

# CAL POLY

## STUDENT SUCCESS FEE ALLOCATION ADVISORY COMMITTEE MEETING

Wednesday, November 14, 2012  
4:00 – 5:00 p.m.  
Conference Room 01-409

### MINUTES

<b>Members Present:</b>	Katie Morrow	Aaron Borgeson
	Larry Kelley	Megan Wookey
	Tatiana Prestininzi	Samuel Frame
	Dominic Gonzales	Joette Eisengart
	Cody Abramson	Kimi Ikeda
	Silvia Aguilar	
<b>Members Absent:</b>	Steven Rein	
	Victor Brancart	
<b>Meeting Recorder:</b>	Cindy Pilg	

### Call to Order

Committee Co-Chair Katie Morrow called the meeting to order at 4:05 p.m. and welcomed the members.

### Approval of 10/16/12 Minutes

Co-Chair Morrow asked the members for any corrections to the 10/16/12 SSFAAC minutes. With no changes identified, the minutes were approved as distributed.

### Review Allocation Sheet

Kimi Ikeda reviewed the Student Success Fee Allocation Working Document and discussed the three different columns (*designated by color*) as shown on the Student Success Fee Allocation Working Document. Ms. Ikeda explained that the continuing salary expenses are an ongoing commitment against the annual funding and the related need for operating funding as shown on the working document. It should be noted that the Student Success Fee Allocation Working Document is considered a draft document (*subject to future revision*).

Mr. Borgeson requested clarification that there is no overlap with regard to staffing expenses in the "OE&E" column and the "Salaries & Wages" column as shown on the Student Success Fee Allocation Working Document. Ms. Ikeda confirmed his understanding and stated that a revision will be made to the document to incorporate consistent descriptive footnotes specific to the "OE&E" column.

Ms. Aguilar inquired about the orange box shown on the document with regard to "Access to Additional Classes". Ms. Ikeda replied that the orange box is a placeholder until the students/committee re-affirms the amount of funding that will be provided to the colleges for access to classes and labs.

Ms. Ikeda requested the Committee members to review the "Summary of FY 2012/13 Student Success Fee Allocations/Uses" document; no inquiries were made. Ms. Ikeda mentioned that the summary and worksheet would be posted on the Student Success Fee website.

Ms. Prestininzi inquired if a review would be made of each category line item to determine if progress was made and utilized effectively and to confirm the funds spent in each category was a good investment. Ms. Ikeda stated that there is an expectation of reporting the effectiveness to measure the success and justify support or to consider reallocating resources. She added that quarterly reports would be prepared to provide meaningful metrics tied to each category.

Mr. Borgeson suggested expanding the description on the "Summary of FY 2012/13 Student Success Fee Allocations/Uses" under *Athletics* to clarify that funds are being allocated for student athlete scholarships to offset the cost of fee increases, not to offer additional scholarships.

Ms. Aguilar inquired the process for tracking expenditures for student success fee allocations. Ms. Ikeda explained that a system is in place that requires a special project/program code to be assigned to related costs. She noted that costs split between a student success fee allocation item and a budgeted item may be reported within 80-90% accuracy in the system. She added that fiscal and narrative details can be built into the quarterly reports.

#### **Develop Broad Categories for Possible Allocation of the Student Success Fee**

Co-chair Morrow suggested utilizing the 2012-2013 broad categories as set forth on the Student Success Fee Allocation Working Document and distributing a mass email to all students to endorse these broad categories and request feedback or ideas for additional funding categories.

Mr. Borgeson suggested sending the email the beginning of "dead week" (*the week after Thanksgiving and the week prior to finals*) with responses due before the end of the fall quarter.

Ms. Prestininzi requested that "Academic Access/Graduation Initiatives" and "Learn by Doing" be noted as top priorities and suggested obtaining student feedback in this regard.

Mr. Borgeson added that the "Other" category would be difficult to prioritize and suggested renaming the category. The suggestion was made to rename the category to "Diversity and Inclusivity" and move *Jobs –Career Center* to the "Academic Access/Graduation Initiatives" section to retain common themes within each broad category.

Ms. Wookey clarified that top priorities does not equate to financial emphasis.

Ms. Aguilar inquired about the process if a new category is requested to be considered by the students. Co-chair Kelley suggested that any changes/suggestions be shared with the Committee via Co-chair Morrow.

Mr. Borgeson inquired if the passing of Proposition 30 will change the landscape of the student success fee. Co-chair Kelley explained that it may be more enabling to supplement, not supplant, the budget. He added that Proposition 30 is not a final fix - without Proposition 30, we would be facing budget cuts; with Proposition 30, we have the ability to enhance the budget.

#### **Next Steps**

Co-chair Morrow offered to draft the student email regarding feedback on the broad categories and priorities for possible allocation of the student success fee.

Co-chair Kelley noted that the broad categories as submitted by the Committee would be shared with the Provost and Vice Presidents and added that the responses from Provost and Vice Presidents related to use of revenue in categories would be reviewed at the next meeting to be scheduled in January.

#### **Adjournment**

There being no further business, the meeting was adjourned at 4:43 p.m.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Katie Morrow', written in a cursive style.

Katie Morrow  
Co-Chair

CAL POLY  
STUDENT SUCCESS FEE ALLOCATION WORKING DOCUMENT  
November 14, 2012 (amended 11/15/12)

	Annual Allocation--12 months		# of Continuing	Actual Allocation partial year FY 2012/13		FY 2013/14 Continuing Allocation
	Salaries & Wages	Full Year Funding		Salaries & Wages	Full Year Funding	
	OE&E			OE&E		
<b>Academic Access/Graduation Initiatives</b>						
Access to Additional Classes	\$0	\$5,797,823		\$5,797,823		1,669,970
Graduation Initiatives/Progress to Degree						
Academic Success Center	\$0	\$539,220	12.00	220,000		539,220
Predictive Scheduling (Software/Implementation/Maintenance)	75,000	75,000	0.00	75,000		20,000
Technology and Digital Resources (Classroom Upgrades, Technology Grants, Digital Resources)	338,000	338,000	0.00	338,000		
Supplemental Workshops in Science and Mathematics	315,970	405,200	1.50	398,904		
Disability Resource Center	82,021	192,421	2.00	125,893		
Summer Institute	88,139	151,379	1.00	-		
EOP Tutoring Program	19,760	63,240	1.00	82,740		
Study Sessions Program	155,925	45,825	0.50	195,589		
Jobs - Career Center	15,499	61,501	1.00	71,844		
<b>Learn by Doing</b>						
Interdisciplinary	\$108,333	\$108,333	0.00	\$ 108,333		\$113,667
Athletics	-	66,667	0.00	66,667		66,667
Service Learning	21,000	47,000	0.20	-		26,000
<b>Student Health and Well Being</b>						
Counseling Services	\$30,800	\$276,200	3.00	\$ 238,300		\$541,725
Disability Resource Center	231,535	231,535	0.00	231,535		276,200
Safer Program	13,000	69,000	1.20	58,091		196,525
<b>Inclusivity and Diversity</b>						
Admissions Outreach/Recruitment (2.0 FTE and OE&E)	\$110,000	\$310,000	2.00	\$ 185,000		\$908,979
Faculty Mentors (3.5 FTE, OE&E, student stipends, A. Estrada)	55,000	96,639	1.50	109,648		310,000
CTL: Infusing Multiculturalism into the Curriculum (.75 FTE 12 mos and OE&E)	10,000	63,980	0.75	36,990		96,639
Connections for Academic Success (Partners Program Student Services Liaison)	20,000	105,560	0.00	76,370		63,980
Upward Bound Summer Program	56,800	56,800	0.00	-		105,560
Program Centers (Multi-Cultural Center, PRIDE Center, Gender Equity Center)	53,000	221,000	3.60	188,273		56,800
<b>Totals</b>	<b>\$1,799,782</b>	<b>\$7,768,725</b>	<b>31.25</b>	<b>\$8,605,000</b>		<b>\$1,970,902</b>
<b>Total Available for 2013-14</b>		<b>\$9,568,507</b>				<b>\$3,234,341</b>
<b>Unallocated balance for 2013-14</b>						<b>\$1,200,000</b>
						<b>\$9,279,098</b>
						<b>\$7,965,659</b>

Notes:  
A--Includes 50-60 ISA staff per month  
B--Includes interns & peer mentor costs  
C--In addition to SSP positions, funds have been allocated to cover the cost of 1 FTE ASC II position to support Safer (.20), Service Learning (.20) & Program Centers (.60)  
D--Includes 1 graduate assistant and 1 student assistant  
E--Includes an RA and Teaching assistants  
F--Includes student assistant wages

## Summary of FY 2012/13 Student Success Fee Allocations/Uses

<b><i>Access to Additional Classes</i></b>	<b>\$5,797,823</b>
<ul style="list-style-type: none"><li>▪ For Fall Quarter 2012, an additional 1,600 seats were available compared to Fall Quarter 2011.</li><li>▪ At the end of add/drop, average unit load for Fall 2012 was at 14.35 versus 14.20 at the same time last Fall 2011. This shows that on average, students were able to enroll in more classes than the previous year.</li><li>▪ We expect to see this trend continue.</li></ul>	
<b><i>Academic Success Center</i></b>	<b>\$220,000</b>
<ul style="list-style-type: none"><li>▪ The Academic Success Center will coordinate and provide timely, effective advising. The Center will offer a full range of proactive academic services, refer students to appropriate campus resources, and provide leadership in coordinating College and University programs that support student success.</li></ul>	
<b><i>Predictive Scheduling/PolyPlanner</i></b>	<b>\$75,000</b>
<ul style="list-style-type: none"><li>▪ The Predictive Scheduling project will provide a tool to collect student plans/schedules for future terms. This data will be available to be consolidated, analyzed and provided to the colleges to aid in the process of determining which courses to offer when.</li></ul>	
<b><i>Technology and Digital Resources</i></b>	<b>\$338,000</b>
<ul style="list-style-type: none"><li>▪ These funds will be used to accelerate upgrades to classroom technologies and provide incentives for faculty to better integrate technology into their instruction. Classroom technology upgrades include improvements in network connectivity, visual and audio projection quality, interactive technologies for student collaboration and engagement, and increased accommodations for student-provided technologies (e.g., laptops/tablets in the classroom).</li><li>▪ Funds will also be used to better serve student research needs by increasing the number of licenses for digital databases, e-journals and e-books.</li></ul>	
<b><i>Supplemental Workshops in Science and Mathematics</i></b>	<b>\$398,904</b>
<ul style="list-style-type: none"><li>▪ These workshops offer students the opportunity to schedule a first-year science or mathematics class and an adjunct workshop for one unit of academic credit. Workshops support student efforts to achieve higher grades in designated classes.</li><li>▪ Funding assists with the hiring of 50-60 Instructional Student Assistants per month.</li></ul>	

<p><b><i>Disability Resource Center</i></b></p> <ul style="list-style-type: none"> <li>▪ Direct, professional, specialized assistance is critical to the retention and graduation of students with physical and cognitive disabilities. Additionally, we have seen an increase in the number of troubled students on our campus with serious psychological problems, ADHD and autism.</li> <li>▪ Funding covers interns and peer mentor costs.</li> </ul>	<p>\$125,893</p>
<p><b><i>EOP Tutoring Program</i></b></p> <ul style="list-style-type: none"> <li>▪ The Educational Opportunity Program (EOP) focuses on the success of low-income, first-generation, and under-represented student populations. The goal is to assist students in improving academic achievement by meeting with tutors to focus on specific issues.</li> </ul>	<p>\$82,740</p>
<p><b><i>Study Sessions Program</i></b></p> <ul style="list-style-type: none"> <li>▪ Through this program, students from all majors are matched with qualified, trained group leaders to form small study session for specific first- and second-year classes.</li> <li>▪ Funding assists with the hiring of 50-60 Instructional Student Assistants per month.</li> </ul>	<p>\$195,589</p>
<p><b><i>Interdisciplinary</i></b></p> <ul style="list-style-type: none"> <li>▪ Funds will be used to support interdisciplinary activities (e.g., interdisciplinary courses, senior project activities).</li> </ul>	<p>\$108,333</p>
<p><b><i>Athletics</i></b></p> <ul style="list-style-type: none"> <li>▪ Funds are being allocated for student athlete scholarships to offset the cost of fee increases.</li> </ul>	<p>\$66,667</p>
<p><b><i>Counseling Services</i></b></p> <ul style="list-style-type: none"> <li>▪ Mental health concerns addressed by Counseling Services have a direct impact on student success. Because of current staffing levels, a smaller proportion of Cal Poly students are seen and those that are seen receive fewer visits when compared to national averages. Additional staffing allows for more students to be seen and be seen more often. The funding will also allow for the addition of a 24-hour crisis counseling line.</li> </ul>	<p>\$238,300</p>
<p><b><i>Disability Resource Center</i></b></p> <ul style="list-style-type: none"> <li>▪ In order to support students with disabilities facing personal challenges, support such as auxiliary aids and services and assistive technology and adaptive equipment will increase equal opportunity while reducing obstacles. Enhanced support will assist in creating an accessible university community where students with disabilities will 1) have an equal opportunity to fully participate in all aspects of the educational environment, 2) have a successful education experience, and 3) matriculate to graduation.</li> </ul>	<p>\$231,535</p>

<b>Safer Program</b>	<b>\$58,091</b>
<ul style="list-style-type: none"> <li>▪ To provide resources to better assist in a timely response to sexual assaults.</li> </ul>	
<b>Admissions, Outreach and Recruitment</b>	<b>\$185,000</b>
<ul style="list-style-type: none"> <li>▪ Two additional staff will be hired to broaden the Partner Program to achieve greater student diversity and provide further opportunities on campus for both prospective students and their teachers.</li> <li>▪ Efforts of our volunteers in support of our recruitment endeavor to all 50 states as well as increased visibility with the targeted fairs and events that need to be sponsored in support of both the graduate and International admission efforts will also be expanded.</li> </ul>	
<b>Faculty Mentors</b>	<b>\$109,648</b>
<ul style="list-style-type: none"> <li>▪ These funds will be used to hire faculty members on a half-time basis to work collaboratively with each other and with students to develop and implement a mentoring program for students from diverse backgrounds. These funds will also support students to serve as research assistants in this program.</li> </ul>	
<b>Center for Teaching, Learning and Technology</b>	<b>\$36,990</b>
<ul style="list-style-type: none"> <li>▪ These funds will support efforts campuswide to enhance inclusivity and to infuse multicultural competencies into the curriculum and into instructional practices. A faculty specialist in inclusivity will provide informed support for faculty's teaching and advocate for principles and practices that will advance Cal Poly's goals of creating a more inclusive campus climate and promoting diversity.</li> </ul>	
<b>Connections for Academic Success</b>	<b>\$76,370</b>
<ul style="list-style-type: none"> <li>▪ To continue and expand the coordination efforts of Student Academic Services to collaborate with the Admissions Office, University Housing, the Colleges, Student Life and Leadership and faculty and staff from various departments to assist Partner School students in their transition from high school to Cal Poly.</li> <li>▪ Funds used to hire a graduate assistant and a student assistant.</li> </ul>	
<b>Jobs – Career Center</b>	<b>\$71,844</b>
<ul style="list-style-type: none"> <li>▪ Finding a job in a competitive job market is perhaps the ultimate goal of our graduates. Additional support for Career Services will allow them to keep apprised of the increasing number of electronic job postings and develop new online resources to target growing career opportunities all in support of assisting students and graduates to find jobs.</li> <li>▪ Funds are being utilized to hire student assistants.</li> </ul>	
<b>Program Centers</b>	<b>\$188,273</b>
<ul style="list-style-type: none"> <li>▪ Allows for more programming, outreach and support for students interested in the Multi-Cultural Center, PRIDE Center and the Gender Equity Center.</li> </ul>	