SJSU SAN JOSÉ STATE UNIVERSITY

CAMPUS FEE ADVISORY COMMITTEE (CFAC)
AGENDA
Friday, December 4, 2015
2:30pm-4:30pm
Clark Hall 506

Committee Members:

_____ Josee Larochelle, Admin & Finance Rep, Chair	_____ Matthew Diwata, Controller, Associated Students
_____ Marna Genes, Academic Affairs Rep	_____ Eric Medrano, Dir. of Student Rights & Res, AS
_____ Robb Drury, Student Affairs Rep	_____ Abid El-MIaari, Dir. of Internal Affairs, AS
_____ Michael Kimbarow, Academic Senate Designee	_____ Joyce Lum, Dir. of Student Fee Affairs, AS
_____ Stefan Frazier, Faculty Member	_____ Joshua Romero, VP , Associated Students
_____ LooLoo Amante, President, Assoc. Students	_____

I. **SSETF Discussion**

   a. **Review SSETF Allocation and Expenditure Process (link)**

II. **Biennial Call for SSETF Funds (link) – Information and Q&A**

III. **SSETF Funding Proposals – Read in advance of the meeting and come prepared for discussion on whether to support the request for funding**

IV. **Summary of "Student Success" Biennial Funding Requests (spreadsheet)**

Please refer to the SSETF Allocation and Expenditure Procedures on the SJSU Finance website (under Policies & Guidelines)

Division:	Academic Affairs	**Dean/AVP Approval:**
College/Dept.:	Lucas College of Business	
Contact Person:	Malu Roldan	**DeptID:** 1117 **Ph:** 43411

Title of Proposed Project: Technology Enabled Full Year First Year Experience for LCoB Freshmen

Indicate which SSETF Priority this request fulfills:

○ Academic Technology   ○ 21st Century Teaching Spaces   ● Retention & Graduation

○ Student Success Services & Graduation Pathways

One-Time Request - 2015/16		One-Time Request - 2016/17	
Staff/Faculty Salaries*:		Staff/Faculty Salaries*:	
(summarize by job title)		Faculty stipend for passport program	
	$0.00	administration	$10,000.00
	$0.00		$0.00
	$0.00		$0.00
	$0.00		$0.00
	$0.00		$0.00
Benefits (42%):	$0.00	Benefits (42%):	$4,200.00
Other Salary**:	$0.00	Other Salary**:	$5,000.00
Sub-Total Compensation	**$0.00**	**Sub-Total Compensation**	**$19,200.00**
		Supplies: Supplies for building group	
Supplies:	$0.00	identity	$10,000.00
Other (specify):	$0.00	Other (specify):	$0.00
		Ropes Course Vendor Services	$15,000.00
		MapWorks seats for Frosh	$4,500.00
		Ipad Minis+cover+software+	
	$0.00	applecare (400 HC)	$240,000.00
	$0.00	Adobe DPS sw for Lucas Connect app	$30,000.00
Sub-Total Supplies	**$0.00**	**Sub-Total Supplies**	**$299,500.00**
Total One-Time w/o benefits	$0.00	Total One-Time w/o benefits	$314,500.00
Total 2015/16 Request	**$0.00**	**Total 2016/17 Request**	**$318,700.00**
			$318,700.00

Total Funds Requested:

*Complete the Details section on page 2 for all salary dollars requested.

**Other Salary includes student assistants, temporary/seasonal workers, shift differentials, etc.

Briefly describe the program/project and purpose for which funds are being requested:

The LCoB is requesting 4th year funding for our highly successful Full Year First Year Experience (FYFYE). This request reflects improvements we have made over the past 3 years, identifying key components and refining elements of the program based on our assessments. The cornerstones of the program remain two lower division courses that engage Frosh in their first full year at SJSU, an iPad program that leverages the technology to build engaging, inspiring learning experiences, an early warning system to identify at-risk students, and a transitional program where students engage in ropes courses and network building activities. Improvements include a change in the two lower division courses used (now Bus 16: Innovation and Leadership and Bus 12: Money Matters) to increase material to address students' social integration and exposure to global experiences, an early warning system that includes professor feedback in addition to students' self reported behaviors, and increased community building material via the Lucas Connect app, and Global Leadership Passport Program which encourages student participation in and reflection on global experiences to develop their global leadership skills.

Describe how this proposal supports the SSETF priority(ies) specified on page 1:

The proposed FYFYE program has been proven to increase frosh retention (first year retention increases vs. Fall 2012 for Frosh involved in key components of the programs are: 7.4 points in year 1 for Fall 13 Frosh and 8.2 points in year 1 for Fall 14 Frosh) -- details provided in attached project outcome report. These increases put us on course for improved 4-year and 6-year graduation rates. As of summer 2015, although retention rates for third year frosh (Fall 2013 admits) have decreased as expected, they are still at 91.3%.

Describe the expected outcomes and provide the timeline of activities (feel free to include attachments):

We expect continued exceptional retention and high 4 and 6 year graduation rates for the students in the FYFYE program. Based on the first two years of results (see attached project outcome report), we expect that students will continue to express positive emotions towards SJSU and LCoB, attributed to FYFYE and the iPads that they receive. We expect that FYFYE students will continue to participate strongly in degree enhancements available to them such as internships, study abroad, mentoring, scholarships, and leadership opportunities. Lastly, we expect that students in the FYFYE will have successful starts to their careers with a commitment to give back to the college, the university and their communities. Project timeline attached.

Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved (to be included in your final report):

Data collected will include: retention and graduation rates as reported by IEA, GPA, early warning system statistics and measured factors related to social integration and academic success, student demographics, students' self reports on the impact of the program on their academic success, self efficacy with novel technologies and productivity tools, attitudes about and anxiety related to technology, the extent and type of usage of technology, satisfaction with various elements and programs tied to FYFYE, including the two lower division courses students take in their first year, participation rates for program enhancements (e.g. study abroad), passport program activity (e.g. number of global experiences undertaken and quality of reflections on these), and FYFYE alumni career trajectories.

Detail of One-time Staffing Request:

Position title	Job Code	Anticipated Hiring Date	Annual Salary	FTE	Salary Requested
Faculty (stipend)	2358	8/1/16	varies	0.60	10,000.00
Temp Communications Specialist	800	7/1/16	36,000.00	0.50	5,000.00
		Total Requested	$ 36,000.00	1.10	$ 15,000.00

Finance | One Washington Square | San Jose, CA | 95192-0004 | 408-924-1588/Fax: 408-924-1892

Instructions: Complete form, attaching additional files or documentation as necessary, then obtain Dean/AVP digital signature (click here for instructions). Please include a copy of original funding request submitted during year of initial funding. Once complete, please e-mail form to bradley.olin@sjsu.edu. Keep a copy of the form for your records. As a reminder, your unit may be invited to deliver a brief presentation to the Campus Fee Advisory Committee highlighting accomplishments.

PROJECT INFORMATION

Title of Project: Technology Enabled Full Year FYE (FYFYE)

Division: Academic Affairs

College/Department: Lucas College of Business (LCoB)

Contact Person: Malu Roldan

Year Funds Awarded: 2013

Commitment Number: #301

Base Funds (Yes/No): No

Dept. ID: 1117

Phone: 43411

Funds Awarded: $ 319,224.00

Dean/AVP Approval (digital signature): _____

Dean/AVP Name & Title: Dean David Steele

PROJECT PRIORITY

Please select applicable categories:

☑ Student Success Services & Graduation Pathways   ☑ Academic Technology   ☑ 21st Century Teaching Spaces   ☑ Retention & Graduation

PROJECT UPDATE

Project Completed	☐ Yes	☑ No
Were all Funds Spent:	☐ Yes	☑ No

Please provide an overview of the project:

The LCoB's Technology Enabled Full Year First Year Experience for Frosh Success, Retention and Graduation (FYFYE) is a comprehensive effort to ensure the success of our entering Frosh and provide them with experiences that generate a strong emotional bond among students, faculty, and staff, and strong identification with SJSU and LCoB. The cornerstones of this program are two lower division courses, an iPad program that leverages the technology to support engaging learning activities in and out of the classrooom, an early warning system to identify at-risk students and connect them with advising and other helpful resources. The FYFYE program aligns with all four SSETF priorities and employs proven high impact practices to support the success of our students while in school, encouraging them to go beyond classroom learning to maximize their exposure to the program enhancements we have in place (e.g. honors program, global experiences) and ensure their competitiveness in their future careers.

Project Accomplishments & Outcomes to Date:

This project has been implemented on schedule and has delivered exceptional student success results, including increased retention numbers for freshmen in the program (based on summer 2015 department major extracts): Fall 2013 cohort first year retention is 94.6 (an increase of 7.4% vs. previous year), second year retention is 91.3. Fall 2014 cohort first year retention is 95.4. Analysis of at risk URM students' data for these cohorts after 1 year in the program shows no significant differences across ethnicity and gender for self-efficacy with novel technologies, use of productivity tools, computer anxiety and attitudes. There is a significant gender difference in use of the iPads with females using the iPads for longer periods than males. There are significant differences in GPA across ethnicities, although all ethnicities came in with a mean gpa above 2.73, which is above the at risk threshold of 2.5. Students consistently site Happiness at SJSU, Success with Schoolwork, and Satisfaction at SJSU as the top 3 outcomes linked to their receipt of an iPad.

Faculty have been implementing iPad enabled course activities to fully realize the potential of the technology to engender student success in specific business disciplines. Implementations have ranged from the distribution of course videos and interactive exercises via an online course platform (Udemy) which students access with their iPads, access to gradebooks and quizzes via the canvas app, an ibook to make technical accounting information systems concepts more accessible, apps to teach soft skills and geography in a global perspectives class, and using video for exam reviews, and to practice elevator pitches and customer interviews. These applications are being showcased during the ideaLab portion of the Stanford Academic Technology Expo on October 12, 2015 (see attached proposal, "Pure Play: Technology to Educate Engage Enlighten Future Business Leaders.")

Provide detailed future plans for project:

We are requesting an additional year of one-time funding to extend the FYFYE project to AY 2016-17 Budget request form submitted with description of future plans for the FYFYE program. These include a change in the two lower division course offerings so that there is more material on social integration and global knowledge in the courses, an expansion of the early warning system to include faculty input, and increased community building material via the Lucas Connect App and the LCoB Passport program. Building on the success of our first 2.5 years, We have developed programs to support students in the FYFYE program throughout their undegrad years (sophomore to graduation), to support transfer students in their first semester at SJSU, and to address the needs of Underrepresented Minorities (URM). Students in the FYFYE program have the option to join a sophomore experience class (Science 90: Life is a startup), developed in collaboration with the Colleges of Engineering and Science and a career accelerator. This program specifically targets URM student needs and was piloted successfully with our Fall 2013 and Fall 2014 FYFYE participants. The cornerstone of our programs for first semester transfers is the Ask Joshua program where one of our Student Success counselors reaches out to entering transfers to provide them with focused support to address their concerns. The counselor also follows up with students identified by faculty as at-risk, based on early semester course requirements and/or student behavior in class.

Pure Play: Technology to educate engage enlighten future business leaders
Accepted for the InfoLab Session of the Stanford ATExpo, 10/12/2015

By issuing iPads to Freshmen business majors since Fall 2013, the Lucas College of Business has provided faculty and students with a platform to infuse playfulness and fun into our business curriculum. Faculty have used this platform to deliver a multimedia online course on financial literacy, engage students in activities to hone their soft skills, help students refine and promote entrepreneurial ideas, bring difficult and technical accounting concepts to life, use videos for course review, and use a game to teach geography in a global business class. Course and program assessments are facilitated through automation using our learning management system.

Aside from meeting our College's academic course and program goals, this project addresses the need for engendering greater engagement with their learning among our students. Technology, gaming, social media have been integral to all aspects of our students' lives from day one. This project seeks to leverage this with the learning experiences in our business courses. By making our environment and activities match students' implicit expectations, we elicit greater engagement, learning and the "flow" that leads to higher learning and creativity -- as well as a readiness to explore more enlightened views of management and leadership.

We have collected much evidence on impact including our students' retention, academic success, confidence with technology, and general satisfaction with their time at SJSU. We have seen striking improvements in student retention. Students across all ethnicities have average GPAs that are above our at-risk threshold, and students cite technology as positively impacting their satisfaction, success and happiness at SJSU. Perhaps most interesting is there was a drop in students' confidence with technology in the first year, which we attribute to the challenges of College-level technology use. Subsequently, we have observed increasing confidence by the end of the second year.

Our faculty have applied a wide variety of teaching methods and adapted them to leverage our technology platform. Therefore, their innovations are highly adaptable across a wide range of disciplines. Many of the technologies used are free to inexpensive (absent the cost of the iPad) making it possible to implement even at the individual classroom level. Hosted solutions round out the platform, resulting in minimal need for high levels of technology support. An essential feature of these innovations is that they minimize the technology burden, freeing faculty to focus on pedagogy and course topics.

We will be bringing iPads and providing hands on demos of our course activities, and providing tips for automating course and program assessments using a learning management system (CANVAS).

FYFYE Timeline for Fourth Year Budget Request						
Time Period	Milestone					
Spring 2016	Collect post test data for Fall 2013, Fall 2014, and Fall 2015 cohorts of FYFYE					
	Schedule Fall 2016 Bus 16 course					
Summer 2016	Analyze post test data and use findings to refine FYFYE program design					
	Contract with ropes course vendor					
	Contract with early warning system vendor					
	Enhance Lucas Connect App					
	Preview FYFYE activities during frosh orientation					
	Purchase iPads					
	Support faculty course enhancements to integrate iPads further into curriculum					
	Ensure that students are enrolled into Bus 16 during frosh orientation					
Fall 2016	Conduct transitional program, called Launch Day, during mid-September					
	Schedule Spring 2017 Bus 12 classes					
	Distribute iPads					
	Form learning communities					
	Collect pre-test data for Fall 2016 entering Frosh					
	Ensure that students are enrolled into Bus 12 for Spring 2017					
Spring 2017	Collect post test data for Fall 2013, Fall 2014, Fall 2015, and Fall 2016 cohorts of FYFYe					
	Collect graduation data for Fall 2013 cohort					
	Schedule Fall 2017 Bus 16 course					
Summer 2017	Analyze pre and post test data as well as graduation data					
	Administer career survey to Spring 2017 grads (including Fall 2013 FYFYE students)					
	Summarize findings and prepare project outcome report					

San José State University
SSETF Biennial Budget Funding Request - FYs 2015-17

Please refer to the SSETF Allocation and Expenditure Procedures on the SJSU Finance website (under Policies & Guidelines)

Division:	Academic Affairs	**Dean/AVP Approval:** _Maureen Sharberg_
College/Dept.:	Provost Office/SASS	
Contact Person:	Michael Cheers, Marcos Pizarro, Michael Randle, Itza Sanchez	**DeptID:** 1531 **Ph:** 4-2535(MR) 4-2551 (IS)

Title of Proposed Project: African American + Chican@/Latin@ Student Success Task Forces

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Indicate which SSETF Priority this request fulfills:

○ Academic Technology   ○ 21st Century Teaching Spaces   ◉ Retention & Graduation

○ Student Success Services & Graduation Pathways

One-Time Request - 2015/16		One-Time Request - 2016/17	
Staff/Faculty Salaries*(Program Leadership):		Staff/Faculty Salaries*(Program Leadership):	
Faculty-in-Residence (2)	$43,500.00	Faculty-in-Residence (2)	$43,500.00
Program Coordination & Staff Support	$55,000.00	Program Coordination & Staff Support	$55,000.00
	$0.00		$0.00
	$0.00		$0.00
	$0.00		$0.00
Benefits (42%):	$41,370.00	Benefits (42%):	$41,370.00
Other Salary**--Student Assistant:	$7,500.00	Other Salary**--Student Assistant:	$7,500.00
Sub-Total Compensation	**$147,370.00**	**Sub-Total Compensation**	**$147,370.00**
Student Success Interns	$52,000.00	Student Success Interns	$52,000.00
Study Halls	$10,000.00	Study Halls	$10,000.00
Phone-a-thon	$3,000.00	Phone-a-thon	$3,000.00
Community Events/Promo Items	$60,000.00	Community Events/Promo Items	$60,000.00
Sub-Total Supplies	**$125,000.00**	**Sub-Total Supplies**	**$125,000.00**
Total One-Time w/o benefits	$231,000.00	Total One-Time w/o benefits	$231,000.00
Total 2015/16 Request	**$272,370.00**	**Total 2016/17 Request**	**$272,370.00**

Total Funds Requested: **$544,740.00**

*Complete the Details section on page 2 for all salary dollars requested.
**Other Salary includes student assistants, temporary/seasonal workers, shift differentials, etc.

Briefly describe the program/project and purpose for which funds are being requested:
The Taskforce on African American Student Success and the Chican@-Latin@ Student Success Taskforce have been working jointly to address the issue of the achievement gap (low graduation rates) and institutional retention for these two vital segments of our student population at SJSU. The charge of these two task forces is to: (1) identify the key challenges that impede the retention and graduation of African American and Chican@/Latin@ students enrolled at SJSU, (2) develop program and service remedies to address the needs of African American and Chican@/Latin@ students with respect to closing the acheivement gap, and, (3) provide action steps for the university to administer to better address these needs. The two groups have identified key areas for addressing the challenges faced by African American and Latina/o students at SJSU with each of the taskforces committing to several critical objectives:
-Addressing the loss of students who struggle with remediation through targeted counseling and intervention courses.
-Confronting students' lack of familiarity with support systems, mentors and resources that will assist them as students at SJSU by implementing programs and specific interventions intended to build on their strengths and skills.
-Continuing the development of an organized network of advisors/mentors on campus who understand the unique needs of African American and Chican@/Latin@ students and are committed to addressing those needs through existing and new interventions.

Describe how this proposal supports the SSETF priority(ies) specified on page 1:
The Task Force Programming Coordination directly supports Retention and Graduation by specifically working towards sustaining the support infrastructure necessary to address the retention and achievement gap for Under-represented Minority students (URM). Preliminary data collected by SASS shows an overwhelming number of students leaving SJSU for various reasons from academic failure to lack of support networks. Programming efforts spearheaded by both task forces continue to implement specific programming for these underrepresented groups to assist them in successfully navigating their educational journey, culminating in graduation.

Describe the expected outcomes and provide the timeline of activities (feel free to include attachments):
The primary outcome of this project is to build a more engaged and supportice academic community of African American and Chican@/Latin@ students and ultimately increase retention and graduation rates, with subsequent higher rates of graduates pursuing post-baccalaureate degrees. The reality is that SJSU has never developed specific strategies or mechanisms to address the needs of African American and Chican@/Latin@ students, who are at greatest risk for dropping out. We intend to learn from an action research report, conducted by Professors Michael Cheers, Rona Halualani, Lisa Oliver, and Marcos Pizarro, on why these two cohorts leave SJSU. This report will be discussed with the campus community later this Fall 2015 semester and the findings will be integrated into the on-goin wok of the task forces. We do know that African-American and Chican@/Latin@ students have the highest attrition rates at SJSU. Funding this project will show acknowledgement that significant collaboration and cooperation needs to take place on this campus immediately to reverse the trend of students dropping out because they feel isolated, uninformed, and uncomfortable navigating their way through what they perceive as administrative barriers and impenetrable academic protocol. Attached to this proposal is the schedule for Fall 2015 events for the African American Student Success Task Force and the Chican@/Latin@ Student Success Task Force. Similar activities will be conducted in subsequent semesters.

Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved (to be included in your final report):

As part of the on-going work of the groups, we are continuing to analyze all available data that detail the experiences of our students, while also working actively with the students themselves to understand their qualitative experiences that relate to those data and seeking their input in the design of our support systems. We are also collaborating with SASS to develop a comprehensive assessment of all existing support programs on campus, their effectiveness, and the gaps related to the most critical needs of African American and Chican@/Latin@ students. Finally, the Taskforces hope to investigate the approaches of other universities who have been successful at increasing the retention of African American and Chican@/Latin@ students.

Detail of One-time Staffing Request:

Position title	Job Code	Anticipated Hiring			Annual Salary	FTE	Salary Requested	
Faculty-In-Residence: MP		7/1/2015				0.25	22,353.00	
Faculty-In-Residence: MC		7/1/2015				0.25	20,370.00	
00000750: IS	1038	7/1/2015			62,028.00	0.50	31,014.00	
Admin Support: CH		7/1/2015			38,480.00	0.50	29,151.00	*
		Total Requested	$	100,508.00		1.50	$ 102,888.00	

* Include benefit to be transfered to AANAPISI

San José State University
SSETF Biennial Budget Funding Request - FYs 2015-17

Please refer to the SSETF Allocation and Expenditure Procedures on the SJSU Finance website (under Policies & Guidelines)

Division: Academic Affairs

College/Dept.: SASS

Contact Person: Michael Cheers, Marcos Pizarro, Michael Randle, Itza Sanchez

Dean/AVP Approval: _Maureen Scharberg_

DeptID: 1531 **Ph:** 4-2535(MR) / 4-2551 (IS)

Title of Proposed Project: Leadership Retreats-African American//Chican@/Latin@ Student Success Task Forces

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Indicate which SSETF Priority this request fulfills:

◯ Academic Technology   ◯ 21st Century Teaching Spaces   ⦿ Retention & Graduation

◯ Student Success Services & Graduation Pathways

One-Time Request - 2015/16	
Staff/Faculty Salaries*:	
(summarize by job title)	$0.00
	$0.00
	$0.00
	$0.00
	$0.00
Benefits (42%):	$0.00
Other Salary**:	$0.00
Sub-Total Compensation	**$0.00**
Supplies (t-shirts, success kits):	$3,130.00
Other (specify):	$0.00
Lodging, meals & meeting rooms	$22,000.00
Transportation	$2,500.00
Sub-Total Supplies	**$27,630.00**
Total One-Time w/o benefits	$27,630.00
Total 2015/16 Request	**$27,630.00**

One-Time Request - 2016/17	
Staff/Faculty Salaries*:	
(summarize by job title)	$0.00
	$0.00
	$0.00
	$0.00
	$0.00
Benefits (42%):	$0.00
Other Salary**:	$0.00
Sub-Total Compensation	**$0.00**
Supplies (t-shirts, success kits):	$3,130.00
Other (specify):	$0.00
Lodging, meals & meeting rooms	$22,000.00
Transportation	$2,500.00
Sub-Total Supplies	**$27,630.00**
Total One-Time w/o benefits	$27,630.00
Total 2016/17 Request	**$27,630.00**

Total Funds Requested: **$55,260.00**

Briefly describe the program/project and purpose for which funds are being requested:

Funds are requested to enable 100 undergraduate Under-Represented Minority students to participate in off-campus Leadership Retreats developed by the Provosts Chican@/Latin@ Task Force for Student Success and the African American Task Force for Student Success. The task forces would assemble a mixed team of faculty and staff (between 10-15) to accompany the students to an off campus site such as the Inn at Pasa Tiempo to <u>conduct a range of workshops and act as mentors to the participants</u>. **The goal of the leadership retreat is to establish a core group of students within the URM student community that would function as the "back bone" of a network linking the URM student communities with campus faculty, staff and various campus resources.** Though all students attend a campus orientation (whether freshmen or transfer student) some of these students report or comment about their lack of "sense of connecting" and/or "belonging" with respect to citizenship in our campus community. The faculty and staff that belong to these communities are few on campus and spread out amongst its various departments. As a result, they seem invisible to students, especially if they are concentrated in departments that many students do not frequent. That said, each of these groups confront issues unique to their existence and experience at the university. By not alerting or preparing students to meet these unique challenges, campus retention and graduation data suggest that the cost for not doing so is a significant achievement gap (between these groups and the general campus population) with respect to the rate of remediation (completion of remedial courses), retention, and ultimately graduation. In spite of the numerous support services in place for SJSU students, SJSU still has challenges linking these services to the URM student cohort. The retreat will help students understand and analyze the challenges they face at the university as students of color. Students will be exposed to the research on Stereotype Threat and Microaggressions and then provided a framework of Community Cultural Wealth that helps them identify their strengths. This framework will be linked to resources and advocates on campus to provide students with a plan of action for success, while developing the leadership skills to help engage their peers across campus. The data and student feedback from the first retreats sponsored by the task forces in Spring 2015 suggests significant benefits to the students, while their engagement at SJSU afterwards demonstrates important benefits to their peers.

Describe how this proposal supports the SSETF priority(ies) specified on page 1:

The proposed Leadership retreat(s) support Retention & Graduation. These retreats expands support to students who are not receiving it and works to close the retention and graduation gap for Under-represented Minority students (URM) by establishing a clearly identifiable community of support that students can tap into and use as a network to enable them to succeed. The project also creates a core group of students that can act as mentors to their peers as they disseminate what they have learned to peers (both within and outside their ethnic groups) who did not attend the retreat. Since most freshmen live in the dorms and are randomly assigned room mates, they tend to live with students other than those of their own ethnic group (espeically African Americans which make up a small percentage of freshmen) and participation in the retreats leads to many more students becoming aware of the services available to support them at SJSU.

Describe the expected outcomes and provide the timeline of activities (feel free to include attachments):
We expect, as a result of this retreat, that students will come away with a clear understanding of what it means to be a university student at SJSU; a sense of safety and personal security as well as a sense of purpose with respect to their potential impact on society (socially, politically and economically); and the ability to mentor other students who did not have the benifit of the retreat. What the retreat seeks to accomplish is the following: a) establish points of contact and support that students can readily access, b) make sure students actually understand what various services exist to assist them with their success and make sure they understand how to access them properly, c) discuss and work through issues related to what it means to thrive on campus within the context of their personal identity which includes ethnicity, gender, socio-economic, religious and sexual orientation, d) expose them to university culture (faculty, university services and student life), e) establish mentor/mentee relationships, and, f) set up a network of support that extends from the student participants to other students within their community on campus. The time line for activities is as follows- the retreat would take place over a weekend (Fri-Sun) within the first 3 weeks of the Spring 2016 and Spring 2017 semesters depending on availability of facilities. Each day would include a variety of workshops and presentations. The population preferred would be freshmen and sophomores.

Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved (to be included in your final report):

Quantitative Outcome data: We will collect and analyze data on the following statistics: a) At risk stat- number and percentages of students on academic probation after 1st sem then second sem, b) eligibility stat- number and percentages of students that are eligible to enroll the following F16 and F17 semesters, c) retention stat- number and percentages of students that actually enroll the following F16 and F17 semesters, and d) progress stat- we will compare the F15/Sp16 and F16/S17 retention statistics of URM students with past retention statistics of these groups to gauge our progress with these groups. Qualitative data: We will conduct pre and post surveys to measure the degree to which we accomplish the objectives described in the "Describe the expected outcomes and provide the timeline of activities" section above.

Detail of One-time Staffing Request:

Position title	Job Code	Anticipated Hiring Date			Annual Salary	FTE	Salary Requested
	Total Requested				$ -	-	$ -

Please refer to the SSETF Allocation and Expenditure Procedures on the SJSU Finance website (under Policies & Guidelines)

Division:	Athletics	**Dean/AVP Approval:**		
College/Dept.:	SASS			
Contact Person:	Liz Jarnigan	**DeptID:** 1347	**Ph:** 924-2462	

Title of Proposed Project: Student-Athlete Success Services Academic Center Upgrades and Expansions

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Indicate which SSETF Priority this request fulfills:

◉ Academic Technology   ◉ 21st Century Teaching Spaces   ◉ Retention & Graduation

◉ Student Success Services & Graduation Pathways

One-Time Request - 2015/16		One-Time Request - 2016/17	
Staff/Faculty Salaries*:		Staff/Faculty Salaries*:	
(summarize by job title)	$0.00	(summarize by job title)	$0.00
	$0.00		$0.00
	$0.00		$0.00
	$0.00		$0.00
	$0.00		$0.00
Benefits (42%):	$0.00	Benefits (42%):	$0.00
Other Salary**:	$0.00	Other Salary**:	$0.00
Sub-Total Compensation	**$0.00**	**Sub-Total Compensation**	**$0.00**
Computers, iPads	$150,000.00	Supplies:	$0.00
Paint, Labor, Signage, Plaques	$50,000.00	Other (specify):	$0.00
Chairs, Study Carrels, Office Furniture	$175,000.00		$0.00
YUH Office & Lab Space Construction	$125,000.00		$0.00
Sub-Total Supplies	**$500,000.00**	**Sub-Total Supplies**	**$0.00**
Total One-Time w/o benefits	$500,000.00	Total One-Time w/o benefits	$0.00
Total 2015/16 Request	**$500,000.00**	**Total 2016/17 Request**	**$0.00**

Total Funds Requested: **$500,000.00**

*Complete the Details section on page 2 for all salary dollars requested.
**Other Salary includes student assistants, temporary/seasonal workers, shift differentials, etc.

Briefly describe the program/project and purpose for which funds are being requested:
Athletics plans to address its growing academic space issues by expanding in the following ways:
1. upgrade the Gadway Academic Center located on South Campus;
2. create an on-campus study center for student-athletes in athletic space located in YUH; and
3. create study spaces in other strategic locations (main campus and south campus) near coaches' offices and locker rooms.

Describe how this proposal supports the SSETF priority(ies) specified on page 1:

The Gadway Academic Study Center for Student-Athlete Success Services is in serious need of environmental enhancement. In particular, the chairs are over ten years old and are in such bad shape that they are dangerous for those who sit in them. We have already had to remove about 50 of them due to safety concerns. Further, we plan to upgrade the computer work stations to include study carrels which will promote a more private and appropriate study environment. We also plan to paint the walls and create a Spartan Academic All-American Wall of Fame. Finally, we plan to add more desktop computers and iPads to the study center. With the completion of SPX, Athletics will reallocate athletic space on main campus (in YUH) for a much needed academic study center as well as additional academic support staff offices. Providing advising, tutoring and study hall for student-athletes on main campus (where the student-athletes live, eat and attend class) will eliminate the student well-being issues posed by making students travel between main campus and south campus to obtain those services. Most of our coaching staffs have become increasingly involved with running academic meetings and study hall. We will also create study spaces near their offices (which are sprinkled across main campus and south campus). In particular, we will create a study space in the Alan B. Simpkins Center on south campus. This will allow for more appropriate study environments in all Athletics locations. These plans to enhance and expand study spaces for student-athletes will address all four SSETF priorities of Academic Technology (computer additions and upgrades), 21st Century Teaching Spaces (upgraded and additional study spaces), Retention and Graduation (increasing availability and access to academic support services), Student Success Services and Graduation Pathways (development of spaces supporting our unit's student success services).

Describe the expected outcomes and provide the timeline of activities (feel free to include attachments):

The Student-Athlete Success Services unit works to develop a cohesive tutoring, peer mentoring and academic support program for student-athletes. We expect to see increasing graduation rates for student-athletes through the enhancement and expansion of our academic support spaces. Additionally, we expect to see increases in the percentage of student-athletes earning a 3.0 GPA or higher, and increases in remedial pass rates.

Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved (to be included in your final report):

Data and evidence as to the results of this project will be collected by tracking semester and cumulative GPAs for student-athletes, by tracking/monitoring annual NCAA Federal Graduation Rates and Graduation Success Rates Reports (which indicate rates by sport, gender and race), and by tracking SJSU progress toward graduation as indicated by the yearly student milestone dashboard data provided by the SJSU Office of Institutional Research. **Specifically, we expect to see a 10% increase in our student-athlete Federal Graduation Rate (currently at 68%), and a 10% increase in the student-athlete 4-year graduation rate (currently at 24.6%) over the next four years.** The yearly Student-Athlete Success Services Assessment Report will be used to report progress toward these goals.

Detail of One-time Staffing Request:

Position title	Job Code	Anticipated Hiring Date		Annual Salary	FTE	Salary Requested	
	Total Requested	$	-	-		$	-

Please refer to the SSETF Allocation and Expenditure Procedures on the SJSU Finance website (under Policies & Guidelines)

Division:	Student Affairs & Academic Affairs	**Provost Approval**	Andy Feinstein *(Digitally signed by Andy Feinstein. DN: cn=Andy Feinstein, o=San Jose State University, ou=Office of the Provost, email=andy.feinstein@sjsu.edu, c=US Date: 2015.11.13 11:55:49 -08'00')*
College/Dept.:			
Contact Person:	Robb Drury/Marna Genes	**VPSA Approval**	*[signature]*

Title of Proposed Project: Spartan Scholar Program - A Pilot Transition Program

Indicate which SSETF Priority this request fulfills:

- ○ Academic Technology
- ○ 21st Century Teaching Spaces
- ○ Retention & Graduation
- ◉ Student Success Services & Graduation Pathways

One-Time Request - 2015/16	
Staff/Faculty Salaries*:	
Director, Spartan Scholar Program	$30,000.00
	$0.00
	$0.00
	$0.00
Benefits (42%):	$12,600.00
Other Salary**:	$0.00
Sub-Total Compensation	**$42,600.00**
Supplies:	$0.00
Other (specify):	$0.00
Laptop Program	$150,000.00
	$0.00
Sub-Total Supplies	**$150,000.00**
Total One-Time w/o benefits	$180,000.00
Total 2015/16 Request	**$192,600.00**

One-Time Request - 2016/17	
Staff/Faculty Salaries*:	
Director, Spartan Scholar Program	$30,000.00
	$0.00
	$0.00
Benefits (42%):	$12,600.00
Other Salary**:	$167,560.00
Sub-Total Compensation	**$210,160.00**
Supplies:	$0.00
Other (specify):	$0.00
Room, Board & Programming	$995,625.00
New Student Convocation	$100,000.00
Sub-Total Supplies	**$1,095,625.00**
Total One-Time w/o benefits	$1,293,185.00
Total 2016/17 Request	**$1,305,785.00**

Total Funds Requested:

	$1,498,385.00

*Complete the Details section on page 2 for all salary dollars requested.
**Other Salary includes student assistants, temporary/seasonal workers, shift differentials, etc.

Briefly describe the program/project and purpose for which funds are being requested:

This proposal is for a joint venture between Student Affairs and Academic Affairs to pilot a summer transition program, initially for low-income students who also require remediation in math, English, or both subjects. The program is intended to be cost-free for the participants. SSETF funds are requested to support program leadership and residential costs for ~375 participants. A convocation for all new students is another component of the proposal. Its intent would be to convey to first year students the importance of their educational work and demonstrate to the students SJSU's commitment to support them as they pursue their education. The hope is that convocation will inspire them to strive for success, help them feel a connection to the existing academic community, and aid them in coming together as the entering class of fall 2016.

Describe how this proposal supports the SSETF priority(ies) specified on page 1:

Residential transition programs promote student success. The attached proposal describes the merits of a residential transition program in detail.

Describe the expected outcomes and provide the timeline of activities (feel free to include attachments):

The Spartan Scholars Program is designed to improve graduation rates among students requiring remediation.

Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved (to be included in your final report):

The students participating in the Spartan Scholars Program will be tracked as a cohort to measure their persistence and graduation rates in comparison to the overall entering class and their outcomes disaggregated by key subpopulations such as URMs, Pell recipients, first-generation status, and type of developmental needs. The tracking will also show the relative performance of participants by their academic characteristics, including high school GPA in conjunction with measures of their academic performance at SJSU, such as cumulative GPA and units earned. In the final evaluation, a matched sample will be constructed using statistical models to compare the academic outcomes of participants to those of nonparticipants who most closely resemble academic preparation and background characteristics of SSP students. Their relative performance on both short-term and long-term measures will indicate the program's effectiveness.

Detail of One-time Staffing Request:

Position title	Job Code	Anticipated Hiring Date			Annual Salary	FTE	Salary Requested
Director-SSP		1/15/2016			60,000.00	1.00	60,000.00
	Total Requested		$	60,000.00	1.00	$	60,000.00

Pilot Transition Program Proposal – Spartan Scholars Program

This is a joint venture program between the divisions of Student Affairs and Academic Affairs for a pilot student success program. The program would be offered in summer 2016.

San José State is focused on improving student success. One of the measures used to gage our improvement is graduation rates. SJSU aspires to improve frosh 6-year graduation rates from 52% (2008 cohort) to 60% (2019 cohort). The CSU established a goal for SJSU of 57%, but we intend to surpass this. Achieving the 60% frosh graduation rate goal will require many changes in the way we carry out the education and development of our students. This collaborative proposal between Academic Affairs and Student Affairs serves to put forward a larger scale developmental summer transition program and a new student convocation event. Each of these activities offers the opportunity to enhance incoming SJSU students' connection with the larger campus community and could serve to improve SJSU's 6-year graduation rates.

The California State University website states that "a cornerstone of the CSU's mission is educating... regardless of background...The CSU's efforts in this arena are indicative of its core belief that education can dramatically change lives by opening new careers, unconsidered perspectives, novel avenues of discovery, and critical life skills." Here at SJSU our population is diverse along many dimensions. In fall 2015 our total student body in state-supported degree programs consisted of 33% Asian and Pacific Islanders, 23% Hispanic, 20% white, 12% international, and 12% from other backgrounds. However, these numbers do not look at the broad landscape of diversity contained within the percentages. For example, the table below illustrates that of the more than 7,000 new undergraduate students who entered SJSU in fall 2015, 3,207 of them are Pell Grant recipients. In fact, 2,208 or 68% of these students are at the level that the CSU considers the neediest for financial aid funding.[1]

FALL 2015 PELL GRANT RECIPIENTS				
Expected Family Contribution Levels	TRANSFER	FROSH	FROSH-DEVELOPMENTAL	TOTAL
0-800	766	1067	375	2208
801-1500	62	136	27	225
1501-2000	40	95	18	153
2001-3000	61	130	38	229
3001-4000	60	111	30	201
4001-5000	64	75	26	165
5001-5198	11	13	2	26
Total	1064	1627	516	3207

The National Conference of State Legislatures (NCSL) notes that students in developmental reading or

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[1] The CSU considers the students with EFC's of 0 - 800 as the neediest for financial aid funding.

math have particularly low chances of success. They further state that less than 50 percent of developmental students complete their recommended developmental courses. In addition, they note that the U.S. Department of Education found that 58 percent of students who do not require remediation earn a bachelor's degree, compared to only 17 percent of students enrolled in developmental reading and 27 percent of students enrolled in developmental math.[2] It is these students that the SJSU must invest in and connect further to the university. One opportunity to do so is through the establishment of a summer transition program for a large percentage of these students.

This proposal is for a pilot program that will initially address frosh students requiring remediation and who have the lowest EFC ($800 or less). The program will be expanded to a wider audience in subsequent years, at which time grants and other support will be pursued to maintain the program.

The Spartan Scholars Program

Research, assessment practices, and recent literature inform us that summer transition programs for students entering their first year of college are becoming more prevalent at colleges and universities, both nationally and internationally. As part of their Academic Pathways to Student Success (APASS) study, Bragg, Kim, and Barnett (2006)[3] identified nine academic pathways as models between high school and college. They defined academic pathways as "boundary-spanning curricula, instructional and organizational strategies, and meaningful assessments...that link...from high school to college" (p. 6). One of their key pathways identified was bridge to college programs. They described these programs as being programs that "target(ed) specific student groups, including minority students, low-income students, or those with particular disciplinary interests, supporting students' academic preparation so that college-level coursework is achievable" (p. 9). Here at SJSU, we currently have a number of these types of programs in existence, including EOP's Summer Bridge and Trio programs. Despite these programs' successful outcomes, they only reach a small number of incoming first-year students. Therefore, the need exists for a residential summer study program that would reach even more SJSU students and feature an academic curriculum. The program would also provide incoming students with information about campus resources, campus life, peer support, college readiness, and study skills. The program would be for students requiring remediation in math and/or English[4], and could serve to help reduce the amount of time SJSU students spend in remediation. The name of this program could be the Spartan Scholars Program.

San Jose State University's Spartan Scholars Program (SSP) would be a rigorous five-week academic residential program, initially piloted with low-EFC developmental students (~375). The pilot participants

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[2] *Hot Topics in Higher Education: Reforming Remedial Education.* (2011). Retrieved from http://www.ncsl.org/research/education/improving-college-completion-reforming-remedial.aspx.

[3] Bragg, D.D., Kim, E., and Barnett, E.A. (2006). Creating access and success: Academic pathways reaching underserved students. In D.D. Bragg and E.A. Barnett 9eds.), Academic Pathways To and From the Community College. *New Directions for Community Colleges, no. 135.* San Francisco: Jossey-Bass.

[4] In fall 2014 of 3,425 enrolled new freshmen 566 (16.5%) required remediation in Math and 938 (27.4%) required remediation in English.

would pay no fees for instruction, room and board, and programming. Eventually, the Program is envisioned to grow to include non-developmental students. The Spartan Scholars Program provides an opportunity for newly admitted freshmen to get a jump start on their Spartan SJSU career. The SSP would present our scholars with a challenging and stimulating curriculum designed to spark their curiosity, engage their intellect, fulfill their developmental requirements, and uncover their passions, while simultaneously advancing their academic writing, college math, critical reading, and thinking skills.

The residential program would call for students to take the equivalent of six (6) units of classes Monday through Friday while participating in programming activities on weekends that are social, educational, exploratory, and serve to expose them to the many facets of the Bay Area. The Program will leverage Early Start courses – all of the participants will require remediation in math and/or English. Course fees should be waived, due to the low EFC of the SSP participants. For students who require remediation in only one subject, physical education activities will be offered that would fulfill SJSU's 2-unit requirement, thus giving students a jump-start on meeting academic requirements. A "university life" course would also be offered, providing students with essential success tools around studying, time management, dealing with stress and family issues, etc.

Laptop Program

Another component of the student's learning experience includes computer literacy. Laptop programs for incoming first-year students have been in existence at various college and universities over the past five years. Institutions as varied as the University of Arizona, Illinois Institute of Technology, St John's University, Regis College and others have taken efforts to assure equal access to technology on their campuses. Similar to SJSU, all of these institutions originally only offered the ability for students to be able to secure a loaner laptop for a period of time for either a small fee or for a short hourly period. As at SJSU, they soon discovered that neither of those two options resolved the access to technology issue for the lowest-income students.

Providing the SSP students with a laptop to use during the Program that will become theirs to own upon completion will serve to ensure equal access to technology. It also demonstrates to them SJSU's willingness to support and address their needs as members of the community.

In order to be eligible to keep the laptop, the student will need to meet the following criteria: 1) must be a matriculating student at SJSU; 2) must be enrolled in a minimum of 12 credits; 3) must have completed the Spartan Scholars Program; and 4) must have their student account paid in full or be enrolled in a payment program with Financial Services.

The Spartan Scholars Program overall objectives would be to help incoming scholars to:

- Get a jump start on their SJSU career;
- Fulfill general education and/or developmental education requirements;
- Better understand faculty expectations and SJSU culture;
- Establish relationships with SJSU faculty and staff;
- Learn about and optimize campus resources;
- Become familiar with the SJSU campus;

- Develop and maintain a supportive network of peers, faculty, and staff that will extend throughout their career at SJSU.

The Spartan Scholars Program academic objectives would be to:

- Expose incoming scholars through course curriculum to the academic expectations and culture of SJSU;
- Support incoming scholars in supportive learning environments that includes lectures, discussion, workshops, and tutoring;
- Facilitate incoming scholars' understanding of their own learning process (i.e. learning styles, approaches to reading, writing and exam preparation) and encourage them to practice new approaches to learning;
- Provide peer-based support that will allow incoming scholars to effectively engage collaboratively with peer tutors.

Program Staffing

Staffing for the Spartan Scholars Program could consist of a mixture of existing, enhanced, and new staff that would make the program successful. In order to facilitate a program that consists of ~375 students, at least one (1) new permanent professional staff and one (1) graduate assistant would be needed to help facilitate the program. In addition to the program-specific staff, permanent campus staff could have a percentage of their academic year time devoted to help plan and coordinate efforts for their respective areas of the SSP. These areas would minimally include staff from Academic Advising, Athletics, Housing, Peer Connections, Student Involvement, Undergraduate Programs, Undergraduate Admissions, and the Writing Center. In addition, these areas could also designate a number of permanent campus staff whose primary summer assignment would be to work with the SSP as advisors, counselors, and resident directors.

Within the residential spaces, we could enhance the current conference assistant role and hire more students than are currently hired. This role would be enhanced to be comparable to a summer resident assistant. Thus, we could house our scholars in Washburn, Joe West, and the suites. We could hire 13 Spartan Scholar community assistants to help the scholars build community, study, and plan programs during the five-week experience. This would give the SSP program a ratio of 30 scholars to one (1) Spartan Scholar community assistant. Current residential life coordinators already living within the buildings would serve as the master's level staff within the communities.

In addition to Spartan Scholar community assistants that would live with the scholars, there will need to be a number of other seasonal student staff who would work as tutors, peer advisors, peer counselors, and administrative support.

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Sparta Scholars Program Budget

The Spartan Scholar Program would incur the following costs:

Professional Staff

Director - $60,000 (base salary) + $25,200 (benefits) = $85,200
Graduate Assistant for summer months= $12,000
Professional Staff total cost = $97,200

Instruction, Room, Board, and Programming Fee*

Instruction = $30,000 for physical education and university life segments
Room = $44.00 per person per night - Dbl. occupancy, with linen ($308/week; $1,540 for 5 weeks)
Board = $31.10/day ($8.30/breakfast; $10.35/lunch; $12.45/dinner = $218/week = $1,090 for 5 weeks)
Programming Fee = $25/scholar
Instruction, Room, Board, and Programming cost per scholar = $2,735
Total Tuition, Room, Board, and Programming costs = $1,025,625 (based on 375 scholars)
*Summer 2015 rates used

Spartan Scholar Community Assistants

The Scholar Community Assistants would receive room and board for the summer. These costs are currently $4,620 room and $2,500 for board. A decision that would need to be made would be if the community assistants would be able or allowed to either work on campus or off campus during business hours to be able to earn spending and savings money over the course of the summer. If not, then a small stipend should also be part of their compensation. For the purposes of this initial proposal, it is presumed that they are working outside of the community assistant position and thus no stipend is allocated.

Community Assistants Room/Board = $4,620 (room) + $2,500 (board) = $7,120/community assistant

Total Community Assistants Room/Board = $92,560 (based on a total of 13 Community Assistants for 375 scholars or 1 Community Assistant per every 30 scholars)

Seasonal Student and Administrative Staff

Specific seasonal student and administrative staff costs for both sessions are unknown at this time, but it is likely that ten weeks of coverage for individuals serving in tutors, peer advisors, peer counselors, and administrative support roles would likely be covered by funding of approximately $33,000.

Spartan Scholar Program	
Professional Staff	$ 97,200
Instruction, Room and Board, and Programming Fee	1,025,625
Community Assistants	92,560
Seasonal Student and Administrative Staff	33,000
Laptop Program	150,000
Total	$ 1,398,385

New Student Convocation

Serving as both a welcome to all new students and a culmination of the Spartan Scholars Program, New Student Convocation would be an opportunity to kick off the academic year with faculty in regalia welcoming all new students and introducing them to the ceremonial aspect of university life. A key aspect of the event would be the university and student body presidents welcoming everyone back to campus and celebrating the annual start-up of the new year. All vice presidents would be present on stage to show the unity and support for the university and all students, faculty, and staff. Convocation could conclude with all students opening an envelope that contains a graduation tassel, and the president or provost announcing that this is a gift to be worn when the students all graduate within 4 (or 4-6) years for new students from high school and 2 years for transfers.

Designed to be a collaboration between Academic Affairs, Student Affairs, University Advancement, Administration and Finance, and Associated Students, convocation would serve as the recognition of the scholarly circle of life at SJSU. Its intent would be to convey to first year students the importance of their educational work and demonstrate to the students SJSU's commitment to support them as they pursue their education. The hope is that convocation will inspire them to strive for success, help them feel a connection to the existing academic community, and aid them in coming together as the entering class of fall 2016. Convocation would also serve as the bookend to their commencement ceremony.

The costs for New Student Convocation would entail the costs for set-up, decorations, student orchestra/band, and a reception afterwards. It is estimated that these costs would be $100,000.

New Student Convocation	
Catering	$ 65,000
Entertainment	10,000
Supplies and Equipment	10,000
Swag	15,000
Total	$ 100,000

Total Administrative and Operation Costs for Transition Program Components:

Administrative and Operational Budget	
Spartan Scholar Program Professional Staff	$ 97,200
Spartan Scholar Program Instruction, Room and Board, and Programming Fee	1,025,625
Spartan Scholar Program Community Assistants	92,560
Spartan Scholar Program Seasonal Student and Administrative Staff	33,000
Laptop Program	150,000
New Student Convocation	100,000
Total Administrative and Operation Costs	$ 1,498,385

Assessing Program Outcomes

The students participating in SSP will be tracked as a cohort to measure their persistence and graduation rates in comparison to the overall entering class and their outcomes disaggregated by key subpopulations such as URMs, Pell recipients, first-generation status, and type of developmental needs. The tracking will also show the relative performance of participants by their academic characteristics, including high school GPA in conjunction with measures of their academic performance at SJSU, such as cumulative GPA and units earned. In the final evaluation, a matched sample will be constructed using statistical models to compare the academic outcomes of participants to those of nonparticipants who most closely resemble academic preparation and background characteristics of SSP students. Their relative performance on both short-term and long-term measures will indicate the program's effectiveness.

| Title | Division | College / Dept | 2015/16 1x Amount Requested | 2016/17 Amount Requested | Description | SSETF Priority | | | | Priority Rank (1-5) | Support? (Y/N) |
						Academic Technology	21st Century Teaching Spaces	Retention & Graduation	Student Success Services & Graduation Pathways		
SSETF FUNDING AVAILABLE	-	-	**$2,225,000**	**$ 775,000**		**#**	**-**	**#**	**-**	**-**	**-**
Technology Enabled Full Year for Freshmen	AAD	College of Business	$ -	$ (318,700)	The college is requesting a fourth year of funding to support the Full Year First Year Experience, which includes network building, two lower division engagement courses, an Ipad Program, and network building activities. Requested amount is consistent with previous years.			X			
African American + Chican@/Latin@ Student Success Task Forces	AAD	Student Academic Support Services	$ (272,370)	$ (272,370)	Funding is requested to address achievement gap and retention issues related to these two important populations of students who have historically experienced greater struggles completing their degree. The task forces develop and deploy a wide range of programs to support students in their educational journeys. This year's proposal differs from previous requests with the addition of one-time staffing for faculty-in-residence programming.				X		
Leadership Retreats for African American + Chican@/Latin@ Student Success Task Forces	A&F	Student Academic Support Services	$ (27,630)	$ (27,630)	This request supports student leadership / development for 100 task force members and includes faculty and staff support at an off-site location. Task force members learn more about mentoring and facilitate peer networking and collaboration. The amount requested is consistent with prior years.				X		
Academic Center Upgrades and Expansions	ATHL	Student Athlete Success Services	$ (500,000)		Funds would support upgrading the Gadway Academic Center on South Campus, creating an on-campus study center for student athletes in Yoshirio Uchida Hall (YUH) and other strategic locations near coaches' offices and locker rooms.	X	X	X	X		
Spartan Scholar Program	AAD / DSA	Division Wide	$ (192,600)	$ (1,305,785)	Joint venture to pilot a summer transition program for low income students requiring remediation. SSETF funds will support program leadership (staff/faculty) and residential housing costs for up to 375 students, including a convocation event.				X		
ENDING BALANCE			**$ 1,232,400**	**$ (1,149,485)**							