California State University,
Los Angeles

Student Success Fee

Program Outcomes and Accountability Report

2017-18

October 2018 – Administration and Finance

Executive Order 1070

Established the Student Success Fee, which became effective in the fall of 2012.

Adm. Procedure 205

Established the policies and guidelines for the allocation and reporting of resources generated through the Student Success Fee.

During 2017-18, more than $6.4 million was allocated to student program initiatives.

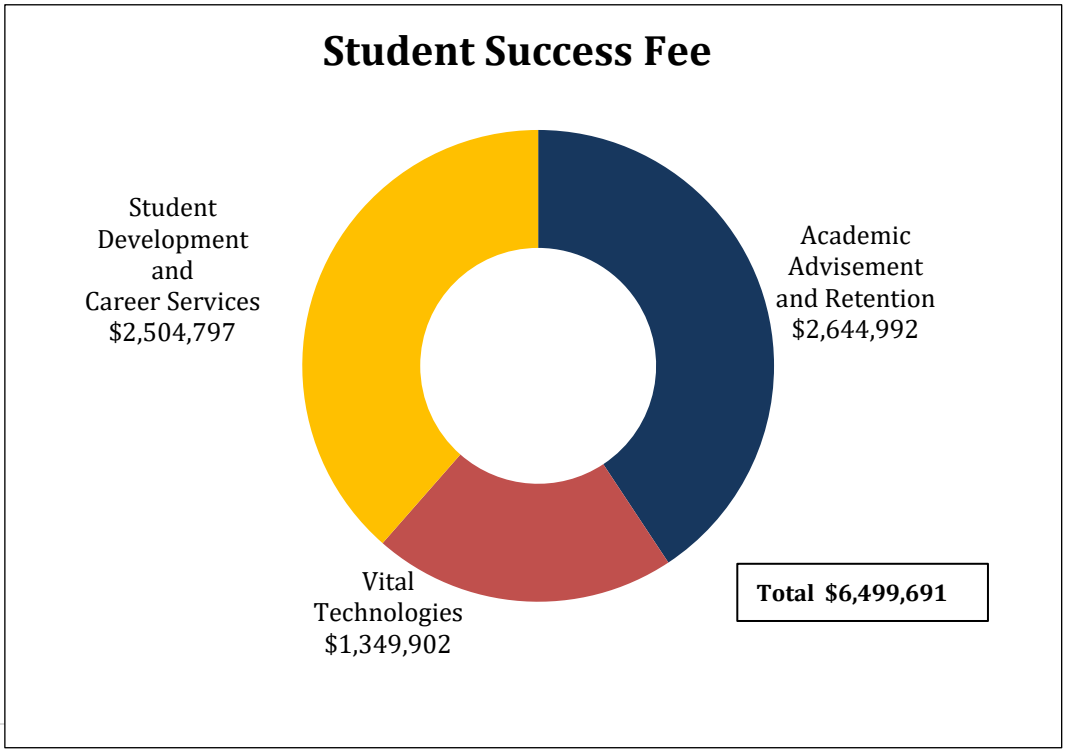
The Student Success Fee supports program initiatives that strengthen academic advisement, enrich student learning, foster community engagement, and expand access to critical technology infrastructure and software. All of these programs ultimately support student success, student engagement, and improving pathways toward graduation.

These integral programs also enhance the student learning experience. Students have access to world class student centered advisement, leadership development opportunities, mental health and personal wellbeing resources, career counseling, vital technologies, and a multitude of other student services.

Under the authority of Executive Order 1070, the University established the Student Success Fee, which became effective in the fall of 2012. The Student Success Fee initiative places emphasis on these key priorities for student success: Advising and Retention, Student Development and Career Services, and Vital Technologies.

At the University, Administrative Procedure 205 establishes the policies and guidelines for the allocation and reporting of resources generated through the Student Success Fee.

During 2017-18, approximately $6.4 million was allocated to student program initiatives. As shown on the graph below, funding was allocated to these program priorities: Academic Advising and Retention was awarded $2.6 million, Student Development and Career Services was awarded $2.5 million, and Vital Technologies was awarded $1.3 million.



Academic Advisement and Retention

Academic Advisement and Retention was allocated $2.6 million for academic advisement, graduate student completion support, student engagement in research and scholarship activities, mentoring and tutoring support, student scholarship coordinator, college academic advisement, community-based learning, technology enhancements, professional development for graduate students, and extended library hours. Highlights from some of the programs funded by Student Success Fee are as follows.

- **Academic Advisement:**
  Academic Advisors are a campus advisement resource that respond to students, staff and faculty's academic inquiries as well as assist in the resolution of an individual's academic problems and/or concerns. Advisors provide a wide range of academic advisement services to undeclared and undergraduate students through quarterly mandatory appointments, precisely responding to any General Education (GE) issues. Advisors also assist students in comprehending and adhering to University policies and procedures that may directly or indirectly effect the students' abilities to make timely progress toward a degree completion. There is also assistance to undergraduate students for: (1) Course selection; (2) transfer credit advisement; (3) help with University general education petitions; (4) and referrals to other Unviversity Student Support Services. Advisor efforts are centered on student success and building a community where students thrive socially and academically.

  - College of Arts and Letters advisement conducted approximately 5,000 one-on-one advising sessions with current students for the 2017-2018 academic year. The Graduation Office recently reported that the college had 822 total students successfully meet the criteria for degree completion this past year. This is a 6% increase from the 2016-2017 academic year. In addition, the number of students who enrolled in fulltime units at Orientation has almost doubled. It increased from 45% in 2017 to 84% in 2018. Students are heeding advisors' recommendations and maximizing their course load to achieve the ideal four-year completion goal.

  - Charter College of Education graduate program Student Service Professionals (SSP) held over 520 individual advisement sessions with post-baccalaureate teaching credential and master's degree candidates from across the three disciplines. The SSPs also had in-person engagements with over 100 active education specialist interns to ensure they remained on track for completing their credentials within the two-year time limit.

  - College of Engineering, Computer Science, and Technology advisements partnered with the Boeing Company during the ECST Open House to expose students to STEM career opportunities and hosted ECST Alumni during National Engineers Week to speak to students and expand their vision for career opportunities in STEM. Additionally, the College implemented 16 sessions of Academic Development Workshops for students in academic deficiency status.

  - Rongxiang Xu College of Health and Human Services advisors saw 6,074 students for scheduled appointments and 5,687 students on a drop-in basis. Additionally, a total of 6,465 distinct students were seen in the RXCHHS Advising Center.

- ## University Tutorial Center



Student Success Fees were used to support peer tutors and front desk support staff within the University Tutorial Center. The Center's mission, aligned with the University's Strategic Plan, is to provide peer tutoring and study skills presentations to help Cal State LA students better prepare for their classes, improve their knowledge and understanding, and develop critical thinking and problem-solving skills necessary for student success, retention, progression, and graduation.

Based on the previous two years averages, along with other available data, roughly 5,000 students were served spanning over 12,000 visits. The Center also provided a structured group workshop for CS 2148 in collaboration with ECST and had over 70 students participate with roughly 350 contacts over a ten week period in Spring 2018. The analysis from ECST indicated that students in the Spring 2018 CS 2148 courses had an average pass rate of 94.5%, as compared with 78.5% for Fall 2017. The key differences between the two semesters were the additional resources and support from UTC (in the form of drop-in tutoring and the workshop).

- ## University Writing Center

The University Writing Center (UWC) supports student success through one-on-one writing sessions and writing presentations. During 2017-18, tutors conducted 8,694 appointments. The UWC instituted after-hours tutoring in Library North (during fall and spring) and an annex tutoring location in the Veterans Resource Center during the spring term. A new email etiquette workshop was offered twice, a personal statement writing workshop was given to the Pathways Program, and the UWC hosted week-long programing for International Writing Centers week, which included a panel presentation in collaboration with Soar in 4 and the English department.

During 2017-18, the UWC tutored students from 626 courses on campus, from AAAS 1001 to WGSS 3665, which is an increase from the 618 courses tutored in AY 16-17. The UWC saw a 4.8% increase in the number of contacts for the 20 most popular courses, from 3,983 contacts in 2016-17 to 4,174 contacts in 2017-18. First-year students (45%) and juniors (24%) made up the bulk of our contacts in 2017-18, while seniors, graduate students and sophomores made up the final 31% of students visiting the center. Finally, tutor recruitment and training was conducted twice in 2017-18 to maintain a steady cadre of tutors and consultants.

- ## Honor College Advisement

The National and International Scholarships and Fellowships Program (NISFeP) advisor serves as the advisor/coordinator for national and international fellowships and scholarships at Cal State LA. These include the Goldwater, Truman, Marshall, Churchill, Gates, Beinecke and others scholarship programs. NISFeP is a centralized office that exists at Cal State LA and is dedicated to helping students learn about and apply for these and other prestigious awards that will help them succeed in college, graduate school and in their future careers. The SSF supports a coordinator who serves all students at Cal State LA interested in applying for these opportunities, presents workshops for students and faculty mentors; assists students in identifying appropriate scholarships and in putting together the application; preps them for scholarship or fellowship interviews; helps them gather letters of recommendation; vets

applications and submits applications on behalf of Cal State LA (many scholarship and fellowship programs require an established institutional contact and institutional nominations); communicates with faculty mentors; updates and maintains resource files and student data.

Student Development and Career Services

Over $2.5 million was allocated to enhance services and accommodations for students with disabilities, provide educational opportunity programs for Summer Bridge students, offer training and wellness programs for veteran students, and provide a wide array of networking, empowerment, community engagement, and skill-building workshops and programs for our students.

- ## Health and Well-Being

The Student Health Center's mission is to assist students in achieving and maintaining health goals and to support academic success while simultaneously contributing to engagement, service, public good, and a welcoming and inclusive campus. Through the provision of theory-based health promotion and education programs that promote health enhancing attitudes, skills, and behaviors, the Center's health educators strive to facilitate students' adoption of protective health practices that help form a foundation for life-long health and enable achievement of academic and life goals.

Office of Students with Disabilities

"……provides alternative testing services to students with diverse disabilities that include, but are not limited to, those with learning, visual, mobility and other functional disabilities.

Between Fall 2017 – Spring 2018 the center provided 5,691 requested exams."

The Center's activities include programming at the individual level as well as environmental levels and provide opportunities for service-learning in support of Engagement, Service, and the Public Good; support personal growth and development; promote access to and use of campus and community-based health and wellness services and resources; create opportunities for development of leadership skills; and encourage and promote respect for others in an effort to create a welcoming and inclusive campus and mentor students in becoming responsible citizens of the society.

- **Office of Students with Disabilities**

The Office of Students with Disabilities provides quality services to students who are registered as Deaf and Hard of Hearing (DHH). These services include real-time captioning and American Sign Language interpreters (who are provided in combination with in-house contractual and outsourced staff, scheduled as needed). Such services were coordinated by a full-time Deaf and Hard of Hearing Coordinator to maximize accessibility and minimize costs. The DHH Coordinator also arranged essential real-time captioning and/or American Sign Language services to students in academic advising and for campus events.

Additionally, the office also provides alternative testing services to students with diverse disabilities that include, but are not limited to, those with learning, visual, mobility and other functional disabilities. Alternative testing services include extended time on exams, which may also include direct support from test proctors and readers (student assistants and staff combined) depending on the disability and needs of the student.

SSF funding facilitated the provision of accommodations to a larger population of students with disabilities. The following reflects the number of hours for support services delivered as a result of the resources provided:

- Between Fall 2017 to Spring 2018, Real-time captioning and American Sign Language (contractual and in-house staff combined) services provided 5,691 support service hours (an increase of 9% from previous academic year).

- Between Fall 2017 to Spring 2018, requests for alternative testing services exceed 5,196.

- Third party software, such as AIM, provides data on the requested delivery of support services. Surveys continue to be the primary method of acquiring feedback from students who receive services. Additionally, students are frequently asked to participate in evaluations of support service providers either through individual requests and/or focus groups. The most pronounced measure of the impact of the provided SSF funding on the program was the ability to meet the increased number of requests for accommodations for Cal State LA students.



- ## Career Development Center

The Career Development Center's mission is centered on the University Strategic Initiative to "Strengthen transition-to-career support services, including increasing internship and mentoring opportunities," for the student community as a whole. 100% percent of SSF funds received are directed to career services.

Staff accounted for 76% of SSF expenditures, supporting two Employer Relations Coordinators and a Communications Team of 3 Student Assistants (social media, graphic design, and videography). The balance of the funds were utilized to provide a comprehensive suite of online career tools; testing materials; and career events. Activities also included student leadership development, participation in campus groups, and collaboration with campus partners.

Provided “CareerExpress,” a comprehensive suite of nine state-of-the arts, online career tools for all major aspects of the career development process. These are available to the entire campus community – students, faculty and staff.

- Provided 4 career fairs, bringing 175 employers to campus and serving approximately 700 students, and 13 special events, such as internship panels, “Google Tech event,” and the Arts and Letters Speakers Series, connecting students with employers to gain information, skills development, and networking opportunities.
- Hosted 28 Employer Information Sessions, serving 533 students, to learn about specific employers and industries.
- Hosted 49 Information Booths to provide employers informal recruiting and branding opportunities.

- **Educational Opportunity Program (EOP)**

The purpose of the EOP Summer Bridge (SB) at Cal State LA is to provide a developmental transition from high school to university life for low-income, first-generation freshmen. The program aims to close some of the gap between the skills with which they graduated from high school, and those required for university study. 2017 is the fourth year of a distinct change in the program and learning objectives. Emphasis was placed on boosting math and writing skills, learning strategies for successful transition to Cal State LA and enhanced awareness of the participants’ individual and collective identities with social justice seminars.

EOP achieved great success in preparing and supporting our incoming students through our summer programs.

- The Coordinator for Student Academic Success successfully redesigned the Summer Bridge math curriculum to comply with new requirements under E.O. 1110 and EdReady. 116 out of 117 completed EdReady (online summer Math requirement) prior to the start of Fall.
- All eligible Summer Bridge participants successfully enrolled in 16 units for Fall 2018 in an effort to support the “15 to Finish” campaign and Graduation Initiative 2025.
- 100% of all Summer Bridge participants matriculated to the University in Fall 2018.
- 65 regularly-admitted EOP students received comprehensive support through our 5-Week Summer Math Workshop. Of this group, 94% (61/65) completed the EdReady Requirement.
- Summer Bridge: Growth Zone (lead by Liz Sotelo) held two sets of four Metacognitive Learning Workshops focused on the themes of ability and belonging. One set of workshops served students in Housing; the other was geared towards Commuter students. The workshops focused on Attribution Theory, Mindset, the Study Cycle, and a Student Panel of former Bridge students. The workshops were all widely attended.
- Established a partnership with OSD to provide testing accommodations for Summer Bridge students with learning disabilities that helped facilitate noted successful outcomes including our 99% (116/117) EdReady Goal Completion Rate.

- The Summer Retention Workshop helped nearly 70% of continuing EOP students complete their first-year math remediation requirements in an effort to avoid disenrollment.

- The two identified foster youth participants in Summer Bridge successfully completed all components of the program, including the completion of the EdReady requirement, matriculation to the university and enrollment in 16 units for Fall 2018.

Vital Technologies

Information Technologies Services (ITS) received $1.3 million to provide students with a robust infrastructure and access to the important learning resources that prepare them for college and professional success. The resources included: Anywhere On-Demand Applications; Anytime, Anywhere Access; Just-In-Time Learning; Adobe Creative Cloud for Students; provisioning for a 24-Hour Open Access Lab; Wi-Fi Availability, Wireless Enhancements and other critical technology needs.

- **On Demand Learning:**

On Demand Learning provides students with Lynda.com training materials online. Lynda.com augments the traditional classroom training, delivers timely training topics, and provides 24 hour access to training materials. Students can access any training from the location of their choice at their convenience with an internet connection. The experience and education made available through these trainings can increase students' skills and allows students to apply these skills in the classrooms immediately. Trainings can also be assigned by faculty to students as part of the course work. Training that has been completed can be posted to LinkedIn for potential employers to see. In alignment with the University's strategic plan, this training provides resources to undergraduate and graduate students and contributes to student success.

	FALL 2017	SPRING 2018
Active Accounts	22,870	23,871
New Active Accounts	1,518	996
Total Unique User Logins	6,440	5,845
Total All Logins	16,992	15,694
Distinct Courses Viewed	4,548	4,469
Distinct Videos Viewed	48,886	48,046
Total Course and Video Views	89,732	88,662
Total Viewing Hours	**6,139**	**5,762**

The On Demand Learning program has continued to be a popular offering for students. The success of this program is demonstrated in the number of new accounts, active accounts, courses viewed, videos viewed, and hours spent viewing videos.

A total of 22,870 accounts were active in Fall 2017 term and 23,871 accounts were active in Spring 2018 term. A 15% increase was observed between the two terms. 1,518 new users accounts were activated in fall and 996 during spring. During the 2017-2018 academic year, over 9,000 distinct

courses and nearly 97,000 distinct videos were viewed, and over 136,000 viewing hours were recorded.

The increases can be attributed to ongoing campaigns through promotion booths held each term on the University's main walkway, campus promotional videos displayed at the ITS Help Desk, social media campaigns, ITS website, and word-of-mouth from students and faculty.

The On Demand Learning program achieved the intended results and this program assists students to acquire new skills, which contributes to their overall success.

- ## Open Access Lab:

In Fall 2014, the first fully staffed, secure 24/7 computing lab opened in the Simpson Tower Annex Link Open Access Lab (OAL). The Annex Link provides students with the only early morning access (prior to 7:00 a.m. when the Library opens) to on-campus printing and computing facilities. Additionally, the Annex Link is the only computer lab that is open when the Library is closed. The "after-hours" are funded by student success fees (SSF) and provides students with access to computers, printers, a Group Study Room, and a technology-equipped Smart Room. These resources are aligned with the Student Success strategic initiative and directly contribute to a welcoming and inclusive campus.

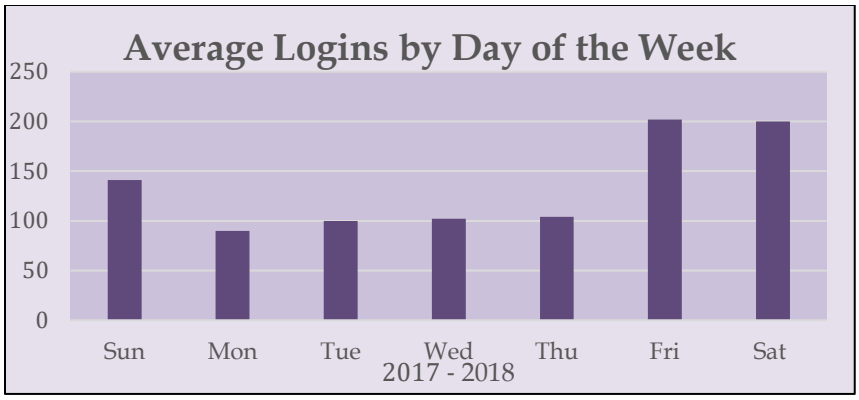
After-hours Workstation Capacity

The overall OAL capacity for the after-hours described below are calculated by multiplying the number of computer workstations by the number of after-hour operations. This chart demonstrates the total capacity of the after-hours Annex lab.

	FALL 2017	SPRING 2018
Computer workstations	66	66
Total hours of operation	1,279.5	1,335
Workstation capacity in hours	84,447	88,110

Average Logins by Day of the Week

The chart below compares the average after-hours OAL computer logins by day of the week. The data demonstrates the demand for after-hour access is greater on Fridays, Saturdays, and Sundays.



After-hours Usage

The table below summarizes general usage of the Annex Link after-hours. In Fall 2015, ITS installed Count-Recorder software to record foot traffic to and from the lab. Count-Recorder uses infrared technology to detect individuals coming in through the lab's entrance.

It is important to note that Count-Recorder captures all traffic entering and exiting the OAL, but not every student who enters the lab uses a workstation creating a login session. Students may be picking up a remotely generated print job or multiple students may share a login session to work jointly on collaborative projects. ITS gathers all other statistical data, such as login sessions, hours of use and application usage, using LabStats software. The station utilization are calculated using the total session hours divided by the lab's computer capacity.

	FALL 2017	SPRING 2018
Count-Recorder total	35,996	38,973
Total login sessions	14,036	13,104
Total hours used	24,783	26,771
Average login session (minutes)	106	120
Station Utilization	29%	30%