California State University

Los Angeles

2014-15

Student Success Fee

Outcomes and Accountability Reports

Academic Affairs

California State University, Los Angeles
Financial Accounting System
SF008 Budget Summary Report for: 2015-06-30
PROVOST - Provost & VP Academic Affairs

Time run: 7/13/2015 12:13:49 PM
File Name: SF008-PROVOST - Provost & VP Academic Affairs-DSUM.xlsx
Instance Directory: c:\assessment\outgoing
Fiscal Year 2014-2015
YEAR-END

Dept ID	Original Budget	Revised Budget	Adjusted Budget	Actuals		Encumbrances	Total Expended	Budget Available	% Achieved / % Used
				Current Month	Fiscal Year				
200190 - AA- SSF - Stdt Engag w/Acad De	0.00	10,000.00	10,000.00	3.74	1,729.62	(1,616.81)	112.81	9,887.19	1.13%
200199 - HonorsCollege-SSF- Adv.Reten.	81,125.00	85,856.72	85,856.72	6,865.51	85,456.72	0.00	85,456.72	400.00	99.53%
200390 - GS- SSF - Grad Stdt Comp Supt	81,125.00	194,743.47	194,743.47	51,416.20	204,752.06	(1,641.50)	203,110.56	(8,367.09)	104.30%
200490 - UG- SSF - Mentoring/Tutoring	73,500.00	592,830.08	592,830.08	38,974.56	464,916.73	0.00	464,916.73	127,913.35	78.42%
200499 - AC - SSF - Adv. & Retention	186,060.00	205,968.07	205,968.07	17,165.15	206,510.07	0.00	206,510.07	(542.00)	100.26%
200590 - CETL-SSF - Adv. & Retention	0.00	0.00	0.00	(3.74)	0.00	0.00	0.00	0.00	0.00%
200790 - LIB-SSF-Extended Lib. Hours	0.00	20,193.00	20,193.00	0.00	20,193.00	0.00	20,193.00	0.00	100.00%
201090 - A/L - SSF - Adv. & Retention	290,565.00	304,422.63	304,422.63	21,487.18	253,401.20	27,960.96	281,362.16	23,060.47	92.42%
201099 - AVPAA- SSF- Adv. & Retention	0.00	75,111.49	75,111.49	36,539.33	59,421.92	(2,214.58)	57,207.34	17,904.15	76.16%
201290 - B/E - SSF - Adv. & Retention	319,609.00	372,871.34	372,871.34	31,100.17	374,011.48	0.00	374,011.48	(1,140.14)	100.31%
201490 - ED - SSF - Adv. & Retention	62,875.00	73,775.83	73,775.83	6,182.41	73,376.83	0.00	73,376.83	399.00	99.46%
201590 - ET - SSF - Adv. & Retention	132,750.00	132,713.75	132,713.75	12,772.51	132,055.11	0.00	132,055.11	658.64	99.50%
201690 - HHS- SSF - Adv. & Retention	351,554.00	384,694.02	384,694.02	30,060.54	360,684.93	0.00	360,684.93	24,009.09	93.76%
201790 - NSS - SSF - Adv. & Retention	382,309.00	400,089.54	400,089.54	35,474.70	348,565.69	0.00	348,565.69	51,523.85	87.12%
201890 - CESIP-SSF - Adv. & Retention	0.00	185,286.96	185,286.96	22,702.59	114,466.38	7,394.37	121,860.75	63,426.21	65.77%
PROVOST - Provost & VP Academic Affairs Total	**1,961,472.00**	**3,038,556.90**	**3,038,556.90**	**310,740.85**	**2,699,541.74**	**29,882.44**	**2,729,424.18**	**309,132.72**	**89.83%**

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	Academic Affairs		
College/Dept.:	Graduate Studies	**Dept ID:**	200190
Contact Person:	Karin Elliott Brown	**Program ID/Name:**	11800
Program Activity:	Professional Development for Graduate Students		

1. What are the objectives of the program for which SSF funding was awarded?

Under the supervision of the Assoc. Dean of Graduate Studies, the Thesis/Dissertation Coordinator is responsible for advisement and coordination services to graduate students in support of the completion and submission of a culminating thesis/manuscript/project. The Coordinator assists graduate students in understanding and adhering to University policies and procedures that directly or indirectly impact their ability to make timely progress toward degree completion. Duties include, but are not limited to: (1) Providing students with guidance on formatting and electronic submission to Proquest through group workshops and individual advisement, (2) assisting Assoc Dean with training and coordination of the thesis reviewers; (3) presenting workshops and consultations to graduate faculty advisors; (4) collecting approval forms, documenting completion of culminating projects and keeping statistical records; (5) updating and maintaining GSR website with deadlines for thesis submission, thesis reviewer office hours, information on workshops and instructional materials; (6) informing and refeing students to resources in support of degree completion (e.g., , GSR sponsored grants, IRB, writing center, library-sponsored workshops, etc); and other student success initiatives as needed (i.e. web support documents, workshops and individual training).

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

AY 2014-15, the GRC Coordinator planned and offered several graduate student orientation workshops,as well as several academic and professional development workshops (See attached) She also supervised thesis reviewered and served as the dissertation reviewer (see attached data summary for thesis and dissertations completed.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

Attendance at the workshops substatiates graduate student participation. Impact of student success has to be evaluated.

4. How well did the activity further institutional goals?

Very successful in buidling a supportive intellectual community for graduate students on the campus

5. Was the approved funding sufficient to support the activity? Explain.

The funding covered the salary of the SSPIII (GRC Program Coordinator). Additional funding to cover the cost of GRC programming and conference attendance to support the devlopment of SSP III (Ms. Andrea Gutierrez is needed.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

The flood resulting in the relocation of GRC staff which reduced participation in planned events in Spring quarter.

NOTE: The $10,000 funding for this program was utilized in combination with the $194,743.47 in funding allocated for Graduate Student Completion Coordinator. Together, the budget equal $204,743.47 and expenditures equaled to $203,223.37, with $1,520.10 remaining.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $10,000 **Amount Expended:** $112.81

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	Academic Affairs		
College/Dept.:	Honors College	**Dept ID:**	200199
Contact Person:	Trinh Pham	**Program ID/Name:**	11800/Honors College
Program Activity:	Student Scholarship Coordinator		

1. What are the objectives of the program for which SSF funding was awarded?

SSF funds support the SSP III Honors College advisor position, which coordinates the National and International Scholarships and Fellowships Program (NISFeP) (serving all Cal State LA students) and also assists Honors College students with their theses and with applying for graduate school and internships. The program objectives are:

I. Serve as a centralized office at Cal State LA to support activities related to prestigious national and international scholarships and fellowships.

II. Prepare students to be successful in applying for significant national and international scholarships and fellowships that offer transformative and challenging experiences in the areas of academic and applied research, and global and civic learning.

III. Support student development by helping students improve their ability to present their knowledge, ideas, values, accomplishments and career goals succinctly and effectively.

IV. Provide academic advisement, including coordinating and supporting Honors College theses, that contributes to the graduation of students with an Honors College distinction.

V. Enhance discussion within and between departments and programs across campus around the areas of scholarships, fellowships and Honors College theses, which promote professional/career development and undergraduate research.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

(Very well | Well | Somewhat Well | Needs Improvement)

Numbers correspond to numbered objectives in Q1.

I. Very well. The National and International Scholarships and Fellowships Program (NISFeP) was established and began its operation during the 2013-2014 year. The SSP III is the primary advisor and coordinator for this office, and serves as a single point-of-contact through which scholarship and fellowship opportunities for Cal State LA students can be managed. Before this position was created, no centralized office existed, and Cal State LA students did not know about and did not apply to scholarship programs like the Carnegie Junior Fellows, Goldwater, Truman, Udall, Gates Cambridge, Mitchell, and Marshall. Now, students are applying to most of these opportunities, and we had a Marshall finalist even though it was the first year we worked with students on this particular scholarship opportunity.

II. Well. As a result of working with the SSP III, students successfully submitted 67 (40 scholarship, 18 internship/research, and 9 postgraduate school) polished applications and completed 8 mock interviews. Of these, 11 students were awarded scholarships or received internships through the following programs: John Stewart Scholarship, Raul Henderson Spirit Award, Hispanic Scholarship Fund Scholarship, California Community Reinvestment Corporation Scholarship, Sanitation Districts of Los Angeles County Civil/Environmental Engineering Undergraduate Fellowships, Harvard-Amgen Scholars Program, Panetta Institute internship, Summer Systematics Institution at Cal Academy of Sciences, NIMHD's Minority Health and Health Disparities International Research Training Program (MHIRT), internship for Assembly Member Cristina Garcia, and CAUSE Academy. Additionally, students received admissions into UCLA, CSULA, and University of Chicago Law School. We also hade two scholarship finalists: one for the Marshall Scholarship and one for the Ebell Scholarship.

III. Well. The work the SSP III does with the students in preparing and revising their personal statements and mock interviews encourages students to reflect upon their knowledge and experiences, and connect their ideas more deeply to their career goals. Beginning in December of 2014, the SSP III created and implemented a personal statement rubric to better assess essay writing. Between December and July 1, the SSP III completed 39 rubrics (26 scholarship, 6 internship, 7 graduate admissions essays). Furthermore, based on 6 responses from a postscholarship reflection survey, students either somewhat agreed or strongly agreed that their "writing skills improved". The SSP III also received written feedback from the 5 personal statement workshops held in 2014-15, in which one student stated "It was a great learning experience and as a year one EEP student, this will be invaluable for me."

IV. Very well. The thesis is often a stumbling block for completion of honors programs at other institutions, but at Cal State LA, 34 out of 35 students who undertook their Honors College thesis last year completed it, and 32 students graduated with an Honors College distinction (the two students who did not graduate with Honors College distinction were EEP students who were part of the transition group, so

completed the thesis only). Additionally, three students who completed the thesis also worked with the SSP III to complete their graduate school applications, and were admitted into UCLA, CSULA, and University of Chicago Law School.

V. Well. All colleges, departments, and faculty receive regular communications from the SSP III about scholarship and fellowship opportunities that would interest and benefit their students, and were brought into conversations about how academic programs could help our students further their progress towards their professional goals. Also, in the 2014-2015 year, 32 thesis advisors from 5 of the 6 Cal State LA colleges were brought together in faculty meetings. The SSP III coordinated a new "Honors College Thesis Advisor Appreciation award", where the Honors College recognized two thesis advisors at our graduating senior dinner (they were nominated by their thesis students). Additonally, the SSP III collaborated with and hosted joint events with the Graduate Resource Center,Veterans Resource Center, and the Study Abroad Program, and presented about NISFeP services to Cal State LA freshmen during 21 Intro to Higher Education courses. The SSP III worked closely with the Career Development Center to organize an internship panel event which over 80 Cal State L.A. students attended and plans to continue collaborating in 2015-2016 to co-sponsor activities for Cal State LA students.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

During the 2014-15 year, direct assessment through Excel and Google spreadsheets was successfully used to collect all the data included in this report, which includes the number of students who applied for scholarships, the number of scholarships submitted, and the number of students who were awarded scholarships. In terms of indirect assessment, surveys of thesis students and focus groups with thesis students have successfully captured student opinions about the thesis experience. Surveys for NISFeP were created and implemented on the following: a postscholarship reflection survey for students who submited scholarship applications (6 responses collected), a personal statement workshop survey for attendees (7 responses collected), and an end of the year survey for students who used NISFeP's services. Furthermore, the SSP III collected email feedback from applicants throughout the year. Student responses included: "I wanted to let you know that I got into to UCLA! I just wanted to say THANK YOU because I could not have done it without your help!" "I am reminded of how grateful I am for the support and encouragement of the Honors College via the Marshall scholarship application process. Thank you so much for searching me out as an applicant, endorsing my application, and supporting me throughout the process. I truly believe that the experience of applying to Marshall was integral in my UW application and subsequent scholarship and will continue to apply to my educational and future career pursuits." "The process will not only help you as a writer, but also as a person. Even if you don't get the scholarship, the experience is a valuable and worthwhile one."

4. How well did the activity further institutional goals?

The Honors College SSP III aimed to address the following institutional goals:

Provide access to and deliver highly-valued academic and co-curricular experiences, including student engagement in research, scholarship, and creative activities and other related high impact practices:

The SSP III promoted close to 60 external funding opportunities to students, of which the SSP III assisted in the submission of 66 applications. Many of these scholarships, such as Goldwater, favor or even require that students have undergraduate research experience, which the SSP III highlights during scholarship advisement and in her info session on submitting competitive applications. The SSP III aided Honors College students with 18 internship applications (and 6 were awarded). The SSP III also helped to coordinate 34 Honors College theses, which included traditional theses in fields ranging from Political Science to Biology, and a creative project in Fashion.

Facilitate students post baccalaureate professional/career aspirations:

The SSP III guides students through post graduate plans and career goals during scholarship advisement sessions, and actively recruits candidates for scholarships that fund postgraduate study (Truman, Marshall, Mitchell, Rhodes, and Gates Cambridge) or that seek students with PhD /research career aspirations (Goldwater). The SSP III also actively recruits for fellowships like the Carnegie Junior Fellows, which typically awards one year career assignments within an applicant's field. These opportunities require a clear career/professional plan as early as freshman year, which NISFeP helps students develop through its services. These services cross over into the SSP III's work with Honors College students as they receive assistance with their graduate school and internship applications.

5. Was the approved funding sufficient to support the activity? Explain.

No. The Honors College requested $85,856 for the salary of the SSP III, supplies, and travel, and received the salary but not the funds for supplies and travel. This necessitated usage of other sources of funds to pay for the National Association of Fellowships Advisors (NAFA) conference the SSP III attended ($1514), the NAFA membership required to participate in the conference at the member rate ($200), and printing costs for materials used during information sessions and workshops. Since we plan to participate in the same conference next year and plan to increase the number of workshops offered for the Cal State LA community, we request an additional $2000 to support supplies and travel.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

- Continue growing program visibility and recruitment: In 2013-14, NISFeP served 127 students (meaning these students used one or more of NISFeP's services). In 2014-15, NISFeP doubled this number and served 273 students. Some of these services incldued 9 scholarship information sessions, 5 personal statement workshops, and 2 application workshops in 2014-15. Additionally, the SSP III actively posted on Facebook, Twitter, Google+ and Instagram, managed a student opt-in NISFeP Moodle shell, and designed and maintained the NISFeP website. She also continued to develop working relationships with faculty, department chairs, and associate deans to increase the number of student nominations for scholarships. For the 2015-16 year, our goal is to once again double the number of students served. To achieve this, 20 information sessions and workshops on specific prestigious awards, scholarship strategies, and development of personal statements will be scheduled. Additionally, we met with 4 out of the 6 academic Colleges in 2014-15 to discuss possible ways to increase the number of students served, and will continue to meet with the remaining 2 Colleges along with targeted departments from which we expect the largest number of students with interests and experiences that match scholarship requirements.
- Assisting students in preparing competitive personal statements and letters of recommendations - The students' personal statements received over the course of the 2013-2014 year required improvement in a few areas: more closely addressing the desired qualifications and characteristics sought by the scholarship organizations, describing more deeply connections between experiences students chose to present, and answering the prompts in the applications more precisely. During the 2014-15 year, the SSP III hosted 5 personal statement workshops, three introductory and two intermediate. Also, letters of recommendation at times required more direct connection between student qualities and the scholarship requirements and desired qualifications. To attempt to address this issue, the SSP III developed a Letter of Recommendation request form that students now use to solicit letters, and held an info session on how to request effective recommendations in February. Additionally, the SSP III created award-specific cover sheets for requesting letters of recommendation. She will implement these sheets for the prestigious awards in 2015-16, and will also implement additional personal statement exercises that will increase students' use of reflective analysis and writing.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: 85,856.72 **Amount Expended:** 85,456.72

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	Academic Affairs		
College/Dept.:	Graduate Studies	**Dept ID:**	200390
Contact Person:	Karin Elliott Brown	**Program ID/Name:**	11800
Program Activity:	a. Graduate Completion Coordinator, b.Technology Enhancements for the GRC, c. Peer Mentors for International Students, d. Engagement of Students in RSCA		

1. What are the objectives of the program for which SSF funding was awarded?

a. Graduate Completion Coordinator; Under the supervision of the Assoc. Dean of Graduate Studies, the Thesis/Dissertation Coordinator is responsible for advisement and coordination services to graduate students in support of the completion and submission of a culminating thesis/manuscript/project. The Coordinator assists graduate students in understanding and adhering to University policies and procedures that directly or indirectly impact their ability to make timely progress toward degree completion. Duties include, but are not limited to: (1) Providing students with guidance on formatting and electronic submission to Proquest through group workshops and individual advisement, (2) assisting Assoc Dean with training and coordination of thCe thesis reviewers; (3) presenting workshops and consultations to graduate faculty advisors; (4) collecting approval forms, documenting completion of culminating projects and keeping statistical records; (5) updating and maintaining GSR website with deadlines for thesis submission, thesis reviewer office hours, information on workshops and instructional materials; (6) informing and refeing students to resources in support of degree completion (e.g., , GSR sponsored grants, IRB, writing center, library-sponsored workshops, etc); and other student success initiatives as needed (i.e. web support documents, workshops and individual training.

b. Technology Enhancements for the GRC; The Office of Graduate Studies requested funds to support Technology Enhancements to the Graduate Student Resource Center (GRC). Specifically, the funds were requested to purchase computers for student use in the GRC. Graduate students meet with thesis reviewers to support their thesis, project or dissertation manuscript submission. They also meet with writing consultants for assistance with other RSCA related projects and writing assignments. We have repeated requests for access to computers by students. We believe that computer access will increase the utilization of the space and enhance support to students.

c. Peer Mentors for International Students; The Office of Graduate Studies received funds to develop and launch a peer mentoring/ peer ambassador program for international graduate students. Domestic students and already matriculated international students are matched with international students seeking a peer mentor/ambassador. Networking and peer support events were planned each quarter at the Graduate Student Research Center to bring together international students and their peer ambassadors. Peer mentors helped international students navigate the campus and community to support their transition to the United States and the CSULA campus. The goal is to connect international students with campus resources and student activities to support their retention and graduation.

d. Engagement of Students in RSCA; The specific objective of this activity is to provide supplemental support to between 100-150 graduate students who are participating in a research, scholarship, or creative activity (RSCA). Students outside of the science and engineering disciplines often do not have access to support for their RSCA activities. This project will target students in disciplines other than science and engineering, although students from all disciplines will be eligible. Support will be provided for costs of travel required for participation in RSCA activities(e.g., presentations at professional conferences, performances) or completion of theses or projects. Participation in RSCA is a requirement for graduate education and promotes student success. Students will request support by submitting an application to the Office of Graduate Studies (up to $750 per student for culminating project support and up to 70% of travel costs for RSCA participation). Funding will be also used to host the Annual Graduate Student and Faculty Mentor Recognition Reception in Spring Quarter. Graduate students who have published, presented at proffesional conferences, participated in other RSCA activities and received special awards will be recognized at this reception. One faculty member from each College will be acknowledged for their research/RSCA mentorship.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

a. Graduate Completion Coordinator; AY 2014-15, the GRC Coordinator planned and offered several graduate student orientation workshops,as well as several academic and professional development workshops. She also supervised thesis reviewers and served as the dissertation reviewer.

b. Technology Enhancements for the GRC; Funding was used for the following technology enhancements for the GRC:

Duracell Procell AAA 24 pack batteries - PC2400BKD09	$10.89
Whiteboard - Quartet Porcelain Magnetic Whiteboard 8x4 Aluminum Frame	$452.99
Safco Computer Desk w/ reversible top (x2 @ 249.00 each)	$ 498.00
Two (2) laptop computers	$ 2,597.81
Total	$ 3,559.69

c. Peer Mentors for International Students; The first year involved program development, outreach, and program activies. Available for review is an end-of-year report; Peer Ambassador Program handbook, recruitment power point and orientation powerpoint. In addition to matching 19 graduate student the following events were attended:

Attendance for each sponsored event was as follows:
Fall: 20 people
Winter: 38 people
Spring: 15 people

Attendance for each non-sponsored event was as follows:
Getty Museum: 5
Movie night 1 in the GRC: 11
Movie night 2 in the GRC: 5
Hiking at Ernest E. Debbs Regional Park: 14
Study Break at the Pit: 2

d. Engagement of Students in RSCA; In AY 14-15 SSF funding supported Research, Scholarship or Creative Activity (RSCA) and met its objective by funding 104 students ($31,102 funded travel for 54 graduate students to present RSCA at professional conferences and other venues; $12,319 funded travel for 21 undergraduate students to engage in RSCA activies at professinal meetings; $ 8,971 funded graduate student travel for professional development purposes; and $9,297 was used to support 14 graduate students with research related to their culminating projects) RSCA Funds were distributed to students representing 22 departments across six colleges .
The Graduate Student and Faculty Mentor Recognition reception was held on May 7th 2015 with approximately 200 students, faculty mentors, Deans and other adminstrators in attendance.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

a. Graduate Completion Coordinator; Attendance at the workshops substatiates graduate student participation. Impact of student success has to be evaluated.

b. Technology Enhancements to the GRC; We were tracking computer utilization until the flood. Then, instead of purchasing a second computer station we purchased two laptops so that writing consultants could work with students at various locations after we had to evacuate the GRC. Evidence of success can be determined by the number of graduate student appointments held by the writing consultants utilizing the laptops.

c. Peer Mentors for International Students; The program has been established and a training program for peer ambassadors has been developed. We anticipate greater participation in the second year.

d. Engagement of Students in RSCA; All students recieving funding completed a survey to describe their RSCA experience and academic plans. All indicated that the funding support made it possible for them to participate in their RSCA activities.

4. How well did the activity further institutional goals?

a. Graduate Completion Coordinator; Very successful in buidling a supportive intellectual community for graduate students on the campus.

b. Technology Enhancements for the GRC; The availablity of computers did increase the utilization of the GRC during study hours and did ease the transition when writing consultants had to meet with students at varing locations after the flood.

c. Peer Mentors for International Students; A peer support program for international graduate students has been established to deter isolation and promte engagement with the campus community. Training and an

orientation was provided to all graduate student volunteer ambassadors. Off-campus social outings were coordinated by our program assistant but not funded the University (e.g., hiking and beach trips, museum visits, dinners and tours in Los Angeles.)

d. Engagement of Students in RSCA; RSCA is a high impact practice for undergraduates correlated with student success and an academic expectation for graduate students. Funding promoted student involement in faculty research and supported faculty mentorship.

5. Was the approved funding sufficient to support the activity? Explain.

a. Graduate Completion Coordinator; The funding covered the salary of the SSPIII (GRC Program Coordinator). Additional funding to cover the cost of GRC programming and conference attendance to support the devlopment of SSP III (Ms. Andrea Gutierrez is needed.

b. Technology Enhancements for the GRC; We did not get to purchase the second desktop because the space was unavailable. We will be requesting funds for further technology enhancement of the GRC when we return to the space in Winter 2016.

c. Peer Mentors for International Students; Yes, the cost of a GA/ program assistant for 20hrs/week is sufficient to coordinate the program, arrange peer matches and plan campus events. Other events are organized at no cost.

d. Engagement of Students in RSCA; Yes, all the allotted funds were not distributed. This was possibly due to the extra work and time demands diverted to semester conversion rather than faculty mentor activities this academic year.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

a. Graduate Completion Coordinator; The flood resulting in the relocation of GRC staff which reduced participation in planned events in Spring quarter.

b. Technology Enhancements for the GRC; The greatest challenge was losing access to the GRC space. We will have to rebuild the GRC graduate student community we established. But I am confident that the technology resources we provide will be fully utilized to support graduate success one we re-open. Until then the thesis reviewers and writing consultants will use laptops to continue to provide writing support and thesis format consultation to graduate students.

c. Peer Mentors for International Students; The GRC was the primary meeting location on campus for peer ambassador meetings and the coordinators office. The spac become unavailable after the flood but off campus activies were still organized.

d. Engagement of Students in RSCA; The RSCA funding program reimburses students after they present receipts. Some students did not have money to travel and we are not able to advance funds to students.

NOTE: The $194,743.47 funding for this program was utilized in combination with the $10,000 in funding allocated for Professional Development for Graduate Students. Together, the budget equal $204,743.47 and expenditures equaled to $203,223.37, with $1,520.10 remaining.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $194,743.47 **Amount Expended:** $203,110.56

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).

4. Submit completed report to the VP for Administration and Finance, CFO.

Submitted 8/14/2105

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division: Academic Affairs
College/Dept.: UGS/Writing and Tutorial Centers **Dept. ID:** 200490
Contact Person: Margaret Garcia **Program ID/Name:** Mentoring, Tutoring, and Writing Support
Program Activity: UG—SSF—Mentoring/Tutoring

1. What are the objectives of the program for which SSF funding was awarded?

Tutoring Center
To help Cal State L.A. students better prepare, improve their knowledge and understanding, and develop skills required for a successful college career. **Tutoring** provides the following services: (1) certified tutors in mathematics, the natural sciences, business, the social sciences, and the humanities; (2) Evening online math tutoring; (3) In-Center and classroom presentations on time management, note-taking, and test-taking; (4) In-Center and online collection of printed study skills materials and website links.

Writing Center
The University Writing Center offers writing assistance to all Cal State students. Our services include one-to-one and in-class tutoring; WPE workshops and consultation; Conversation Group; ENGL 100; and assistance and resources for faculty teaching writing.

Graduate Resource Center
To facilitate academic growth among graduate students by promoting writing skills applicable to multiple genres and disciplines with a focus on higher order writing skills such as organization and cohesion.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

Tutoring Center
2014-2015 DATA
4,632 students assisted; 2,512 tutored; 2,120 presentations, 13,018 visits 9,723 walk-ins; 1,036 appointment; 2,259 presentations.
The program objective "to improve student course grades and thereby increase student retention through effective peer tutoring" was assessed using course grades (to measure class performance) and written evaluations (to measure tutor performance). At least 75% the students tutored earned passing grades (A, B, C, CR) in their tutored courses for 2014-2015. A 75% or higher pass rate has been consistent over the past nine academic years.

An examination of written student evaluations for walk-in tutoring overall indicated an excellent rating of 92.9% (combined Excellent and Good rating is 98.4%) based on 7,132 evaluations for 2014-2015. The

excellent rating for "Helped me to improve my problem-solving and/or critical thinking skills" was 92.6% (combined excellent and good rating is 98.4%). The excellent rating for "Helped me to clarify and understand the materials I asked about in this tutoring session" was 92.5% (combined excellent and good rating is 98.0%). Our program objective and student learning outcomes were met.

Writing Center

The SSF funding was used to hire and pay tutors, WPE consultants, clericals, and a full-time SSP II (UWC Coordinator). As a result of the SSF funding, the UWC had 17,425 contacts as reflected in the breakdown below: Breakdown for AY 2014-15:

A. One-to-one appointments:	14,047 contacts
B. ENGL 100:	452 enrolled students
C. Conversation Group:	101 attendees
D. WPE workshops:	723 attendees
E. UWC presentations:	1,957 enrolled students in classes
F. UNIV 401 drop-in sessions:	145 contacts

As a result of the SSF funding, the UWC was able to serve a larger number of students, 17,425 contacts as opposed to 17,159 contacts in AY 2013-14. Funding also allowed the UWC do the following: Conduct observations of all current tutors and WPE workshops; Enable five tutors to attend and present at the Southern California Writing Centers Association Tutor Conference in San Diego; Participate in campus-wide tabling events; Host two writing events for the Cal State LA community, for NCTE's National Day on Writing and the International Writing Centers Association Writing Center Week; Conduct UNIV 401 drop-in enrollment sessions; utilize a new web-based appointment system, WConline, in Winter 2015.

Graduate Resource Center

In 2014-15, three Graduate writing consultants were hired and had a total of 220 appointments among 89 students, 50 of which attended more than one appointment. We anticipated far more students than this, with most growth and need coming in Spring 2015, but were severely set back by the library flood in the first week of spring quarter in April 2015.

Writing consultants developed and hosted at total of five (5) workshops throughout the year, and visited around four (4) classes as invited by faculty.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2?

Tutoring Center

The student learning assessment tools used to determine whether the Center's funding activity has met its objectives are: number of students served; student satisfaction evaluations; determination of immediate effects of tutoring on student learning, and academic performance indicators such as
Yes, the assessment tools currently used provide the evidence to support #2.

Writing Center

Yes. The success of the UWC is assessed by various measures: usage statistics (students seen for one-to-one tutoring, WPE consulting, and ENGL 100; attendance; student evaluations of tutoring sessions, workshops, ENGL 100, and annual Customer Satisfaction Survey that asks students about their

experience with the whole writing center. In the WPE tutoring survey, 70% of respondents feel more confident about their writing after meeting with a tutor.

4. How well did the activity further institutional goals?

Tutoring Center

The Center furthered the institutional goal of increasing student retention by working with students to improve their course grades. In 2014-2015, 75% of the students tutored passed their courses with an A, B, C, CR. The previous year, at least 80% of the students tutored passed their courses. In STEM courses such as mathematics, the pass rate was 80%, for chemistry, 88%, and for physics 86%. The pass rate for business courses such as accounting was 86%.

Writing Center

The writing center assists students directly as well as providing knowledge and assistance to faculty to improve writing instruction, assessment, and both student learning outcomes and the University's Institutional Learning Outcomes. In particular the writing center furthers the ILOs identified in the section on Proficiency in Intellectual Skills, which describes CSULA graduates as "equipped to actively participate in democratic society, [...] critical thinkers who [...] have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively." All writing center staff contribute to the goal of helping students become effective, confident writers who are prepared to take their place in the global economy.

5. Was the approved funding sufficient to support the activity? Explain.

Tutoring Center

The $230, 975 ($180,975.00 allocation plus $50.000 supplement) enabled us to staff an average of 26 tutors per quarter and 7 office staff (also trained as tutors and presenters). For 2014-2015 academic year, the Center assisted 4,632 students during 13,018 visits. During the previous five years, the Center averaged 3,000 students and 5,500 visits. The increase in the number of tutors has increased number of students using the Center 54% and the number of visits 137%.

Writing Center

The funding was sufficient to support the activities for the previous year. However, we anticipate an increased demand for our services as a result of the increase in enrollment and the impending semester conversion, as more students try to graduate prior to Fall, 2016.

6. What challenges have you faced in connection with this program and how are they being addressed?

Tutoring Center

One challenge has been to find tutors for courses in business (e.g., Accounting, Economics), the sciences (e.g., Chemistry, Physics), and statistics. To address this challenge, more proactive and frequent outreach by the Director and the student tutoring staff to student professional organizations and department chairs and faculty members is required to identify and recruit prospective tutors.

Writing Center

As explained in #5 above, constantly increasing demand for services have resulted in an increase in the number of drop-in students. The writing center is not always able to keep up with unmet demand.

7. What will be done next year to improve the activity in its ability to further achieve stated goals?

Tutoring Center

To further achieve the Centers' stated goals, tutor recruitment, tutor training, the tutoring delivery systems, room arrangement, and data collection and analysis will be re-examined to see if they can be made more efficient and effective to meet the needs of students so that their chances for academic success are increased. **Writing Center.** We hope to increase our staffing to meet the growing enrollment demand.

Financial Summary (To be filled in by Budget Administration)
SSF Allocation: $592,830.08 **Amount Expended: $464,916.73**
Note: Please attach year-end financial summary.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-15

Division:	Academic Affairs		
College/Dept.:	UGS/University Academic Adv Ctr	**Dept ID:**	200499
Contact Person:	Dr. Michelle Hawley	**Program ID/Name:**	R0016/Advising & Retention
Program Activity:	Advising and Retention		

1. What are the objectives of the program for which SSF funding was awarded?

The program objectives are to advise the undeclared students through quarterly mandatory advisement appointments and provide a wide range of academic advisement services for all undergraduate students, specifically responding to any General Education (GE) issues. Advisors also assist students in understanding and adhering to University policies and procedures that may directly or indirectly impact their ability to make timely progress toward degree completion. The advisors are also a campus advisement resource responding to student, staff, faculty or administrators' academic inquiries, assisting in the resolution of individual academic problems, conducting quarterly informational workshops on GE, Q2S GE, probation, and disqualification, while updating and developing forms and informational video tutorials as we move closer to semester conversion.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

We met and exceeded program objectives with the major impact of the SSF funding resulting in:

- advising and serving more students, faculty, and staff -
  Total #'s served at the UAAC 42,085 which was approximately 10,000 more contacts than 2013-14
  Breakdown:

In-Person	10,918 (Appointments/Walk-Ins)
Phone Calls	4,173
Emails	18,065

- providing workshops and more classroom/program presentations, quarterly UAAC workshops, GE Semester Conversion workshops this past spring to all College and EOP advisors; working with the Q2S office to offer a semester resource "booth" -
  Total of 101 Workshops/Presentations offered (on/off campus) - Total Attendance 8,929

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

Yes the following assessment tools provide sufficient evidence to support #2 and confirm the usefulness and effectiveness of having additional staff advisors.

- student satisfaction surveys -
  2014-15 Student Satisfaction Survey for advisement (average score for the year):

19.9/20	Q5 - The overall service I received was excellent.
19.99/20	Q6 - The advisor/staff was courteous.
20/20	Q7 - The advisor/staff clearly explained the information.
19.97/20	Q8 - I am better prepared to make sound educational and lifelong decisions.
19.87/20	Q9 - I understand and am better prepared in my role and responsibility for achieving my desired goals.

- evaluation of personnel -
  Rating - Outstanding. Each advisor works on projects which keeps the UAAC in the forefront of advisement on campus and a primary advisement resources for the campus community.

- increased numbers of students, staff, and faculty served by the center -
  Total #'s served - 2013-14: 32,951 2014-15: 42,085

- retention rate is increasing -
  FTF 1 year retention rate (provided by IR)
  Fall 2013: 80.6%
  Fall 2013: 82.2%
  Fall 2014: 84%

- GPA -
  The number of disqualified undeclared students is decreasing.
  Fall 2013 - Spring 2014 = 33 students
  Fall 2014 - Spring 2015 = 30 students

- Early Alert - Undeclared students with a quarter or cumulative GPA of 2.0-2.25
  The Undeclared students' GPA (Quarter or cumulative) is increasing.
  Fall 2013 - Spring 2014 = 299 students
  Fall 2014 - Spring 2014 = 250 students

- graduation rate is increasing
  FTF (provided by IR)
  Within 4 years 2006 Cohort 7.3%
  2007 Cohort 6.8%
  2008 Cohort 6.3%

  Within 5 years 2006 Cohort 25.1%
  2007 Cohort 21.8%
  2008 Cohort 25%

  Within 6 years 2006 Cohort 36.5%
  2007 Cohort 35.7%
  2008 Cohort 41.1%

4. How well did the activity further institutional goals?

Proper and consistent advisement furthered the institutional goals of student success, retention, and timely graduation.
Please see the data from #3.

5. Was the approved funding sufficient to support the activity? Explain.

The approved funding supports the salaries of three SSP II advisors in the UAAC.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

Two of the biggest challenges are handling the increased enrollment and GE semester conversion advisement. We have already begun to address the challenges by offering workshops for advisors, students, and staff regarding GE semester conversion advisement. This coming year the UAAC will continue to offer our quarterly workshops and specifically target information on Semester Conversion for our "how to videos", GE workshops, forms, and updating our website. With good advisors and sound advisement, the students benefit and we will continue to see more students graduating in a timely manner.

NOTE: The program as was overspent by $542.00 due to last minute unexpected expenses.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: 205,968.07 **Amount Expended:** 206,510.07

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-15

Division:	Academic Affairs		
College/Dept.:	University Library	**Dept ID:**	200790
Contact Person:	Jane Sindayen	**Program ID/Name:**	LIB-SSF-Extended Lib Hours
Program Activity:	Library Extended Hours		

1. What are the objectives of the program for which SSF funding was awarded?

In addition to the regular building hours, the Library North building was open Monday through Thursday, 10 pm to midnight. On Sunday, access to both buildings was provided 12 noon to 6 pm, during the Fall, Winter and Spring Quarters to provide students with expanded access to vital insfrastructure and technologies.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

As the Library is open to the public, students and others in the campus community had study spaces, access to research materials in Cal State LA and to computers, software applications, and scanners. Because the Library was open on Sundays, students had additional weekend access not previously available since FY2009/2010: access to library materials (books, periodicals, audiovisual, electronic databases, etc.) and equipment (computers, scanners), quiet and collaborative study spaces.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

Statistics were gathered using the Library entrance gate counters and computer login and logoff counts. During the Fall 2014, Winter 2015 and Spring 2015 quarters, 1,070,978 patrons came into the Library, an 8% increase over the same period the year before when the Library welcomed 991,690 patrons. Computer logins for Sundays totaled 4,310; logins after 10 pm M-Th was 3,248 and logoffs after 10 pm M-Th was 8,126.

4. How well did the activity further institutional goals?

By providing collaborative and individual work spaces, access to Library materials and equipment, the Library's Extended Hours promoted student success.

5. Was the approved funding sufficient to support the activity? Explain.

Funding was sufficient to pay for the salaries of the half-time Library Monitor, student assistants and shift differentials.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

The Library will be open additional hours during the week before finals exam and during finals week.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $20,193 **Amount Expended:** $20,193

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-15

Division:	Academic Affairs		
College/Dept.:	Arts and Letters	**Dept ID:**	201090
Contact Person:	Lena Chao	**Program ID/Name:**	
Program Activity:	SSF Advisors		

1. What are the objectives of the program for which SSF funding was awarded?
See Attached.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?
See Attached

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.
See Attached

4. How well did the activity further institutional goals?
See Attached

5. Was the approved funding sufficient to support the activity? Explain.
See Attached

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?
See Attached

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $304,422.63 **Amount Expended:** $281,362.16

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	**Academic Affairs**	**Dept. ID:**	**201000**
College:	**Arts and Letters**	**Program ID/Name:**	**R0010**
Contact Person:	**Lena Chao**		
Program Activity:	**SSP Advisors**		

1) What are the objectives of the program for which SSF funding was awarded?

The objectives of SSP Advisors in the College of Arts & Letters are: a) To advise students in their major academic plan and GE requirements to ensure they remain on track for a timely graduation; b) To assist students with registration and provide clear roadmaps for major and GE enrollment; c) To regularly apprise students of university deadlines, policies and procedures so petitions, Late Adds and Drops, Leave of Absences, Reinstatement and Readmission petitions and graduation applications are effectively processed; d) To reduce the number of students on Academic Probation and Disqualification through regular and/or mandated advisement appointments and quarterly workshops; e) To engage in outreach activities both on-campus and off-campus to create a sense of campus community and enhance the visibility of the College of Arts & Letters majors to current and prospective students; f) To fully participate in campus and college-based activities and events, including orientations, Preview Day, Honors Convocation, and Commencement. In addition, during this academic year the Dean approved resources to move from individual advisement offices located in proximity to various departments, to a centralized—and newly renovated—Advisement Center in MUS 209. This space has created a greater sense of community among our three SSP Advisors, and has provided our students with a focal point to seek advisement, information, and rapport among our team of SSP Advisors and with fellow students in the College of Arts & Letters.

2) How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

SSF funding for the three SSP Advisors in the College of Arts & Letters has allowed students to: a) Have full-time access and availability for advisement via in-person appointments, email, telephone or online/MOODLE sessions; b) Receive regular and consistent academic advisement across all departments, which has helped to enhance communication to students and help improve graduation and retention rates. The implementation of Appointment Plus has allowed our SSP Advisors and Dean's Office to monitor the volume of students seeking advisement, and it has also afforded our students the ability to schedule appointments—as well as seek advisement on a walk-in basis. In addition, with the ongoing process of semester conversion and need to develop Individualized Academic Plans (IAPs), our SSP Advisors will complete the majority of our targeted 1265 (66%) of IAPs for students, and will work with our IAP Faculty Coordinator and department advisors to ensure all our majors affected by semester conversion with have a clear converted academic plan and remain on track for a timely graduation.

3) Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

As the University has already successfully raised its graduation rate from 33% to nearly 44% of its target 45% graduation rate, having SSP Advisors in all Colleges across the campus to provide regular and consistent advisement has proven to be highly effective in ensuring students remain on track to complete their major and GE requirements for a timely and successful graduation. By examining the Appointment Plus calendar for our three SSP Advisors, we can gauge the volume and effectiveness of having advisors available to all majors in the College 10 hours a day, 5 days a week—as well as via telephone, email, and online/MOODLE. The only caveat is finding an efficient way to include walk-in appointments on Appointment Plus, as this often comprises at least half of the advisement sessions for our advisors when there are no booked or scheduled appointments. In addition, the number of Super Seniors in the College of Arts & Letters has dropped more than 50%—from 120 to 59 students—and the 6-year graduation and retention rates for the 2009 First Time Graduates compared to the 2008 cohort has increased to 69% from 64.1%, respectively.

4) How well did the activity further institutional goals?

As the University's goal is to improve graduation rates and reach its new target of 45%, the fact that we are at nearly 44%--or only 30 students away—from reaching our goal is compelling empirical evidence that SSF funding for SSP Advisors in all the Colleges has effectively helped to further our institutional goals. Furthermore, as every student affected by semester conversion will need to have an IAP, our advisors have provided critical support and assistance in reaching out to students to begin developing their IAPs, and their presence lends tremendous confidence and comfort to our faculty advisors who will be designated by their departments to assist with processing IAPs in the coming 2015-2016 academic year.

5) Was the approved funding sufficient to support the activity? Explain.

During the 2014-2015 academic year, the College of Arts & Letters did not fully expend its allocation as a result of the resignation of one of our SSP Advisors following her birth of her son. Because she had maximized her maternity leave to roughly 10 months due to health reasons, the College unexpectedly saved on salary, and we did not move forward on a full-time replacement hire during the spring of the fiscal year. However, with increased enrollments in our majors this Fall 2015 we have now moved forward with a half-time Emergency Hire (a "retired annuitant" with exceptional familiarity with several of our programs and expertise with advisement issues) who will be temporarily housed near the Dean's Office. As the College moves to attain a new growth target from 3200 to 4000 majors, we will require additional funding to hire an additional SSP Advisor to expand our team from 3 ½ to at least 4 full-time advisors.

6) **What challenges have you faced in connection with this program and how are they being addressed? What will be done next year to improve the activity in its ability to further achieve stated goals?**

With the loss of one of our full-time SSP Advisors, our remaining three advisors experienced added strain to accommodate the volume of students seeking academic advisement and troubleshooting for their myriad enrollment and curricular issues. There was also a certain amount of unevenness in both quantity and quality of advisement, which created a noticeable imbalance and inequity in workload issues among our SSP advisors. These challenges were addressed in the following ways:

- We moved to formally promote our Lead Advisor to an SSP III which allowed us to acknowledge her contributions to the College, enabled her to assume more leadership roles in coordinating tasks, workshops and outreach activities for the College, and serve as our official liaison to SSP Advisors in other colleges and to representatives in other student-oriented units across campus.
- We initiated an advisor "swap" with NSS on 4/1/15, and this exchange has proven to be mutually successful and beneficial—as it has provided a better fit and increased satisfaction and productivity in both Colleges.
- With a new SSP team in place, department chairs now entrust all our SSPs to advise their students; as a result, our SSPs will now advise majors in LBS and MTD—which was previously done by the chair and their designated faculty advisors.
- We moved from individual advisement offices located in proximity to various departments throughout the College to a newly renovated centralized Advisement Center in MUS 209. This dedicated space has created greater balance and equity in advisement loads, as well as enhanced a sense of teamwork and community among advisors in the College of Arts & Letters.
- The Advisement Center will be open from 8:30-6:30 M-Th and 8:30-5:00 F, and will provide a one-stop area where students can acquire information related to their academic programs, Late Add/Drop forms, GE petitions and reinstatement/readmission forms, graduation applications, and other informational materials that will allow students to remain informed and on track for a timely and successful graduation—especially during our critical period of conversion from quarters to semesters.
- We initiated a half-time Emergency Hire to assist with processing IAPs during semester conversion, and her prior university experience and expertise with our two largest programs—TVFM and COMM—will make her a valuable asset during this challenging Q2S transitional period.
- With a formal Lead Advisor and additional half-time SSP, our advisors will begin holding quarterly Academic Probation and Disqualification Workshops, work closely with our College IAP and faculty advisors, and engage in more campus outreach events and activities to promote our programs in the College of Arts & Letters at Cal State LA.
- With the increase the majors from 3200 to 4000 in the 2015-2016 academic year and our campus targeted enrollment growth to 30,000 students, the inevitable increase in advisement loads will necessitate the hire of at least one additional full-time SSP.
- With greater SSP participation in Orientation sessions and more College-based outreach activities and workshops, we will need to allocate more funds to purchase promotional items that will create a greater sense of identity, connection and loyalty to our majors and programs in the College of Arts & Letters—which in turn will help build a stronger alumni base in both the immediate and long-term future.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	AA		
College/Dept.:	CESPG	**Dept ID:**	201099
Contact Person:	Taffany Lim	**Program ID/Name:**	11800
Program Activity:	Community Based Learning		

1. What are the objectives of the program for which SSF funding was awarded?
To promote student involvement in community service learning projects under the guide of a faculty mentor. To support student support in community service learning projects.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?
The Center for Engagement, Service, and the Public Good met all of their goals for this program. The SSF allowed for meaningful involvement in community projects with nonprofit organizations.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.
yes

4. How well did the activity further institutional goals?
The grant funds allow for Cal State LA to engage with the community on menaingful projects. We met the institutional goal of engagement.

5. Was the approved funding sufficient to support the activity? Explain.
Yes. We allocated student stipends according to the availability of funds.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?
We require all students to complete a report before receiving their stipend. Not all students or faculty completed their reporting in a timely mannner, which creates havoc with financial aid and the payment process.
Next year, we will be bringing on a faculty member who will be dedicated to the coordination of the SSF grant funds. With this assistance, the program will span over the course of 9 months as opposed to just Spring Quarter,which will allow for more planning and project time.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $75,111.49 **Amount Expended:** $57,207.34

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division: Academic Affairs
College/Dept.: College of Business and Economic: **Dept ID:** 201290
Contact Person: Edward Hsieh **Program ID/Name:**
Program Activity: SSP Advisement

1. What are the objectives of the program for which SSF funding was awarded?

For the College of Business and Economics, the funding was used to support the 5 Student Service Professionals (SSP). They are all working at the CBE Student Service Center as a team. The objectives are:
1. provide timely advisement to new freshmen and transfer students to ensure a smooth start of students' career at CSULA; 2. provide timely and preemptive advisement to students in probation and disqualification to avoid the situation being worsened; 3. help to improve retention and graduation by timely audit of students' progress in the program; 4. help to improve internal advisement processes to increase efficiency in student advisement; 5. start advising transition students for transitioning into semester.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

With the continuation of the 5 SSP's working as a team in the College's Student Services Center, student advisement has been highly professional and efficient. Students have access to advisors who are fully trained. The AppointmentPlus system has been proven to be a great adoption for advisement. Student queues and bottlenecks have essentially disappeared. Faculty members are mostly relieved from having to advise students on transactional issues and can divert their focus on teaching and other scholarships.
The SSP's has set up routine information workshops for new students, in addition to participating in university orientations. New students can receive advisement long before they officially join CSULA. Proactive advisement has been provided to students with academic difficulties by early stage intervention. To provide convenience to students, much advisement information can now be located and accessed online. Many internal processes, such as grad check and course substitution, have been significantly improved. With the adoption of the more efficient advisement system, the number of students served has increased and the graduation rate continues to improve.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

Assessment was done through annual staff evaluation as required by HR. Discussion on further improvement and all major aspects of student advisement was conducted with every SSP advisor. The College is very pleased with the performance of the SSP advisors.

4. How well did the activity further institutional goals?

Over the past year, the SSP advisors in CBE advised 8,829 students (by headcounts), of which 7,622 were through appointments, 956 were walk-ins, 204 came to new student workshops. While we have just started the Q2S advisement, 47 students have attended the IAP workshops.

5. Was the approved funding sufficient to support the activity? Explain.

Yes, the funding was sufficient to support salary compensation for the 5 SSP's at their current salary level. However, with the approval of the Provost, the College has just recruited 2 additional SSP II advisors to support Q2S transition advisement and to replace one of the current SSP's being on an 18 month assignment as Predent's Special Assistant. The College is expecting additional SSF funding for these two new hires.

6. What challenges have you faced in connection with this program and how are they being addressed? What will be done next year to improve the activity in its ability to further achieve stated goals?

In 2014-15, the SSF funding is allocated specifically to support the 5 SSP's as staff advisors. We find the funding to be sufficient in the year and we are pleased with their performance. For the coming year, one of them will continue working as President's Special Assistant and 2 new SSP II advisors will be joining the team, as mentioned in #6. To continue process improvement and strengthen current practices, all SSP's are encouraged to participate in professional workshops and conferences to better serve our students.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $ 372,871.34 **Amount Expended:** $ 374,011.48

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	Academic Affairs		
College/Dept.:	Charter College of Education	**Dept ID:**	201490
Contact Person:	Agustin Cervantes	**Program ID/Name:**	11800
Program Activity:	Graduate SSP		

1. What are the objectives of the program for which SSF funding was awarded?

Academic Success:
1). Assist in the development and utilization of GET templates for graduate programs in the CCOE.
2). Assist in the development and utilization of data management tracking for graduate students to support increased retention and graduation
3). Advise students about the development of educational options, maintain current policies/procedures, and facilitate problem resolution as it pewetains to master's degree, graduate certificate, and credential requirements.
Personal Success:
4). Improve the overall quality of customer service received by graduate students in the CCOE.
5). Ensure prospective students and families are counseled and advised on college readiness and academic success (school/life balance).
Career Success:
6). Support professional networking opportunity to promote career readiness and success.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

1). Four new MA/MS Program Option GET templates were added to active status and utilized by students, faculty and staff during the 2014-15 year. Benefits included: the ability to provide more accurate and timely advisement to students; the ability for faculty/staff/SSP to track progress and for students to self-monitor progress to graduation, and increased efficiency in processing graduation applications. Direct advising to students, including direct support in screening for advancement to candidacy, reviewing and inputting course substitutions, and graduation checks.

2). Tracking systems were used to provide outreach to MA/MS candidates who applied for graduation for Spring/Summer 2014 and needed advisement, support and coordination with program coordinators by the SSP to ensure that all candidates were able to be processed and cleared for graduation, in a timely manner wherever possible. Graduation application data were also used for outreach to candidates for commencement by the SSP for smooth issuance of tickets and providing information on the commencement event.

3). During the 2013-14 academic year, updated advisement materials were added to the online Moodle Advisement Center and coordinated the CCOE Career Fair in 2015. With the recent hire of the Director for the Office for Student Services in the CCOE, the online Moodle Advisement Center is being updated for re-launch in combination with an automated walk-in advisement system in 2014-15 to ensure that students are actively accessing advisement from the site and that impact data is collected and used for ongoing improvements. The graduate SSP held over 500 individual advisement sessions with master's degree candidates from across the three divisions and met in-person with 63 active education specialist interns to ensure that interns remained on track for completion of their credential within the two-year time limit provided by the Commission on Teacher Credentialing.

Personal Success:
4). The Graduate SSP, along with other staff, division chairs and program coordinators, will be attending customer service training workshops. The Graduate SSP developed an action plan for improved customer service based on that training and student advisement needs. Insofar, there has not been an escalated case of student dissatisfaction with the work of the Graduate SSP.
5) The Graduate SSP has attended freshmen orientation, outreach and recruitment sessions with prospective students, families, and others to inform them of CCOE programs and services. Insofar, over 10 sessions, including group advisement sessions, have been executed for the fiscal year.
Career Success:
6) The SSP organized the 2015 CCOE Job Fair to support professional networking that included district superintendents and representatives from LAUSD, Montebello, Duarte, Bassett, Long Beach and Alliance Charter Schools. This event was expanded to include close to 20 organizations with great satisfaction from recruiters and attendees.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

The number of MA Program Option GET templates in operation provided a quantifiable measurement that was helpful to assess progress. More progress needs to be done to improve GET templates submitted and to increment those not imported yet. The frequency with which online advisement center was utilized was less useful than the data collected for walk-in appointments. Appointment Plus will be used for the upcoming fiscal year to assess and enhance online advisement and appointment setting. The SSP individual staff evaluation tool was helpful in determining strengths and areas for improvement.

4. How well did the activity further institutional goals?

The work of the graduate SSP addressed the three areas of student success: academic success, personal success, and career success. The activities helped to specifically support student success by providing students with quick access to accurate advisement information and to troubleshoot issues related to graduation eligibility. The SSP also allowed the college to offer a district outreach event to further our community engagement activities. Community engagement also provides support for student success through professional networking and career advisement.

5. Was the approved funding sufficient to support the activity? Explain.

Yes. The SSF funds received covered the salary costs of the Graduate SSP.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

Enhancements in expectation setting will continue to drive better coordination and guidance for the Graduate SSP. Providing support and monitoring the outreach and advisement activities while engaging in Q2S transitions will continue to be a challenge. Graduate advisement is an essential activity for the Charter College of Education and it is anticipated that the outreach and advisement will continue to improve over time. Redefining roles and responsibilities will take time.

Additional qualitative data and testimonials need to be collected to assess student satisfaction. Additional future improvements will include building in more targeted means for determining the impact of services for academic success (retention and graduation rates) and career success. Coordination with faculty and other support staff will be key to determine the ongoing evolution of this role.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $73,775.83 **Amount Expended:** $73,376.83

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-15

Division:	Academic Affairs		
College/Dept.:	ECST	**Dept ID:**	201590
Contact Person:	Frances Hidalgo	**Program ID/Name:**	R0013
Program Activity:	SSF Advisors		

1. What are the objectives of the program for which SSF funding was awarded?
See Attached.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?
See Attached

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.
See Attached

4. How well did the activity further institutional goals?
See Attached

5. Was the approved funding sufficient to support the activity? Explain.
See Attached

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?
See Attached

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $132,713.75 **Amount Expended:** $132,055.11

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

Student Success Fee (SSF) Program Outcomes & Accountability Report: FY 2014-15

Question 1: Activity Description, including specific program objectives.

The following goals and objectives were developed with the understanding that the primary objective of academic advising is student learning and success. Student learning and success is closely tied to the individual advisor and academic advising programmatic effectiveness.

Goal 1: Assist students with the exploration and identification of their academic, career, and life goals.

Objectives:

- Advisors will work with students in developing a list of academic and career goals.
- Advisors will refer students to faculty advisors and/or industry advisors to further explore career options and provide them with opportunities to interact with faculty during strategic events and programs.

Goal 2: Assist students with the development of educational plan and quarterly course schedules to achieve their academic and career goals.

Objectives:

- Students will meet with the advisor at least once per quarter.
- Advisors will assist students in selecting courses to achieve their goals.
- Students on probation will be required to meet with an advisor prior to registering.

Goal 3: Facilitate the process for students to take responsibility for making informed decisions and actively participate in the advising process to achieve their goals.

Objectives:

- Advisors will provide students with a list of expectations
- Advisors will review graduation requirements, and how they impact the choice of courses.
- Advisors will review university policies, procedures, and campus resources.

Goal 4: Students will effectively utilize GET for class registration, verify and accept financial aid awards, review unofficial transcripts, check for holds and pending "to do list" items, and update personal information.

Objectives:

- Advisors will assist students navigate GET as needed.
- Advisors will review campus resources and services to enhance educational and personal success and refer students as needed.

Goal 5: Students will develop a rapport with their advisor (s) through advising appointments.

Objectives:

- Advisors will ensure the academic advising experience is non-threatening experience based on trust and mutual respect.
- Advisors will strongly encourage students to make an advising appointment to ensure availability, planning, preparation before the appointment, and a more pleasant and productive experience.

Question 2: How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

✓ **Outcome 1**: 100% of students advised explored and identified their academic and career goals.

✓ **Outcome 2**: 100% of students advised developed an educational plan and quarterly course schedule

Table 1 – # of ECST First, Second, & Third Year Students Advised

AY	# Students Enrolled	# of Students Advised	Percentage of Students Advised (%)	# Students Participating in Professional Development *
2014-2015	1055	1031	98%	1099
2013-2014	679	623	92%	1415
2012-2013	529	486	92%	1046
2011-2012	456	375	82%	-
2010-2011	366	250	68%	-
2009-2010	334	173	52%	-
2008-2009	338	122	36%	-

*Students attend multiple professional development activities throughout the year.

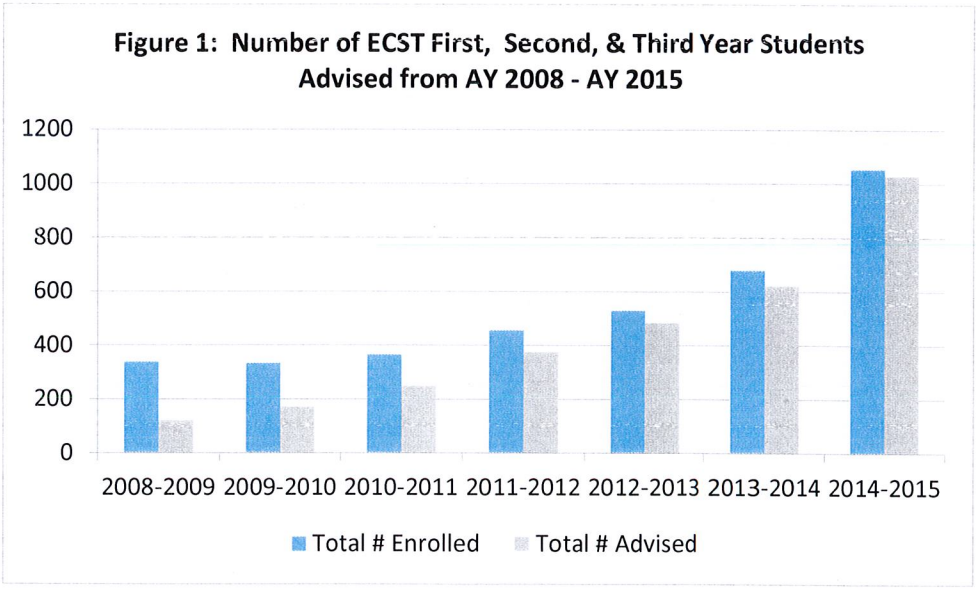


Table 1 illustrates the number of first, second, and third-year students advised by the ECST Advising Center since AY 2008 through AY 2014 and those who participated in professional development

activities. The number of students advised has increased since the addition of two Student Support Professionals (SSPs) in December 2012 and January 2013. The data clearly shows that the number of students advised has increased each year (Figure 1). The percentage of students advised in AY 2014 has increased to 98%. Since Spring 2012, the ECST Advising Center has placed advisement holds on 100% of first, second, and third-year student records. These holds are placed on students until they complete the math and physics series (Math 215 and Physics 213). Students are required to meet with an advisor each quarter in order to get the advisement hold removed. However, in AY 2014, 2% of students did not attend academic advising for various reasons, including not enrolling due to financial hardship, disqualification, and attending a different campus. The number of students attending professional development activities decreased from AY 2013 to AY 2014 because many of our students, who were part of the MESA program, no longer received priority registration (attending professional development activities was a requirement for receiving priority registration).

- ✓ **Outcome 3**: Students take responsibility for making informed decisions and actively participate in the advising process to achieve their goals.
- ✓ **Outcome 4**: Students effectively utilized GET for class registration, verify and accept financial aid awards, review unofficial transcripts, check for holds and pending "to do list" items, and update personal information.
- ✓ **Outcome 5**: Students were able to develop a relationship with their advisor (s) through the advising sessions and practice good communication.

Major Benefits/Impact of SSF Fund Program:

The main impact of this project is that through a close student-advisor relationship, students were able to identify life goals and connect them with their academic program, acquire skills and attitudes that promote intellectual and personal growth, take advantage of integrated services, experiential opportunities, and career planning.

Question 3: Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2?

Yes. The student learning outcomes were anchored in the academic advising interaction, many of which are measured through the information exchanged during the interaction and through student satisfaction surveys.

Question 4: How well did this activity further institutional goals?

This project is directly aligned with the University's Strategic Initiative for Student Success. For example, the ECST Academic Advising Center places advisement holds on all first and second year students and all engineering majors who have not completed MATH 215 and Physics 213. In this manner, the ECST Advising Center employs an intrusive advising model, developed from research-based best practices, to ensure all students receive advising. While meeting with the students, the advisors begin with discussing career and academic goals. Furthermore, they discuss short and long term goals. These strategies allow students to "begin with the end in mind" and provide a vision and focus for the students to reach their goal of graduation, thus applying a developmental advising model.

Secondly, this activity also furthers the University's Strategic Initiative for Student Success by retaining and graduating students in a timely manner with a special emphasis on closing the achievement gap. Often students take classes that are not aligned to degree progression because their peers told them that the class was easy or they enrolled into the first open class that they are able to find in order to maintain fulltime status. The advisors are able to truly work with the students to help them focus on their educational goals.

Lastly, this activity facilitates the students' post-baccalaureate professional and career aspirations. During each advising session, the advisors encourage their students to participate in professional development activities hosted by ECST, MESA, The Career Development Center, and outside professional organizations.

Question 5: Was the approved funding sufficient to support the activity. Explain.

The funding is not enough to support the activity in its entirety because the number of students served is increasing each year. The college provides the ECST Advising center 4 peer advisors to assist each professional advisor in order to continue to provide exceptional services to students and exercise a developmental advising model. With the expected student increase in Fall 2015, the ECST Advising Center will also have to utilize group advising to be able to serve all students effectively.

Question 6: What challenges have you faced in connection with this program and how are they being addressed? What will be done next year to improve the activity in its ability to further achieve stated goals?

The major challenge faced is directly related to an increase in the number of students served. The number of students served for the past 4 years has increased each year. Our headcount of first-time freshmen has increased from 182 in Fall 2009 to 471 in Fall 2014. During Fall 2015, we are projecting to serve close to 600 freshmen alone. As a result we must constantly research ways to continue to provide exceptional service without sacrificing quality. This year we will implement a group advisement plan. This will be able to accommodate the increase in the population, while simultaneously ensuring that 100% of the students are being served.

Another challenge is the lack of a systematic way of documenting student information and data gathered during the advising process. In order to better support the developmental advising model our program utilizes, it is crucial to have the necessary tools and resources to document data collected from students in one system to increase efficiency, i.e., life and career goals, participation in experiential opportunities and integrated services, in addition to the academic status data, such as grade point averages, units completed, etc…Presently, this is done through various EXCEL spreadsheets

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2015

Division:	Academic Affairs		
College/Dept.:	Health & Human Services	**Dept ID:**	201690
Contact Person:	Farrell J. Webb	**Program ID/Name:**	HHS-SSF
Program Activity:	Advancement & Retention		

1. What are the objectives of the program for which SSF funding was awarded?

The Student Success Fees (SSF) funding is used to support Student Support Professionals (SSPs) who provide student centered advisement for General Education (GE) and major course selection. In addition the SSPs assist students in developing academic plans, provide critical information to students on navigating within the University on issues involving change of major, financial aid, graduation, guidance for super seniors, leave of absence, petitions, appeals, reinstatement, and a host of activities related to student support such as providing information on University policies, offering referrals to University Student Support Services, supplying career options and information, and monitoring students throughout their time at the University. The SSPs also serve a liaisons between the Graduation Office and the different Departments/Schools within the College of Health and Human Services (HHS). Another vital function of the SSPs is to participate in Freshmen and Transfer Summer Orientation–often serving as the voice, eyes, and ears of the University to its new students.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

The presence of the SSPs has been invaluable to the students, faculty, and staff. Their ability to integrate the systems of the University and provide clear guidance to students has been extremely helpful in improving student outcomes over time. The major benefits to the students from having an connected network of SSPs has been (1) being have to have a consistent contact source within the Department/School; (2) having a personal contact person; and (3) have direct access to problem solvers and people with whom to explore alternative solutions to a host of problems.

We expanded our SSP model to service an ever increasing number of students. In addition, because of specific accreditation requirements we generated a new college supported SSP position (two half-time positions) to address the backlog in both Nutrition and Kinesiology. We know that college SSP model works because we have seen an increase in the number of students served by the SSPs. In 2013 approximately 4,561 student contact points were made. The data for 2014 is only partial because we switch to the Appointment Plus system and the old hand based system of data collection has not yet been entered into the data base. The results are forthcoming but are not available at this time.

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

We measured how well the SSF Funding Request provided sufficient evidence by directly examining student attitudes toward the services received. The student satisfaction survey that we used is now in electronic form allowing students to complete the survey whenever they have time and not just at the point of contact. It is a direct measure that examines how students experienced the services and projects delivered by the SSPs in the College of Health and Human Services. The data that we do have from our new survey system continues to show large levels of satisfaction with the services received. The increase in contact is directly related to the quality of service delivered and the value of the experience. In fact, across all measures, such as the value of advisement, preparation to make sound decisions regarding your career, and understanding one's role and responsibility for reaching desired goals, all fell within the Excellent category. A five-point Lickert scale was used to measure effectiveness, where 1 = Excellent and 5 = Very Poor. The highest average score received across all measures of 1.010 (rounded to 1.000) while the lowest average score was 1.044 (rounded to 1.000). These data are consistent with our previous year. In short, student enjoy the SSP model of advising and services. There were no negative comments from students regarding the service received.

4. How well did the activity further institutional goals?

The use of the SSF to fund SSPs furthered institutional goals by promoting student success can be measured in terms of graduation, retention, and academic success rates. Students in the College of Health and Human Services saw a 45.61% increase in their graduation rates from 2011 to 2014. From 2011 to 2012 the increase was 21.81%, from 2012 to 2013 the increase was 19.54%.

In addition to graduation rates, the retention of Freshmen from Fall to Spring is also a measure to considered. While the overall rate for Fall to Spring retention remained approximately the same at 93.5%. The data on overall retention were incomplete so they were not used in this report. Nevertheless, Freshmen enrollment went up as did graduation rates suggesting that retention was not problematic.

5. Was the approved funding sufficient to support the activity? Explain.

The funds received for the College of Health and Human Services from the Student Success Fees are insufficient when compared to the student enrollments and needs. The College of Health and Human Services continues to pay for SSPs out of Instructional dollars because we believe so strongly in its value to our students. In fact this year we added another full time (two half time SSPs) to the payroll in an effort to address the increasing numbers of students. We know that the having more SSPs improves student services, supports retention, and increases in the overall graduation rate. We believe that additional funds to hire more SSPs, especially in our program areas where the growth has been overwhelming, would enhance the University's goal of increasing graduation rates and time-to-degree rates.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

The on-going challenge for the College of Health and Human Services is having enough personnel to service the needs of our students. It is clear that as our enrollments grow, besides having more faculty, we also need more SSPs to serve as front line contacts for making sure that students are able to successfully complete their course of study. We are constrained by a limited funding pool, restrictions on growth of fees, and an increasing number of students. The additional changes brought about because of the transition from Quarters to Semesters (Q2S) and the need for each student to have an Individual Advisement Plan (IAP) has added yet another layer of complexity to the already nuanced job of student support that is done by our SSPs. Being able to adequately serve our students is a continuous challenge.

What will we do next year to achieve our goals, we expect to:

- To continue careful monitoring and of graduation rates and maintain persistence in students success toward graduation.
- To enhance the number of students served and complete the IAPs on time
- To provide students with more one-on-one contact with SSPs–all students are required to see an advisor at least once per quarter, especially those in our Pre-major sequence, we will change that to twice a semester once the transition is complete.
- To follow up service requests within a 12-24 hour period either with an email or in-person or electronic response (telephone or text).
- To provide in-class presentations on general education and university policies in the HHS 101 courses thereby providing students with timely and relevant information.
- Conduct more group advising and informational sessions for transfer students.
- Review survey results and make needed adjustments.
- Cross-train SSPs so that they are able to do multiple department advising

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $384,694.02 **Amount Expended:** $360,684.93

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

Print Form Reset Form

APPENDIX 8.4

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division: Academic Affairs
College/Dept.: Natural and Social Sciences **Dept ID:** 201700
Contact Person: Nancy McQueen **Program ID/Name:** NSS Advisement center
Program Activity: NSS Advisement Center

1. What are the objectives of the program for which SSF funding was awarded?

To provide advising services to help our students succeed in college and graduate in a timely fashion by helping them to:
-find meaning in their life

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

To provide our incoming Freshman with a positive experience and a welcoming orintation environment to begin their college careers, we initiated a two day Freshman orientation that included the use of freshman mentors. Preliminary data on the number

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

Our assessment survey assess the student's perception of the advisement they have been given. We are currently collecting and have preliminary data, but really need more data over time to adequately assess how graduation rates have been changed and how

4. How well did the activity further institutional goals?

Preliminary data comparing this academic year numbers with those of last year suggest that the 2-day freshman orientation has had a positive impact on our incoming freshmen as fewer were on probation or disqualified this year. The college also had significantly

5. Was the approved funding sufficient to support the activity? Explain.

Yes - it supported the salaries of 5-6 advisors in the advisement center. We have remaining funding because of tresignations in the advisement center and the lag in hiring new staff when someone leaves.

6. What challenges have you faced in connection with this program and how are they being addressed? What will be done next year to improve the activity in its ability to further achieve stated goals?

We have had a lot of turnover in the advisement office this year. We began the year one advisor short and then another advisor moved to another college. A third advisor has been on leave for the last eight months, another has had many medical issues leading to

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $400,089.54 **Amount Expended:** $348,565.69

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.

Appendix 8.4.

ANNUAL STUDENT SUCCESS FEE REPORT

An annual report will be prepared for distribution to the Student Fee Advisory Committee and the Resource Allocation Advisory Committee. The report should reflect the prior year approved activity. The report will include:

1. Budget to actual comparison for the activity.

   In FY 2014-2015, the College of Natural and Social Sciences was allocated $400,089.54 in the Student Success Fee Fund (SF008). The College spent $348,565.69 in SSP salaries and benefits leaving a balance of $51,523.85 at the end of the fiscal year.

2. Whether the activity has expended all previous allocations.

   The unspent balance of $51,523.85 was due to the resignation of an SSP III in September 2014. After 3 months of recruitment, we promoted one of our SSP II to the SSP III position which left us short-staffed by one SSP II position until our recent replacement hire in July 2015. In addition, another SSP II was on a leave without pay effective February 2015 and has yet to return.

3. An assessment of the degree to which the activity attained objectives that were outlined in the original request during the previous years.

   See attached Program Outcomes and Accountability Report

4. Impact of the activity on the furtherance of the University's overall strategic goals provided via the Program Outcomes and Accountability Report.

   See attached Program Outcomes and Accountability Report

*Please note that we did not apply for additional SSF funding, so there are no 8.2 or 8.3 appendices.

California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: FY 2014-15

Division:	Student Affairs		
College/Dept.:	Enrollment Management	**Dept ID:**	201890
Contact Person:	Alfredo Gonzlez/Nancy Wada-McKee	**Program ID/Name:**	SF008/Adv. & Retention
Program Activity:	Parent Academy		

1. What are the objectives of the program for which SSF funding was awarded?

he overall objective is to provide parents of freshmen, particularly the parents of first-generation college students, information that helps them engage and support their son/daughter more effectively and with a greater degree of understanding and empathy than without the knowledge gained from Parent Academy

More specifically, to help parents:

- Gain an understanding about what their son/daughter will experience in college,
- Learn what it takes for students to be successful,
- Learn how they can help them be successful,
- Learn about the resources available, at no cost, which enable students to be more successful, and
- Provide an opportunity for parents to meet and talk with other parents, current students, professors and staff.

2. How well did the activity meet established program objectives? What are the major benefits and/or impact of the SSF funded program?

Evaluations of the three Parent Academy programs offered in 2014-15 indicate that the program objectives are effectively being met.

Parents complete an evaluation after each program. Among other questions, the evaluation asks for the parent's level of satisfaction with each of the presentations, amount of time for discussion, length and cost of the program, questions specific to the theme of the program, as well as demographic information. The evaluation also asks parents to name at least two things that they liked most about the program and a separate question that asks them to name at least two things that they liked least about the program, and things they would like to see in future programs. They are also asked if they would recommend the program to other parents.

The results of the program evaluation for spring 2015 are consistent with the evaluations of fall 2014 and winter 2015 programs. 100% of the parents who attended and completed an evaluation were either satisfied or very satisfied with all of the presentations. 74% of the parents felt the length of the program was "about right" and 68% felt the time for discussion was "about right." 25% of the parents felt the length of the program was "too short" or "much too short," and 23% felt that the time for discussion/questions was "too short" or "much too short." 40% of the parents felt the cost of the program was "about right" and 59% felt that the cost was "A Good Deal."

In the spring of 2015 a focus group/breakfast was held to follow up with parents who attended three programs during 2013-14. Almost twenty parents attended, ¾ of them Spanish speaking. Parents continued to express satisfaction with the program and indicated that the knowledge they gained had been helpful in their interactions with their son/daughter. A number of parents expressed disappointment that there were no activities for the parents of second year students. They also recommended that students be allowed to attend Parent Academy.

Major impact: The major impact of the Parent Academy program is a better informed parent about what their son/daughter is experiencing in college and is better equipped to establish a more positive and supportive learning environment at home for their college attending son/daughter, and parents who will have greater knowledge, appreciation and connection with the University and thereby become its goodwill ambassadors, and supporters. The impact on student academic success, retention and graduation will be assessed in the future as the number of participating parents, and therefore students impacted, increases.

Colleges and universities across the country have a growing appreciation for the role that parents and families play in the success of their students while in college. While many colleges and universities involve parents through an orientation or parent organizations or associations, CSULA is in the forefront of providing parents with more comprehensive information and the opportunity to discuss and understand it. This helps parents become partners with the University in helping to support and facilitate student success.

To hear what parents from 2013-14 had to say about Parent Academy follow these two links. (The first is English speaking parents, the second is Spanish speaking parents):
https://www.youtube.com/watch?v=Gq6QRJeF7eA&feature=youtu.be
https://www.youtube.com/watch?v=wrQnBXoMEo4&feature=youtu.be

3. Did the assessment tools identified in the SSF Funding Request provide sufficient evidence to support #2.

A comprehensive evaluation tool assesses parent satisfaction with the structure, cost and content of the program, what they learned recommendations about content that they felt should be deleted, modified or added, and whether they would recommend the program to other parents. With appropriate revisions, the same evaluation tool was used in 2014-15.

A focus group/breakfast was conducted in April of 2015 and is described above. The evaluation instrument is appropriate at this time to collect information that supports #2 above. As the number of participants in Parent Academy increases the impact of parent participation in Parent Academy on student academic success, retention and graduation will also be assessed.

4. How well did the activity further institutional goals?

The impact of the CSULA Parent Academy on student recruitment, retention, satisfaction, student success and graduation will require more time to determine. However, it does seem that having parents who are better informed and able to more effectively support their student while in college can only have a positive effect. The evaluations suggest that parents who attend Parent Academy have a greater appreciation for what the University does to help their son/daughter succeed in college and thereby are more likely to be more supportive of the University, both as an ambassador of goodwill and possibly, a donor.

A well-developed parent program can contribute to the strategic directions of the University, specifically by contributing to the development of programs and/or services for the local and regional community.

As noted by President Covino in his message on the campus website, Cal State L.A. has been recognized as one of the top 10 master's universities in the country by Washington Monthly for our contributions to the public good. Parent Academy not only contributes to the success of students, it is a component of the University's commitment to "community engagement, service and the public good" in a very visible and tangible way.

5. Was the approved funding sufficient to support the activity? Explain.

Yes, funding was more than sufficient to support Parent Academy in 2014-15. During the first two years of the program the focus has been on determining the most effective "structure" for the program and developing the content. Having developed what an effective structure and appropriate content there will be a greater emphasis on increasing attendance at the three programs planned for 2015-16 and implementing programs and/or activities for the parents of second and third year students.

6. What challenges have you faced in connection with this program and how are they being addressed?

What will be done next year to improve the activity in its ability to further achieve stated goals?

Challenge 1: Increasing the number of parents who attend Parent Academy.
Action Being Taken in 2015-16: More comprehensive outreach is taking place such as making presentations at Parent Orientation, utilizing existing programs to reach parents such as EOP, Upward Bound and GO East LA, and greater involvement of academic advisors and 101 instructors.

Challenge 3: Having a cadre of individuals who can serve as table discussion facilitators at each of the three programs.
Action Being Taken in 2015-16: Expand outreach to SSP/Academic Advisors (a number of whom have enthusiastically participated) and faculty to serve in this role. Find an appropriate and meaningful way to recognizing the contribution/service of advisors and faculty who help in this capacity.

Challenge 2: Increasing the number of parents who attend Parent Academy that speak a language other than English or Spanish.
Action Being Taken in 2015-16: Work more closely with programs that have pre-summer contact with students and parents such as STEP and Early Start to specifically encourage parents with a language preference other than English or Spanish to attend

In addition to increasing participation in Parent Academy in 2015-16, activities will be initiated to maintain the involvement of parents throughout the academic year. This will include sending Connections to Parent Academy participants and e-notices about important dates for students that parents should be aware of such as the FAFSA deadline date.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $185,286.96 **Amount Expended:** $121,860.75

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
2. Provide additional information essential to report program outcomes.
3. Attach a copy of the approved SSF Funding request (Appendices 8.2 and 8.3).
4. Submit completed report to the VP for Administration and Finance, CFO.