTETAKING (# of courses)	INTERP/ TRANSCRIP (units)	ALT MEDIA (pages converted)	ASSISTIVE TECH (students trained)	TRAM (individual rides)	TESTING (tests proctored)
Summer	6	0	5,300	0	0	97
Fall	126	30	66,300	92	5,707	1,683
Winter	143	38	40,200	54	7,980	1,856
Spring	157	34	36,900	45	7,034	1,897
ANNUAL	432	102	148,700	191	20,721	5,533

As a result of the SSF, the DRC has hired, trained and assigned sign language interpreters, transcribers, access specialists, proctors, and transportation drivers. Additionally, the funds support the maintenance of the DRC's wheelchair accessible van and trams. The DRC continues to provide testing services from 5:00 to 10:00 pm daily (except for Fridays), and extended transportation services from 4:30 until 7:00 pm.

The DRC continues to evaluate and acquire equipment, including Smart Pens, CCTV's for enlarging print, assistive technology computer hardware and software to assist with

reading text, computer screens (web pages etc.). The Peer Mentor Program continues to match upper-level students with first-year and incoming transfer students.

Year-to-Date Expenditures:

Month	Staffing	Admin Support/Service Coordination	Student Assistants	TECH/ Equip	Supplies & Services	SSF Total
July	\$ 1,238.00	\$ 12,509.00	\$ 1,140.00			\$ 14,887.00
August	\$ 170.00	\$ 12,830.00	\$ 1,598.40			\$ 14,598.40
September		\$ 12,670.00	\$ 3,403.20			\$ 16,073.20
October	\$ 1,833.00	\$ 12,629.00	\$ 3,038.40			\$ 17,500.40
November	\$ 1,093.47	\$ 12,146.00	\$ 11,293.60			\$ 24,533.07
December	\$ 7,254.00	\$ 12,146.00	\$ 9,685.80			\$ 29,085.80
January	\$ 1,603.00	\$ 12,146.00	\$ 7,713.63			\$ 21,462.63
February	\$ 6,908.00	\$ 12,146.00	\$ 18,294.60			\$ 37,348.60
March	\$ 6,782.00	\$ 17,361.00	\$ 20,850.85			\$ 44,993.85
April	\$ 5,414.00	\$ 4,487.00	\$ 18,256.10			\$ 28,157.10
May	\$ 4,960.00		\$ 876.25			\$ 5,836.25
June	\$ 1,489.00		\$ 542.50			\$ 2,031.50
TOTAL	\$ 38,744.47	\$ 121,070.00	\$ 96,693.33			\$ 256,507.80

*Remaining balance will help cover interpreting and transcription costs of an additional deaf student to be enrolled next year.