

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** College of Agriculture, Food and Environmental Sciences

**Program/Initiative Name:** To provide access to classes in order for students to make timely progress to degree

**Amount of Student Success Fee Funding:** \$1,137,150 Base

**Program/Initiative Intent:** To provide access to classes in order for students to make timely progress to degree

**Articulated Outcome:** 8.5 positions have been filled.

**Deliverables to Date:**

As salary and benefits continue to rise we have been able to fund 100% of 8.5 positions. The remaining roll forward of 187,330 will be expensed in 2016-17.

**Expenditures to Date:**

| Description              | Amount    |
|--------------------------|-----------|
| Salary and Benefits      | \$978,635 |
| Travel                   | \$4,868   |
| Misc. Operating Supplies | \$5,797   |
| TOTAL                    | \$989,300 |

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** College of Architecture and Environmental Design

**Program/Initiative Name:** To provide access to classes in order for students to make timely progress to degree

**Amount of Student Success Fee Funding:** \$292,000 Base

**Program/Initiative Intent:**

In the 2015-2016 academic year, the College of Architecture and Environmental Design (CAED), continued funding the Instructional Shops Manager position and began funding two interdisciplinary tenure-track faculty hires, Ellen Burke (LARC tenure home) and Jennifer Shields (ARCH tenure home), who were identified during a 2014-2015 academic year search and started teaching in Fall 2015.

**Articulated Outcome:**

- David Kempken, in his role as the Instructional Shops Manager for CAED, supervises staff and student assistants, and works with faculty to provide class specific services for students. He matches classroom activities with the appropriate safety training and extends shop hours for increased shop access. He provides customized technical and instructional support for classes, student projects, and faculty research. In 2015-2016, Mr. Kempken reconfigured the shops lay-out to create additional work space, increased visibility for monitoring safe construction practices, improved student safety awareness by developing equipment training sessions, and helped with the digital fabrication move to increase student access to tools which utilize digital technology.
  
- In addition to teaching departmental core courses for Architecture and Landscape Architecture, Ms. Burke and Ms. Shields coordinate curriculum and student assistants (ISAs) for the new EDES 123 course (which fulfills the GE Area D4 requirement) and contribute to course offerings for the Sustainable Built Environments minor and interdisciplinary professional electives. During AY 15-16 eight sections of EDES 123 were offered in Fall 2015 and Winter 2016, and six in Spring 2016. This course format includes two hours of large lecture (150 students) and an associated two-hour small scale discussion section facilitated by ISAs. The ISAs are instructed weekly by the lead faculty in content and pedagogy for that week, allowing some of our advanced students an introduction to supervised teaching. Ellen Burke also taught EDES 408, adding capacity for the Sustainable Built Environments minor, and a project based course where students collaborate with the purpose of implementing sustainability principles by developing analysis tools, and implementing processes or designs for community-based projects. Project proposals address various scales of planning, architecture and design of the human environment and address social, environmental and economic issues. Ms. Burke is preparing a new offering of EDES 350, The Global Environment, a GE area F course, based on her expertise in sustainable food networks, which will be offered Spring 2017. Jennifer Shields has contributed to the interdisciplinary committee developing more gallery/exhibit capacity between CAED and Art and Design, and will

curate a show in the University Gallery this coming November. She was author of one of two proposals the campus forwarded for an NEH Summer Stipend grant for 2017, with a proposal for Handbook of Spatial Perception for Designers, her second book, following the 2013 Collage and Architecture

**Deliverables to Date:**

- During AY 15-16 eight sections of EDES 123 were offered in Fall 2015 and Winter 2016, and six in Spring 2016. This course format includes two hours of large lecture (150 students) and an associated two-hour small scale discussion section.
- Development and production of additional on-line training modules, such as videos, and model building projects, which require demonstration of proper equipment use and techniques.
- Week long safety workshop for student assistants which includes an introduction of new safety protocols and procedures, plus first aid training.

| <b>Course</b>  | <b>No. of Sections / students</b>                                       | <b>Comment</b>  |
|--|---|---|
| ARCH 131, 132, and 133<br>(Parasite project, Design Village Competition, Capstone 130 project) | 11 Fall and Winter and 10 Spring sections<br>22-24 students per section | Worked with faculty to provide additional work space for students (approximately 200 students working in the shops on any given day) which increased work efficiency and provided a safer work environment<br>Developed additional oversight procedures in the shops to increase student awareness when working with power tools and increased student safe practices |
| ARCH 481<br>(Vellum Competition)   | 7 sections<br>18-20 students per section                                | Worked with students, individually, in the CAED support shop to prepare submissions for the vellum furniture competition, which is a 4-6 week long competition period and the work is then displayed in office space in downtown San Luis Obispo  |
| ARCE 106   | All ARCE freshman<br>Est. 75 students                                   | Provided safety training as well as training for digital fabrication equipment and welding  |
| CM   | All sections<br>Est. 30 students  | Provided safety training as well as general oversight in the Simpson Strong Tie Building during the construction of class projects  |
| LA   | All sections<br>Est. 32 students  | Provided shop training for Landscape Architecture students: need for goggles, appropriate clothing, proper use of saws, drills, lathe, grinders, etc. The students designed and constructed outdoor   |

|  |  |  |
|--|--|--|
|  |  | furniture installations that were displayed on Dexter Lawn in Spring Quarter |
|--|--|--|

Expenditures to Date:

| Description           | Amount    |
|-----------------------|-----------|
| Salaries and benefits | \$412,844 |
| Recruitment expenses  | \$5,836   |
| FY 15-16 TOTAL        | \$418,681 |
| Sources:              |           |
| FY 15-16 allocation   | \$292,000 |
| FY 14-15 roll-forward | \$158,396 |

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** Orfalea College of Business

**Program/Initiative Name:** Support for student enrichment and development

**Amount of Student Success Fee Funding:** \$1,482,840 Base

**Program/Initiative Intent:** To provide access to classes in order for students to make timely progress to degree

**Articulated Outcome:** Offer classes throughout the 15-16 academic year in high demand areas of GE and the majors.

**Deliverables to Date:** Orfalea College of Business has used their Student Success Fee monies to pay 14 tenure/tenure track faculty members. The faculty members are supporting students who need developmental counseling as well as coordinating programs supporting students in the following areas: Tutoring, Peer Mentoring, Multicultural Business Program, Peer Advising, Transfer Student Success, and Ambassadors. Professors include accounting professors Adam Bordeman, Herb Hunt, and Kim Westermann; economics professors Jacqueline Doremus, Carlos Flores, Kathryn Marshall and Jonathon James; management professors James Burleson and Taryn Stanko; industrial technology and packaging professors Ajay Kathuria, Thomas Katona, Kevin Kuhn and Koushik Saha; and finance professor Pratish Patel. These 14 professors taught 8,929 students in 37 courses that would have otherwise not existed without the funds from the Student Success Fee. In the table below you will find a detailed breakdown listing of 37 courses taught and the 8,929 students who were served. By using these full-time tenure track faculty members we were able to free up time and funding for lecturers to teach additional general education and core requirement courses in classes that were impacted.

**Expenditures to Date:**

| <u>Description</u>                        | <u>Amount</u> |
|---|---------------|
| 37 courses totaling 8,929 students served | \$1,471,599   |

Orfalea College of Business SSF 2015-16:

| Course   | # of students |
|----------|---------------|
| BUS 321  | 245           |
| BUS 214  | 860           |
| BUS 322  | 181           |
| BUS 422  | 0             |
| BUS 320  | 232           |
| BUS 417  | 70            |
| BUS 410  | 135           |
| BUS 391  | 714           |
| BUS 394  | 96            |
| BUS 435  | 35            |
| BUS 442  | 58            |
| BUS 434  | 124           |
| BUS 464  | 308           |
| BUS 392  | 113           |
| BUS 489  | 70            |
| BUS 387  | 718           |
| ECON 339 | 125           |
| ECON 408 | 31            |
| ECON 464 | 67            |
| ECON 311 | 166           |
| ECON 413 | 18            |
| ECON 221 | 678           |
| ECON 222 | 2318          |
| ECON 313 | 107           |
| ECON 404 | 35            |
| ECON 464 | 67            |
| IT 341   | 175           |
| IT 409   | 19            |
| IT 326   | 80            |
| IT 390   | 27            |
| IT 410   | 74            |
| IT 371   | 320           |
| IT 260   | 77            |
| IT 150   | 68            |
| IT 408   | 60            |
| IT 330   | 235           |
| IT 462   | 48            |

|                |       |
|----------------|-------|
| IT 341         | 175   |
| Total Students | 8,929 |

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016  
(updated January 13, 2017)**

**College/Unit:** College of Liberal Arts

**Program/Initiative Name:** Support for high demand classes

**Amount of Student Success Fee Funding:** \$1,932,414 (Base)

**Program/Initiative Intent:** To provide additional sections, including large classes (120+ students), to help meet student demand in GE and the majors.

**Articulated Outcome:** Offer the equivalent of sections of 4-unit classes throughout the 15-16 academic year in high demand areas of GE and the majors.

**Deliverables to Date:** The equivalent of 287 sections of 4-unit classes was offered throughout the 15-16 academic year. We used the replacement rate of \$1,701 per unit (\$6,804 per 4-unit class) to calculate the cost of classes. Table 1 shows the courses and the enrollments for the classes. The SSF funds allowed 13,146 students access to high demand classes offered by the College of Liberal Arts.

**Expenditures to Date:**

| Description  | Amount             |
|--|--------------------|
| 287 sections of high demand courses (\$6,804 per 4-unit class) | \$1,932,414        |
| CLA contribution/roll-forward                                  | \$19,338           |
| TOTAL  | <u>\$1,951,752</u> |



**College of Liberal Arts SSF 2015-16: Support for High Demand Classes**

| Prefix | #   | Course Title  | GE/ USCP | Sect | Enrolled | Cost        |
|--------|-----|---|----------|------|----------|-------------|
| ANT    | 201 | Cultural Anthropology (incl 5 large sections)                                 | D3       | 14   | 1,008    | \$95,256    |
| ANT    | 360 | Human Cultural Adaptations  | D5       | 4    | 138      | \$27,216    |
| ART    | 101 | The Fundamentals of Drawing   | C3       | 7    | 153      | \$47,628    |
| ART    | 111 | Introduction to Art (3 large sections)  | C3       | 6    | 405      | \$40,824    |
| ART    | 112 | Survey of Western Art (incl 2 large sections)                                 | C3       | 7    | 461      | \$47,628    |
| DANC   | 221 | Dance Appreciation  | A1       | 2    | 73       | \$13,608    |
| ENGL   | 133 | Writing and Rhetoric for ESL  | Support  | 4    | 69       | \$27,216    |
| ENGL   | 310 | Corporate Communication   | D1/USCP  | 16   | 367      | \$108,864   |
| ES     | 112 | Race, Culture & Politics in the US (incl 1 large section)                     | D3       | 11   | 447      | \$74,844    |
| GEOG   | 150 | Intro to Cultural Geography (incl 2 large sections)                           | D5       | 7    | 421      | \$47,628    |
| GEOG   | 308 | Global Geography  | F        | 5    | 194      | \$34,020    |
| GRC    | 377 | Web and Print Publishing  | Support  | 6    | 206      | \$40,824    |
| HIST   | 110 | Western Civilization: Ancient to Renaissance                                  | D1/USCP  | 3    | 133      | \$20,412    |
| HIST   | 201 | US History to 1865 (incl 3 large sections)                                    | D1/USCP  | 17   | 1,042    | \$115,668   |
| HIST   | 202 | US History Since 1865 (incl 4 large sections)                                 | D5       | 18   | 1,084    | \$122,472   |
| HIST   | 206 | American Cultures (3 large sections)  | C4       | 6    | 364      | \$40,824    |
| ISLA   | 33  | Values and Technology (incl 1 large section)                                  | C2       | 5    | 207      | \$34,020    |
| MU     | 101 | Music Theory  | C2       | 23   | 642      | \$156,492   |
| PHIL   | 230 | Philosophical Classics: Knowledge & Reality (incl 4 large sections)           | C4       | 33   | 1,283    | \$224,532   |
| PHIL   | 231 | Philosophical Classics: Ethics & Political Philosophy (incl 3 large sections) | C4       | 31   | 1,197    | \$210,924   |
| PHIL   | 331 | Ethics  | D1       | 7    | 212      | \$47,628    |
| PHIL   | 335 | Social Ethics   | D4       | 12   | 368      | \$81,648    |
| PSY    | 202 | General Psychology (12 1-unit Discussions/term)                               | C3       | 9    | 1,197    | \$61,236    |
| SPAN   | 101 | Elementary Spanish I  | Support  | 17   | 328      | \$115,668   |
| SPAN   | 102 | Elementary Spanish II   | Support  | 8    | 181      | \$54,432    |
| TH     | 210 | Introduction to Theatre (incl 3 large sections)                               | C3       | 9    | 966      | \$61,236    |
| Total  |     |   |          | 287  | 13,146   | \$1,952,748 |

**ACADEMIC AFFAIRS  
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Year End Program Report  
June 30, 2016**

**College/Unit:** College of Engineering

**Program/Initiative Name:** To provide access to classes in order for students to make timely progress to degree

**Amount of Student Success Fee Funding:** \$2,152,504 Base

**Program/Initiative Intent:** To add instructional capacity to the College of Engineering course offerings.

**Articulated Outcome:** Funds were expended per plan with a balance of \$13,361.89 remaining in the College's budget at year end.

**Deliverables to Date:**

20 full-time faculty and 10 Teaching Associates were paid with Student Success Fee funding to the College. A total of 4,530 seats (lecture and lab) were offered by the College from instructors funded through the Student Success Fee.

**Expenditures to Date:**

| <u>Description</u>                              | <u>Amount</u> |
|---|---------------|
| See attached Excel file with expenditure detail | \$2,365,391   |

**ACADEMIC AFFAIRS  
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**College/Unit:** College of Science and Mathematics

**Program/Initiative Name:** To provide access to classes in order for students to make timely progress to degree

**Amount of Student Success Fee Funding:** \$2,280,837 Base

**Program/Initiative Intent:** More lecture and lab sections

**Articulated Outcome:** Meet student demand for classes with full-time and part-time Lecturers

**Deliverables to Date:** Using the official replacement cost of \$1701 per wtu, the \$2,365,000 supported approximately the equivalent of 225 four unit lecture courses and 500 one unit laboratory sections. Using 50 students as an average lecture size and 22 as the average lab, this Student Success Fee allocation allowed the enrollment of around 11,000 students in additional lecture sections and the same in the additional lab sections. These numbers are probably a bit on the high side since our full-time Lecturers cost more like \$2000/wtu but we have part-time Lecturers and Teaching Associates that are considerably less in costs. The \$2,365, 000 represents about a third of our total Lecturer budget for 2015-16 and almost 60% of our full-time Lecturer expenditures.

**Expenditures to Date:**

| <u>Description</u>   | <u>Amount</u> |
|--|---------------|
| Salaries and Benefits: Part-time and full-time Lecturers and Teaching Associates | \$2,365,000*  |

\*includes use of \$84,163 roll forward from FY 2014/15

**ACADEMIC AFFAIRS  
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June 30, 2016**

**College/Unit:** Information Technology Services

**Program/Initiative Name:** Classroom Technology Improvements

**Amount of Student Success Fee Funding:** \$250,000 Base

**Program/Initiative Intent:** Implement state-of-the-art classroom technologies

**Articulated Outcome:** Improved student learning through availability of smart classroom technologies

**Deliverables to Date:** Smart classroom upgrades in Buildings 10, 20, and 21.

**Expenditures to Date:**

| <u>Description</u>                   | <u>Amount</u>           |
|--------------------------------------|-------------------------|
| Contractual Services                 | \$144,925               |
| Services from Other Funds / Agencies | \$11,321                |
| Inter-fund Service Assessments       | \$1,054                 |
| Equipment – Instructional            | <u>\$11,968</u>         |
| <b>TOTAL</b>                         | <b><u>\$169,268</u></b> |

Note: of the unexpended amount provided above, \$110,502 was encumbered at year-end for classroom technology improvements, with the full amount being spent in Q1 of 2016-17. Any year-end budget carryovers are generally due to the lack of availability by Facilities Services to do the work for identified projects. Currently, the backlog of identified projects is expected to more than offset any carryovers available.

**ACADEMIC AFFAIRS**  
**Student Success Fee**  
**Year End Program Report**  
**June 30, 2016**

**College/Unit:** Academic Programs and Planning - University Advising

**Program/Initiative Name:** Mustang Success Center

**Amount of Student Success Fee Funding:** \$539,220 Base

**Program/Initiative Intent:** To create a “center” where collaborative services, support and programming are provided (that are not college/department specific) to ensure consistent, accurate and appropriate advice to first and second year students, first time transfer students, and student-athletes at Cal Poly. The services will provide students a strong foundation that can serve in a positive way during their entire career at Cal Poly.

The Role of the Mustang Success Center:

- Be a first point of contact for students who do not know where to begin
- Help students navigate the university system
- Take the lead on programming that is the same for students across Colleges (PASS/PolyPlanner, Change of Major, transfer credit, etc.)
- Collaborate with College advising centers to service students
- Be accessible and convenient for all students
- Connect students to appropriate campus resources

**Articulated Outcome:**

- To provide consistent advising information to first year and second year, first time transfer students, and student-athletes (e.g., sharing key Academic Policies, timelines, etc.)
- To ensure that students receive assistance in accessing appropriate campus resources based on their personal and professional goals (e.g., referrals to Health Professions Advisors, Disability Resource Center, etc.)
- To ensure that students have the necessary foundational academic skills to be successful (e.g., emphasizing 25-35, student skills seminars, time management, etc.)
- To assist students with understanding how to use registration tools and tools for tracking degree progress, such as Degree Progress Report, PASS, ASSIST, Expected Academic Progress, and PolyPlanner.
- To provide support for students on academic probation (e.g., administration of the First Year Success Program and Transfer Success Program for students on academic probation). Collaborate with College of Engineering Advising Center and Cal Poly Scholars to provide additional support for those students on academic probation.
- To serve as a common starting point and provide consistent guidance for students seeking to change their major.
- To connect and promote strong relationships with their college/department (e.g., professional advisors and faculty advisors) by helping the student to articulate and understand their needs and opportunities.
- To reinforce with students their responsibility to live life positively both on-campus and with the larger San Luis Obispo community.
- To serve as the hub for all advising communication.

## Deliverables to Date:

- Drop-in Advising Services --
  - Provide students with a convenient, timely approach to advising.
  - Recorded 7,839 one-on-one student appointments for AY 2015-16.
  - Completed first non-pilot year of 1Stop, an online notes tracking application created through a collaborative effort between University Advising and ITS. All Colleges using this application as well as Evaluations, and Student Academic Services.
  - Extended advising hours are available 9:00am-7:00pm Monday through Thursday and 9:00am-4:00pm on Fridays.
  
- Success Programs --

Provide proactive and intrusive programming that includes academic coaching to first year, first time probation students (including first year transfer students). These programs serve the following number of students:

  - First Year Success Program (FSP): Served 283 students during the first week of winter. Spring program was not run due to miscalculations in GPA. This group will be used as control group for comparison.
  - Transfer Success Program (TSP): Served 48 students during the first week of winter. Spring program was not run due to miscalculations in GPA. This group will be used as control group for comparison.
  
- CP Scholars --

The MSC is the primary advising office to CP Scholars during their first two years at Cal Poly. The MSC works closely with Student Academic Services, Residential Life, College of Engineering Advising, and College of Business Advising to support first and second year CP Scholars. During AY2015-2016, the MSC had mandatory advising meetings with all first year CP Scholars not receiving services through EOP (N=57). MSC hired academic advisor with primary responsibilities to CP Scholars. The MSC participated in three academic workshops for both year 1 and year 2 scholars (PASS party, Transfer Credit workshop, and the Transition from year 2 to year 3 workshop). Over 30 scholars attended each workshop.
  
- Innovate Pilot Programs --

Collaborate with Colleges/other units to address specific populations of students. Pilot programs for AY 2014-15 include:

  - Early alert pilot with Admissions Office
    - Intrusive advising for CENG students admitted through Mandated run.
  - Intrusive advising in spring term for Honors students not meeting GPA requirement.
  
- Change of Major Workshops --
  - Designed to introduce students to the University's change of major process and policy.
  - Delivered in collaboration with Career Services.
  - Ten workshops were conducted throughout the academic year (5 during Fall term, 3 during Winter, and 2 during Spring).
  - Workshops serviced 492 students throughout the year.
  
- PASS/PolyPlanner Parties --
  - Proactive programming with students living in the residence halls to prepare them for Winter registration and provide detailed information on PolyPlanner.
  - PASS/PolyPlanner workshops, in collaboration with University Housing and College advising center staff members, were delivered to every residence hall.
  - Seventeen workshops were coordinated by MSC advisors and served 853 students in Fall term 2015.

- Summer/Transfer Credit Workshops --
  - Proactive programming for students living in the residence halls.
  - Help students understand how to complete and receive Cal Poly credit for courses taken at other institutions, and make them aware of Cal Poly's Summer Session.
  - Eleven workshops were developed and delivered by MSC staff and served 201 students.
  
- Other Programming --
  - Advisors presented at Admissions Mega Weeks that included 9 presentations during April 2016 with over 1000 students and supporters.
  - Advisors presented at SLO days (Journey to Academic Success for all attendees).
  - Advisors traveled with Admissions to welcome receptions for Partner students in Berkeley, Fresno, and Montebello
  - Added another workshop to SLO days that showed students how to use their Portal and access [advising.calpoly.edu](http://advising.calpoly.edu) (all SLO days participants attended)
  
- Training --
 

Christina Wolfe-Chandler, MSC advisor, coordinates advising related training for professional, faculty, and peer advisors on campus. Training includes conceptual, relational, and informational components to advising. For AY 2015-2016, Christina provided 16 training sessions that serviced 57 advisors.
  
- Athletics Advising – (Funded through General Fund)
 

The Mustang Success Center has two advisors that dedicate 80% of their time to Athletics advising and two advisors who dedicate 20% of their time to Athletics advising.

  - Advisors serve 550 student-athletes; they conduct mandatory advising for all students each term.
  - Other services provided to student-athletes include: Tutoring (180 students served each term), teaching two sections of University 125 (51 students served during fall term), Peer Mentoring (64 students served fall term and 50 students served both winter and spring terms).

Total number of contacts AY 2015-2016:

One-on-one advising sessions with current students: 7,839

Current students seen through programming: 13,935

Future students and parents: 1,000

Advisor training: 16 training sessions and 57 participants

Expenditures to Date:

| MSC -SSF  |                                    | FY15-16            |                  |
|---|------------------------------------|--------------------|------------------|
| Month   | Salaries & Benefits                | Student Assistants | SSF Total        |
| July  | \$36,105                           | \$2,509            | \$ 38,614        |
| August  | \$37,971                           | \$1,115            | \$ 39,086        |
| September   | \$43,252                           | \$1,232            | \$ 44,484        |
| October   | \$49,247                           | \$3,306            | \$ 52,553        |
| November  | \$49,906                           | \$5,621            | \$55,527         |
| December  | \$51,373                           | \$4,968            | \$56,341         |
| January   | \$48,838                           | \$1,550            | \$50,388         |
| February  | \$48,838                           | \$5,789            | \$54,627         |
| March   | \$48,838                           | \$6,522            | \$55,360         |
| April   | \$48,838                           | \$4,203            | \$53,041         |
| May   | \$48,959                           | \$6,066            | \$55,025         |
| June  | \$48,374                           | \$6,308            | \$54,682         |
| <b>Total</b>  | <b>\$560,539</b>                   | <b>\$49,189</b>    | <b>\$609,728</b> |
| SSF Allocation  |                                    |                    | \$539,220        |
| Roll Fwd 14-15  |                                    |                    | \$11,861         |
| SSF Total   |                                    |                    | \$551,081        |
|   | Shortfall covered by General Funds |                    | \$(58,647)       |
| One position will be moved to CP Scholar funding for FY16-17, leaving no deficit. |                                    |                    |                  |



**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** Academic Programs and Planning - Center for Teaching, Learning & Technology

**Program/Initiative Name:** Faculty Development Support Fund

**Amount of Student Success Fee Funding:** \$300,000 Base

**Program/Initiative Intent:** Student learning is enhanced when instructional practices incorporate recent advancements from scholarly work on effective teaching appropriate for the students and the technologies in a 21<sup>st</sup> Century University. This fund provides salary and benefits support for the Writing Instruction Specialist and Inclusive Excellence Instruction Specialist. Funds also provide support for faculty participation in CTLT programs, workshops, grants and awards designed to strengthen their teaching skills, enhance their use of instructional technologies and broaden their use of digital resources.

**Articulated Outcome:**

**Inclusive Excellence Instruction Specialist:** This individual serves as a strong proponent of student success by providing leadership in identifying and implementing best practices for bringing inclusivity and diversity issues into the curriculum, consistent with university learning outcomes and program assessment goals. The individual collaborates with faculty and CTLT staff to strengthen inclusivity and diversity issues in the curriculum through a broad range of activities for faculty and departments as well as serving and/or consulting with university committees on assessment, curriculum, and inclusivity/diversity.

**Writing Instruction Specialist:** This individual serves as a strong proponent of student success by providing leadership in identifying and implementing best practices for effective writing instruction, consistent with university learning outcomes and program assessment goals. The individual collaborates with faculty and CTLT staff to strengthen writing instruction through a broad range of activities involving faculty and departments as well as serving and/or consulting with university committees on assessment and curriculum.

**Faculty Development:**

**Flipped Course Workshop:** This workshop guides faculty to convert a key module of an existing course into a flipped model of instruction. The goal is to improve student learning in modules that deliver key concepts, but that have lower student success rates, by redesigning these modules in the flipped model (i.e., moving typical in-class activities such as lectures and discussions to online, allowing in-class time for students and faculty to focus on hands-on Learn by Doing). Total hours: about 60 including in and out of class activities.

**Critical Thinking Summer Institute:** This institute is a hands-on, five-day workshop and focuses on assisting faculty to design courses that will include critical thinking. Critical thinking includes requiring students to use appropriate cognitive skills, thinking to intellectual standards, asking questions that

require reasoned judgement within the conflicting systems or complex questions showing evidence and reasoning with one system. Participants review relevant educational materials, draft and provide feedback on critical thinking signature assignments, give and participate in teaching practicums, and share artifacts with their colleagues. It supports and guides instructors through assignment detail and articulating and aligning learning objectives. Total class hours: 35. Total hours: about 60.

**Deliverables to Date:**

**Inclusive Excellence Instruction Specialist:** specialist began work September 2013, providing support to faculty to enhance inclusivity and to infuse multicultural competencies into the curriculum and instructional practices.

**Writing Instruction Specialist:** specialist began work September 2013, providing support to faculty to strengthen writing instruction and advocating for principles and practices that will advance Cal Poly's goals of enhancing student writing competencies in all majors.

**Flipped Course Workshop:** Total number of participants 2015-16: 9  
 SSF funds paid a portion of the stipends for faculty participating in this workshop.

**Critical Thinking Summer Institute:** Total number of participants 2015-16: 13  
 SSF funds paid a portion of the stipends for faculty participating in this workshop.

Expenditures to Date: \$300,000 allocated, \$276,426 expended. \$23,574 roll for use in 2016-17.

| Description   | Amount           |
|---|------------------|
| Salary and Benefits, Writing Instruction Specialist     | \$141,004        |
| Salary and Benefits, Inclusive Excellence Specialist    | \$127,117        |
| Workshop faculty stipends, Flipped Classroom            | \$4,300          |
| Wkshp faculty stipends, Critical Thinking Smr Institute | \$1,336          |
| Backfill deficit from 2014-15                           | \$2,669          |
| <b>TOTAL</b>  | <b>\$276,426</b> |

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** Academic Programs and Planning - Kennedy Library

**Program/Initiative Name:** Digital Resources

**Amount of Student Success Fee Funding:** \$125,660 Base (plus \$5,237 roll forward from 2014-15)

**Program/Initiative Intent:** This investment maintains the high quality of Cal Poly's academic environment, saves student time, and reduces the private costs of scholarship and learning for every Cal Poly graduate and undergraduate student. This investment provides anytime, anywhere, no-cost access to high quality information for coursework, articles and books for research and reports, resources for design, and other project and individual work. These resources can be easily integrated into online course materials.

**Articulated Outcome:** Funding in 2015-2016 has been used to support access to new electronic resources and media used by students in engineering, nutrition, business, statistics, ethnic studies, media studies, computer science, music, theater, chemistry, and other liberal arts programs. Continued funding in 2016-2017 will provide access to digital information resources that support student coursework across multiple disciplines. Funding will also make it possible to maintain access to hundreds of high impact electronic scholarly journals in all fields of study at Cal Poly from major publishers, including Springer, Elsevier, Nature and Wiley.

**Deliverables** - Invoices and Paid as of June 15, 2016:

Ongoing expenditures (Subscriptions)

- 1) Elsevier Research Journals  
Retains full access to major research collections without cutting access to other resources.
- 2) CRC Handbook of Chemistry and Physics (online)  
A benchmark title of scientific reference.
- 3) Science Translational Medicine (online)  
High impact, current subscribed content in biomedical translational research.
- 4) Naxos Music Online  
This is a standard resource for access to music that is provided to students at most peer institutions. Will support comprehensive polytechnic experience across all colleges and majors.
- 5) Social Explorer (Oxford University Press)  
Online data tool and database of census and other sources with mapping capabilities to visualize, illustrate and analyze demographic and other data trends.
- 6) Statista  
Statista is one of the world's largest statistics portals with access to relevant data from over 18,000 sources. Students have access to statistics, studies and quantitative data from more than 600 industries.

- 7) Kanopy Films  
Video streaming service offering access to 26,000 documentaries, art, independent and classic cinema
- 8) Springer eBook Collections, 2015-16  
6,700 eBooks published in all collections including Life Sciences, Mathematics & Statistics, Energy, Engineering, Computer Science, Business & Economics, Humanities, Chemistry and Physics.

One- Time Expenditures

- 9) Springer, Nature, Palgrave eBook collections, 2016-17  
2,300 eBooks in History, Literature & Media Studies, Political Science, Religion, Philosophy and Social Sciences
- 10) Elsevier & Wiley eBook collections  
220 eBook titles in selected areas including Engineering, Computer science, Biomedicine and Nutrition
- 11) Synthesis Engineering and Computer Science eCollections  
375 eBook and eConference titles in Business, Computer science, Data science and Biomedical engineering

Expenditures to Date (Invoiced and Paid)

| Description   | Amount            |
|---|-------------------|
| Journal Package Support (Elsevier)                      | \$34,000          |
| CRC Handbook of Chemistry & Physics                     | \$ 1,825          |
| Science Translational Medicine                          | \$ 2,790          |
| Naxos Music Online                                      | \$ 3,986          |
| Social Explorer   | \$ 3,969          |
| Statista  | \$ 4,964          |
| Kanopy Streaming Video                                  | \$ 7,500          |
| Springer eBook Collections 2015-16                      | \$37,382          |
| Springer, Nature, Palgrave eBooks 2016-17               | \$ 9,116          |
| Elsevier & Wiley eBook collections                      | \$14,999          |
| Synthesis Engineering and Computer science eCollections | \$10,600          |
| <b>TOTAL Expended</b>                                   | <b>\$ 131,131</b> |

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** Graduate Education

**Program/Initiative Name:** Graduate Assistant and Teaching Associate Programs

**Amount of Student Success Fee Funding:** \$200,000 Base (plus roll forward of \$17,051)

**Program/Initiative Intent:** Provide financial support for graduate students and enable them to achieve success in their educational goals while supporting undergraduate courses and research programs.

**Articulated Outcome:** The funds were used to support eleven Teaching Associate (TA) and thirty-six Graduate Assistant (GA) appointments for continuing and newly admitted students. TAs enrich the learning experience for our undergraduates by bringing a diversity of educational backgrounds to the classroom. TAs also enable colleges to offer critically needed classes that are heavily impacted, which will help improve undergraduate student time-to-graduation. A GA appointment gives graduate students the much needed time and financial support to focus on the research that is required for their culminating experience, allowing them to gain experiences in professionally-oriented initiatives. Moreover, our graduate students play a key role in the development of our teacher-scholar culture throughout campus.

**Deliverables to Date:**

- Supported four graduate assistants and one teaching associate in CLA
- Supported nine graduate assistants and four teaching associates in CAFES
- Supported nine graduate assistants and three teaching associates in CENG
- Supported six graduate assistants and three teaching associates in CSM
- Supported five graduate assistants in CAED
- Supported two graduate assistants in OCOB
- Supported one graduate assistant in SOE

**Expenditures to Date:**

| Description                          | Amount           |
|--------------------------------------|------------------|
| Support for Graduate Assistants (36) | \$146,779        |
| Support for Teaching Associates (11) | \$25,398         |
| <b>TOTAL</b>                         | <b>\$172,177</b> |

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** Academic Programs and Planning

**Program/Initiative Name:** University Honors Program

**Amount of Student Success Fee Funding:** \$200,000 Base

**Program/Initiative Intent:** The University Honors Program (UHP) at Cal Poly brings together students, faculty, staff, and community members to seek challenges and participate in interdisciplinary learning. The program currently serves over 450 undergraduate students from 56 different major degree programs. Student members of the program represent each of Cal Poly's six colleges. Honors programming, initiatives, and curricular elements are designed to address the following UHP goals and learning objectives.

**Program Goals:** Honors students will...

- Serve and support the Honors learning community as active and enthusiastic participants
- Assume positions of leadership within campus groups or student organizations
- Broaden their education through enriched academic experiences, hands-on projects, and active learning opportunities
- Engage in interdisciplinary activities with students and faculty of diverse backgrounds and interests
- Gain research experience working closely with faculty and graduate student mentors
- Serve campus, local, and global communities as informed, empathetic, and respectful citizens

**Program Learning Objectives:** The following Program Learning Objectives (PLOs) define what Honors students will know and be able to do by the time they graduate from Cal Poly and the UHP:

- Demonstrate attitudes supportive of the Honors Program community;
- Mentor peers effectively;
- Communicate effectively with others;
- Apply leadership principles to organize and direct the efforts of a group;
- Make reasoned decisions based on an understanding of diversity, sustainability, global perspectives, technology, and ethics;
- Function effectively as a member of an interdisciplinary group or team;
- Integrate knowledge and skills from different disciplines to solve problems;
- Plan, carry out, document, and defend a capstone project;
- Demonstrate skills in information literacy and the ability to self-direct ones' learning; and
- Demonstrate a strengthened sense of community, civic responsibility, and philanthropy.

**Articulated Outcomes:**

- To provide undergraduate students with access to interdisciplinary curricular and co-curricular learning experiences.
- To develop, pilot, and assess new Honors courses.
- To recruit new and continuing Cal Poly students to the Honors Program.
- To improve Honors student advising efforts and pilot new collaboration efforts with University Advising.
- To develop and implement a peer-to-peer Honors mentoring program.
- To publish a new on-line Honors undergraduate journal.
- To pilot a new Honors study abroad experience during Summer 2016.
- To showcase the work and accomplishments of Honors students and faculty.
- To provide space in Kennedy Library to promote student learning and interdisciplinary collaboration.
- To prepare curriculum and course 2017-19 catalog proposals for the improved Honors Program.
- To attend national and regional Honors meetings in support of Honors programming and training.

**Deliverables to Date:**

- To provide undergraduate students with access to interdisciplinary curricular and co-curricular learning experiences.
  - We revamped the HNRS 100 course to focus on Honors community building and interdisciplinary research projects. We offered two sections of the course in Fall 2015 (enrollment of 104 students) and one section of the course in Spring 2016 (enrollment of 61 students). The research projects focused on sustainability, resilience, and the California drought (Fall 2015) and sustainability, political parties, and elections (Spring 2016).
  - During the 2015-16 academic year, Honors students enrolled in 38 Honors courses and seminars (HNRS-prefix) taught by faculty members from the colleges of CLA, CENG, CSM, and OCOB.
  - Open seats in Honors courses were made available to non-Honors students. Over 100 non-Honors students were provided with course access and enrollment permission numbers during the 2015-16 academic year.
  - The Honors Program partnered with Ryan Alaniz (CLA) to help plan and host a United Nations University (UNU) drought summit in October 2015.
  - The Honors Program helped to plan and implement various interdisciplinary learning initiatives including a peer mentoring program, an on-line open access journal, and a new study abroad experience (see below).
- To develop, pilot, and assess new Honors courses.
  - We sponsored a new Honors course (HNRS 270) on Library Research Methods during Spring 2016. The course was taught by Brett Bodemer, CLA Librarian, Kennedy Library with an enrollment of 7 students.
  - We sponsored a new Honors course (HNRS 270) on Social Change during Spring 2016. The course was taught by Ryan Alaniz (CLA) with an enrollment of 15 students.
- To recruit new and continuing Cal Poly students to the Honors Program.
  - During the 2016 recruiting cycle we received nearly 750 applications from conditionally admitted Cal Poly students. A team of faculty and staff from across campus reviewed the

applications. 155 students were admitted to the program and 411 students were waitlisted. The eventual show rate in Fall 2016 was 108 students.

- During Winter 2016 we received over 100 applications in response to a continuing Cal Poly student recruitment effort (we outreached to first-year students who earned Dean's List standing during Fall 2015). We admitted 68 students from this group in Spring 2016.
- The current breakdown of students enrolled in the Honors Program (as expected in Fall 2016) is as follows: CAED: 40; CAFES: 51; CENG: 140; CLA: 69; CSM: 87; and OCOB: 64
- To improve Honors student advising efforts and pilot new collaboration efforts with University Advising.
  - We scheduled mandatory 15-minute advising meetings with continuing Honors students to discuss academic performance, Honors curriculum requirements, course scheduling, and Honors probation. The Honors Director held 49, 33, and 79 advising meetings during the Fall 2015, Winter 2016, and Spring 2016 Terms, respectively.
  - We implemented a mandatory quarterly Honors check-in program for Honors students in their first or second year at Cal Poly. Through this process, we outreached to 253, 258, and 253 Honors students during the Fall 2015, Winter 2016, and Spring 2016 Terms, respectively.
  - During Spring 2016, we collaborated with Mustang Success Center to provide intrusive advising for 10 Honors students not meeting minimum GPA requirements.
  - The Honors Director participated in advisor training through the Mustang Success Center and served as an on-call faculty/academic advisor at the Center during Spring 2016.
- To develop and implement a peer-to-peer Honors mentoring program.
  - We developed piloted a new student-led peer mentoring program for Honors students. The program served 18 mentors and 34 mentees during Winter 2016 and 20 mentors and 79 mentees during Spring 2016.
  - The program collaborated with the Center for Leadership and Service to provide two mentor training workshops for the Honors student mentors.
- To publish a new on-line Honors undergraduate journal.
  - We recruited an Editorial Board that included 8 students from 8 different majors representing all six of Cal Poly's colleges as well as three faculty members (from CLA, OCOB, and CENG). The Editorial Board prepared and approved a mission statement, by-laws, and policies and procedures.
  - We accepted and reviewed 8 student submissions (target was 4 submissions). We received submissions from students representing all six of Cal Poly's colleges.
  - Collaboration with Dana Ospina (Open Content and Digital Publishing Librarian, Kennedy Library) is ongoing to publish the on-line journal through Bepress open access scholarly publishing services. The target date for publication of the first volume of the journal is Fall 2016.
- To pilot a new Honors study abroad experience during Summer 2016.
  - We developed and implemented an Honors Abroad experience with Josh Machamer (CLA) for students studying in London during Summer 2016. Eight Honors students attended representing 5 colleges (CSM, CLA, CAFES, OCOB, and CAED)
- To showcase the work and accomplishments of Honors students and faculty.
  - The Honors Program provided travel support for 6 students and one faculty member to attend the 2016 Stanford Undergraduate Psychology Conference. The students presented research completed as part of an Honors seminar on psychology.



- A team of 10 Honors students and the Honors Program staff published and distributed quarterly Honors newsletters showcasing student achievement and program success.
- The Honors Program sponsored its annual student showcase. The event featured the presentation of 22 senior project posters, 12 group research posters for HNRS 100, awards for 3 faculty members, awards for 3 students, and graduation recognition for 23 graduating Honors students.
- To provide space in Kennedy Library to promote student learning and interdisciplinary collaboration.
  - We purchased two new computers, a printer, and additional work tables for use by students in the Honors Program Office (Kennedy Library, Room 510).
  - We extended the Honors Program office hours by 2 hours each day to provide meeting, office, and study space for Honors students and student assistants.
- To prepare curriculum and course 2017-19 catalog proposals for the improved Honors Program.
  - The Director worked with the Honors Task Force and Honors students to prepare a "Case for an Approved Honors Program at California Polytechnic State University, San Luis Obispo," a program proposal presented to the Academic Senate for consideration during the 2017-19 catalog review cycle.
  - The Director worked with the Honors Task Force, Honors students, and several Honors faculty to develop new interdisciplinary Honors courses for consideration during the 2017-19 catalog review cycle. These courses include: HNRS 161/162/162 Creating Sustainable Communities (a year-long, first-year course on environmental, historical, and social dimensions of sustainability); HNRS 261 Leadership: Self-Evaluation; HNRS 262 Leadership: Group Dynamics; HNRS 263 Leadership: Coaching and Mentoring; HNRS 265 Library Research Methods; and HNRS 461 Honors Capstone Seminar.
- To attend national and regional Honors meetings in support of Honors programing and training.
  - In November 2015 the UHP sponsored three students and one administrative staff member as they attended the National Collegiate Honors Council (NCHC) annual conference in Chicago, Illinois.

Expenditures to Date:

| Month             | Salaries        | Benefits        | Director        | WTU's           | Student Assistants | Other Expenses  | Monthly Totals   |
|-------------------|-----------------|-----------------|-----------------|-----------------|--------------------|-----------------|------------------|
| July              | \$3,270         | \$2,904         | \$11,907        |                 | \$505              | \$119           | \$18,705         |
| August            | \$3,998         | \$3,143         |                 |                 |                    | \$40            | \$7,181          |
| September         | \$3,634         | \$3,024         | \$6,942         | \$10,412        |                    | \$1,552         | \$25,563         |
| October           | \$3,634         | \$2,966         |                 |                 | \$393              | \$2,699         | \$9,692          |
| November          | \$3,634         | \$2,966         |                 |                 | \$1,112            | \$740           | \$8,451          |
| December          | \$3,634         | \$3,081         |                 |                 | \$829              | \$1,156         | \$8,701          |
| January           | \$3,634         | \$3,081         | \$13,884        | \$3,470         | \$364              | \$2,773         | \$27,206         |
| February          | \$3,634         | \$3,081         |                 |                 | \$1,153            | \$207           | \$8,075          |
| March             | \$3,634         | \$3,081         |                 |                 | \$1,192            | \$120           | \$8,027          |
| April             | \$3,634         | \$3,081         | \$6,942         | \$15,346        | \$441              | \$1,148         | \$30,591         |
| May               | \$3,634         | \$3,081         |                 |                 | \$1,854            | \$2,825         | \$11,394         |
| June              | \$3,634         | \$3,081         |                 | \$3,470         | \$2,263            | \$2,522         | \$14,970         |
| <b>Total Cost</b> | <b>\$43,608</b> | <b>\$36,570</b> | <b>\$39,675</b> | <b>\$32,698</b> | <b>\$10,106</b>    | <b>\$15,901</b> | <b>\$178,556</b> |

|           |                         |
|-----------|-------------------------|
| \$200,000 | SSF Budget*             |
| \$178,556 | Total Expenses          |
| \$21,444  | Rolled Over for 2016/17 |

\*Original budget provided \$175,000 to UHP for 2015/16 academic year. \$25,000 was earmarked for rollover to 2016/17

**ACADEMIC AFFAIRS  
Student Success Fee  
Program/Status Annual Report  
June 30, 2016**

**College/Unit:** Admissions

**Program/Initiative Name:** Recruitment/Outreach

**Amount of Student Success Fee Funding:** \$310,000 Base

**Program/Initiative Intent:** Broaden the Partner Program to achieve greater student diversity and provide further opportunities on campus for both prospective students and their supporters. Expand efforts of our student and alumni volunteers in support of our recruitment endeavors at targeted college fairs, school visits and events. Continue to expand the Hometown Heroes program to additional groups on campus. 2016-17 goal: Bring on campus representatives to Partner Schools as well as programs/events focused on our target populations.

**Articulated Outcome:** Articulated Outcome: Increase influence to anticipated target audiences (prospective students, parents, counselors & school personnel) to place Cal Poly among their top choices in a college education. Increase participation in targeted recruitment and yield specific activities and events. Increase the number of targeted contacts seen through use of the CRM. Increase the number of applicants and enrolled students from targeted areas. Provide opportunities for staff to meet and create new strategies to address the challenges of college for students from low-income families who are also often first-generation college students.

**Deliverables to Date:**

- Participated in 107 CA partner and local school visits to meet with admitted & prospective students
- Participated in 60 National High School Visits/Informational Sessions
- Coordinated Partners Yield Reception events in Northern, Southern, & Central California
- Participated in 175 NACAC, PNACAC, WACAC, TACAC & other East Coast college fair programs
- Assisted with the coordination of the PolyCultural Phone-A-Thon program
- PolyCultural Phone-A-Thon completed 2,857 calls and spoke with 1,303 newly admitted under-represented and/or partner students
- Coordinated 36 group visitor student panel sessions that primarily serve first generation and historically low income populations
- 32,669 registered campus visitors for daily campus visits – coordinated informational sessions and campus tours
- Coordinated annual Partner's Pre-Collegiate Symposium Program with 140 high school juniors and 20 counselors from 14 partner schools- 150+ Cal Poly student volunteers assisted with the event
- Coordinated 7 National yield events and 3 Partner yield events
- Extended participation to representatives across campus departments for admitted student yield events and informational sessions

- Expanded the Alumni Ambassador membership to 32 ambassadors participating in 63 different college fairs
- Expanded the Alumni Ambassador program recruitment efforts with training and outreach provided to Cal Poly Alumni Affinity groups

Expenditures to Date:

| Description  | Amount    |
|--|-----------|
| Salaries/Benefits for 2 staff (FY included staff turnover)     | \$140,823 |
| Travel In State  | \$19,129  |
| Travel Out of State  | \$25,813  |
| Supplies and Services  | \$12,841  |
| College Fairs & AACRAO Registrations                           | \$9,186   |
| Postage and Freight  | \$403     |
| Recruitment Advertising (HACU)                                 | \$100     |
| New Student Partner School Yield Receptions/National (Hosting) | \$36,283  |
| TOTAL  | \$244,578 |

|   |           |
|---|-----------|
| Roll forward 14-15 SSF Balance                | \$56,280  |
| 2015-16 SSF Outreach                          | \$310,000 |
| Total Salary/Benefits & O/E Budget FY 2015-16 | \$366,280 |
| Total Expenses SSF01 FY2015-16                | \$244,578 |
| Ending Balance SSF01 FY2015-16                | \$121,702 |

We had an ending balance because our College Board Search for California and National Student Names for Colleges could not be purchased until May, past the PO deadline and could not be paid until July 2016. We knew this was an expense approximately \$113,000, and we allocated for this.

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Program Report  
June 30, 2016**

**College/Unit:** Office of University Diversity and Inclusivity

**Program/Initiative Name:** Student Engagement: Inclusivity and Diversity

**Amount of Student Success Fee Funding:** \$100,000 Base (plus \$46,108 roll over from 2014)

**Program/Initiative Intent:**

This initiative provides support for programming, training, and related activity sponsored through the office of University Diversity and Inclusivity to further Cal Poly's commitment to:

- Create a campus culture which thrives on differences (in and outside of the classroom)
- Make clear the strong connection between diversity, inclusion and inclusive excellence
- Underscore the support of all students in their pursuit of an education and academic success
- Make diversity and inclusivity a part of the campus cultural experience, with a commitment to measuring success

**Articulated Outcome:**

The funding will support Learn-by-Doing opportunities, and encourage student engagement in activities and initiatives supporting diversity and inclusivity goals. Specifically during the 2015-2016 Academic Year, the Office of University Diversity and Inclusivity implemented a speaker series that aligns with our comprehensive polytechnic identity and connects issues of diversity and inclusion in their current work. Students were given opportunities to engage with the speakers during their campus visits. We also offered small professional development grant funds for faculty, staff and students to promote student success and development. This effort enhanced the campus climate, as professional development participants reported back to the campus community and shared valuable resources that impacted inclusive excellence initiatives.

**Deliverables to Date:**

- Hosted the 2rd Annual Welcome Reception
- Held 12 Events promoting diversity/inclusivity
- Sponsored 6 campus events
- Hosted the Fortune School Visit and American Indian Visit
- Supported the PolyCultural Weekend Event
- Sponsored conference attendance to FYE and NCORE for SAS staff and Cross Cultural Center staff and students
- Provided funding for URM students and faculty to attend discipline related conferences/workshops

Expenditures to Date:

| <u>Description</u>       | <u>Amount</u>     |
|--------------------------|-------------------|
| Operating Expenses       | \$786             |
| Staffing                 | \$12,623          |
| Programs                 | \$58,152          |
| Sponsorships             | \$24,320          |
| Equity Enrichment Grants | \$28,298          |
| Total Expenditures       | <u>*\$124,179</u> |
| NET                      | \$12,839          |

\*Expenditure transfers included but not yet received from State account = \$79,288

**ACADEMIC AFFAIRS  
Student Success Fee  
Year End Report  
June 30, 2016**

**College/Unit:** Office of University Diversity and Inclusivity

**Program/Initiative Name:** BEACoN

**Amount of Student Success Fee Funding:** \$100,000 Base (plus \$51,639 roll over from 2014)

**Program/Initiative Intent:**

The intent of BEACoN is to educate and empower underrepresented students and advocate for them as they aspire to successfully complete their Cal Poly education. The program objectives that make up our name (Believe, Educate and Empower, Advocate, Collaborate, and Nurture) exemplify the value of individual mentor/scholar relationships that are grounded in multi- culturally competent positive psychology and the normalizing and validating of experiences and activities.

**Articulated Outcome:**

To provide undergraduate research opportunities to diverse students; to pair student research interests with faculty mentor; to increase culturally competent mentorship via training to mentors; to provide networking opportunities to faculty and students; and finally, to increase student success, retention, and graduation.

**Deliverables to Date:**

- Fall Workshop: Planting the Seeds and Developing Potential
- Winter Workshop: Increase Your Cultural Capital
- Network Connection Meetings (4 per quarter)
- NCORE Conference Attendance/Including 2 Students
- Attended outreach and networking meetings (8) to market programs

**Expenditures to Date:**

| Description                               | Amount    |
|---|-----------|
| Operating Expenses (including NCORE)      | \$10,310  |
| Programs (Workshops, Meetings & Outreach) | 3,321     |
| Staffing*                                 | 108,000   |
| Student Assistants                        | 2,480     |
| Sub-Total                                 | \$124,111 |
| NET                                       | \$27,528  |

\*Includes salaries that are currently encumbered for 2015/16 at \$108,000. Waiting for respective departments to initiate budget transfers.