California State University

Los Angeles



2014-15

Student Success Fee

Outcomes and Accountability Reports

Student Affairs

California State University, Los Angeles
Financial Accounting System
SF008 Budget Summary Report for: 2015-06-30
VP_STUD_LIFE - VP Student Life

Time run: 7/13/2015 12:13:49 PM
File Name: SF008-VP_STUD_LIFE - VP Student life-DSUM.xlsx
Instance Directory: c:\assessment\outgoing
Fiscal Year 2014-2015
YEAR-END

				Actuals					
Dept ID	Original Budget	Revised Budget	Adjusted Budget	Current Month	Fiscal Year	Encumbrances	Total Expended	Budget Available	% Achieved / % Used
491100 - CollegiateLink	0.00	17,035.00	17,035.00	0.00	0.00	0.00	0.00	17,035.00	0.00%
491130 - CC-SSF-Career Services	247,732.00	251,246.52	251,246.52	45,500.99	243,354.17	333.08	243,687.25	7,559.27	96.99%
491145 - A&R-SSF-Transfer Credit Summar	0.00	1,150.44	1,150.44	(3,641.49)	0.00	0.00	0.00	1,150.44	0.00% *
491200 - Student Development	17,035.00	0.00	0.00	0.00	504.59	(512.06)	(7.47)	7.47	0.00% **
491204 - VA-SSF-Veterans Affair	145,664.92	136,100.50	136,100.50	15,856.41	129,134.41	(529.94)	128,604.47	7,496.03	94.49%
491210 - EOP-SSF-Summer Bridge	488,000.06	450,107.93	450,107.93	24,572.46	491,138.29	(41,322.50)	449,815.79	292.14	99.94%
491235 - HC-SSF-Hlth Ed & Wellness	116,474.02	98,805.95	98,805.95	8,011.80	101,446.51	(2,640.56)	98,805.95	0.00	100.00%
491240 - OSD-SSF-Svcs & Accomodations	314,200.00	302,682.03	302,682.03	40,319.19	212,424.03	55,631.46	268,055.49	34,626.54	88.56%
VP_STUD_AFF - VP Student life Total	**1,329,106.00**	**1,257,128.37**	**1,257,128.37**	**130,619.36**	**1,178,002.00**	**10,959.48**	**1,188,961.48**	**68,166.89**	**94.58%**

*Miscellaneous balance due to misposting and was corrected.
**Budget align from 491200 - Student Development to 491100- CollegiateLink.

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

Division:	Enrollment Management		
College/Dept.:	SAVP-EM	**Dept ID:**	491100
Contact Person:	Nancy Wada-McKee	**Program ID/Name:**	SF008-11801/CollegiateLink
Program Activity:	CollegiateLink: Cocurricular Activities		

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

The CollegiateLink software was intended to track student participation in clubs, organizations and other co-curricular activities. The software would interface with existing social media and other campus networks to encourage participation in co-curricular activities and help students identify opportunities for involvement and provide a forum for sharing their accomplishments.

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

This program was not implemented in FY 2014-15 and, therefore, no fiscal resources were expended. After careful review of the product and additional consultation with the software developer, Campus Labs, it was determined that substantial additional investment in software, implementation and training would have to be made in order for the University to fully utilize the functionality of this product. In addition, technical demands of the quarter to semester conversion would be compromised by the deployment of this product. The software and funding requirements will be reassessed once conversion is complete.

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

N/A

4. How well did the activity further institutional goals?

N/A

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

N/A

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?

N/A

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $17,035.00 **Amount Expended:** $0.00

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:	Enrollment Management		
College/Dept.:	Career Development Center	**Dept ID:**	491130
Contact Person:	Christopher Lenz	**Program ID/Name:**	SF012-R0034/Career Services
Program Activity:	Career Services		

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

The program proposal was related to the objective of Increasing Student Development & Career Opportunities. The program enhances student career success in multiple ways, such as increasing exposure to employers to learn about employer expectations and industry requirements; to provide internship & job opportunities; providing career exploration resources to help guide personal career development; and providing career preparation resources to help students acquire skills to be successful in their pursuits.

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

The activities carried out by the program were extremely successful in meeting the objectives of increasing student development and career opportunities. This program provides robust, high quality, comprehensive career services to the entire campus community, as well as helping local employers meet their recruting needs. The Career Center is the only office on campus solely dedicated to professional preparation for students, and brings specialized knowledge and skill to this endeavor.

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

Following is a summary of the various types of data that was collected and utilized to demonstrate meeting of program objectives:

We presented 13 career events, serving over 800 students. Examples were:
- Dress and Dine for Success - Etiquette Luncheon and Professional Attire Fashion Show
- The Sweet Fix on Internships - Peer Panel Discussion on Internship Experiences
- Right Approach, Right People, Right Job - Panel of Human Resource Experts including Dreamworks, MOLAA, Children's Hospital LA, and SoCal Edison
- T Howard Foundation Program for internship placement in the Entertainment Industry
- 21st Century Fox Internship Program
- Children's Hospital of Los Angeles CHAMPS Internship Program
- Federal Bureau of Investigation - 76% of students interviewed received job offers on the spot.

There were 38 employer information sessions, bringing employers such as Amazon, Creative Artist Agency, City of Los Angeles Personnel Department, Southern California Edison, City Year, Peace Corps, and LA Urban Teacher Residency to meet directly with over 400 students.

In addition, direct contact was made by visiting 41 employers across the LA area, such as DreamWorks Animation, Creative Artist Agency, Multicultural Advertising Training Program and LA Grant Foundation, J Brand, Banamex USA, CA Public Utilities Commision, Verizon, LA Homeless Authority, American Cancer Society, and Bright Star Schools.

We presented 20 workshops for an estimated 400 students and departmental staff, on cutting-edge career matters, such as developing online branding; managing LinkedIn; and preparing for internships.

Our online career services management platform, Eagle iJobs saw increased growth and utilization by both students and employers, as follows:

New Students	3436, an increase of 19%
New Employers	1616, an increase of 32%
New Internships	1663, an increase of 36%
New Job Postings	4048, an increase of 8%
Total Active Students	11903
Total Active Employers	6272

Our social media presence has grown tremendously, with over 700 students and employers following/friending us (an average increase of approximately 150%), and many times more who view our postings.

Feedback from employers and students across the board has been positive with the majority surveyed consistently reporting high satisfaction and that the services are valuable.

4. How well did the activity further institutional goals?

These activities directly further the University's Strategic Initiative for student success by "facilitating students' post-baccalaureate professional/career aspirations." They provide the preparation for, and connection to, students' careers after graduation, which is the primary reason our students are attending university. Furthermore, the close connection to many local businesses supports the goal of engagement for the public good, by helping employers fill recruiting needs, and thereby supporting the economy.

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

Yes, the approved funding was sufficient to support the activity. The approved funding was equal to the amount requested in the original proposal, which was based on estimates developed for the cost of the associated activities. The actual costs were relatively consistent with the estimated amounts. As demand for services grows though, and we seek to offer state of the art services, additional funding, especially for staff, will become an increasing need.

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?

Due to the success of the program, there has been increased interest in and demand for career center services. As staff resources are limimted, this has been addressed in a number of ways, such as group versus individual services; utilization of web-based resources; and engaging in partnerships to deliver service. Another area is coordination of career related efforts by other campus entities with the career center, which was addressed by positive, proactive outreach.

As goals were successfully achieved, the primary focus is to further improve and enhance service delivery, for example by revising events to utilize innovative teaching methods, and by linking activities.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $251,246.52 **Amount Expended:** $243,687.25

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

Division:	Student Affairs		
College/Dept.:	SAVP-EM Student Services	**Dept ID:**	491204
Contact Person:	Marco Antonio Urias	**Program ID/Name:**	SF012-R0032/Veterans Resource Center
Program Activity:	Veterans Resource Center		

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

Provide a Benefits Coordinator responsible for assisting student veterans and dependents with navigating educational benefits, the use of campus based resources, referrals to off campus veteran support services and assistance with the university admission process. Provide a Veterans Resource Coordinator responsible for the administrative and programmatic leadership of the Veterans Resource Center. The Veterans Resource Center team is also responsible for providing programming activities designed to enhance the educational, social, cultural and wellness experience for veteran students and dependents. Facilitate training for Veterans Resource Center staff and the campus community on relevant student veteran issues and the transition to higher education.

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

Veteran students and dependents continue to benefit from the assistance of the Benefits Coordinator and the Veterans Resource Coordinator in establishing/using Federal VA and State VA benefits on campus. The expertise of the Veterans Resource Center staff has also been instrumental in providing the support services and programming necessary to promote student success for the approximately 650 veterans and dependents on campus (Figures are based on Fall 14 student body).

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

Participant feedback of programming continues to be positive.Commemorative events and student veteran recognition events designed to elevate the campus' awareness of the growing student veteran body continues to have more attendees each year.The rate of usage of the Veterans Resource Center has progressively risen in the two years of being open; In fall 2013 when the VRC opened its doors, students visited the Veterans Resource Center for services that included but were not limited to, admissions, benefits, printing, use of lounge, multi-purpose room & staff services; the total number of visits for a the fall 2013 term were 1164. By comparsion, the winter 2015 term saw 1629 visits to the Veterans Resource Center for the same services. The visits increased by 465 which represents a 39% increase.

4. How well did the activity further institutional goals?

The two full time positions made possible via the SSF continues to demonstrate the university and CSU's commmittment to ensuring that we foster and continue to develop services and programming that ensure that student veterans transitioning to a four year institution are fully supported. The Veterans Resource Center also serves as the hub for the student veteran support services and serves an essential role in delivering the services necessary to promote student success.

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

Yes. The allocation of funds supported the salary and benefits for the Benefits Coordinator and Veterans Resource Coordinator and the training and the programming implemented for FY 2014-2015. While the funds were sufficient this year, the growing number of student veterans and dependents may require increased funding and staffing for subsequent years; based on our fall 2015 figures we anticipate approximately 120 new student veterans and 90 dependent students. This approximate 210 student veteran and dependent increase represents a 32% increase when compared to fall 2014 figures.

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?

Presently no challenges are anticipated. With continued support, the Benefits coordinator and the Veterans Resource Coordinator will continue to provide necessary programs and services designed to strengthen student veteran support services and improve student success.The staff will continue to participate in professional development activities to learn from the best practices of veterans support services nationwide.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $136,100.50 **Amount Expended:** $128,604.47

Note: Please attach year-end financial summary.

Instructions

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

Division:	Enrollment Management		
College/Dept.:	Educational Opportunity Program	**Dept ID:**	491210
Contact Person:	Rebecca Hopkins	**Program ID/Name:**	SF012-R0033/Summer Bridge
Program Activity:	EOP/SSF Summer Bridge		

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

The Summer Bridge is a Cooridinated Studies Learning Community for 152 low income, first generation students of diverse ethnicity and cultures. The objectives are to provide a two year developmental transition for high school to university study.

Additional objectives of the program are to work at the developmental level of the students to close the gap between their math and writing skills.

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

The first year retention rates of the EOP students are 86.0%. Some of the impact of the Bridge centers around the 83% math bump up rates. In addition it was noted that there was a 25% point learning gain in their math skills. The writing skills of these students improved with a 21% bump up and it was reported that there was a 13% point learning gain in their planning and organization of their essays.(see Information on Summer Bridge students, document attached)

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

The tools used for assessment seemed to give a fairly clear picture of the students and what they accomplished in the bridge. The various tools used (portfolio grades, math bump-up scores, writing bump up scores, the pass rate at the end of each quarter, and the Summer Bridge survey) gives us an idea of where the students are after their experience in SB. What emerged was the impact in two non-cognitive areas, the first is attitude change towards their education, and more importantly how they felt about math and writing. The second non-cognitive area has to do with their developing self-awareness as it pertains to their ability to learn, gaining academic confidence.

The remediation gains for the Writing and the math, over the past two years have gained steadily. And it is exciting to note that the largest attitudinal change has to do with the way they feel about their ability in math.

4. How well did the activity further institutional goals?

As part of the strategic goals of the university, the Summer Bridge is a developmental program that works with each student, beginning at their level and challenging them with support to grow academically. The student's success is at the heart of the SB (as it is with the strategic plan). The students get the opportunity to support each other in the SB, and through the structure of team work and common values they get through bridge together. In addition to the academic rigor of the program, students are engaged in a Social Justice workshop that exposes them to community issues and the need for engagement. In addition they learn all about the resources available on our campus that they can take advantage of once they enroll here.

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

The approved funding did not sufficiently cover all expenses, $160,000 in expenditures was transfered from EOP/SSF-SB to EOP to cover Summer Bridge expenses.

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?

Some of the issues have to do with the actual infrastructure of the University. The largest rooms on campus are in the the Golden Eagle Ballroom, but during the summer we are competing with several different programs that are also utilizing the Ballroom. The SB is a Coordinated Studies Learning Community where we try to meet as a group as often as possible. We re often required to split the community up, which does not help the development of community.

Moving forward, there is concern about our Summer Bridge for 2016 because we will be starting earlier (in June) and competing with STEP, Orientation, Upward Bound for the use of the Ballrooom. In addition, we are also concerned about the low bump-ups from the Writing component. We are hopeful that this will begin to change as we work more closely with the Undergraduate Dean of Students and the Writing Center to determine how we can work towards more growth in this area.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $450,107.93 **Amount Expended:** $449,815.79

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

Division:	Student Affairs		
College/Dept.:	Student Health Center	**Dept ID:**	491235
Contact Person:	Monica Jazzabi / Joanna Gaspar	**Program ID/Name:**	SF012-R0035/Health Ed. & Wellness
Program Activity:	Health Education & Wellness		

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

Through health and wellness promotion and education activities, the Student Health Center aims to assist students in achieving and maintaining health goals in support of their academic success. The Student Health Center's health education staff facilitate students' adoption of positive healthy practices that help form a foundation for life-long health and student success.

Health promotion and education activities utilize individual and environmental strategies, from one-on-one counseling to curriculum infusion to policy advocacy to help improve the well-being of Cal State L.A. students and the campus community. Many activities are conducted through collaborations with faculty members, other campus entities, and student organizations. Programming includes: individual health counseling; workshops; guest lectures; trainings; policy advocacy; information tabling; participation in health fairs; and educational resource development and/or dissemination.

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

Program objectives were fully met. The primary benefit of SSF funding was enabling the Student Health Center to engage in programming that it would not otherwise have been able to do or would have only been able to implement at a reduced level.

SSF funds allowed the Student Healthe Center to: 1) Hire a Health Education Assistant; 2) Expose an increased number of students to risk reduction/health enhancing information and skills-building activities; 3) Train the Health Education Assistant and other health education staff on issues relevant to the needs of Cal State L.A. students; 4) Purchase and print health education resources, such as Healthy U, Students' Self-Care Guide, Quick Facts on Alcohol and Other Drugs, and Quick Facts on Dating/Domestic Violence, Sexual Assault and Stalking; 5) Purchase practical items for student use that served to promote awareness of Center services, acted as cues to action, and provided Student Health Center contact information.

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

Program assessment consisted primarily of two components. Assessment results support item #2.

1) Guest lecture, workshop and training participant evaluations, where applicable - Evaluations assessed factors such as changes in knowledge, self-efficacy, and behavioral intentions.

2) Data related to the number of activities and student contacts the SSF enabled (i.e., Health Education Assistant activities) - During 2014-2015, the SSF funded Health Education Assistant (HEA) had 76 interactions with students resulting in just under 6,000 contacts. The HEA developed and/or presented: 23 guest lectures which reached 954 students; and 23 workshops and trainings with a total attendance of 376 participants. The HEA participated in 15 information fairs resulting in a total of 1,877 contacts; and presented at 15 student orientation sessions, reaching 2,714 primarily new Cal State L.A. students. (Please note: this data does not reflect confidential counseling sessions nor Student Health Advisory Committee general and executive board meetings).

Health issues addressed by the Health Education Assistant included: Alcohol and other drugs;* bystander intervention; contraception; dating and domestic violence;* healthy relationships; HIV/AIDS; nutrition and fitness; sexual assault;* sexual health; sleep hygiene; stress management; stalking;* and suicide.
*Issues required to be addressed by federal and state law.

In addition to the general student population, audiences exposed to the HEA included: students enrolled in introduction to higher education courses, upper division sociology classes, and other courses; EOP students; veteran students; nursing students; teaching credential students; fraternity and sorority members; and new students, including new international students.

4. How well did the activity further institutional goals?

Health status and risk, from sleep habits to alcohol misuse to relationship violence to mental health challenges, can have a significant impact on a student's health and wellbeing and ability to be academically successful. Being able to increase the number of students who received risk reduction/health enhancing knowledge and skills helps improve students' ability to be academically successful and can ultimately assist the University in increasing retention and graduation levels. In addition, participation in the Student Health Advisory Committee - created and directed by the HEA - provided leadership opportunities for students which helped to build future leaders in public health and other community-serving disciplines.

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

Yes.

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 challenges faced during 2014-15 included: 1) The hiring of two graduate assistants for alcohol and drug programming was not initiated as infrastructure (i.e., policy-mandated comprehensive University alcohol and other drug education/prevention program) was not in place to support these positions as well as the the limitations and challenges that are associated with employed student assistant type position as opposed to regular staff (such as the required training and on-going close supervision, insufficient commitment and long-term investment, short-term employment etc).

Improvements for 2015-16: Based on the available budget, there will not be fund allocation to hire a registered dietition. Based on health education activities for the 2014-2015 year, the projected demand for education and prevention programming, and the challenges related to student positions to advance the department's wellness goals and objectives, the Center will consider and evalute the possibility of hiring an additional Health Education Assistant instead. Any future alcohol and drug programming involving the department would require permanent staff and infrastructure.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $98,805.95 **Amount Expended:** $98,805.95

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.
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California State University, Los Angeles
Student Success Fee (SSF)
Program Outcomes and Accountability Report
Fiscal Year: 14/15

Division:	Student Affairs		
College/Dept.:	Office for Students with Disabilities	**Dept ID:**	491240
Contact Person:	Gonzalo Centeno, Interim Director	**Program ID/Name:**	SF012-R0031/OSD Services and Accommodations
Program Activity:	OSD Services and Accommodations		

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

The objectives of the Office for Students with Disabilities is to provide support services to students of diverse disabilities as mandated by the Americans with Disabilities Act (ADA) of 1990 as amended and the CSU Policy for the Provision of Accommodations and Support Services to Students with Disabilities. Support services are determined by the limitations imposed by diagnosed disability. As it relates to SSF funding, the objectives of the program are to accommodate students who are deaf and hard hearing, as well as those students who require alternative testing services.

a. Services to students who are registered as deaf and hard hearing use two primary support services. One of the support services is real-time captioning and American sign-language interpreters which are provided in combination with in-house contractual staff in conjunction with outsourcing staff scheduled as needed.

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

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

OSD currently serves approximately 800-900 students, a population which increased by 25% during 2014-15. The program experienced a corresponding increase in the number of request for accommodaitons. Such requests were filled through the additional SSF funding.

The major benefits of the SSF funding is that it enabled the University to remain in compliance with federal statutes.

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

Surveys continue to be the primary method of acquiring feedback from students who receive services. Additionally, students are frequently asked to participate in evaluations of support service providers either through individual requests, and/or select focus groups. However, meeting the increased number of requests for accommodations provides good evidence of the impact of SSF funding on the program.

4. How well did the activity further institutional goals?

OSD has identified three student learning outcomes:

a. Through a collaborative process with OSD counselors, support staff, faculty, and students, students work to overcome the "disability stigma" in an effort to advocate for their own disability related needs.

b. Ensuring that students are utilizing access to academic programs, services and centers through the prescription of accommmodations as mandated in the Americans with Disablities Act. This is achieved through continuous collaboration between OSD and other resources on campus.

c. Students demonstrate an understanding of their role in their own academic success through improving their independence and achievement.

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

The funding facilitated the provision of accommodations to a larger population of students with disabilities. The following illustrates the increase in support needed by Cal State LA students:

a. Deaf and Hard Hearing - 30%
b. Real-Time Captioning requests - 38.5%.
c. Learning Disabilities - 3.1%

d. Other Functional Limitations - 28.9%
e. Visual Disability - 35.5%

Disabilities listed in b, c, and d are examples of disabilities which contributed to a 32.1% increase in alternative testing requests.

In terms of the support services provided, the following support services delivered included:

a. Number of hours per quarter real-time captioning and American sign-language services:
b. Fall Quarter, 2014 - 1,701 hrs. requested
c. Winter Quarter, 2015 - 1,425 hrs. requested
d. Spring Quarter, 2015 - 1,389 hrs. requested

Number of specific request for alternative testing services:

e. Fall Quarter, 2014 - Spring Quarter, 2015

Total Exam Requests - 4,019

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?

Specific challenges were presented by the increase in students and a corresponding increase in student support service requests. However, academic year 2014-2015 presented additional challenges in that the University extended admission through winter and spring; thus the increase in support services was constant as it related to services for the deaf or hearing.

In the upcoming academic year 2015-2016, the projected challenges are again an anticipated increase in students and a corresponding increase in support service requests. In an effort to meet the goals and objectives of the program, additional in-house support services staff will need to be hired (e.g. alternative testing proctors, real-time captioners, American sign-language interpreters). Cal State LA is set to welcome the largest class of freshmen and transfers in our history. Early estimates indicate ana 19% increase in the number of students with disabilities. However, not all new incoming first-time freshmen and transfer students have self-identified yet so the number may change.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $302,682.03 **Amount Expended:** $268,055.49

Note: Please attach year-end financial summary.

Instructions

1. Your answers should be brief but complete. Please limit your report to three (3) pages.
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