

## Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to *your respective vice president or dean* by April 15. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at [joxendin@csusb.edu](mailto:joxendin@csusb.edu).

## CONTACT INFORMATION

Department/Unit Receiving Funding: College of Business & Public Administration, Student Services Center

University Division: Academic Affairs

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities: Craig Seal

Email Address and Extension: [cseal@csusb.edu](mailto:cseal@csusb.edu), ext.75735

Name and Title of Person Preparing Report: Ellie Gault

Email Address and Extension: [egault@csusb.edu](mailto:egault@csusb.edu), ext. 73386

---

**SSI PROGRAM/PROJECT OVERVIEW:** (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

The original request submitted by the College of Business and Public Administration was for a professional staff academic advisor, Student Services Professional (SSP) III. Key goals of this position would include improving retention, facilitate persistence to degree, and encourage and guide students to take advantage of internship and career resources in the College and campus wide.

Duties of the academic advisor would include but are not limited to:

- Oversee undergraduate advising within the College.
- Provide independent curricular advising of undergraduate and prospective students, including class schedule preparation, education and career goals, PAWS review and interpretation; provide suggestions and alternate solutions to problems as they arise.
- Meet with non-business administration students to establish necessary coursework to complete a minor in business administration.
- Independently advise and guide in individual and group settings, involving basic counseling techniques and may concern career, academic, learning, campus life and/or related issues.
- Spend substantial portions of time in advisement sessions of considerable duration and utilize skills usually gained in graduate courses in counseling and guidance, human relations or related fields.
- Responsible for recognizing specific program needs and for developing approaches for possible implementation to meet these needs.
- To use judgment to select and interpret available guidelines and precedents, and within their area of expertise, to adapt or create approaches and procedures to fit specific situations.
- Responsible for developing solutions to individual student problems which represent integrative solutions comprising appropriate elements of all appropriate Student Services instructional programs.
- Provide comprehensive advisement to students who have problems in choosing, pursuing and adjusting themselves to suitable educational and vocational goals.
- Provide new and expanded advising goals.
- Represent the College at University functions such as SOAR, Transfer Day, Open House, Counselor's Day and International Student orientation.
- Oversee, train and provide guidance, and direction to student advisor(s).

---

**SSI-FUNDED ACTIVITIES:** (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

Year 1: 2011-12

<b>Fiscal Year</b>	<b>Salary &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Total</b>
2011/12	\$19,652.00	\$33,614.00	\$53,266.00

In year one, \$33,614 of our SSI funds were allocated as ‘supplies & services’ used towards the construction of the CBPA Student Services Center (SSC). The mission of the Student Services Center is to facilitate college to career success for all our students (undergraduate and graduate), by providing a one-stop-shop that connects students to resources, people, and programs that enhance their educational experience. SSC provides a central location to receive undergraduate academic advising, both graduate and undergraduate internship information and career preparation services for all our students.

In April 2012, the remaining balance \$19,652 was used toward ‘salary & benefits’ for our professional advisor, Ellie Gault, who was hired as our SSP III.

Year 2: 2012-2013:

<b>Fiscal Year</b>	<b>Salary &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Total</b>
2012/13	\$78,606.00	n/a	\$78,606.00

SSI funds were used for our professional advisors salary. Responsibilities included the following:

- Advising support for all un-declared College of Business and Public Administration students, resulting in students understanding how to read a PAWS report, general education requirements, schedule balancing and sequencing of courses, in addition to providing guidance for other academic related issues.
- Assists in advising of declared College of Business and Public Administration students.
- Coordinated Faculty Connections workshop, resulting in students understanding the importance of getting to know their faculty and how to approach them regarding recommendation letters, references and career guidance.
- Meets with students who have submitted a Petition to Add or Drop a course after the Census Date, resulting in a final decision as to if the petition will be approved or denied.
- Makes final decision regarding overload permit requests, at times resulting in advising appointments regarding a student’s progress towards degree requirements, ability to handle proposed course loads and other academic/personal related issues.
- Advising support for international students, including degree seeking, cohort and visiting international students.
- Meet with prospective CSUSB students who are interested in declaring Administration as their major.
- Meet with current CSUSB students who are considering changing their major to Administration or choosing a minor within CBPA.
- Meet with Business Administration minor students to determine appropriate coursework.

- Meet with Administration students who have failed Satisfactory Academic Progress (SAP) with our Financial Aid office and are required to complete an academic plan as part of the appeal process.
- Meet with Educational Opportunity Program (EOP) students who are required to meet with and obtain the signature of the advisor within their major.
- In conjunction with the Commencement office coordinated December and June commencement ceremonies for CBPA.
- Coordinated and conducted advising for all CBPA transfer and first-time freshmen orientation (SOAR).
- Coordinated and conducted advising for all International Student Orientations.
- Coordinated and represented CBPA at all outreach events, including Open House, Counselor’s Day and Transfer Day.
- Work with CBPA specific student clubs to provide College support and develop a culture of student involvement within the College.

Year 3: 2013-14

<b>Fiscal Year</b>	<b>Salary &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Total</b>
2013/14	\$78,606.00	n/a	\$78,606.00

SSI funds were used for our professional advisors salary. In addition to advisor responsibilities detailed above in year 2 the following was added:

- Advising Accounting and Finance students, resulting in students understanding how to read a PAWS report, general education requirements, schedule balancing and sequencing of courses, in addition to providing guidance for other academic related issues.
- Implemented a peer advising program, inclusive of Initial and on-going training of four peer advisors.
- Development of concentration roadmaps in consultation with the appropriate department.

In addition, there was a one-time allocation of \$8,000 in Year 3, to help cover the cost of our Peer Advisors, as we moved into the first phase of our advising plan, detailed in the Sustainability section, and noted on the 2013-2014 budget summary report.

---

**ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES:** (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate. )

Year 1: 2011-12

The Student Services Center (SSC) was built in this academic year. Upon completion the academic advisor, internship coordinator and administrative support for the internship program were moved into the center. In addition to the professional staff three student assistants were hired.

A professional academic advisor (SSP III), Ellie Gault, was hired in April of 2012.

In addition CBPA Connect was implemented. The CBPA Connect database allows students to:

- Make an appointment with Student Services Center staff
- RSVP for workshops hosted by the Student Services Center
- View and search internship opportunities
- Report goals and objectives for obtained internship
- Upload résumés to be reviewed by Career Services advisor

In the SSC, the internship coordinator and academic advisor reported directly to the Dean of the College in the first year.

Year 2: 2012-2013:

In the fall of year 2 the Student Services Center opened its doors and students were no longer forced to visit two offices for advising and internship services. The opening of the SSC also launched the use of the CBPA Connect database by students. However, there were also several staffing and reporting shifts that year. Please see our SSI Annual Report for 2012-13 for additional details.

In this year there was also a change in reporting relationships and transition of staff. In terms of reporting, originally the SSC Internship Coordinator and Academic Advisor reported to the Dean, however, that was changed to the Associate Dean of the College for 2012-2013. In terms of staff, shortly after the new reporting structure, the Internship Coordinator resigned in November and the administrative support for the internship program was moved out of the SSC. In addition, the Graduate Career Services advisor moved into the SSC. A new Internship Coordinator was hired in April, but the administrative support position was never replaced. Finally, during the transition, the Academic Advisor was responsible for all SSC functions, essentially from November to April.

In December of 2012 CBPA Connect enabled us to start tracking the number of students utilizing the Center. We are excited to report that 1,946 students visited the Center and used our services in the 2012-13 academic year. Given that we were unable to track this for the first three months we believe it safe to assume a minimum of 2,000 students engaged with the SSC during 2012-13.

A total of 60 workshops were offered throughout the academic year with a total of 492 students participating. The workshops covered topics such as *résumés*, internships, cover letters, thank you notes, building relationships with your professors and dressing for success.

Our academic advisor has signature authority of the Dean for petition to add and drop a class after census forms and overload permits. This past academic year our academic advisor reviewed 218 overload permits, 46 petition to add and 126 petition to drop after census forms. Overload permits and petition forms are an opportunity to engage and discuss with students how their decisions will impact their academic path.

Our academic advisor also developed the Student Alliance, which brings together our academic student clubs and organizations. The goal is to create communication lines between our student leaders and the College. It is important that as a College we heighten student awareness that discipline specific student clubs exist and are essential in the development of their personal skills and abilities and have a direct impact on their academic and career success.

The Center also developing strategies to more effectively communicate information to our students. This past year we created a weekly newsletter to help minimize the number of individual emails sent to students on a regular basis. This was launched in the Spring quarter and we will continue this in the upcoming academic year.

Housing our academic advisor, internship coordinator and career services advisor in one location has allowed us to provide greater access to advising. In addition the staff is engaged in different campus committees and participates in University wide outreach events. In an effort to plant the seed of *College to Career* success early on all three of our advisors speak at SOAR orientations. As well, our academic advisor attends the international student orientations. We also participate in Advising Week, which is held once a quarter, and is designed to promote students visiting their advisors.

The focus of our outcomes is that CBPA students will be able to assess, articulate and acknowledge their current skills and abilities, and ultimately be able to develop strategies and plans that will lead them to achieve their academic and career goals. Connected to these outcomes is that CBPA students will utilize the Student Services Center, its staff and programs. All of the activities mentioned demonstrate to students the vital connection between their academic and career goals, and how the level of participation and engagement determines their success.

### Year 3: 2013-14

The end of year 2 funding brought about yet another transition in reporting relationships. As year 2 came to a close the Student Services Center, internship coordinator, career services advisor and academic advisor now report to the Director of Accreditation and Student Services. Please see our Expenditure Plan 2013-14 for additional details.

In 2013-14 year the Student Services Center will continue with and improve upon existing and on-going programs and services. Existing services and on-going programs include:

- Academic Advising
- Facilitation and guidance of internship obtainment
- Career Advising
- Workshop offerings
- Advising Week
- New student orientations
- University wide outreach events
- Student Alliance
- Weekly Newsletter
- Commencement

The Student Services Center will continue to work on new programs that will improve advising and retention and increase the number of student development opportunities. Currently we are reviewing and adapting a Passport Program for CBPA students. The objective of this program is to provide business students with a career development and experiential learning plan that will help them effectively meet their personal academic and career goals.

As a pilot program our academic advisor is assisting our Accounting and Finance department with their advising needs. This has given our College an opportunity to review the current shared advising model we have, which has resulted in the development of our Advising and Assessment plan (see Sustainability section of this report). The Student Services Center implemented a peer advising program, phase I of Advising and Assessment plan, in which four peer advisors were hired and trained. Phase II of our Advising and Assessment plan is to expand the current Winter advising holds to include all students, regardless of credit status, to ensure all students meet with an advisor at least once a year. Phase II will improve the level of connection between students and the college. As well as help to institutionalize the advising process, better develop advising processes, help to proactively address student and scheduling issues, and link students to various college resources.

In addition to reviewing the current advising model in the College we have also taken closer look at the needs of our international students. Communication lines have been opened and we have met with the Center for International Studies and Programs (CISP) to understand their role in working with our international student population. These conversations have been essential in helping us to understand the needs of our international students and our role in meeting them. Our goal is to serve all of our students equally and give each of them the same access to advising, internships and career services. Now that roles have been clearly defined we will be able to develop programs to help close the loop on these services.

Our academic advisor joined the National Academic Advising Association (NACADA) and was able to attend their national conference in October. Joining NACADA has given her an additional source for ideas and solutions related to academic advising.

This spring Student Alliance will hold their second annual Speed Interviewing event, as well as a student workshop. Speed Interviewing gives students the opportunity practice their interviewing skills by participating in an actual interview with multiple employers. This experience will result in feedback from the employer, as well as the opportunity to network with these employers. In addition the Student Alliance will be hosting a second event in which students can go to workshops on various topics, participate in a panel discussion, and attend a dinner in which they can network with employers.

Administration major roadmaps were developed previously, however we have begun developing specific roadmaps for each concentration within the Administration major. This is a current project and will result in a roadmap for each concentration, which will assist us as we implement phase II of the advising and assessment plan.

**CUMULATIVE FINDINGS:** (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

As stated earlier the key goals of this position would include improving retention, facilitate persistence to degree, and encourage and guide students to take advantage of internship and career resources in the College and campus wide. Through staff transitions and many changes to the reporting relationships of the Student Services Center and the staff much progress towards these key goals has been made.

The full assessment data set (from institutional research) and contact data set (students who received services through the SSC) are attached. Listed below is a summary of key findings.

Student Check-Ins

Number of student check-ins for our Academic Advisor:

F 2012 31	W 2013 548	S 2013 384	Su 2013 98	F 2013 515	W 2014 507	<b>TOTAL 2083</b>
--------------	---------------	---------------	---------------	---------------	---------------	-----------------------

Retention Rates

Full-time first time freshman fall cohorts:

Term	Cohort Size	2nd yr %	3rd yr %	4th yr %
Fall 2003	4	100%	75%	75%
Fall 2004	1	100%	100%	100%
Fall 2005	7	86%	86%	86%
Fall 2006	15	100%	67%	47%
Fall 2007	41	95%	80%	76%
Fall 2008	58	97%	93%	95%
Fall 2009	94	99%	99%	99%
Fall 2010	91	97%	98%	97%
Fall 2011	87	99%	93%	-
Fall 2012	90	96%	-	-
Fall 2013	66	-	-	-
SSC Average		97%	88%	84%
CPBA Average		81%	68%	61%
University Average		82%	68%	61%

Full time all transfers fall cohorts:

Term	Cohort Size	2nd yr %	3rd yr %	4th yr %
Fall 2003	1	100%	0%	0%
Fall 2004	2	100%	50%	50%
Fall 2005	3	100%	33%	0%
Fall 2006	2	100%	100%	50%
Fall 2007	4	100%	75%	75%
Fall 2008	9	89%	67%	67%
Fall 2009	26	88%	77%	65%
Fall 2010	20	95%	95%	45%
Fall 2011	127	99%	59%	0%
Fall 2012	126	94%	-	-
Fall 2013	95	-	-	-
SSC Average		97%	62%	39%
CBPA Average		86%	46%	14%
University Average		85%	50%	19%

Time to Graduation

Average Years to Degree by College and Academic Year of Graduation (Admitted as FTF):

	2008.09	2009.10	2010.11	2011.12	2012.13
BPA	5.1 (190)	5.0 (194)	5.3 (201)	5.2 (197)	5.3 (221)
CSUSB	5.1 (844)	5.1 (840)	5.2 (910)	5.2 (980)	5.1 (1102)
SSC	5.3 (3)	4.5 (4)	4.5 (2)	4.6 (5)	4.8 (44)

Average Years to Degree by College and Academic Year of Graduation (Admitted as Transfer Student):

	2008.09	2009.10	2010.11	2011.12	2012.13
BPA	3.3 (415)	3.3 (366)	3.2 (435)	3.3 (450)	3.2 (445)
Total	3.3 (1835)	3.3 (1734)	3.3 (1925)	3.3 (1978)	3.2 (1993)
SSC	3.8 (5)	3.2 (3.3)	1.8 (5)	2.7 (6)	2.3 (77)

## C or Better

Undergraduate Students with a C or Better in 1st Lower Division Business Core Class:

<b>Overall</b>	
Admitted as FTF	78%
Admitted as Transfer	81%
<b>SSC</b>	
Admitted as FTF	81%
Admitted as Transfer	84%

Undergraduate Students with a C or Better in 1st Upper Division Business Core Class:

<b>Overall</b>	
Admitted as FTF	89%
Admitted as Transfer	91%
<b>SSC</b>	
Admitted as FTF	93%
Admitted as Transfer	94%

In terms of improvements, we have been working toward a three Phase Advising Plan (detailed in the sustainability section). Phase I, pilot a peer advising program; Phase II, expand our advising model; and Phase III, implement a passport program to identify and address improvements that need to be made to our existing programs. Each phase focus on improving retention, facilitating persistence to degree and encouraging students to engage in internship and career services in the College and campus wide. Details of plan are provided in the sustainability portion of this report.

---

**CHALLENGES:** (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

Unfortunately, there have been significant challenges that have affected our ability to fully implement our measurements and articulated outcomes. One significant challenge has been the transition in leadership both within the College and University wide.

Within the College the SSC, and therefore the advisor, has had their direct leadership change three times. At one point the SSC went from having three professional staff members and three student assistants to one professional staff member (the academic advisor) and three student assistants. During this time it was very difficult for the academic advisor to maintain the center, respond to the needs of students, manage three student assistants, and the responsibilities of her direct position.

In terms of assessment, the first meeting was with Dr. Butt and Dr. McElvaney was in July of 2012, and our assessment plan was completed in December 2012. These timeframes are relevant as the most difficult transition in leadership and professional office staff (referenced earlier) was happening between November of 2012 and June of 2013. Though our assessment plan was completed, measurements had not yet been implemented and the plan was too cumbersome to

implement. In addition, by December of 2012 Dr. Butt and Dr. McElvaney had both left CSUSB. The result of their departure and the challenges we were facing within the College was that our measurements were not developed nor implemented. As a back-up, outside of tracking the number of students and their reason for visiting the SSC and tracking workshop attendance (using our CSO system) was initiated.

March of 2013 Joanna Oxendine was hired as the Institutional Effectiveness Associate and in June of 2013 Dr. Craig Seal was appointed as the Director of Accreditation and Student Services for the College of Business and Public Administration. In September of 2013 Dr. Seal and I started attending the SSI Steering Committee meetings, which has been helpful as it has provided more clarity and information regarding SSI and the expectations of the University. Since this time we have been reviewing our assessment plan, developing appropriate measurements and a plan to implement them.

Newer challenges are the upcoming transition of probationary students from Advising and Academic Services to the College, the need to expand advising holds within our College to ensure all students meet with an advisor at least once a year, and a highlighted need to offer support to our international students, as previously it was thought that certain support came from the Center for International Studies and Programs. These newer challenges force our office to look at the current responsibilities of our academic advisor and develop strategies to effectively address her current duties and these new challenges.

---

**LESSONS LEARNED:** (Please share any additional information you'd like regarding this area not covered above.)

The organizational structure in the College is comprised of academic department offices, program offices and the College office. Given this structure, the Academic Advisor was often viewed as a general administrative support resource. As a result, responsibilities that would be considered non-essential to the role of an academic advisor and determined not to be a fit elsewhere in the College were given to this position. A lesson learned is that an evaluation of ones responsibilities needs to occur so that non-essential responsibilities of the position are off loaded. Currently we are reviewing the current responsibilities, as well as additional upcoming responsibilities, to determine which are non-essential or related but out of necessity must be off-loaded.

Another lesson learned, is that currently there is not a culture of assessment at the university and in particular, non-academic units. Similar to most of staff roles, employees are so busy doing what they do that historically they have not integrated assessment into job duties. The lesson is that although creating an effective assessment plan, with simple, understandable goals, outcomes, activities and measurements takes time and attention to develop; it is critical to our long term success. Currently we are in the process of formulating revised goals, objectives and measures to better assess the overall effectiveness of the SSC and our academic advising programs.

---

**SUSTAINABILITY:** (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

The original funding request was for the salary of a professional academic advisor. Moving forward, we would recommend that the full salary for this position being funded by the general budget and be made a permanent position.

Future SSI requests may be made to better assist in the implementation of our subsequent phase II and III advising plan developed by the SSC for CBPA. As noted earlier, SSI did provide one time funding this academic year for phase I, peer advising pilot program. The advising plan, broken down by phase and inclusive of our assessment plan is listed below.

Phase I – Peer Advising Pilot (currently in-progress, 2013-2014)

Purpose: To improve academic scheduling of classes, the Student Service Center (SSC) in coordination with the Accounting & Finance Department (A&F) is going to institute a Peer Advising and Academic Advising model for winter (2014) registration.

Plan:

- The SSC met with the Department to develop an ideal “Roadmap” for the two primary concentrations, Accounting and Finance.
- The SSC trained four peer advisors (students from the A&F) who will assist the SSC Academic Advisor to provide academic scheduling advisement for A&F students.
- Students with an academic hold during advising are encouraged to review their PAWs and Blue Card schedule with a Peer or Academic Advisor in the SSC.
- Students are still free to see faculty, but the hope is that the course scheduling would be handled by peer and professional advisors, freeing faculty to focus on issues of general degree programs and field of study.

Resources:

To implement, the SSC needs funding for 4 Peer Advisors. Each Student Peer Advisor is paid up to \$10/hour for up to 20/hours per week for 10/weeks per quarter. The total for each Peer Advisor is \$2,000 per quarter, meaning a total of \$8,000 for the winter quarter.

- \$8,000 – 4 Peer Advisors for Winter Quarter

If successful, the SSC may expand the peer advising services to the other academic departments.

Phase II – Expanded Advising Model (proposed for 2014-2015, contingent on funding)

Purpose: To improve the level of connection between students and the college, expand the Winter Advising Holds to include ALL students, regardless of credit status, to ensure all students meet with an advisor at least once per year. This will help to institutionalize the advising process, better develop advising processes, help to proactively address student and scheduling issues, and link students to various college resources.

This process will also insure that new students to the college (freshman, transfer, or formerly undeclared), to a particular concentration, international, and other at-risk groups are being seen on a regular basis.

Plan:

- All students in CBPA have an advising hold placed on their account at the end of January.
- Lower division students (fewer than 90 credits), undeclared students, and at-risk students (e.g. academic probation) would seek advising from the SSC and Peer Advisors.
- Declared, upper-division concentration students, depending on the department, may utilize a combination of the Department Chair, General Faculty, Assigned Faculty, and/or Peer Advisors.
- Expanded re-orientation programs throughout the year, focusing on freshman, transfer, international and special needs students. Sessions would focus on PAWs reports, class registration, concentration roadmaps, and student support services.

Resources:

To implement, the SSC needs funding for an SSP I (12-month appointment) as well as 6 Peer Advisors.

- \$12,000 – 6 Peer Advisors for Winter Quarter
- \$48,912 – SSC SSP I (12-month position)

If successful, the model may be expanded to other quarters and incorporate additional services.

### Phase III – Passport Program (proposed for 2015-2016, contingent on funding and review)

Purpose: Expand the advising program and student holds to fall/spring quarters to better align with academic calendar and to provide two points of required check-ins for student each year. In addition, an expanded, year round Peer Advising Program, support from the SSC SSP I, and focusing Academic, Intern, and Career Advisors on essential duties.

#### Plan:

- ALL students in CBPA have an advising hold placed on their account in Fall AND Spring.
- Lower division students (fewer than 90 credits), undeclared students, and at-risk students (e.g. academic probation) would seek advising from the SSC and Peer Advisors.
- Declared, upper-division concentration students, depending on the department, may utilize a combination of the Department Chair, General Faculty, Assigned Faculty, and/or Peer Advisors.
- Expanded re-orientation programs throughout the year, focusing on freshman, transfer, international and special needs students. Sessions would focus on PAWs reports, class registration, concentration roadmaps, and student support services.
- Four year Passport program for students that integrates academic advising, experiential learning (study abroad and internships), student clubs, and career development.

#### Resources:

In order to initiate Phase III, the SSC would need the SSP I Position, 6 10-month Peer Advisors, a focus on core advising duties, and a space commitment and renovation (Jack Brown Hall Room 457).

- \$4,000 – Dedicated space (ideally JB-105) and renovation
- \$36,000 – 6 Peer Advisors for Fall/Winter/Spring
- \$48,912 – SSC SSP I (12-month position)
- Off-load Commencement and other extraneous administrative duties

If successful, the model may be used by other colleges.

**2013-2014 Budget Summary:** (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

<b>Expenditure Description</b>	<b>Outcome(s) Supported</b>	<b>Supported Activities</b>		<b>FTE</b>	<b>Amount</b>
Academic Advisor Salary	Students will articulate and make plans to achieve immediate and long term academic goals.	One on one academic advising with professional academic advisor.		.8	\$78,606.00
<b>Expenditure Description</b>	<b>Outcome(s) Supported</b>	<b>Supported Activities</b>	<b># of Peer Advisors</b>	<b>Hours</b>	<b>Rate</b>
Peer Advisors	Institute a peer advising and academic advising model for Spring 2014 registration, specifically for our Accounting & Finance students.	One on one academic advising with peer advisors.	2 @ 1 @ 1 @	20 15 12	\$8.50 \$8.00 \$8.00 ( <b>work study</b> )
<b>TOTAL:</b>					<b><u>\$86,606.00</u></b>