



**Student Success Fee Impact Report
FY 2019-2020**

	Paid Faculty Members	# Classes Offered	# Students Served	FY 2019-20 Funding
<p>College of Agriculture, Food and Environmental Sciences (CAFES)</p> <p>The use of Student Success Fee (SSF) funding provided the college with resources needed for our faculty to teach classes and labs which alleviated classroom bottlenecks across the college for our growing student population.</p>	12	82	1915	\$1,426,123
<p>College of Architecture and Environmental Design (CAED)</p> <p>In the 2019-2020 academic year, the College of Architecture and Environmental Design (CAED), continued funding the Instructional Shops Manager position as well as two interdisciplinary tenure-track faculty hires, in LARC and ARCH areas.</p> <p>In addition to teaching departmental core courses for Architecture and Landscape Architecture, two faculty share a teaching assignment, develop pedagogy and content and provide rubrics and discussion session leadership for instructional student assistants (ISAs) for EDES 123 course. This course fulfills the GE Area D4 requirement and contributes to course offerings for the Sustainable Built Environments minor and interdisciplinary professional electives.</p>	2	13	445	\$291,637
Staff Position				
	1			
<p>Orfalea College of Business (OCOB)</p> <p>OCOB used SSF funds to offer classes through AY 2018-19 in high demand areas of GE and the majors, paying salaries for nine tenure/tenure-track faculty members and the salaries of three professional academic advisors. The professors taught 1,673 students in 59 courses that would have otherwise not existed without the funds.</p> <p>OCOB's 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>	10	59	1,673	\$1,443,473
Staff Position				
	2			
<p>College of Liberal Arts (CLA)</p> <p>SSF funds allowed CLA to hire faculty to provide course sections to help meet student demand in GE and the majors.</p> <p>The positions, directly and indirectly supported by Student Success Fee funding, allowed the College of Liberal Arts to offer the equivalent of 175 sections of 4-unit classes throughout the 19-20 academic year. We 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 4,732 students to classes offered by the college.</p> <p>CLA added one new recruitment for Philosophy with a focus on scholarship in Ethics and Philosophy of Computing Ethical Theory.</p>	18.7	175 4 Unit classes	4,732 students and 18,928 SCUs	\$2,723,398

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<p>College of Engineering (CENG)</p> <p>Student Success Fees provided as an addition to our College budget, allowed the College to add additional course capacity and offerings to students. These additional courses allow students to stay on track with their degree progress, enabling students to complete their degrees more quickly and efficiently. As a College, we are also able to broaden our offerings to students with this additional funding source.</p> <p>CENG added one new faculty recruitment for Computer Science with a focus on scholarship in Computer Education.</p> <p>The College of Engineering was able to offer 372 additional course sections with 4,391 seats (lecture and lab) during the 2019-20 academic year. These courses were offered because of the Student Success Fee funding provided to us and the faculty we were able to fund from these additional monies.</p>	14	372	4,391	\$3,347,378
<p>College of Science and Mathematics (CSM)</p> <p>Class sections were offered in our first-year service courses with the SSF funding. Providing seats in introductory service courses allows students to stay on track with their academic plan and graduate on time. A total of 32 full-time lecturer equivalents 1.5 in Liberal Studies, 6 in Chemistry & Biochemistry, 3 in Statistics, 5 in Mathematics, 15 in Physics, 1 in Kinesiology & Public Health, and 0.5 in the School of Education. A total of 357 sections, 27,669 student credit units, and 10,644 seats were offered.</p> <p>CSM added one new faculty recruitment for Statistics with a focus on Scholarship in Data Science.</p> <p>Three tenure-track faculty received 4 WTU per quarter for four consecutive quarters in release time since the beginning of the Faculty in Residence (FIR) program in Spring 2019 (16 WTU per faculty for a total of 48 WTU). The Residential Faculty carry out their work through three main components: serving as a role and mentor to students, initiating and participating in residential community events/programming, and facilitating the involvement of other campus faculty colleagues in residential communities.</p>	32	357	10,644	<p>\$3,455,837</p> <p>\$100,800</p>

	FY 2019-2020 Funding
<p>Office of Writing and Learning Initiatives (OWLI) - Athletics Tutoring</p> <p>Every student at Cal Poly faces challenges; however, the time demands of student-athletes are unique. These high achieving, academically successful students need additional support services to help them thrive. It is vital that the university invest in this diverse group because, not only do they represent Cal Poly in sport at the national level, they also contribute to a diverse and vibrant campus community. Student-athletes represent 60 degree programs across the six colleges, and 48% of our 586 student-athletes are underrepresented minority (URM) students compared to the 21% of URM students among the general campus population (Undergraduate Enrollment Profile, December 2019).</p> <p>Since fall 2018, the Office of Writing and Learning Initiatives (formerly the University Writing & Rhetoric Center) has had responsibility for the Athletics tutoring program. Student Success Fee funds allow the Office to meet the academic support needs of student-athletes and enhance a partnership among the Writing and Learning Center, the Mustang Success Center, and Athletics with staff in each unit working together to provide critical services to retain and graduate student-athletes. The tutoring program no doubt contributes to the academic success of Cal Poly's student-athletes; their 6-year graduation rate is 85%.</p> <p>Eighty athletics tutors (ISAs) were hired for AY 2019-20 to offer 30- and 60-minute one-to-one and small group tutoring sessions to student-athletes. Tutoring was available Sunday through Thursday in four locations on campus with the main hub in Kennedy Library. Online tutoring options were also available for student-athletes who needed academic support while traveling with their team, and for all student-athletes beginning in March in response to the COVID-19 pandemic. Student-athletes engaged in support for all subjects on an as-needed or required basis in consultation with their coaches and academic advisors. Tutors were recruited on an ongoing basis to meet the demands of student-athletes' changing schedules. A graduate student assistant helped student-athletes connect with tutor's classes and helped the Writing and Learning Center staff by tracking student-athlete tutoring sessions, noting their attendance, and helping to determine when additional/alternative tutoring sessions were needed. 561 of the 586 student athletes received tutoring through the program with a total of 2172 tutoring appointments.</p>	\$95,000
<p>Graduate Education</p> <p>SSF funds provided financial support for highly qualified graduate students and enabled them to achieve success in their educational goals. The program supported these students in creative works that may be published or presented at a conference while also supporting undergraduate courses and research programs. The funds were used to support 33 students (three-, six-, or nine-month appointments) with Graduate Assistant (GA) appointments for continuing and newly admitted students. A GA appointment gives graduate students the much needed time and financial support to focus on and develop the research that is required for their culminating experience, allowing them to gain unparalleled training in their chosen field and course of study. Moreover, our graduate students play a key role in the development of our teacher-scholar culture throughout campus.</p>	\$200,000

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<p>University Advising - Mustang Success Center (MSC)</p> <p>The MSC strives 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 “undergraduate students, Cal Poly Scholars, and student-athletes” at Cal Poly. The services provide students a strong foundation that serves them during their entire career at Cal Poly. A total of 16,413 student advising appointments were conducted during the 2019-20 academic year.</p> <p>When the pandemic broke out in March 2020, the advisors seamlessly transitioned to virtual advising. From mid-March to mid-June 2020, the MSC met with 2,189 students virtually through one-on-one meetings.</p> <p>The MSC</p> <ul style="list-style-type: none"> • Is a first point of contact for students and helps students navigate the university system, including access to campus resources and training in registration and degree progress tracking tools. • Provides support for students on academic probation. • Serves as a starting point for students seeking to change their major. • Connects and provides strong relationships with college and department advisors, and serves as the hub for all advising communication. • Reinforces students’ responsibility to live life positively both on campus and within the larger San Luis Obispo community. 	\$539,220
<p>Cal Poly Scholars (CP Scholars)</p> <p>The CP Scholars is a university-wide program that seeks to recruit and retain high achieving low-income students from California schools. Students selected for this program receive annual scholarship funds, workshops and proactive advising, and a living-learning community residential experience. The CP Scholars program brings together a network of services from Admissions, Housing, Financial Aid & Scholarships, Student Academic Services, the Mustang Success Center, and the participating academic colleges.</p> <p>The CP Scholars program contributes to the Graduation Initiative 2025 by removing or reducing barriers to graduation and eliminating the four- and six-year opportunity gaps for low-income students.</p> <p>The Cal Poly Scholars advisors had 2,147 student advising contacts during 2019-20.</p> <p>CP Scholars advisors</p> <ul style="list-style-type: none"> • Provide the Scholars a single point of contact for transitional issues and advising needs for two years. • Require advising for all first year CP Scholars. • Require advising for all second year CP Scholars who are in academic difficulty. • Coordinate and supervise peer mentors (current second year CP Scholars) who mentor first year CP Scholars. • Provide academic support programming to CP Scholars offered in the residence hall learning community. • Serve on the CP Scholars Programming Team. • Participate in other CP Scholar events and activities. 	\$80,000
<p>Kennedy Library</p> <p>The SSF 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.</p> <p>SSF funding has been used to support access to electronic resources and media used by students in art and art history, biological sciences, business, chemistry, engineering, ethnic studies, history, media studies, music, nutrition, statistics, theater, and other liberal arts programs. Continued funding provides access to digital information resources that support student coursework across multiple disciplines. Funding also makes 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.</p>	\$125,660

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<p>Center for Teaching, Learning and Technology (CTLT)</p> <p>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>SSF funds also provide support for 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.</p> <ul style="list-style-type: none"> • “Hybrid and Online Course Design” This learning community offers new and exciting ways to engage students beyond the lecture model, and to deliver flexible learning opportunities for students. It explores the pedagogy of online course design and teaching with a focus on best practices, collaborative learning processes, and how the online class can provide a Learn by Doing environment for students. • “Teaching American Students - Learning Community” This learning community is particularly well-suited for international faculty and focuses on achieving high success in student learning through activities based on community members’ needs. Numerous resources and activities include classroom video observations, midterm chats with students, and Individual consultations. • “Getting a Good Launch for New Faculty - Learning Community” This learning community supports instructors’ journey toward “scholarly teaching” by exploring and applying research-informed best teaching practices. 	\$300,000
<p>University Honors Program (UHP)</p> <p>The 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 500 undergraduate students from 58 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, as well as the new Honors study abroad experience in Europe. • 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. • Support students attending regional and national Honors conferences to share ideas and accomplishments with high achieving students regionally and across the nation. 	\$200,000

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<p>Admissions - Recruitment and Outreach</p> <p>SSF funds were used to:</p> <ul style="list-style-type: none"> • Increase influence to anticipated target audiences (prospective students, supporters, counselors & school personnel) to place Cal Poly amongst 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 strategies that address the challenges of college for students from low-income families who were also often first-generation college students. • Broaden the Partners Program to achieve greater student diversity and provide additional campus visit opportunities for prospective students and their supporters. <ul style="list-style-type: none"> ○ Expand efforts of our student and alumni volunteers in support of our recruitment endeavors at targeted college fairs, school site visits and campus-based events. ○ Collaborate with on campus representatives to support recruitment programs/events in target markets. ○ Participate in National, CA partner and local school visits, college fair programs, student panel/college informational workshops that primarily serve target markets, first generation and historically low-income populations in collaboration with admission volunteer programs and networks. ○ Coordinate visit experiences utilizing both in-person and virtual modalities. 	\$310,000
<p>Financial Aid</p> <p>Financial Aid and Scholarships built and maintains an integrated scholarship software system that allows students to apply for Cal Poly Scholarships through a portal link and allows scholarship committees in all colleges to use that information in making scholarship selections. This ultimately streamlined the student selection process, ensured that all students can be considered (for scholarships with more detailed criteria) and that appropriate students were selected and awarded financial aid and scholarships.</p>	\$107,132