California State University

Los Angeles

2014-15

Student Success Fee

Outcomes and Accountability Reports

Information Technology Systems

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

Time run: 7/13/2015 12:13:49 PM
File Name: SF008-VP_ITS - VP ITS-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
305090 - ITS - SSF-VitalTech - Infr Svc	606,498.00	986,193.00	986,193.00	183,069.65	1,149,031.80	(163,198.69)	985,833.11	359.89	99.96%
307090 - ITS-SSF-VitalTech- Client Supt	226,852.00	245,335.56	245,335.56	45,415.37	244,266.60	0.00	244,266.60	1,068.96	99.56%
308090 - ITS - SSF-VitalTech - Sec Comp	60,147.00	60,147.00	60,147.00	0.00	55,868.28	3,996.00	59,864.28	282.72	99.53%
VP_ITS - VP ITS Total	**893,497.00**	**1,291,675.56**	**1,291,675.56**	**228,485.02**	**1,449,166.68**	**(159,202.69)**	**1,289,963.99**	**1,711.57**	**99.87%**

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

Division:	Information Technology Services		
College/Dept.:	IT Infrastructure Services	**Dept ID:**	305090
Contact Person:	Jason Solis	**Program ID/Name:**	11802
Program Activity:	Adobe Creative Suite/Cloud		

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

The program objectives of the Adobe Creative Cloud, previously Adobe Creative Suite, were to:

- Renew and expand the contract with Adobe Systems to their Creative Cloud Enterprise with Student Option.
- Keep the Adobe applications current on campus and virtualize and make available via myCSULA Tools as requested by students.
- Provide students with access to the latest Adobe Creative software suite, which provides many digital media creation tools, including Acrobat Professional, Photoshop, Illustrator, lnDesign, Acrobat, Dreamweaver, Flash, Fireworks and Premier.
- Expand installation of the Adobe suite to all student computers in the Open Access Labs (OALs), Library, electronic classrooms and department labs across campus.
- In tandem with the lynda.com student success fee project, increase student knowledge and skills in using enhanced classroom presentation tools for class assignments.
- Continue to provide faculty and students a means to explore and develop creative new ways to prepare individual and group assignments.
- Allow enrolled students to subscribe to the Adobe Creative Cloud software for home use at $40.00 yearly subscription fee and 2 GB of online storage.

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

The Adobe Creative Cloud software was installed in all the OALs in January 2014. Since fall 2014 quarter, the Adobe Creative Cloud application has been installed in Baseline electronic classrooms, technology enhanced classrooms (TECs), Library labs and department labs. The achieved benefits include:

- All students have access to the software without having the burden of spending $360 yearly to use the software. In 2014-2015 the estimated savings to students was $168,840.
- Starting in February 2014 Adobe Acrobat XI Pro, Adobe Flash Dreamweaver CC, Adobe Flash Professional CC, Adobe Illustrator CC, Adobe InDesign CC, Adobe Photoshop CC applications were available. Chart 1, attached, shows the number of Adobe applications launched by quarter for 2014-2015.
  In 2012/13 there were 49,850 launches compared to 145,007 launches in 2013/14. In 2014/2015 the launches number went down to 58,695 when the software is made available to students under the annual subscription plan. Attached Chart 2 shows the three years Adobe software launches. Students enrolled in courses that requires extensive work using these applications and available 2 Gigabytes storage cloud space and have personal desktop or laptop computers opt to subscribe.
- Adobe Creative Cloud subscription became available to students for home use in March 2014. The download statistics indicate that there were 469 downloads of the Adobe Creative Cloud during Fall 2014 through Spring 2015. Students can purchase the yearly subscription to all the Adobe Creative Cloud software for $40.00 from the third party site (Kivuto) and download the software and install them on two computers or laptops. They also receive 2 GB of free online storage.
- Installation of the new Adobe Creative Cloud software suite is on 560 student computers, and more will be added for their department labs, continually expanding access for additionalstudents.
- All undergraduate and graduate students continue to have access to the latest tools to prepare class presentations and digital assignments.
- The Adobe suite can inspire students to approach learning and class projects in new, previously untried ways.
- Increasing availability to students enhances their experience and knowledge in preparation for future employment opporunities.

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

The LabStats application provides usage statistics and Microsoft System Center identifies which computers the application resides on. Number of launches during the period of summer 2014 through spring 2015 quarters for the six most commonly launched applications are: Adobe Acrobat Pro- 25,961; Adobe Illustrator- 8,740; Adobe Photoshop- 10,068; Addobe InDesign- 4,377; Adobe Dreamweaver- 3,103; Adobe Premiere Pro CS6- 2,685. Additional popular application not listed in the previous year is Adobe Flash with 2,649 launches. (Chart 1)

4. How well did the activity further institutional goals?

More faculty are incorporating media into classroom assignments and presentations. The broader availability of the Adobe Creative Suite gives students more access to the applications required for timely completion of those class assignments that require digital media creation.

The Adobe Creative Cloud Suite is the industry standard for digital web design and graphic arts, and the latest version and its availability to students enhances their experience and knowledge in preparation for future employment opportunities.

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

Yearly software maintenance is required to maintain software compliancy and getting the latest software updates. ITS receives on-going maintenance funding to support the Adobe Creative Cloud for Students (replaces the Adobe Creative Suite). Combining both sources of funding, there is sufficient funding to support the Adobe Creative Cloud. SSF provides 100% of the funding for this project.

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 are a direct result of this project's success.

- As new Adobe tools are created or upgraded, ITS must keep the software current so students have access to learn and use the latest Adobe tools.
- We must continue to virtualize additional Adobe applications and make them web-accessible via the myCSULA Tools website.
- Keeping the software affordable for home use so students can renew annually and install the application on their personal computer or laptop.

To address the student requests, yearly software maintenance fee is required. Continued funding will allow ITS to install the latest Adobe Creative Cloud applications, virtualize the applications for web access, and allow students to purchase a yearly subscription for $40 to download and use the Adobe software on their personal computer.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $91,832 + $171,005 = $262,837 **Amount Expended:** $261,532

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 and Accountability Attachment
Adobe Creative Suite/Cloud

Chart 1 – Adobe Application Launches

The following chart documents the cumulative number of launches from all available campus resources. The number of launches can be vastly different from quarter to quarter based on whether classes utilizing the particular applications are being taught and whether faculty are using the newer CS6 applications.

	SUMMER 2014	FALL 2014	WINTER 2015	SPRING 2015	ANNUAL TOTAL
Adobe Acrobat	5,103	7,640	11,623	1,595	25,961
Adobe Audition CC	6	29	38	75	148
Adobe Dreamweaver	45	816	1,178	1,064	3,103
Adobe Fireworks CS6	120	58	309	225	712
Adobe Flash CS6	23	1,181	552	893	2,649
Adobe Illustrator	99	1,385	2,618	4,638	8,740
Adobe InDesign CS6	26	1,036	1,785	1,530	4,377
Adobe Media Encoder CS6	3	8	37	204	252
Adobe Photoshop CC	0	390	1,400	2,740	4,530
Adobe Photoshop CS6	514	1,053	2,729	1,242	5,538
Adobe Premiere Pro CS6	50	290	409	1,936	2,685
Total	5,989	13,886	22,678	16,142	58,695

Chart 2 – Adobe Launches - Comparison with Prior Years

The following chart compares the total number of Adobe application launches since the project inception. The total launches for 2014-2015 decreased when the software became available to students under the annual subscription plan.

	2012-2013	2013-2014	2014-2015
Adobe Creative Cloud Applications	49,850	145,007	58,695

Chart 3 - Purchased Annual Adobe Subscriptions

Annual subscriptions simply provide students with another option for accessing Adobe applications. If students wish to do so, they can purchase an annual subscription to the Adobe Creative Cloud for a fee of $40. Students can then download the applications directly on up to two of their personal computing devices. While a few students choose this option, as indicated in the chart below, the majority of students prefer accessing the free versions available on campus or through *myCSULA Tools*.

	FALL 2014	WINTER 2015	SPRING 2015	ANNUAL TOTAL
Adobe Creative Cloud Subscriptions	187	109	173	469

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

Division:	Information Technology Services		
College/Dept.:	IT Infrastructure Services	**Dept ID:**	305090
Contact Person:	Jason Solis	**Program ID/Name:**	11802/Vital Technologies
Program Activity:	Anywhere, On-demand Application Delivery (Year 3)		

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

The program objectives were to expand student access to campus-licensed third-party computing applications via myCSULA Tools, specifically to the Microsoft Office suite of products, Microsoft Visio, Microsoft Project, SPSS, SAS, Mathematica, Matlab, ChemDraw and other curriculum and discipline software products and any add new applications as required by 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 service was available to all undergraduate and graduate students who wished to access computing resources and applications from off-campus. The statistics indicate there were 1,886 total launches in 2012/13; 17,149 total launches in 2013/14; and 14,416 total in 2014/15. It is important to note that myCSULA Tools represents just one option in which students can access software applications either remotely or on campus. myCSULA Tools usage in 2014/15 shows a slight decline due to availabilty of the Microsoft Office 365 ProPlus free download for students, Adobe Creative Cloud for only $40 annually, and unlimited availability for students on campus to all software through the 24x7 Annex Link OALs (opened Fall 2014), electronic classrooms, satellite labs and research labs.

The achieved benefits include:

- Increased student study time that would previously been spent driving to and from campus, waiting for available OAL computers, or not having access to curriculum or discipline-specific software when OALs were closed.
- Students could eliminate the additional expense of purchasing software for personal computing devices.
- Students had access to the applications 24-hours a day, 7-days a week.
- Students could work on assignments from any location of their choice with an Internet connection.
- Students could use the computing devices most familiar to them, including PCs, MACs, iPads, Android tablets, iPhones, Android phones, and a host of other devices.
- Students could access software to work collaboratively on group projects from study groups, dorm rooms, etc.
- Student access to the applications meets the highest computing security standards.

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

The quantitative assessment tools provided ITS with a snapshot of the most launched applications, number of applications launched by date and number of users. This data continually assists ITS with evaluating and providing adequate access to the most widely used applications and adequate secure network connections. Attached is Graph 1 showing the top five applications launched through myCSULA Tools in 2014/15 were SPSS Statistics 22: 2,892; SPSS Statistics 20: 2,164; Word 2013: 1,795; Matlab R2014a: 1,567; and Word 2010: 812. Graph 2 shows that the users per application tracks along with most frequently launched applications with only moderate differences. These differences could be related to the overall usefulness of the application, the complexity or timeframe of a particular project, the student's available time for study, or other factors. It is important to note that the two most frequently launched applications were SPSS. Students not able to come to campus to use the 24x7 Annex Link OAL lab or cannot afford to rent this software ($60.00 for a 6-month license) can still access this application remotely 24-hours a day, 7-days a week for free.

4. How well did the activity further institutional goals?

This program was intended to promote student success by building students' personal computer skills, improve completion of educational assignments in a timely manner, and increase personal study time by allowing students to work remotely. To that end, this program achieved the intended results.

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

Yearly hardware maintenance and software licensing are required to keep this activity up-to-date. The SSF allocation was not sufficient to support the activity. As these software and operating systems are upgraded, the supporting infrastructure must also be upgraded. This year a software support service was purchased to help with the problems related to the virtualization of software. The additional costs were covered by funds from projects that came in under budget.

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?

Additional funds will be required to support an upgraded version of myCSULA Tools, which provides new applications, better graphics and Windows 10 support.

ITS will continue to develop marketing campaigns to promote myCSULA Tools to more students especially the new incoming freshmen.

- The ITS booth on the walkway during Fall Welcome Week will be introducing the program to incoming freshmen.
- The OALs will inform all students visiting the labs that the remote access functionality is available and how to access it.
- ITS will work with CETL to bring faculty on board with myCSULA Tools so they can pass the message along to their students.
- More applications will be added to myCSULA Tools in the coming year.
- ITS will increase the use of social media to promote myCSULA Tools to students.
- Additional training will also be provided on how to use this service

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $88,511 **Amount Expended:** $141,067

Note: Please attach year-end financial summary.

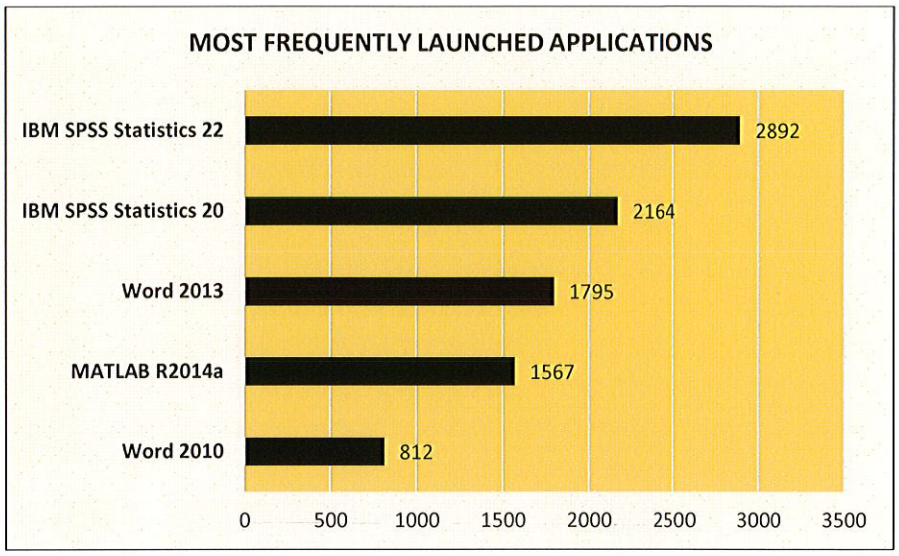
Instructions

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Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
Anywhere, On-demand Application Delivery

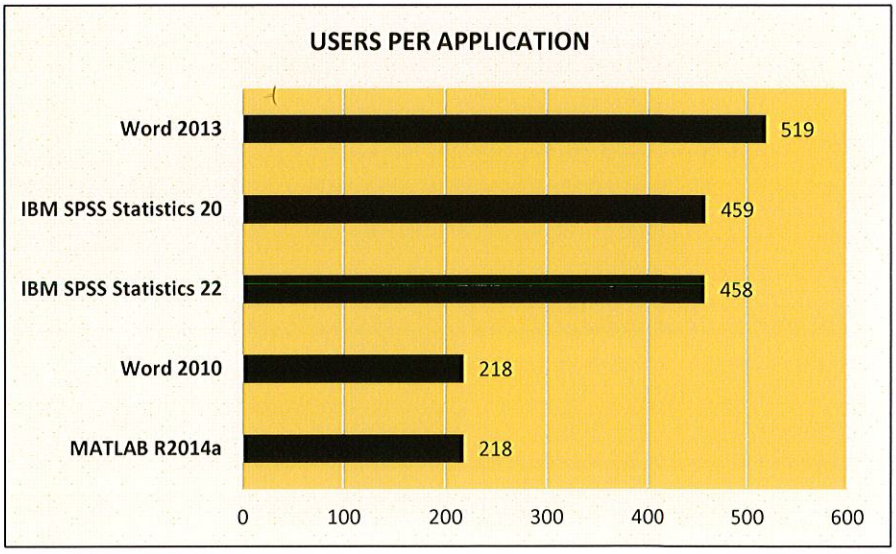
Graph 1 - Most Launched Applications

The following highlights the five most frequently launched applications from *myCSULA Tools* for the AY 2014-2015. There is a pattern of consistency throughout all quarters so the following two charts represent annual totals.



Graph 2 - Users per Application

Not surprisingly, users per application track along with most frequently launched applications with only moderate differences. These differences could be related to the overall usefulness of the application, the complexity or timeframe of a particular project, the student's available time for study, or other factors.



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

Division:	Information Technology Services		
College/Dept.:	IT Infrastructure Services	**Dept ID:**	305090
Contact Person:	Jason Solis	**Program ID/Name:**	11802/Vital Technology
Program Activity:	Campus Wireless Enhancement/Wi-Fi Availability/Gigabit Pilot (combined report)		

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

The wireless network upgrade continued to build upon prior wireless student success fee projects. The Wi-Fi Availibility project (2012-2013) evaluated the campus Wi-Fi coverage and enhanced coverage in high student use area by replacing legacy wireless access (APs) radios with faster 802.11n for improved signal strength. The gigabit pilot project (2013-2014) started the replacement of 802.11n APs to the next generation standard, 802.11ac. The objective of the Campus Wireless Enhancement project (2014-2015) was to continue the installation of the latest gigabit wireless standard (802.11ac) throughout the campus to improve the wireless infrastructure. These upgrades will ensure that our students have adequate bandwidth capacity, three-times faster network speed, full campus coverage, security, redundancy, and can use multiple devices.

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

1. The ClearPass appliance was upgraded, which improved network load capacity and user authentication services. This activity successfully prepared the campus for the demand our students have for data and learning resources.
2. 550 access points were upgraded from 802.11n to the new standard, 802.11ac, which provided additional bandwidth capacity and faster transmission speeds.
3. The ClearPass appliance increased the level of visibility and management of traffic and user access.
4. The wireless network was able to handle more student users and was able to achieve 99.98% uptime.
5. 75 new access points were installed, which improved campus Wi-Fi coverage. 150 new access points were planned but half were delayed due to a significant water intrusion in the data center that resulted in the loss of inventory. Installation will continue when the replacements are received.
6. All students using mobile devices enabled for gigabit speeds, including iPhone 6 and 6 Plus, Samsung Galaxy S5 and Note Pro, are able to take advantage of the gigabit network speed.
7. The upgrade positioned the network to handle the increase in the quantity of devices that single users bring to the campus.

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

The assessment tool provided sufficient statistics to support our objectives.
They include:
1. The megabytes of data transmitted across the network increased approximately 50% between fall 2014 and spring 2015, as illustrated in Graph 1 on the attached page.
2. The number of devices in use on campus per person is increasing, as indicated in Graph 2. The number of students with only one device is declining while two, three and four devices per student all increased.
3. Graph 3 shows the impact of the number of unique devices in relation to the student headcount. As future enrollment grows each student and each device will have an effect on the wireless network.
4. Graph 4 highlights the different operating systems that access the network. The wireless network has to be flexible to support the operating systems most frequently used by our students.

4. How well did the activity further institutional goals?

As documented by the assessment tools, students are becoming more reliant on accessing vital learning technologies, applications, tools and campus resources from their personal computing and mobile devices, and from any location on campus. These network enhancements make it possible for students to seamlessly use their computing and mobile devices as individual learning tools, for group studying and research. All of these factors lead to fluid learning; collaborative and group learning sessions; anytime, anywhere access; and improved time to graduation.

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

The approved funding was not sufficient to support the activity. Additional equipment and support for data installation was required to complete the project as explained in #6 below.

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 continuing challenge related to the building structure and the availability of electrical outlets. These challenges have resulted in the increase in installation costs and the requirement for more equipment.

The second challenge has been the delay in implementation of additional access points due to the water intrusion in the Library North basement. Half of the inventory was lost due to the water damage. ITS will continue installing new access points to achieve ubiquitious coverage through campus. ITS has also begun planning the deployment of the next wireless connection standard, 802.11AC Wave 2.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $414,052 **Amount Expended:** $517,940

Note: Please attach year-end financial summary.

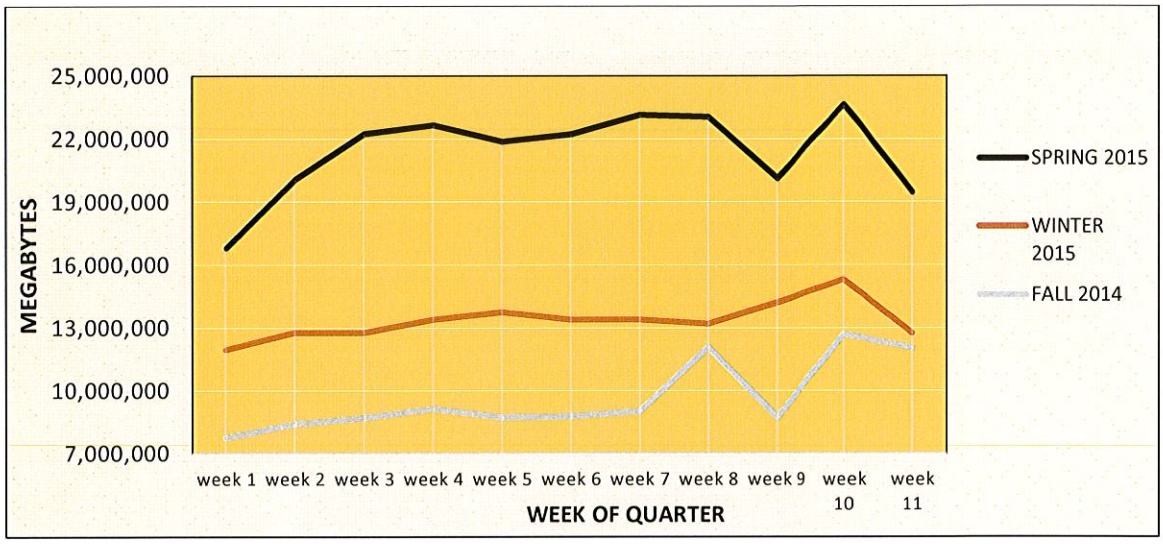
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Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
Campus Wireless Enhancement

Graph 1 - Megabytes of Data Transmitted

The following graph clearly illustrates the dramatic growth in wireless traffic throughout the academic year. Even as student headcount dipped just slightly each quarter (fall 2014 = 24,488; winter 2015 = 23,331; spring 2015 = 23,381), network usage increased approximately 50% between fall and spring quarters. This level of growth supports the need for projects to sustain network capacity, transmission speeds and security.



Graph 2 - Devices Accessing the Wi-Fi

One consideration for ongoing Wi-Fi expansion is the growing number of devices per students in use on the campus. As multiple devices per user become the norm, the growth impacts network functionality because each device requires its own separate network connection.

Students now consider smartphones, tablets and laptops a necessity of daily life. However, students are utilizing multiple devices at a much higher rate. The use of single devices dropped 6% while the use of 2 to 4 devices increased 7% for students.

NUMBER OF DEVICES	PERCENT OF STUDENTS		
	FALL	WINTER	SPRING
1	38%	35%	32%
2	37%	39%	41%
3	17%	18%	19%
4	5%	6%	6%
5	1%	1%	1%
>5	<1%	<1%	<1%

Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
Campus Wireless Enhancement

Graph 3 - Megabytes and Devices per Student

Viewing both the Wi-Fi network traffic and unique devices in relation to the student headcount for each quarter provides a general view of the impact on a per student basis. This will be important to watch as future enrollment grows because each student and each device represents a significant effect on the wireless network. This is just another indicator of the importance of advanced network preparedness to manage this growth.

	FALL 2014	WINTER 2015	SPRING 2015
STUDENT HEADCOUNT	24,488	23,331	23,381
TOTAL TRAFFIC (MB)	28,736,884	24,555,821	96,701,102
UNIQUE DEVICES	42,893	44,462	48,093
TRAFFIC/DEVICE (MB)	670	552	2,011
TRAFFIC/STUDENT (MB)	1174	1052	4136

Graph 4 - Access by Operating System

Another consideration for sustaining student success is flexibility of the wireless network to support the operating systems most frequently used by our students. The following table highlights the different operating systems that accessed the network.

OPERATING SYSTEM	FALL 2014	WINTER 2015	SPRING 2015
iOS	40%	41%	42%
Android	22%	21%	22%
Windows	17%	18%	17%
Mac OS X	15%	16%	15%
Chrome, Linux, Kindle, Blackberry, PlayStation, Nintendo, + 5 others	6%	4%	4%

Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
Campus Wireless Enhancement

Graph 5 - Access by Wi-Fi Protocol

The table below lists the Wi-Fi protocols from fastest to slowest transmission speeds. As indicated, 802.11n continues to be the most used wireless protocol, as would be expected at this time since it is compatible with many older devices students still use. We can anticipate the 802.11ac connection, the newer, faster gigabit speed, will grow as more students acquire newer technology designed for high-speed data transmission and the table illustrates that trend. In fact, there is a noticeable jump in 802.11ac usage beginning winter quarter.

CONNECTION MODE	FALL 2014	WINTER 2015	SPRING 2015
802.11ac	8.5%	11.6%	12.0%
802.11n (5 GHz)	40.7%	40.4%	41.1%
802.11n (2.4 GHz)	41.6%	41.9%	43.5%
802.11b	1.7%	1.3%	1.3%
802.11a	2.4%	1.9%	1.4%
802.11g	5.1%	2.9%	0.8%

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

Division:	Information Technology Services		
College/Dept.:	IT Infrastructure Services	**Dept ID:**	305090
Contact Person:	Jason Solis	**Program ID/Name:**	11802/Vital Technologies
Program Activity:	Microsoft Student Option		

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

The program objectives were to:

- Add the Student Option to the existing CSU/Microsoft Agreement to allow enrolled students to obtain individual license to Microsoft Office 365 ProPlus or Office 2013 Professional Plus or Office 2011 for Mac for home use for free.
- Allow the virtualization of the Microsoft Office software for access via myCSULA Tools.
- Eliminate the need for students to purchase Microsoft Windows 7 Operating System upgrade or Microsoft Windows 8 Operating System upgrade.
- Make the Microsoft Office 2010 and Office 2013 applications available anytime and from anywhere with an Internet connection.

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

The Microsoft Student Option program that provided students with free Microsoft Applications ended June 30, 2014. Microsoft announced a new Microsoft Student Advantage program and under an agreement with the Chancellor's Office and Microsoft through the Enrollment for Education Solutions (EES), our students qualified for no-cost Office 365 ProPlus subscriptions. This new program began on November 19, 2014, which addresses the low number of downloads recorded for the fall 2014 quarter, shown in section 3 below.

The service was available to all undergraduate and graduate students who wished to get the perpetual license for Microsoft Office, Windows Operating System upgrade and OneNote for free.

The achieved benefits include:
- The statistics indicated that there were 6,049 downloads of the Microsoft products during the year saving our students an estimated amount of $554,028 between the period of November 19,2014 through June 30, 2015.
- Students were able to install the software on up to five personal computers and five mobile devices - PC, Mac, Apple iOS, Android and Windows Mobile devices.
- Students had access to the Microsoft Office applications including Word, Excel, Powerpoint, Access, Publisher, and OneNote 24-hours a day, 7-days a week on supported devices.
- Students could work on assignments from any location of their choice with an Internet connection.

Microsoft conducted a nationwide collegiate competition to determine which campus could achieve the largest number of software installations by their students. Cal State L.A. met the challenge and was rewarded with a free on-campus perfomance by Nick Jonas in April 2015, attended by over 1000 students.

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

The third-party hosting site provided the download statistics. Microsoft Office 365 ProPlus download numbers are listed below:

Fall 2014 - 296 downloads
Winter 2015 - 3869 downloads
Spring 2015 - 1884 downloads

4. How well did the activity further institutional goals?

This program was intended to provide access to the MS productivity suite, promote student success by building students' personal computer skills, improve completion of educational assignments in a timely manner, and increase personal study time by allowing students to work remotely or at home. To that end, this program achieved the intended results.

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

The SSF allocation was not spent because we did not need to renew the program. Microsoft introduced the new Microsoft Student Advantage program and under the agreement with the Chancellor's Office and Microsoft, our campus qualify for no-cost Office 365 ProPlus subscription licenses for our students. The Microsoft Student Option allocation was used for other SSF projects with cost over-runs such as Campus Wireless Enhancement and Anywhere, On-Demand Application Delivery projects.

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?

Microsoft's current support structure requires that we submit trouble tickets through email or by phone call to their support center during their business hours. We then wait for their response which may take days or longer. Given the needs of the 24 hour lab and ITS Help Desk, we must have a more responsive support model. In order to achieve this, we will subscribe to the Microsoft Premier Support plan. This plan will allow for a designated technical account manager who becomes our main contact at Microsoft for escalations and incident management. We will have access to 7x24, seven days a week, 365 days a year resolution support for ciritical issues and access to highly qualified Microsoft engineers.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $159,817 **Amount Expended:** $0

Note: Please attach year-end financial summary.

Instructions

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California State University, Los Angeles
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Program Outcomes and Accountability Report
Fiscal Year: 2014-2015

Division:	Information Technology Services		
College/Dept.:	IT Infrastructure Services	**Dept ID:**	305090
Contact Person:	Jason Solis	**Program ID/Name:**	11802/Vital Technologies
Program Activity:	Anytime, Anywhere Access (Year 3)		

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

The objectives were to:

- Continue to support a secure Virtual Private Network (SSL VPN) with the ability to handle 500 concurrent users.
- Provide secure network connections in order for students to access campus resources that were previously available only while on campus.
- Provide students with direct access to site licensed software (i.e., myCSULATools) and Library resources via cloud computing.
- Provide students with access to specialized department software and databases that were previously available only in the Open Access Labs (OAL).
- Eliminate the need for students to purchase their own software for at-home use.
- Reduce the need for students to commute to campus to use OAL software appliations and Library resources.

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

With this technology, students are able to connect using mobile devices, in addition to computers. Any device with a browser is able to use the VPN to gain secure access to campus resources 24-hours-a-day, 7-days-a-week. After authentication through the VPN, the ability of the device to run the desired application is device dependent.

In the first year, 2012/13, we reported that there was 512 successful logins by 56 unique students users. In the second year, 2013/14, there were 3,349 successful logins by 301 unique student users. The increase in access was the result of information handed out at the promotion booth during the first week of the quarter and to the faculty who are informing students about this resource. In the third year, between September 2014 and June 2015, there has been 7,808 successful logins by 369 unique student users, showing that this service has had steady growth and adoption by the students.

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

The assessment tools that comes with Juniper VPN are sufficient for monitoring usage. The student VPN services over the past 12 month period provided 7,808 successful authentications for access into the campus network.

4. How well did the activity further institutional goals?

The University has expanded the ability of students to be able to connect with any type of device that meets their personal computing requirments. This enables students to leverage software libraries and campus computing resources without having to travel to campus. This has provided students with convenient access to student resources.

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

Yes the approved funding was sufficient to support the activity.

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?

Usage of the system has not indicated the need for additional VPN licenses. ITS will continue to monitor usage statistics to determine if additional licenses are required.

ITS will promote access to campus resources through a secure Virtual Private Network to the increasing numbers of new incoming freshmen.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $21,976 **Amount Expended:** $21,294

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:	Information Technology Services		
College/Dept.:	IT Security, Compliance and Training	**Dept ID:**	305090
Contact Person:	Sheryl Okuno & Jason Solis	**Program ID/Name:**	11802/Vital Technology
Program Activity:	Secure Password Alternatives		

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

The program objectives were to:

- Provide a secured password alternative for students to alleviate the risks associated with students responding to phishing/spear-phishing messages that trick them into providing their user accounts and passwords.
- Find and implement a secure pasword alternative to replace the current password to authenticate users when they log into campus IT systems. Under this project, ITS explored alternatives, such as multi-factor authentication (authentication that requires the presentation of two or more of the three authentication factors: a knowledge factor ("something the user knows"); a possession factor ("something the user has"); or an inherence factor ("something the user is")) and a one-time-password (a password that is valid for only one login session or transaction).

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

A proof of concept (POC) was conducted in 2014-15 to test how current tools would work in our environment. At the end of the fiscal year, a product was purchased to provide the foundation for phase I of the program. Implemention of phase I begins August 2015. Phase II will begin shortly thereafter with the purchase of a tool that will supplement and enforce our strict password policy rules. Phase III will be to purchase and implement the secure password alternative running on the authentication foundation. Communications will be sent to students providing them with information to voluntarily self-enroll their accounts and devices.

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

ITS will produce the appropriate quarterly usage reports once Phase III has been completed.

4. How well did the activity further institutional goals?

The University will expand the ability to provide a secure password alternative to students in an environment that ensures student access and information remains secured.

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

The approved funding was not sufficient to support the cost of the application. Shortage was covered by funds from projects that came in under budget.

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?

This phased project requires additional effort in implementing the foundation upon which additional password policy enforcement tools are required prior to implementing the final password alternative. They are being addressed as a phased implementation approach as outlined above. Shortage of funds will be covered by ITS.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $39,000 **Amount Expended:** $44,000

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:	Information Technology Services		
College/Dept.:	Client Support Services	**Dept ID:**	307090
Contact Person:	Alex Harwood	**Program ID/Name:**	11802/Vital Technologies
Program Activity:	24-Hour Open Access Lab		

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

The program objective was to convert the Simpson Tower Annex Link Open Access Lab into the first fully staffed, secure 24x7 computing lab by the start of fall 2014 quarter. The OAL would provide access to computers, printers, a Group Study Room and a technology-equipped Smart Room for students who do not have personal computing devices at home or who wanted to study on-campus, meet with peers, practice a class presentation or require help via phone or in-person.

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

1. The Simpson Tower Open Access Lab successfully opened in September 2014.
2. Three full-time staff and student assistants were hired to staff the late night and early morning hours.
3. The 24-Hour Open Access Lab provided full-time access to computers, printers, software applications, a Group Study Room and a technology-equipped Smart Room, and in-person technical support staff.
4. The Annex staff were available to provide ITS Help Desk phone and social media support outside of the normal ITS Help Desk office hours.
5. The Annex staff provided help desk support for professional productivity software (e.g. Microsoft Office Suite, SPSS, Adobe Creative Suite and Moodle).
6. Students had access to computing and printing resources before classes began so they could complete last minute assignments.
7. Students arriving early or leaving late had a safe, secure environment in which to study while waiting for classes or transportation.

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

The assessment tool used was an application called Lab Stats. Statistical data gathered include login sessions, hours of use and application usage. The attached extended hour statistics was gathered from September through June to provide the following information:

1. Student headcount increased 68% from fall quarter to spring quarter. See attached Graph 1.
2. The highest number of logins was in the spring quarter with a 12.03% to 24.18% increase from fall and winter. See Graphs 2 through 5.
3. The most frequently used application is Microsoft Word followed by Moodle, Microsoft Excel, Microsoft Power Point and myCSULAPortal. See Graph 6.
4. Usage statistics show an unexpected spike that occurs in the six a.m. hour. The Annex Lab provides students with the only early morning access to on-campus printing and computing facilities.
5. More group meetings occurred in the middle of the night than were anticipated. The Group Study and Smart rooms were fully booked during peak times of the quarter and students created gathering spots around the lab to complete their group assignments.

As each quarter progressed, more students became aware of the 24-hour Open Access Lab through the success of student awareness campaigns and through word-of-mouth resulting in an increase in student staying later into the evening.

4. How well did the activity further institutional goals?

The University provided a computing resource for students during non-business hours. It provided a readily available environment conducive to studying independently and in group settings to complete coursework that may not be available to students because of social, economic and employement pressures.

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

The funding was sufficient to support three staff positions for a portion of the year, student assistant wages, advertisement in the University Times, and various lab supplies.

Note that the lab is closed during quarterbreaks and holidays.

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?

1. It was difficult to find students willing to work the early morning hours, and the Career Development Center informed ITS that full-time staff was required at all times to supervise student workers. As a result, ITS had to hire three full-time staff to cover the late evening and morning hours, seven days a week.
2. A request was submitted to realign the original budget for 2015/2016 to reflect the true needs of the lab.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $245,335.56 **Amount Expended:** $244,266.60

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 and Accountability Attachment
24-hour Open Access Lab

This report contains only the Annex Link after-hours usage data gathered specifically for the hours outside of the Annex's previous hours of operation. This includes:

- Monday, Tuesday, Wednesday, Thursday: 11:00 p.m. to 7:30 a.m.
- Friday 4 p.m. through Saturday 11 a.m.
- Saturday 5 p.m. through Sunday noon
- Sunday 6 p.m. through Monday 7:30 a.m.

Graph 1 - After-hours Usage

The table below summarizes general usage of the Annex Link after-hours. The student headcount is manually recorded. All other statistical data, such as login sessions, hours of use and application usage, are gathered using LabStats software.

	FALL 2014	WINTER 2015	SPRING 2015
Headcount total	9,362	12,471	15,751
Total login sessions	11,318	10,211	12,680
Total hours used	18,590	14,875	18,035
Average login session (minutes)	110	93	91
Station Utilization	30%	26%	30%

Graph 2 - Login Sessions by Quarter

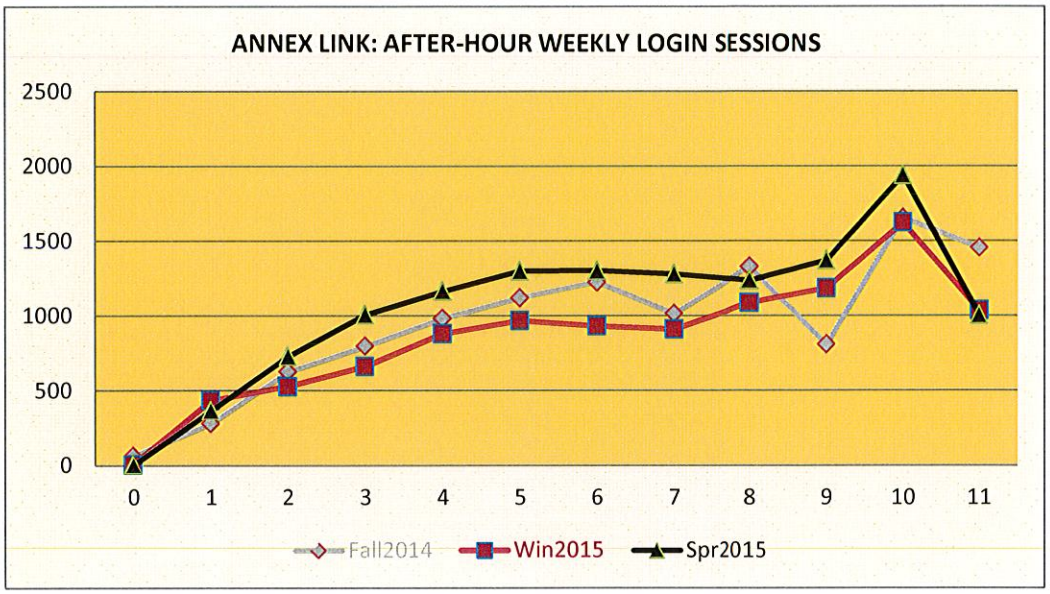
This overview chart compares the total sessions for each quarter and illustrates the prevailing trend in terms of percentage increase or decrease.

	TOTAL LOGIN SESSIONS	PERCENT CHANGE SINCE FALL	PERCENT CHANGE SINCE WINTER
Fall 2014	11,318		
Winter 2015	10,211	-9.78%	
Spring 2015	12,680	12.03%	24.18%

Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
24-hour Open Access Lab

Graph 3 - Login Sessions by Week

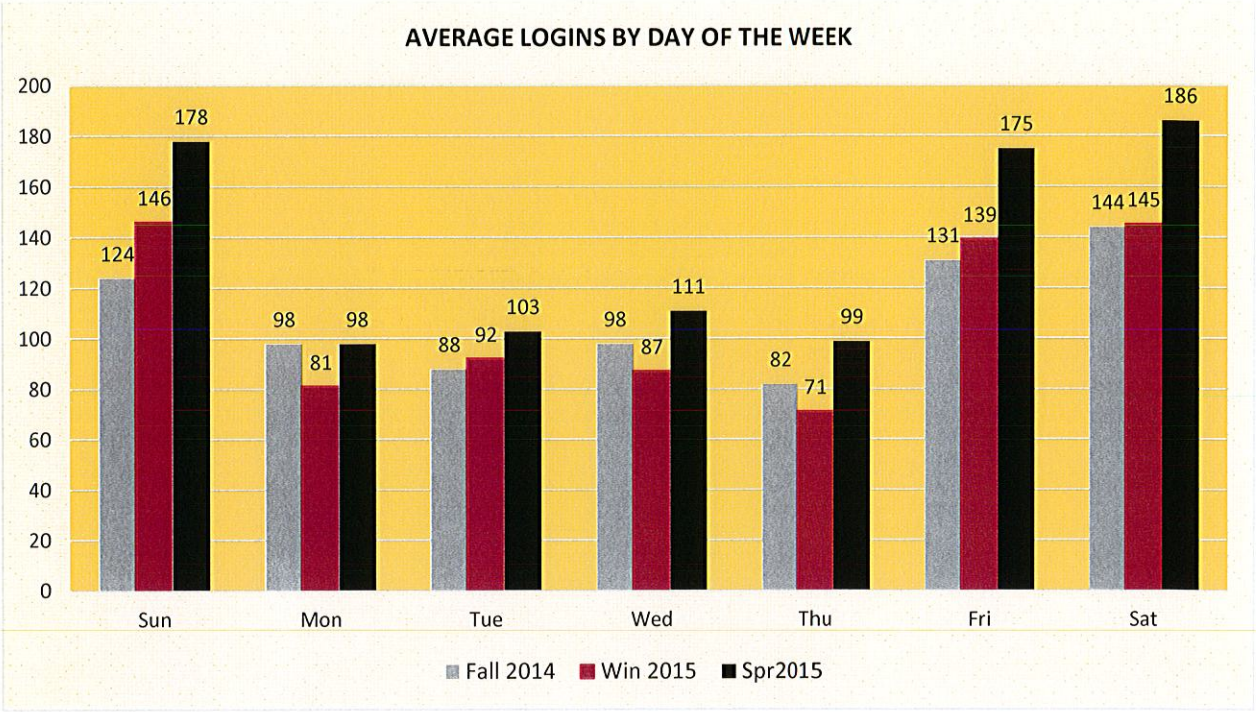
The following graph demonstrates the increase in the number of students using the OAL each week throughout each quarter. It also highlights the peak weeks that occur at the end of each quarter.



Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
24-hour Open Access Lab

Graph 4 - Login Sessions by Day of the Week

This chart shows the average after-hours OAL computer logins by each day of the week.



Graph 5 - Login Sessions by Hour

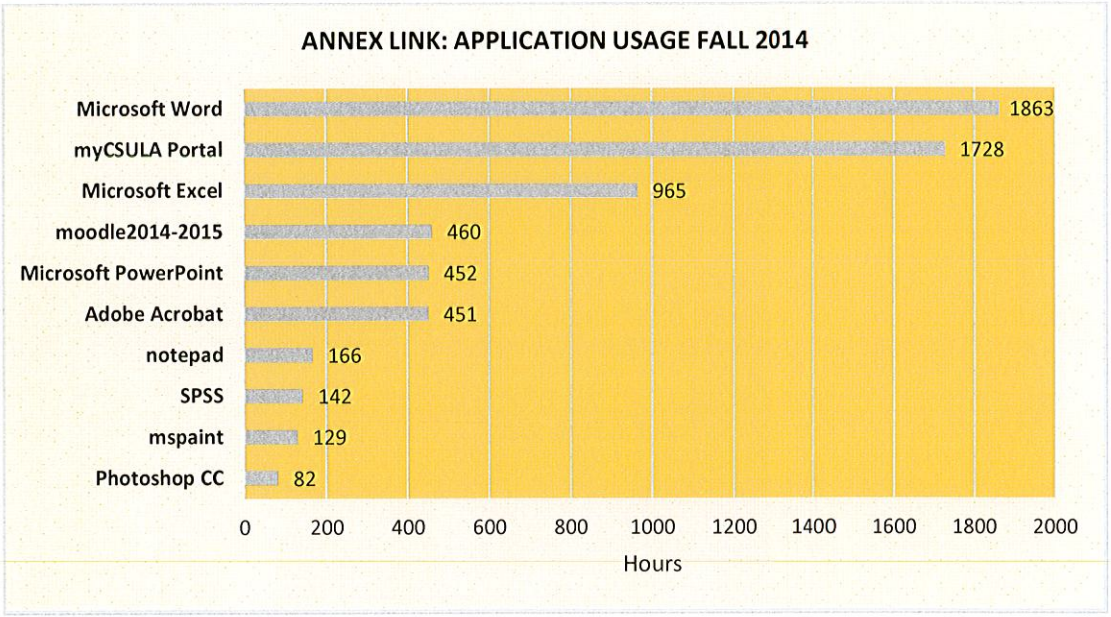
It should be noted that the hours of operation on Friday, Saturday and Sunday are greater than Monday through Thursday. Looking at the average number of daily logins during differing operating hours, there is a consistency across the week for computer usage that is not readily evident in the previous graph. This consistency does support the need for weekend availability, particularly the unexpected high and growing use on Sunday as students prepare for the upcoming week.

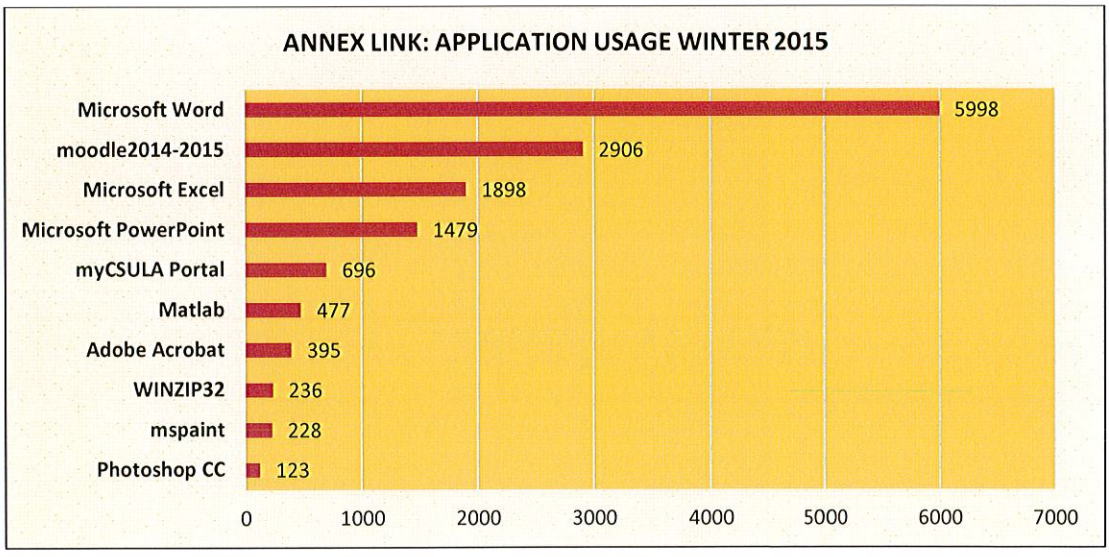
	TOTAL DAILY HOURS OF AFTER-HOURS OPERATIONS	AVERAGE LOGINS PER HOUR		
		FALL 2014	WINTER 2015	SPRING 2015
Sunday	13.5	9.2	10.8	13.2
Monday	8.5	11.5	9.5	11.5
Tuesday	8.5	10.3	10.8	12.1
Wednesday	8.5	11.5	10.2	13.1
Thursday	8.5	9.6	8.6	11.6
Friday	19	6.9	7.3	9.2
Saturday	19	7.6	7.6	9.8

Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
24-hour Open Access Lab

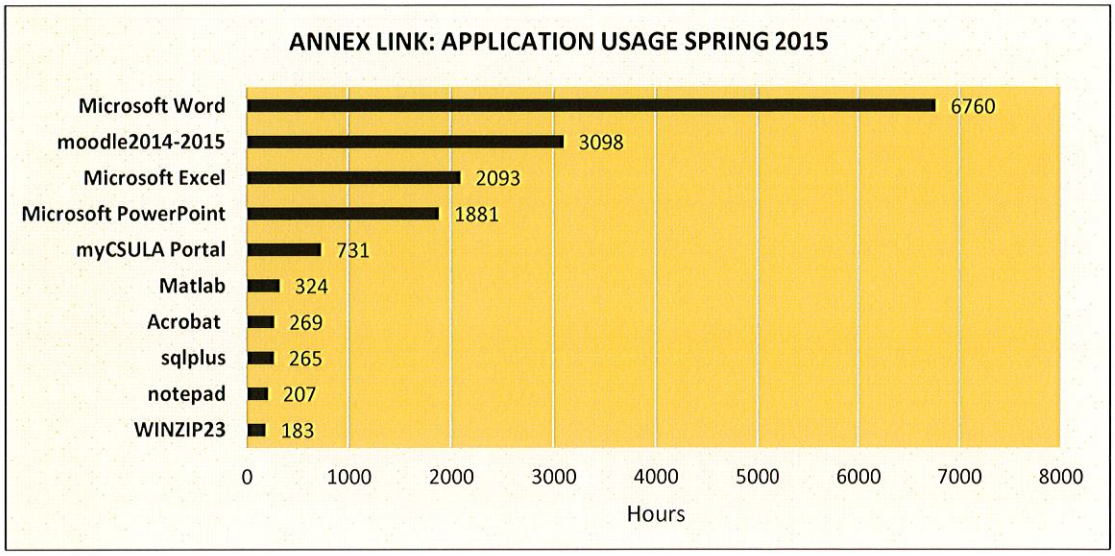
Graph 6 - Most Frequently Used Applications

The following three charts illustrate the most frequently used software applications during after-hours hours. The applications are organized according to the total app time in hours. Monitoring application use ensures students have access to the tools necessary to complete assignments. In addition, students requesting applications not currently in the Annex Link to in-person staff will drive the installation of additional teaching/learning applications.





Student Success Fee (SSF)
Program Outcomes and Accountability Attachment
24-hour Open Access Lab



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

Division:	Information Technology Services		
College/Dept.:	IT Security, Compliance and Training	**Dept ID:**	308090
Contact Person:	Sheryl Okuno	**Program ID/Name:**	11802
Program Activity:	Just-in-Time Learning (Year 3)		

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

At year 3, the objectives remain the same:
1) Provide students with access to a just-in-time learning system that delivers training to students when and where they need it.

2) Continue to provide students with a learning system covering a broad range of topics beyond what the campus could provide.

3) Continue to provide students with online tutorials so they can easily learn the information they need to solve problems, perform specific tasks or quickly update their skills.

4) Offer students resources that would provide students with the ability to apply acquired knowledge immediately.

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

In 2014-15, the number of students using lynda.com increased and the number of courses added to the library increased. The achieved benefits included:

1) All students have access to lynda.com, which currently provides over 3,765 online training courses on a variety of topics and applications.

2) lynda.com continually updates their course library and creates new videos to match current and emerging topics.

3) Faculty members have encouraged their students to use lynda.com in lieu of requiring students to purchase text books, which eliminates a significant student expense.

4) Student feedback indicated that they were using lynda.com to supplement their course work and to finish course projects.

5) Students have access to lynda.com 24-hours-a-day, 7-days-a-week.

6) Students can access any training video from any location of their choice with an Internet connection.

These increases can be attributed to our on-going campaigns through our promotion booths held during the first weeks of each of the quarters on the main walkway; through our campus promotional videos displayed at the ITS help desk; through our social media campaigns; through the ITS website; and through word of mouth.

The increase in number of courses offered show that lynda.com continually updates their course library by creating new updated courses and videos to match current and emerging topics so that students have the resources they need where and when they need it so they can succeed. The usage statistics continues to show that students are using this learning resource.

lynda.com is also mobile accessible, making it easier for students to access training courses using different devices from computers to laptops to tablets to cell phones.

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

Based on the lynda.com assessment tools, we are able to identify the number of active users, number of users who logged on during each month, total hours of videos viewed, number of different videos viewed, the courses or videos are accessed most often, the number of certificates of completion issued, and the types of devices and the operating systems using lynda.com.

These tools indicate a successful, well-accepted program.

- Average hours of usage increased from 202.4 hours at the beginning of fall 2012 to 671.1 hours at the end of summer 2013. In the second year, the average hours of usage increased to 721.7 hours. In the third year, the average hours of usage for the month of June leveled off to 776 hours with peak usage hours topping off at 1185 hours in November of 2014.
- The number of users increased from 1,303 at the beginning of fall 2012 to 8,523 at the end of summer 2013. The number of users during the second year increased to 12,338 users by the end of summer 2014 showing an increase of 45%. For the third year, the number continued to increase to 15,039 active users showing an increase of 22%.
- In 2013, the top five course titles were Excel 2010 Essential Training, Flash Professional CS6 Essential Training, SPSS Statistics Essential Training, Photoshop CS6 Essential Training, and Web Accessibility Principles. The top five courses for 2014 were Excel 2013 Essential Training, SPSS Statistics Essential Training (2011), Excel 2010 Essential Training, Flash Professional CS6 Essential Training, and C/C++ Essential Training. Tracking the top five most popular courses we are able to see that SPSS and Excel continue to remain in top of those courses most viewed by students. And the top five courses for 2015 were Excel 2013 Essential Training, SPSS Statistics Essential Training, InDesign CS6 Essential Training, PowerPoint 2013 Essential Training, and SPSS Statistics Essential Training (2011). SPSS and Excel continue to remain the top courses since 2013.
- The number of courses available through lynda.com has increased from 1100 courses at the start of the pilot to 2083 courses at the end of August 2013. The number of courses at the end of August 2014 increased to 2,931 (a 41% increase since 2013). In August 2015, the number of courses offered by lynda.com is now over 3,765. Evidence that the number of available courses and topics continues to increase and improve over time thus meeting our objectives. See attached charts.

4. How well did the activity further institutional goals?

Just-in-time learning replaced the constraints of traditional classroom training, delivered timely training topics previously not available to students, and provided round-the-clock access to training materials. To that end, this program achieved the intended results.

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

The approved funding was sufficient to support the annual maintenance of lynda.com.

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?

Plans for 2015/16 include:

- Continue runnning the promotion booth geared towards introducing students to the Just-in-Time learning resources on the main walkway during the first weeks of each quarter.

- ITS to initiate continued communications through video promotions and using Social Media outlets such as Facebook, Twitter, Instagram, YouTube, Pinterest and Google+.

Financial Summary (To be filled in by Budget Administration)

SSF Allocation: $60,147 **Amount Expended:** $59,864

Note: Please attach year-end financial summary.

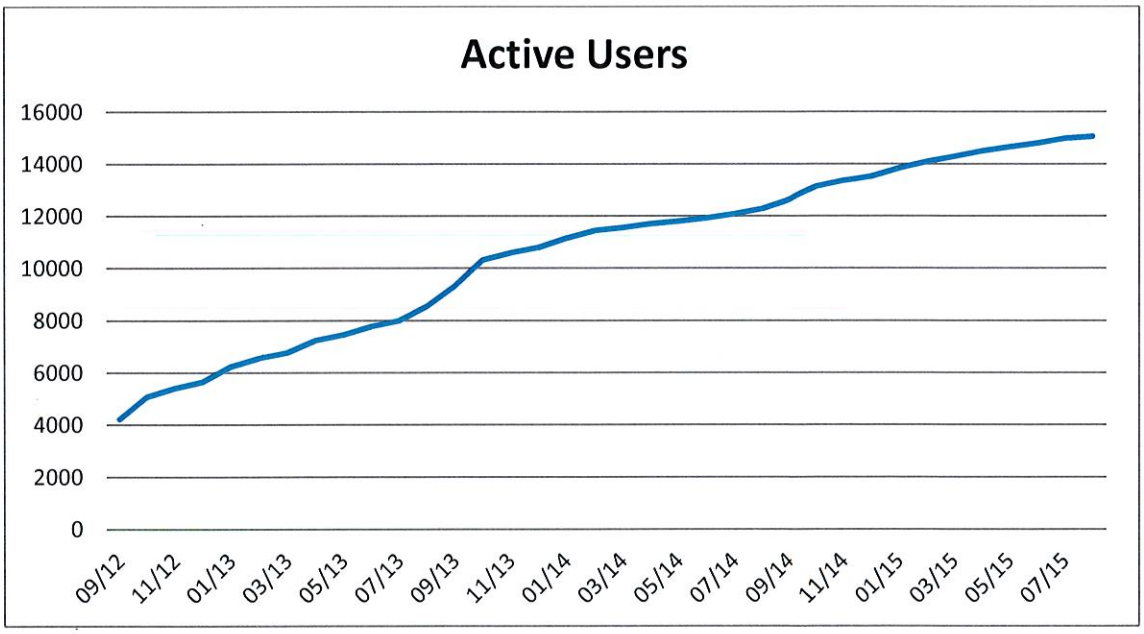
Instructions

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Just-in-Time Learning SSF Report Attachment

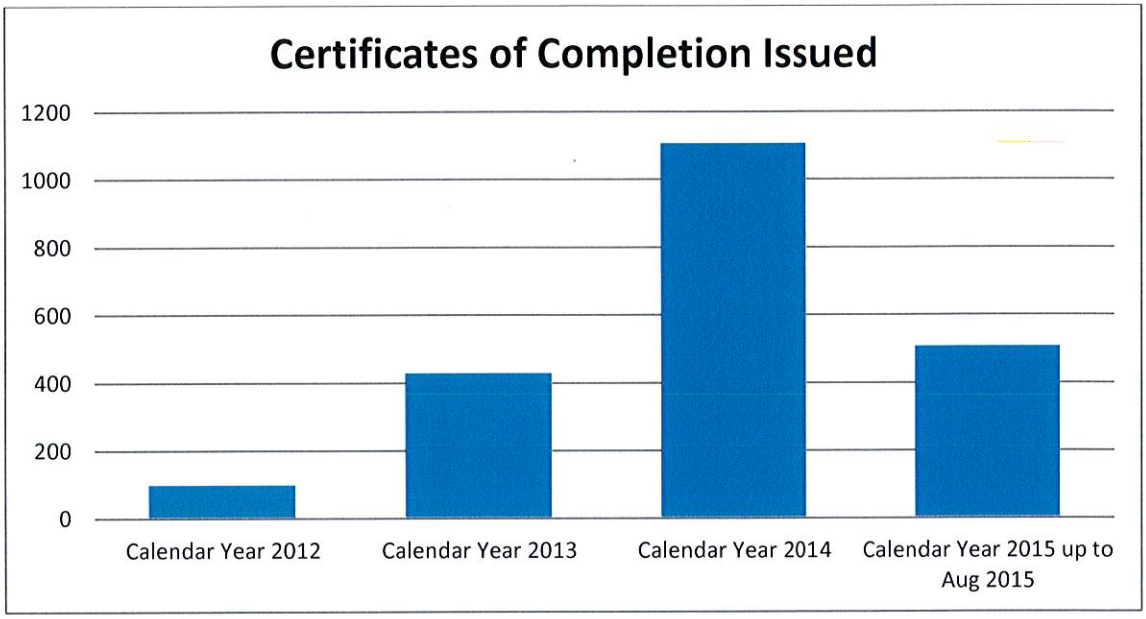


Since the date of the pilot, lynda.com has continued to add courses to its library providing students with up to date learning resources. Additionally, some outdated courses have been removed from the library, but we continue to see the number of available courses in the library increase.

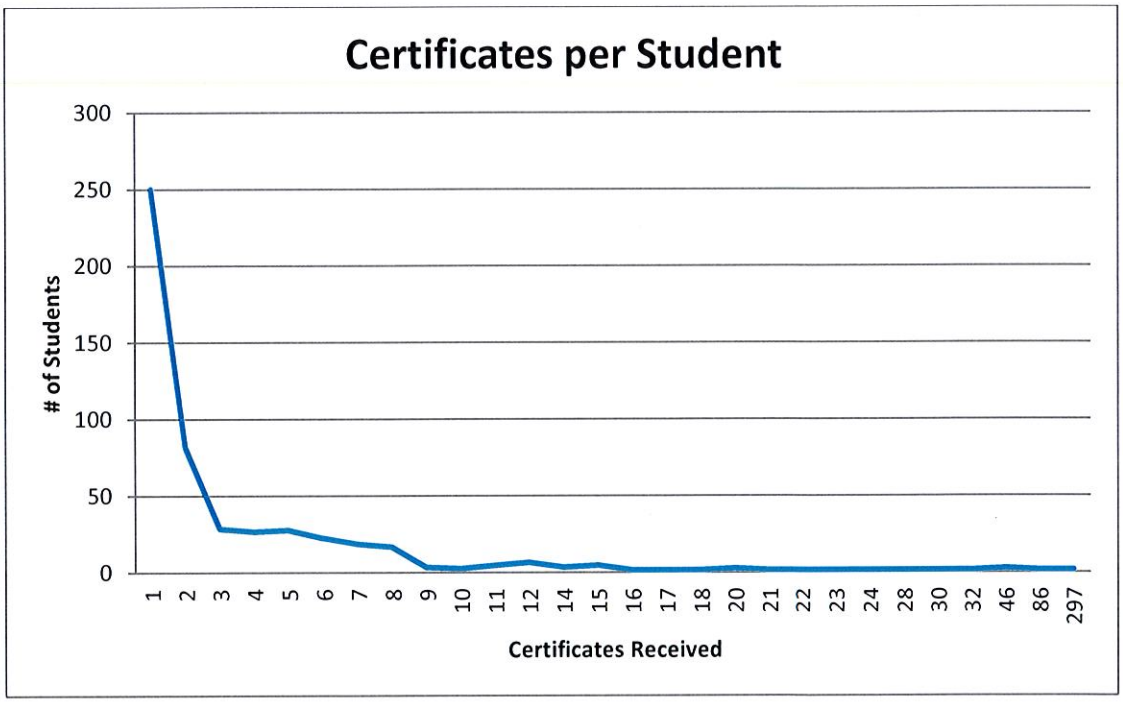


The number of student active users of lynda.com has increased from 2012 to August 2015.

Just-in-Time Learning SSF Report Attachment



The number of courses completed and certificates of completion issued to students per year have increased. Note: Last column represents a partial year with Fall quarter representing the highest usage.



The listing above defines the number of certificates issued out per person. Since 2012, there have been a total of 2,134 Course Completion Certificates issued to students. Please note that there is however one anomaly from last year that is not displayed in this table. The information is of a count of 297 certificates of completions issued to a single student from November 2013 to June 2014.

Just-in-Time Learning SSF Report Attachment

Note: In lynda.com, there are various methods by which students can receive certificates of completions by viewing videos, course, playlists or articles. See descriptives below:

- **Videos** are bite-sized tutorials that cover a single subtopic within a course.
- **Courses** cover topics and include videos on specific subtopics.
- **Playlists** are collections of courses curated by lynda.com experts.
- **Articles** include news, insights, and inspirational stories.