



**Student Success Fee Impact Report
FY 2023-2024**

	Paid Faculty Members	# Classes Offered	# Students Served	FY 2023-24 Funding
<p>College of Agriculture, Food and Environmental Sciences (CAFES) In the academic year 2023-24 the base Student Success Fees allowed the college to fund fifteen tenure track faculty positions. These faculty members taught a total of 131 class sections, along with many independent study or senior project course supervisions. The departments included 2 faculty from Biological Resources and Environmental Engineering, 3 faculty from Agribusiness, 1 faculty from Animal Science, 4 faculty from Natural Resources and Environmental Sciences, 2 faculty from Experience Industry Management, 1 faculty member from Food Science and Nutrition, and 2 faculty from Wine and Viticulture. Altogether this funding allowed CAFES to serve 3,380 students across these departments.</p>	15	131	3,380	\$1,981,359
<p>College of Architecture and Environmental Design (CAED) In academic year 2023-2024 the base Student Success Fees allowed the college to fund one staff, two interdisciplinary tenure-track faculty as well as two tenure-track faculty hires in LARC and ARCH, which allowed for 14 additional classes to 779 students that would otherwise not exist without funds from the fees.</p> <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. The Shops Manager coordinates and assists in several firsthand projects in the Support Shop, High Bay testing lab, the Digital Fabrication Lab, and Poly Canyon. In addition, he matches classroom activities with the appropriate safety training and extends shop hours in response to student demand.</p>	4	14	779	\$575,229
Staff Position/s				
	1			
<p>Orfalea College of Business (OCOB) Orfalea College of Business has used their Student Success Fee monies to offer classes through the 2023-24 academic year in high demand areas of GE and the majors, which includes paying the salaries for 7 tenure/tenure track faculty members and the salaries of 3 Professional Academic Advisors in Student Success Services.</p> <p>The faculty taught 1,368 students in 41 courses that would have otherwise not existed without the funds from the Student Success 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>	7	41	1,368	\$1,734,590
Staff Position/s				
	3			

Office of Writing and Learning (OWL) - Athletics Tutoring

\$75,123

The Student Success fee (SSF) Funds allow the Learning Support Programs to meet the academic support needs of student-athletes through a dynamic partnership among the Learning Support Programs tutoring staff, Athletics advisors, and Athletics Department coaches and staff. In AY 23-24, student-athletes reserved over 3,700 tutoring sessions for subjects across the curriculum. Most attended regular-weekly hourlong tutoring sessions for courses identified in consultation with their coaches and academic advisors while others attended tutoring on an as-needed basis. Offered in summer, fall, winter, and spring of AY 23-24, these tutoring sessions were available in both face-to-face and online modalities to accommodate student-athletes' scheduling needs. All tutors hired under OWL-Learning Support Programs, regardless of from which account and position number, support the Athletics Tutoring program. In addition to the Athletics tutors, an Athletics Tutoring graduate assistant worked 15-20 hours a week each term to help manage student-athlete appointments and complete attendance reports. In past years, the Athletics Tutoring SSF account has been overdrawn by spring, and funds were transferred from other OWL accounts to cover costs. In 2023-24, OWL attempted to remedy that issue and underspent the SSF.

Office of Writing and Learning (OWL) - Supplemental Workshop

\$380,114

Supplemental Instruction (SI) provides students an opportunity to engage weekly in peer-led academic support sessions concurrent with historically challenging science and math courses. During weekly SI sessions, workshop leaders offer a process-oriented, guided inquiry approach to building knowledge of course concepts. Students enrolled in supplemental workshops have the option to earn one unit of academic credit as they engage in discussions; develop study strategies; and challenge their understanding of course materials through a series of group activities, problem sets, and practice exams.

The SI program promotes collaborative learning, a high-impact practice widely known to help students meet learning outcomes and persist towards their degree. In AY 23-24, OWL's Learning Support Programs unit delivered 454 supplemental instruction workshop sessions in support of lower-division courses in Biology, Chemistry, Math, Physics and Statistics. Sixty-nine (69) ISAs led these in-person workshops, and two student assistants helped the SI coordinator with administrative tasks.

Office of Writing and Learning (OWL) - Study Session

\$166,750

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. 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. SSF funds allowed OWL's Learning Support Programs unit to provide support to over 30 historically challenging lower-division courses within eight departments in the College of Engineering and the College of Science and Mathematics through the Study Session program. Seventy-three (73) ISAs facilitated 188 study session groups that met twice weekly throughout fall, winter, and spring terms in support of lower-division courses in Biology, Civil Engineering, Chemistry, Computer Engineering, Math, Mechanical Engineering, Physics, and Statistics.

Study session meetings were hosted online during AY 23-24 in response to the temporary Library closure.

<p>University Advising</p> <p>The Mustang Success Center (MSC) completed its fourth year as an advising center for first time, first year students. MSC also 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. Funded by SSF, the advisors in MSC offer accessible academic advising via Zoom drop-ins, appointments, email, and phone calls. From summer quarter 2023 through end of spring quarter 2024, the advisors had 19,826 student advising interactions. In addition, the advisors conducted 59 workshops, including registration and change of major workshops, for first-year students and interacted with 15,592 students during these workshops. Although first-year advising is not mandatory for the general student population, the MSC advisors met with 82% of all first-year students.</p>	<p>\$539,220</p>
<p>Kennedy Library</p> <p>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 and media for coursework; articles, books, technical papers, and primary source documents for research and reports; resources for design and data visualization; and support for other project and individual work. These resources can be easily integrated into online course materials.</p> <p>Funding in FY 2023-24 has been used to support access to electronic books, journals, and technical papers; media and datasets; and primary source materials used by students in multiple fields across the curriculum. Resources funded in 2023-24 support STEM majors such as Aerospace and Biomedical Engineering, Physics and Biological Sciences, Statistics, and Pre-Veterinary programs; within the College of Liberal Arts, funded resources support coursework and scholarship in Art & Design, Comparative Ethnic Studies, History, Music, Political Science, and Sociology; other supported programs include Architecture and Business Administration. Continued funding in FY 2024-25 will provide access to digital information resources that support student coursework across multiple disciplines. Funding will also make it possible to continue building high impact collections that benefit all fields of study at Cal Poly.</p>	<p>\$125,660</p>
<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 2023-24, six types of workshops were funded with SSF funds:</p>	<p>\$269,839</p>

<p>Center for Teaching, Learning and Technology (CTLT) contd.</p> <ul style="list-style-type: none"> • Assignment and Assessment Design to Promote Academic Integrity: This workshop builds faculty knowledge about course design factors that enhance student self-efficacy and increase the promotion of academic integrity. Assignment and Assessment Design to Promote Academic Integrity reviews evidence-based teaching strategies for designing or revising course assignments to enhance students' learning, critical thinking, and reflection practices. • Creating Accessible Documents, Canvas Content, and PowerPoint (3 separate workshops): These workshops teach faculty how to create accessible course materials using accessibility features including heading styles, image descriptions, formatted tables, and more. Participants also develop an Accessibility Action Plan for their course(s). • Creating a Blended/Hybrid Course: This workshop focuses on best practices for revising an online course to be delivered in the blended (hybrid) format, including syllabus updates, course policies, and creating student-centered active learning components to maximize in-person portions of the course. • Team Learning Basics: This workshop provides an overview of team learning in higher education classrooms. Participants discuss the benefits and challenges of team learning, explore team learning models and methods, determine when and why one might include team activities in classes, and learn to apply best practices for creating, managing, and assessing team activities. 	<p>\$47,710</p>
<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 served 458 undergraduate students from 56 different degree programs. Students in the program represent each of Cal Poly's six colleges. Honors' programming, initiatives, and curricular elements supported the following outcomes and objectives:</p> <ul style="list-style-type: none"> • Provided undergraduate students with access to interdisciplinary curricular and co-curricular learning experiences with other high achieving students and faculty. • Supported unique leadership training, junior capstone, project-based learning, and service-learning opportunities for Honors students. • Highlighted the work and accomplishments of Honors students and faculty through poster-sessions, receptions, and publications. • Provided space in Kennedy Library to promote student learning and interdisciplinary collaboration and research. 	<p>\$202,329</p>

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