

Student Success Fee Impact Report
FY2024-2025

Academic Affairs College/School/Unit	Faculty	Staff	# of Classes Offered	# of students served	FY2024-2025 funding	
College of Agriculture, Food and Environmental Sciences (CAFES)	11		225	2294	\$	2,014,012
In academic year 2024-25 the base Student Success Fees allowed the college to fund eleven tenure track faculty positions. These faculty members taught a total of 225 class sections, along with many independent study or senior project course supervisions. The departments included 2 faculty from Biological Resources and Environmental Engineering, 1 faculty from Agribusiness, 1 faculty from Animal Science, 3 faculty from Natural Resources and Environmental Sciences, 2 faculty from Experience Industry Management, 1 faculty member from Food Science and Nutrition, and 1 faculty from Wine and Viticulture. All together this funding allowed us to serve 2,294 students across these departments.						
College of Architecture and Environmental Design (CAED)	4	1	21	873	\$	623,287
In academic year 2024-2025 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 21 additional classes to 873 students that would otherwise not exist without funds from the fees. 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 a number of hands-on 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.						
Orfalea College of Business (OCOB)	9		76	2531	\$	2,147,632
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 9 tenure/tenure track faculty members and the salaries of 3 Professional Academic Advisors in Student Success Services. The faculty taught 2,531 students in 76 courses/labs 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. 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.						
College of Liberal Arts (CLA)	13.6		181	2845	\$	2,646,056
The positions, directly and indirectly supported by base Student Success Fee (SSF) funding allowed the College of Liberal Arts to offer the equivalent of 181 sections of 4-unit classes throughout the 24-25 academic year, which allowed access to 2,845 students. 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 2,845 students to classes offered by the college that would have otherwise not existed without funds from the fee. \$19,612.17 from Honors program activities was allocated to Academic Programs and Planning and then moved to CLA.						
					\$	19,612
College of Engineering (CENG)	21		207	4,704	\$	3,575,944
In academic year 2024-2025 the base Student Success Fees (SSF) allowed the college to fund 21 faculty members and lecturers, which allowed for 207 additional classes to 4,704 students that would otherwise not exist without funds from this fee.						

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Bailey College of Science and Mathematics (BCSM)	42		494	12,306	\$ 3,288,683
In academic year 2024-25, the Student Success Fee (SSF) base funding enabled the college to fund 39 part-time and full-time lecturers in the following departments: Liberal Studies, Chemistry & Biochemistry, Statistics, Mathematics, Physics, and Kinesiology & Public Health. There are also 3 tenure-track positions (2 in Statistics and 1 in Biological Sciences) funded with Student Success Fees. In addition to faculty, there are 2 staff members (1 Instructional Support Tech in Biological Sciences and 1 Academic Advisor in Student Services Center) funded with SSF. In 2024-25, SSF funds enabled BCSM to meet student demand and advise students in Student Services. A total of 494 sections were offered, and 12,306 students were served.					
Office of Writing and Learning (OWL) – Learning Support Programs, Athletics Tutoring	The Student Success Fee (SSF) funds enable OWL to meet the academic support needs of student-athletes through a dynamic partnership among the Tutoring and Learning Center, the Mustang Success Center, and Athletics. In AY 2024–25, 41 tutors (ISAs) were hired under Dept ID 119022 specifically to support Athletics Tutoring, each working between 4 and 15 hours per week. These tutors were part of OWL’s broader team of 137 ISAs, enabling a shared staffing model that provided comprehensive coverage and scheduling flexibility to meet student-athletes’ academic needs. Additionally, two graduate assistants, Margaret Lewis (September–December) and Wenxiang Li (February–June), each worked approximately 15 hours per week, helping to coordinate student-athlete appointments and attendance reports. Athletics tutoring sessions were offered year-round in both face-to-face and online formats to accommodate competition and travel schedules, with support available for all subjects on an as needed or required basis in consultation with coaches and academic advisors. A total of 2,863 athletics tutoring appointments were scheduled during AY 2024–25, most of which were 60-minute sessions. Student-athletes were also estimated to have engaged in more than 300 drop-in Help Hub visits during the year, bringing the total Athletics Tutoring sessions to over 3,100. While SSF funds covered a significant portion of Athletics Tutoring costs, the program also drew from other Learning Support Programs funds. The reported 94% usage of Athletics Tutoring SSF annual funds reflects only part of the total investment. To remain within budget, a portion of tutor compensation was intentionally paid from other sources, ensuring uninterrupted academic support for student-athletes while exercising fiscal responsibility.				\$ 89,308
Office of Writing and Learning (OWL) - Supplemental Workshop					
The Supplemental Workshop program offers students weekly, peer-led academic assistance sessions linked to historically challenging science and math courses. During these 90-minute sessions, workshop leaders use a process-oriented, guided inquiry approach to help students build knowledge of course concepts. Students enrolled in supplemental workshops may earn one unit of academic credit as they engage in discussions, develop study strategies, and deepen their understanding of course materials through group activities, worksheets, and practice exams. The program promotes collaborative learning, a high-impact practice widely recognized for improving learning outcomes and supporting degree persistence. In AY 2024–25, OWL delivered 187 Supplemental Workshop sections in support of lower-division courses in Biology, Chemistry, Mathematics, Physics, and Statistics. Each section met twice weekly over a 10-week term, resulting in approximately 3,740 individual workshop sessions across the academic year. Sixty-one ISAs served as workshop leaders, each working between 12 and 18 hours per week and facilitating up to four sessions weekly. The full SSF allocation for Supplemental Workshops was dedicated to ISA staffing, while other program operations (such as supplies, services, and hosting costs) were funded through other Learning Support Program budgets.				\$ 330,875	
Office of Writing and Learning (OWL) - Study Session	The Study Session program reinforces student retention and success by creating a collaborative learning environment for students enrolled in historically challenging STEM courses. Guided by peer leaders with subject-specific expertise, participants review course materials, engage in discussion, and practice metacognitive learning strategies. Activities are designed to advance students through progressively higher levels of Bloom’s Taxonomy, encouraging analytical thinking and deeper conceptual understanding. In AY 2024–25, OWL formed 173 non-credit Study Session groups supporting lower-division courses in Biology, Chemistry, Civil Engineering, Computer Engineering, Mathematics, Mechanical Engineering, Physics, and Statistics. All groups met twice weekly during the term. Of the 173 groups, 43 were canceled after week 6 due to low attendance, while the remaining 130 met for 9 weeks per term (given that week one of the term is reserved for group formation). In sum, OWL hosted an estimated 2,856 Study Session group meetings offered throughout the academic year. Forty-nine ISAs, each working between 4 and 16 hours per week, facilitated these sessions. Due to the temporary Library closure, Study Sessions were offered exclusively in a virtual format for the second consecutive year in AY 2024-25. While the online model ensured uninterrupted access to small-group support, cancellations, staffing constraints, and the inherent limitations of virtual delivery reduced both total sessions completed and reported hours compared to AY 2023–24. With the return to dedicated on-campus spaces in Kennedy Library in AY 2025–26, the program is expected to be restored to full capacity, further enhancing opportunities for collaboration, connection, and academic achievement.				\$83,755

