



**Student Success Fee Impact Report
FY 2021-2022**

	Paid Faculty Members	# Classes Offered	# Students Served	FY 2021-22 Funding
<p>College of Agriculture, Food and Environmental Sciences (CAFES) In academic year 2021-2022 the base Student Success Fees (SSF) allowed the college to fund eleven full time tenure-track faculty. These faculty often work in the upper division specialty, project, and independent study types of courses, freeing up lecturers to teach more lower division classes and creating more opportunity for increased service in GE.</p>	11	242	2,730	\$1,568,420
<p>The College also received one-time SSF funding which allowed the college to pay additional lecturer expenses to meet course demand for Fall 2021, Winter 2022, and Spring 2022. This offered students the greatest access to classes to ensure students are meeting progress to degree. The college was able to add 50 additional course sections across 7 departments.</p>	6	72	1,267	\$410,302
<p>College of Architecture and Environmental Design (CAED) In academic year 2021-2022 the base Student Success Fees (SSF) allowed the college to fund one staff and two interdisciplinary tenure-track faculty hires in LARC and ARCH, which allowed for eight additional classes to 448 students that would otherwise not exist without funds from the fees.</p>	2	8	448	\$325,926
	Staff Position			
<p>The SSF funds the Instructional Shops Manager who supervises staff and student assistants, works with faculty to provide class specific services for students, and provides customized technical and instructional support. In addition, he matches classroom activities with the appropriate safety training and extends shop hours for increased shop access.</p>	1			
<p>The College also received one-time SSF funding which allowed the college to hire lecturers to meet course demand for Fall 2021, Winter 2022, and Spring 2022. This offered students the greatest access to classes to ensure students are meeting progress to degree. The Construction Management department offered additional sections due to recent growth in majors and minors. The department also offers two minor programs with a current enrollment of over 120 students. The Architecture department offered an additional studio due to study abroad cancellation.</p>	3	26	378	\$133,333

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<p>Orfalea College of Business (OCOB) Orfalea College of Business used their base Student Success Fee (SSF) monies to offer classes through the 2021-22 academic year in high demand areas of GE and the majors, which includes paying the salaries for seven tenure/tenure track faculty members and the salaries of four Professional Academic Advisors in Student Success Services.</p> <p>Additionally, the college was allocated one-time SSF funds, however they were not expended due to timing issues. These funds will carry forward into FY22-23 and will be expended in alignment with the intent of the funding.</p> <p>The faculty taught 1,407 students in 39 courses that would have otherwise not existed without the funds from the College Based Fee. 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.</p> <p>The Professional Academic Advisors are supporting students who need developmental counseling as well as coordinating programs supporting students in the following areas: Peer Mentoring, Multicultural Business Program, Career Readiness, Peer Advising, and Transfer Student Success.</p>	7	39	1,407	\$1,464,563
Staff Position				
	4			
<p>College of Liberal Arts (CLA) The positions, directly and indirectly supported by base Student Success Fee (SSF) funding, allowed the College of Liberal Arts to offer the equivalent of 175 sections of 4-unit classes throughout the 21-22 academic year. CLA used the average of the actual cost (full salary based on a 36-unit teaching load + 9 IRRS + benefits) of the tenure-line faculty compensations to calculate the cost of the classes. The SSF funds allowed access for 4,729 students to classes offered by the college that would have otherwise not existed without funds from the fee.</p> <p>The positions, directly and indirectly supported by one-time Student Success Fee funding, allowed the College of Liberal Arts to offer the equivalent of 97 sections of 4-unit classes throughout the 21-22 academic year. We used the 21-22 replacement rate (full salary based on a 45-unit teaching load) of the lecturer faculty compensations to calculate the cost of the classes. The SSF funds allowed access for 2,614 students to classes offered by the college.</p>	12.72	143	3,866	\$2,492,242
	8.6	97	2,614	\$521,155
<p>College of Engineering (CENG) In academic year 2021-2022 the base Student Success Fees (SSF) allowed the college to fund 32.7 faculty members and lecturers,</p>	32.7	469	6,666	\$3,255,134

	Paid Faculty Members	# Classes Offered	# Students Served	FY 2021-22 Funding
<p>which allowed for 469 additional classes to 6,666 students that would otherwise not exist without funds from the fees.</p> <p>The College also received one-time SSF funding which allowed the college to hire lecturers to meet course demand for Fall 2021. This offered students the greatest access to classes to ensure students are meeting progress to degree. CENG offered 54 additional sections and labs to 1,404 students.</p>	6.3	54	1,404	\$277,500
<p>College of Science and Mathematics (CSM)</p> <p>In fiscal year 2021-22, the Student Success Fee (SSF) base funding enabled the college to fund 24 full-time lecturers in most CSM departments: Biological Sciences, Chemistry & Biochemistry, Physics, Mathematics, Statistics, and Kinesiology & Public Health. These funds enabled CSM to meet student demand. A total of 364 sections were offered and 9,626 students were served.</p>	24	364	9,626	\$2,544,385
<p>The college also received one-time SSF funding and was able to hire five full-time lecturers and offered additional sections of first-year service courses. Providing these courses allowed students to stay on track with their academic plan and graduation progress. The mathematics department offered 22 additional sections to 729 students, Physics offered 15 sections to 509 students, Statistics offered 22 sections to 283 students, and Chemistry & Biochemistry offered 15 sections to 551 students. A total of 74 sections were offered and 2,072 students were served.</p>	5	74	2,072	\$429,917

	FY 2021-22 Funding
<p>Office of Writing and Learning Initiatives (OWLI) - Athletics Tutoring</p> <p>The Student Success Fee (SSF) funds allow the Office of Writing and Learning Initiatives to meet the academic support needs of student-athletes through a dynamic partnership among the Writing and Learning Center, the Mustang Success Center, and Athletics. Over 60% of student-athletes earned a GPA of 3.0 higher during the academic year, with an academic probation rate of 8%.</p> <p>In AY 21-22, the Writing and Learning Center’s Athletics Tutoring Program delivered 2,689 learning support sessions to over 252 student-athletes who represent all degree programs across the six colleges. Student-athletes engaged in learning support for all subjects on an as-needed or required basis in consultation with their coaches and academic advisors. Offered in summer, fall, winter, and spring of AY 21-22, tutoring appointments were available in both face-to-face and online modalities to balance scheduling needs of in-person and remote learners in response to the ongoing COVID-19 pandemic. Seventy-seven tutors (Instructional Student Assistants) were hired to offer 30- and 60-minute one-to-one and small group tutoring sessions to student-athletes.</p> <p>As with many areas across campus, OWLI Athletics Tutoring experienced difficulty hiring and maintaining student employees during the 2021-22 AY. Of the \$95,000 allocated for student-athlete tutoring, \$35,700 remained unspent as of June 30, 2022. If OWLI experiences the same difficulty hiring student tutors during 2022-23, we plan to hire lecturers to meet the demand for tutoring sessions. These will cost considerably more than student tutors, and we anticipate using the rolled-forward funds to cover the difference.</p>	<p>\$59,300</p>
<p>Office of Writing and Learning Initiatives (OWLI) - Supplemental Workshop</p> <p>The Supplemental Workshop program is a learning support program that provides students an opportunity to engage weekly in hourlong peer-led academic assistance sessions concurrent with historically challenging courses in science and math. In AY 21-22, Student Success Fee funds allowed the Office of Writing and Learning Initiatives to provide support to 27 courses within five departments in the College of Science and Mathematics through the Supplemental Workshop Program.</p> <p>The Supplemental Workshop program promotes collaborative learning, a high-impact practice widely known to help students meet learning outcomes and persist towards their degree. During supplemental workshop sessions in science and math, workshop leaders offer a process-oriented, guided inquiry approach to learning course concepts. Students enrolled in a supplemental workshop section earn one unit of academic credit as they engage in discussions; develop study strategies; and challenge their understanding of course materials by completing group activities, worksheets, and practice exams. Offered in fall, winter, and spring of AY 21-22, these CR/NC activities were delivered in both face-to-face and online modalities to balance scheduling needs of in-person and remote learners in response to the ongoing COVID-19 pandemic.</p> <p>The SSF resources funded six student assistants and 45 workshop leaders who facilitated 120 supplemental workshop sections to 1,176 first-year students through the Academic Skills Center’s Supplemental Workshops program.</p> <p>As with many areas across campus, OWLI Academic Skills Center Supplemental Workshops experienced difficulty hiring and maintaining student employees during the 2021-22 AY. Of the \$405,200 allocated for supplemental workshops, \$153,601 remained unspent as of June 30, 2022. If the same difficulty</p>	<p>\$251,799</p>

	FY 2021-22 Funding
<p>continues with hiring student assistants during 2022-23, we plan to hire lecturers to meet the demand for the supplemental workshops. These will cost considerably more than student assistants will, and we anticipate using the rolled-forward funds to cover the difference.</p> <p>Office of Writing and Learning Initiatives (OWLI) - Study Session The Study Session program supports student retention and success by providing a collaborative learning environment through which students engage in discussions, review class notes, develop metacognitive learning strategies, and challenge their understanding of course concepts while enrolled in historically challenging STEM classes. In AY 21-22, Student Success Fee funds (SSF) allowed the Office of Writing and Learning Initiatives to provide support to 41 courses within eight departments in the Colleges of Engineering and Science and Mathematics through the Study Session program.</p> <p>Guided by peer leaders with subject-specific knowledge and experience, students enrolled in study session groups engage in activities that ascend the levels of Bloom’s Taxonomy and reveal fresh perspectives on course materials. Fostering a flexible learning environment, study session leaders empower students to take an active approach to attaining learning goals. Offered in fall, winter, and spring of AY 21-22, these study groups were hosted in both face-to-face and online modalities to balance scheduling needs of in-person and remote learners in response to the ongoing COVID-19 pandemic.</p> <p>The SSF funded six student assistants and 27 peer leaders who facilitated 143 subject-specific study session groups to 1,110 students through the Academic Skills Center’s Study Session program.</p> <p>As with many areas across campus, OWLI Academic Skills Center Study Sessions experienced some difficulty hiring and maintaining student employees during the 2021-22 AY. Of the \$201,750 allocated for supplemental workshops, \$117,231 remained unspent as of June 30, 2022. If we continue to experience the same difficulty hiring student assistants during 2022-23, we plan to hire lecturers to meet the demand for the study sessions. These will cost considerably more than student assistants will, and we anticipate using the rolled-forward funds to cover the difference.</p> <p>The Office of Writing and Learning, which includes the supplemental Workshops and Study Session, had a great deal of trouble hiring and retaining tutors and student assistants to run the workshops last year. The expenditures totaled approx. 60% of the SSF allocation for 2022-23. We are hopeful the underuse of funds in 2021-22 is an anomaly and we'll be able to hire the needed tutors and student assistants for 2022-23 to meet student demand.</p>	<p>\$84,519</p>
<p>University Advising</p> <p>The <u>Mustang Success Center (MSC)</u> completed its second year as an advising center geared towards first time, first year (FTFY) students. From summer quarter 2021 through end of spring quarter 2022, the center conducted 30,067 advising interactions. In addition to supporting FTFY students, the MSC provides specialized academic advising to all first- and second-year Cal Poly Scholars, and all NCAA student-athletes throughout their entire undergraduate and graduate careers.</p> <p>Funded by the Student Success Fees, the center offers accessible academic advising via Zoom drop ins, in-person appointments, email, and phone calls. In early June 2022, the center had met with 87% of all first time first year students (4155 of 4800) this academic year.</p>	<p>\$574,150</p>

	FY 2021-22 Funding
<p>Cal Poly Scholars Advisors serves 824 Year 1 and Year 2 Cal Poly Scholars. For the AY 2021-22 the Student Success Fee funding allowed advisors to meet with 98.8% of the 538 Year 1 Scholars and 98% of the 286 Year 2 Scholars. The first year Scholars averaged five advising sessions with their advisor, well above the requirements for the program. The advisors also provided a specialized “SLO Days Your Advising Toolkit” presentation to incoming first year Cal Poly Scholars and a Class Registration Workshop for the Cal Poly Scholars’ UNIV 100 course. In an end-of-year survey of all Year 1 and Year 2 Cal Poly Scholars, the students indicated overwhelmingly that they could identify campus resources they could use to support their academic needs and that they understood that their Cal Poly Scholars advising requirement was met by meeting with their assigned advisor in the Mustang Success Center.</p>	
<p>Kennedy Library</p> <p>The Student Success Fess (SSF) assist the Kennedy Library to maintain 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 SSF 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.</p> <p>Student Success Fee Funding in AY 2021-2022 provided support access to electronic resources, media and eBook collections used by students in Architecture, Art and Art History, Biological Sciences, Business & Management, Chemistry, Data Science, Earth Sciences, Engineering, Ethnic Studies, History, Media Studies, Music, Native American Studies, Nutrition, Physics, Statistics, Theater Arts, and other disciplines. Continued funding in AY 2022-2023 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.</p>	\$125,660
<p>Center for Teaching, Learning and Technology (CTLT)</p> <p>The Student Success Fees (SSF) funds provide salary and benefits support for the Writing Instruction Specialist and Inclusive Excellence Instruction Specialist. Both positions collaborate with faculty, departments, and colleges across campus, enhancing curricular offerings.</p> <ul style="list-style-type: none"> • Inclusive Excellence Instruction Specialist: Strengthens inclusivity and diversity issues in the curriculum through a broad range of activities for faculty and departments and serves and/or consults with university committees on assessment, curriculum, and inclusivity/diversity. • Writing Instruction Specialist: Strengthens writing instruction through a broad range of activities involving faculty and departments and serves and/or consults with university committees on assessment and curriculum. <p>The SSF funds also support faculty participation in CTLT programs and workshops designed to improve student success. These programs and workshops strengthen faculty teaching skills, enhance their use of instructional technologies, and broaden their use of digital resources. During 2021-22, three types of workshops were funded with SSF funds:</p> <ul style="list-style-type: none"> • Introduction to Online Teaching and Learning: This introductory workshop teaches faculty best practices for redesigning a course for the online learning environment, including developing pre-course welcome letters, course policies, and creating a course design road map that implements a strong pedagogical approach to online course delivery. 	\$294,618

	FY 2021-22 Funding
<ul style="list-style-type: none"> • Creating Accessible Canvas Materials: This self-paced workshop teaches faculty how to create accessible Canvas Pages using accessibility features including heading styles, image descriptions, formatted tables and more. Participants also develop an Accessibility Action Plan for their course. • Inclusive Course Design - Implementing the UDL Guidelines: This workshop provides conceptual frameworks and concrete practical strategies to guide faculty in building course materials based on the principles of Universal Design for Learning. Universal Design for Learning is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences. 	
<p>University Honors Program (UHP)</p> <p>The University Honors Program (UHP) brings together students, faculty, staff, and community members to support one another, seek challenges, solve problems, and participate in interdisciplinary learning. The program currently serves 407 undergraduate students from 54 different degree programs. Students in the program represent each of Cal Poly's six colleges. Honors' programming, initiatives, and curricular elements support the following outcomes and objectives:</p> <ul style="list-style-type: none"> • Provide undergraduate students with access to interdisciplinary curricular and co-curricular learning experiences with other high achieving students and faculty. • Support unique leadership training, junior capstone, project-based learning, and service-learning opportunities for Honors students. • Showcase the work and accomplishments of Honors students and faculty through poster-sessions, receptions, and publications. • Provide space in Kennedy Library to promote student learning and interdisciplinary collaboration and research. <p>The Student Success Fee funds cover the cost of faculty to teach the various courses and programs unique to the UHP, supplies and materials for these courses and programs, student assistants to help develop and run the programs, and an administrative support coordinator to support the UHP and the Honors Director.</p>	\$144,812

**base expenses may include minimal dollars used from prior year roll forward SSF sources